

# Culinary Arts II

**8276 36 weeks / 280 hours**

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## Acknowledgments

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## Course Description

**Suggested Grade Level:** 11 or 12

**Prerequisites:** 8275

Culinary Arts II students continue to acquire a comprehensive knowledge of the food service industry while refining their technical skills. Students apply kitchen safety and sanitation, nutritional principles, and advanced food-preparation techniques. Students complete work-based learning in venues such as the a la carte kitchen, the dining room, and catered functions.

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

## Task Essentials List

- 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.

8276	Tasks/Competencies
⊕	Analyze the meaning of work and the meaning of family.
⊕	Compare how families affect work life and how work life affects families.
⊕	Identify management strategies for balancing work and family roles.
⊕	Demonstrate use of safety data sheets (SDS).
⊕	Identify the safety design and construction features of food production equipment and facilities.
⊕	Develop strategies for minimizing safety hazards in the kitchen.
⊕	Demonstrate professional knife safety.
⊕	Demonstrate emergency procedures for injuries in the food service environment.
⊕	Identify types of fire extinguishers and other methods of fire suppression.
⊕	Adhere to laws and regulations governing sanitation and safety in the food service environment.
⊕	Explain how the hazard analysis and critical control points (HACCP) system helps to minimize the risk of food-borne illness.
⊕	Implement corrective action for adulterated foods.
⊕	Explain preventive measures for food-borne illnesses.
⊕	Describe potentially hazardous foods.
⊕	Demonstrate safe food production, storage, and serving procedures.
⊕	Demonstrate personal hygiene and health practices.
⊕	Demonstrate food handling procedures.
⊕	Identify the sanitation design and construction features of food production equipment and facilities.
⊕	Perform a sanitation inspection.
⊕	Develop a schedule for cleaning and sanitizing equipment and facilities.
⊕	Demonstrate the procedures for receiving and storing raw and prepared foods.
⊕	Demonstrate the procedures for receiving and storing cleaning supplies and chemicals.
⊕	Demonstrate waste-disposal and recycling procedures.

+	Describe measures for pest control and eradication in the food service environment.
+	Modify recipes to meet U.S. Department of Agriculture (USDA) nutritional guidelines.
+	Identify special dietary needs.
+	Evaluate how eating patterns influence wellness.
+	Demonstrate cooking and storage techniques that promote maximum retention of nutrients.
+	Demonstrate knife cuts.
+	Demonstrate operation of hand tools and utensils.
+	Demonstrate operation of kitchen equipment.
+	Use a variety of cookware for specific tasks.
+	Apply time-management principles when planning, preparing, and serving food.
+	Design a kitchen floor plan to facilitate a specific menu.
+	Demonstrate roasting.
+	Demonstrate baking.
+	Demonstrate broiling.
+	Demonstrate grilling.
+	Demonstrate griddling.
+	Demonstrate sautéing.
+	Demonstrate pan frying.
+	Demonstrate deep frying.
+	Demonstrate poaching.
+	Demonstrate steaming.
+	Demonstrate boiling and simmering.
+	Demonstrate braising.
+	Demonstrate stewing.
+	Enhance food products.
+	Identify the standard cuts and grades of meat.

+	Identify the purchase specifications of fish and shellfish.
+	Prepare stocks.
+	Prepare soups.
+	Prepare sauces.
+	Prepare fruits.
+	Prepare vegetables.
+	Prepare farinaceous products.
+	Demonstrate food-presentation techniques.
+	Identify the purposes of convenience and partially cooked (par-cooked) food items.
+	Prepare cold dips and relishes.
+	Prepare cold canapés and other hors d'oeuvres.
+	Prepare marinades.
+	Demonstrate cold food-presentation techniques.
+	Produce edible, decorative pieces.
+	Select equipment and utensils used in baking.
+	Describe baking ingredients.
+	Prepare yeasted dough products.
+	Prepare pastries.
+	Prepare an assortment of cakes.
+	Prepare creams, custards, and mousses.
+	Prepare dessert sauces.
+	Demonstrate dessert and baked goods presentation techniques.
+	Demonstrate table-service etiquette.
+	Demonstrate table service.
+	List the basic principles of menu development.
+	Apply principles of menu design to create a menu, including item descriptions.

<input checked="" type="radio"/>	Apply the principles of nutrition to menu development.
<input checked="" type="radio"/>	Explain the importance of product mix and average check.
<input checked="" type="radio"/>	Describe various cuisines and their relationship to customer preferences and expectations.
<input checked="" type="radio"/>	Perform unit conversions.
<input checked="" type="radio"/>	Perform recipe conversions to meet different yields.
<input checked="" type="radio"/>	Create a standardized recipe.
<input checked="" type="radio"/>	Process an electronic guest check.
<input checked="" type="radio"/>	Use yield percentage.
<input checked="" type="radio"/>	Calculate recipe costs.
<input checked="" type="radio"/>	Determine pricing for menu items.
<input checked="" type="radio"/>	Identify factors that contribute to profit and loss.
<input checked="" type="radio"/>	Cater an on-site function.
<input checked="" type="radio"/>	Cater an off-site function.
<input checked="" type="radio"/>	Identify the components of a catering contract.

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

### **Management**

- How can one develop a life plan that reflects family values?
- How can an individual's management skills be integrated into the family?
- What resources can help one 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 effects 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 does one need to balance the effects of family life on work?

### **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 are needed to minimize the effects of family life on work and the effects of work on family life?
- What resources can help one determine values toward work and families?

## **Task Number 41**

### **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?
- 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 be used to address and resolve conflict regarding work and family roles?
- What skills do family members need to become leaders?
- What criteria should be used to assess 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?

# **Examining Safety**

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## **Task Number 42**

### **Demonstrate use of safety data sheets (SDS).**

#### **Definition**

Demonstration should include referencing and following industry-accepted procedures for adhering to the requirements and first aid procedures listed in a variety of safety data sheets.

## **Process/Skill Questions**

### **Thinking**

- What information is commonly found on an SDS?
- Why are SDS important?

### **Communication**

- How does an SDS communicate crucial information effectively?
- Where should SDS be located in the food service establishment?

### **Leadership**

- Who provides the SDS located in a food-service establishment?
- What kind of training should employees have to handle hazardous materials?

### **Management**

- Who is responsible for storage, maintenance, and availability of the SDS?
- How can management be sure that requirements for handling 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**

## **FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

## **Entrepreneurship**

## **Task Number 43**

### **Identify the safety design and construction features of food production equipment and facilities.**

#### **Definition**

Identification should include typical safety features of food production equipment and facilities, including safety requirements of the Occupational Safety and Health Administration (OSHA) and the U.S. Department of Labor, as well as UL ratings.

#### **Process/Skill Questions**

##### **Thinking**

- Why should equipment and facilities be easy to clean?
- Why does OSHA have specific safety requirements for the operation of equipment and tools?
- Why should the government have guidelines and safety policies?
- Whose interests do food safety procedures and requirements serve?

##### **Communication**

- What are some sources for OSHA publications?
- What information is needed for the selection of food service equipment?
- What resources are needed for selecting efficient, safe, and economical equipment?

##### **Leadership**

- What local agencies need to approve facilities during construction or remodeling?
- Why is it important to follow safety procedures and requirements when selecting and using food production equipment?

##### **Management**

- What equipment is needed for efficient, safe, and economical food production?
- What are the procedures and requirements for operating and maintaining food production equipment?
- What skills are needed to select, use, and maintain food production tools and equipment?
- What criteria should be developed for cleaning and sanitizing food production 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)**

**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 44**

**Develop strategies for minimizing safety hazards in the kitchen.**

**Definition**

Development should include compliance with OSHA and U.S. Department of Labor regulations.

**Process/Skill Questions**

**Thinking**

- What are a worker’s rights and responsibilities under OSHA?
- How can work guidelines and policies make work safer?

### **Communication**

- How can one gather information about health and safety problems in a restaurant?
- Why is it important to report the first signs of injury?

### **Leadership**

- What is workers’ compensation, and who pays for it?

### **Management**

- Who is responsible for ensuring safety in the workplace?
- How can an employer ensure that employees are not discriminated against on the basis of race or ethnicity?

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

### **8.2**

Demonstrate food safety and sanitation procedures.

#### **8.3.1**

Operate tools and equipment following safety procedures and OSHA requirements.

#### **8.3.2**

Maintain tools and equipment following safety procedures and OSHA requirements.

#### **8.3.5**

Demonstrate procedures for safe and secure storage of equipment and tools.

## **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**

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## **Task Number 45**

### **Demonstrate professional knife safety.**

#### **Definition**

Demonstration should include

- use of a safety glove on the guiding hand
- grip
- guiding hand placement
- stance to reduce back and neck strain
- placement of cutting board.

#### **Process/Skill Questions**

##### **Thinking**

- What should a worker do if he/she drops a knife?

##### **Communication**

- How can all workers in the kitchen keep track of when knives are sharpened?

##### **Leadership**

- Why should only experienced and trained workers sharpen knives?

##### **Management**

- Why should managers require employees to use hand protection when hands are exposed to hazards such as cuts and lacerations?

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

#### **8.5.1**

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

## **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

## **FCCLA: STAR Events (2019)**

**Career Investigation**

Check the national [FCCLA portal](#).

**Culinary Arts**

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Professional Presentation**

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## **Task Number 46**

**Demonstrate emergency procedures for injuries in the food service environment.**

### **Definition**

Demonstration should include

- notifying the supervisor
- identifying the type of injury
- using a first-aid kit, if appropriate, in accordance with manufacturer's instructions
- following other established emergency procedures and/or crisis management plans.

### **Process/Skill Questions**

- What constitutes an injury?
- When is it appropriate to administer cardiopulmonary resuscitation (CPR)?
- What part do personal ethics play in handling workplace emergencies?

### **Communication**

- Where is the crisis management plan located?
- What is worker's compensation?

### **Leadership**

- Who should be involved in developing a crisis management plan?
- What should be done in the absence of a crisis management plan?

### **Management**

- What legal and ethical responsibilities do employees have when dealing with an emergency?
- Why is it important to have a crisis management plan?
- What are the policies for handling emergencies in a food service establishment?
- What training should employees have regarding bloodborne pathogens?

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

### **8.2.2**

Employ food service management safety/sanitation program procedures, including CPR and first aid.

### **8.6.4**

Examine the areas of risk management and legal liability within the food service industry.

## **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**

## **FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Culinary Arts**

**Entrepreneurship**



## Task Number 47

### Identify types of fire extinguishers and other methods of fire suppression.

#### Definition

Identification should include

- describing each type of fire extinguisher
- describing the use of each type of fire extinguisher, including the class of fire for which it is used and the manner of its use
- explaining other common methods of fire suppression (e.g., stop, drop, and roll; smothering).

#### Process/Skill Questions

##### Thinking

- Why is fire prevention a daily concern for all employees of a food service establishment?
- What happens if water is used to extinguish a grease fire?

##### Communication

- What is a hood suppression system?
- Who should know how to operate a hood system?

##### Leadership

- How often do fire extinguishers need to be inspected?
- How can guests be informed of the locations of fire extinguishers and fire exits?

##### Management

- When should fire extinguishers be replaced?
- How many fire extinguishers are needed in a food service establishment?
- What special training should an employee have to handle a fire extinguisher?
- How can management be sure that kitchen employees know what to do in case of fire?

## National Standards for Family and Consumer Sciences Education

### 8.2.2

Employ food service management safety/sanitation program procedures, including CPR and first aid.

## **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**

### **Adhere to laws and regulations governing sanitation and safety in the food service environment.**

#### **Definition**

Adherence should include following the laws and regulations of federal, state, and local government agencies and the sanitation, safety, and health guidelines of the employer or teacher.

#### **Process/Skill Questions**

##### **Thinking**

- Why is it important to adhere to sanitation and health codes?
- How often should a food service operation be inspected?

##### **Communication**

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

## **Leadership**

- How does a food service establishment obtain an operating license?
- Who issues operating licenses?

## **Management**

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

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

### **8.2**

Demonstrate food safety and sanitation procedures.

#### **8.2.2**

Employ food service management safety/sanitation program procedures, including CPR and first aid.

#### **8.2.3**

Use knowledge of systems for documenting, investigating, reporting, and preventing 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](#).

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Professional Presentation**

# Examining Sanitation

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## Task Number 49

**Explain how the hazard analysis and critical control points (HACCP) system helps to minimize the risk of food-borne illness.**

### Definition

Explanation should include the various effects of the HACCP system in the food service environment.

### Process/Skill Questions

#### Thinking

- What are the seven steps in a HACCP plan?
- When would a food service operation need a HACCP plan?
- What government agencies are involved in the development of a HACCP plan?

#### Communication

- What are the seven steps to the HACCP system?
- What is the definition of a *critical control point*?
- What is *hazard analysis*?

#### Leadership

- What procedures are needed to ensure that critical control points are correctly met?
- How can a leader set goals to follow HACCP procedures?

#### Management

- How can management monitor a HACCP plan implementation?
- How can management ensure that procedures are clearly understood by everyone involved in the HACCP plan?
- What actions should be taken to guarantee that HACCP procedures are followed according to accepted guidelines?

## 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**

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**Culinary Arts**

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Professional Presentation**

**Public Policy Advocate**

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## **Task Number 50**

### **Implement corrective action for adulterated foods.**

#### **Definition**

Implementation should include

- identifying the critical control point
- isolating adulterated foods from other foods
- following established procedures for the corrective action.

## Process/Skill Questions

### Thinking

- What are some signs of adulterated foods?
- What are the established procedures for corrective action regarding adulterated foods?
- What factors might influence the choice of corrective action to take?

### Communication

- What is the definition of *adulterated foods*?
- What is the definition of *the temperature danger zone*?
- How can corrective action be communicated to employees?

### Leadership

- How should adulterated foods be reported?
- What are examples of corrective actions?

### Management

- What are the steps that can be taken to minimize or eliminate adulterated foods?
- Who establishes corrective procedures for adulterated foods?

## National Standards for Family and Consumer Sciences Education

### 8.2

Demonstrate food safety and sanitation procedures.

### FCCLA National Programs

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

### FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

### Culinary Arts

## **Task Number 51**

### **Explain preventive measures for food-borne illnesses.**

#### **Definition**

Explanation should include the effect and importance of

- keeping everything that comes in contact with food (e.g., hands, surfaces, utensils) clean and sanitary
- separating raw meat, poultry, seafood, and eggs from all other foods
- cooking all food thoroughly to the minimum safe temperatures
- storing food at safe temperatures
- using clean, safe water and raw materials
- reporting cases of food-borne illnesses to the local health department.

#### **Process/Skill Questions**

##### **Thinking**

- When should food service employees report symptoms of illness to the manager?
- How often should food thermometers be calibrated?
- What are the proper cooking, reheating, and holding temperatures for foods needing time and temperature control for safety (TCS foods)?
- Why is temperature monitoring so important during storage and preparation of food?
- Why is the proper preparation of eggs particularly important in preventing food-borne illness?
- What happens to an establishment that does not have a certified food handler on duty?

##### **Communication**

- How can management communicate preventive measures to employees?
- How can signs/posters be used as a communication tool for employees?
- Who issues the food service manager sanitation card?
- How can the importance of cooking all food thoroughly to the minimum safe temperatures be communicated to employees?

##### **Leadership**

- Why is it important for managers to set a good example for employees regarding preventive measures?
- How can a food service employee help to handle an outbreak of food-borne illness?
- How can one become a certified food handler?
- How does one maintain certification?

##### **Management**

- Why must food-borne illnesses, even mild ones, be immediately reported to the local health department?
- When are employees allowed back to work after being diagnosed with these illnesses? What proper documentation should they provide with before returning?
- What are the ramifications for not reporting cases of food-borne illnesses?

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

### **8.2**

Demonstrate food safety and sanitation procedures.

### **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

### **FCCLA: STAR Events (2019)**

**Career Investigation**

Check the national [FCCLA portal](#).

**Culinary Arts**

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Public Policy Advocate**

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## **Task Number 52**

**Describe potentially hazardous foods.**

### **Definition**

Description should include



- identifying the factors that make foods potentially hazardous (i.e., high protein content, moisture content of 85 percent or higher, and slightly acidic pH [4.6–7.5])
- explaining why each of these factors makes foods potentially hazardous
- listing the common foods that are potentially hazardous (e.g., eggs, dairy products, meat, seafood, produce)
- explaining the difference between an outbreak of food-borne illness and a one-off case of food poisoning.

## **Process/Skill Questions**

### **Thinking**

- What are foods, including vegetables, that are high in protein?
- What is water activity, and how is it determined?
- What is the bacterial growth curve?
- What is a lag phase?
- What are examples of potentially hazardous foods?
- How might nonhazardous foods become hazardous?

### **Communication**

- What are pathogens?
- What is the pH scale?
- What characteristics do potentially hazardous foods share?

### **Leadership**

- How is cross-contamination prevented during food preparation?
- How is cross-contamination prevented during storage?

### **Management**

- What is the purpose of colored-coded equipment, such as cutting boards and knives?
- How could a manager educate employees in the identification of potentially hazardous foods?
- Why should employees be taught to prepare different types of foods in separate locations?

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

### **8.2**

Demonstrate food safety and sanitation procedures.

### **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Culinary Arts**

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Professional Presentation**

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## **Task Number 53**

**Demonstrate safe food production, storage, and serving procedures.**

### **Definition**

Demonstration should include

- inspecting and taking temperatures when receiving food
- monitoring critical control points and following established procedures when producing food
- determining proper areas and methods for storing food
- following procedures for preventing cross-contamination
- ensuring temperatures are within the safe range when serving food.

### **Process/Skill Questions**

#### **Thinking**

- What are the time and temperature allowances for food in the temperature danger zone?
- What are some signs of time and temperature abuse?

#### **Communication**

- What is shelf life?
- What does FIFO stand for?

#### **Leadership**

- How does one calibrate a thermometer?
- What are some characteristics of a reputable purveyor?

## **Management**

- What are some guidelines for heating and cooling food?
- Who is responsible for assuring that food is produced, stored, and served properly?
- Why is it important that food service employees have ready access to thermometers and markers?

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

### **8.2**

Demonstrate food safety and sanitation procedures.

#### **8.2.6**

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

## **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 54**

**Demonstrate personal hygiene and health practices.**

## **Definition**

Demonstration should include

- following guidelines for hygienic grooming and dressing (e.g., wearing a clean uniform)
- using hand-washing techniques.

## **Process/Skill Questions**

### **Thinking**

- Why is attire an important part of personal hygiene?
- Why are uniforms a good choice of attire in food service operations?

### **Communication**

- When should single-use gloves be changed?
- Why is hand washing important?

### **Leadership**

- When is it appropriate to use single-use gloves?
- What are the key elements of personal hygiene?

### **Management**

- What are the steps for proper hand washing?
- What items are needed for a hand-washing station?
- Why should managers monitor employee hygiene practices?

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

### **8.2.5**

Practice standard personal hygiene and wellness procedures.

### **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

## **FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Culinary Arts**

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Professional Presentation**

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## **Task Number 55**

### **Demonstrate food handling procedures.**

#### **Definition**

Demonstration should include

- identifying common food allergens
- describing ways to avoid handling food so as to prevent cross-contamination with allergens
- listing typical symptoms of an allergic reaction
- explaining the functions of ingredients that are common food allergens
- listing substitute ingredients that do not compromise the integrity of the final product.

#### **Process/Skill Questions**

##### **Thinking**

- What are common food allergens?
- How can one decide what ingredient could be substituted for an allergen?

##### **Communication**

- How can one tell if a product contains an allergen?
- How does one learn of customers' allergies?
- What document should be examined to determine whether a product contains an allergen?

##### **Leadership**

- Who should determine that an ingredient substitution is safe?
- What could happen if one makes an incorrect substitution?

##### **Management**

- What steps should be taken if a customer has an allergic reaction?
- How does a food service establishment inform staff and customers of the presence of food allergens?
- How can the food service worker prepare allergen-free food products to meet customers' needs?

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

### **8.2**

Demonstrate food safety and sanitation procedures.

### **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

### **FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Culinary Arts**

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Professional Presentation**

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## **Task Number 56**

### **Identify the sanitation design and construction features of food production equipment and facilities.**

#### **Definition**

Identification should include typical features of food production equipment and facilities that allow for thorough cleaning and sanitation.

## **Process/Skill Questions**

### **Thinking**

- Why should equipment and facilities be easy to clean?
- Why does OSHA have safety requirements for the operation of equipment and tools?
- Why should the government have guidelines and safety policies that facilities must follow?
- Whose interests do food safety procedures and requirements serve?

### **Communication**

- What information is needed for the selection of food service equipment?
- What resources are needed for selecting efficient, safe, and economical equipment?

### **Leadership**

- What local agencies need to approve facilities during construction or remodeling?
- Why is it important to follow safety procedures when selecting and using food production equipment?
- What are the consequences of not selecting equipment that is efficient, safe, and economical?

### **Management**

- What equipment is needed for efficient, safe, and economical food production?
- What are the procedures and requirements for operating and maintaining food production equipment?
- What skills are needed to select, use, and maintain food production tools and equipment?
- What criteria should be developed for cleaning and sanitizing food production equipment?

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

### **8.3.3**

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

### **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 57**

### **Perform a sanitation inspection.**

#### **Definition**

Performance should include

- reviewing the sanitation standards to be met, as set forth by the Virginia Department of Health
- inspecting all necessary items
- identifying any modifications necessary for compliance with the given standards.

#### **Process/Skill Questions**

##### **Thinking**

- Why are sanitation inspections important?
- How often should a sanitation inspection be performed?
- What should be done if a violation is found?

##### **Communication**

- How can one best communicate to employees how to address violations?
- What career paths are available in this field?

##### **Leadership**

- What should one do with the results of an inspection?
- What are some professional organizations that would inspect a food service establishment?

##### **Management**

- What are some of the areas inspected?
- What tools would be used to conduct an inspection?

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



### 8.3.3

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

## **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**

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**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Professional Presentation**

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## **Task Number 58**

### **Develop a schedule for cleaning and sanitizing equipment and facilities.**

#### **Definition**

Development should include

- analyzing the need for periodic cleaning and sanitizing of every piece of stationary equipment, tabletops, countertops, floors, and other surfaces
- creating a schedule that addresses the need for every cleaning task.

#### **Process/Skill Questions**

## **Thinking**

- Why is it important to take a proactive approach to cleaning and sanitizing?
- Why should both public and private areas be cleaned on a schedule each day?

## **Communication**

- What materials are needed for developing the schedule?
- How does one communicate inventory needs for cleaning?
- Why must a food service establishment have clearly established cleaning procedures?

## **Leadership**

- How can one develop a schedule within the restrictions of timing, finance, and staffing?

## **Management**

- Who should develop the schedule?
- What is the difference between cleaning and sanitizing, and how do they affect the schedule?
- What type of training in cleaning procedures should management give employees?

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

### **8.3.3**

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

## **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 59**

### **Demonstrate the procedures for receiving and storing raw and prepared foods.**

#### **Definition**

Demonstration should include

- checking the shipment against the invoice and the purchase order
- evaluating the quality of the foods
- determining the proper storage areas and methods.

#### **Process/Skill Questions**

##### **Thinking**

- What are some signs of time and temperature abuse?
- How is the freshness of a product determined?

##### **Communication**

- What is the process for refusing a product (i.e., sending a product back)?

##### **Leadership**

- How should an employee handle a discrepancy between an invoice and a purchase order?
- How do purchasing and receiving procedures affect the bottom line?

##### **Management**

- What is the importance of proper storage?
- Who is responsible for purchasing and receiving in an establishment?

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

#### **8.2.6**

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

#### **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**

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## **Task Number 60**

### **Demonstrate the procedures for receiving and storing cleaning supplies and chemicals.**

#### **Definition**

Demonstration should include

- checking the shipment against the invoice and the purchase order
- evaluating the integrity of the containers
- determining the proper storage areas and methods, following OSHA guidelines as applicable.

#### **Process/Skill Questions**

##### **Thinking**

- Why should cleaning supplies be stored away from food items?
- What could the consequences be for not storing cleaning supplies properly?

##### **Communication**

- Why are SDS important?
- What are food-safe chemicals?

## **Leadership**

- What can happen when chemicals are mixed?
- Why is it important to use the product only as directed?
- Why does OSHA have guidelines for storage areas and methods?

## **Management**

- What are the possible storage sites for cleaning supplies and chemicals?
- Why is proper labeling important for safety?
- When is it appropriate to hire a licensed professional?

## **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**

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## **Task Number 61**

**Demonstrate waste-disposal and recycling procedures.**

## **Definition**

Demonstration should include

- using a garbage disposal to dispose of food scraps
- keeping garbage covered in sanitized garbage cans with tight-fitting lids when a garbage disposal is unavailable or its use is inappropriate
- lining waste containers with plastic bags
- emptying garbage receptacles at least every four hours and removing all waste from the premises daily
- following established recycling policies and procedures.

## **Process/Skill Questions**

### **Thinking**

- Why is proper disposal of garbage critical to the overall sanitation of a food service establishment?
- Why is it important to have separate waste streams?
- How does waste disposal affect pest control?
- What are safe ways to economize on waste disposal?
- What are the benefits of recycling?
- What kitchen substances should not be put into a garbage disposal?

### **Communication**

- What costs are involved in waste disposal?
- What costs are involved in recycling?

### **Leadership**

- What items can be recycled?
- What can be the financial benefits of recycling?
- Why is waste management an important part of a food service establishment's budget?

### **Management**

- What are ways to dispose of waste?
- What are procedures for safe trash removal?
- Why might the preparation for disposal be as important as the disposal itself?

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

### **8.2.10**

Demonstrate safe and environmentally responsible waste disposal and recycling methods.

## **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**

**Sustainability Challenge**

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## **Task Number 62**

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

### **Definition**

Description should include

- taking preventive measures (e.g., denying access, storing food according to standard procedures, cleaning up spilled food promptly)
- using pest-control products on a regular basis, according to standard safety practices and manufacturer's directions.

### **Process/Skill Questions**

#### **Thinking**

- How does the cleaning schedule affect pest control?

#### **Communication**

- What are signs of pest infestation?
- What insects and pests are drawn to a food service establishment?

- What is integrated pest management?
- What resources are available to help control pests?

### **Leadership**

- Which individuals are allowed to use pest-control products?
- What pest-control chemicals can be used safely in food services areas?

### **Management**

- Who is in charge of procuring pest control?
- What should be done in case of an infestation?

### **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**

**Sustainability Challenge**

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# **Applying Nutritional Principles**

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## **Task Number 63**

### **Modify recipes to meet U.S. Department of Agriculture (USDA) nutritional guidelines.**

#### **Definition**

Modification should include

- outlining USDA nutritional guidelines
- adapting recipes to meet specific nutritional guidelines.

#### **Process/Skill Questions**

##### **Thinking**

- How do the guidelines define good nutrition?
- How may processing food affect nutrition?

##### **Communication**

- What is good nutrition?
- How have dietary guidelines changed in the last 10 years?

##### **Leadership**

- How can a purchasing system help to ensure nutritious food sources?

##### **Management**

- What would be included in a nutrition plan?
- What are examples of different dietary guidelines?

#### **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**

**Entrepreneurship**

**Food Innovations**

**Hospitality, Tourism, and Recreation**

**Professional Presentation**

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## **Task Number 64**

### **Identify special dietary needs.**

#### **Definition**

Identification should include

- conditions resulting in special dietary needs (e.g., chronic illness, allergies)
- American Heart Association and American Diabetes Association guidelines
- special dietary needs (e.g., nut-free, gluten-free)
- resources for information about dietary requirements.

#### **Process/Skill Questions**

##### **Thinking**

- How do special dietary needs affect nutrition?
- Where can one find up-to-date resources for dietary requirements?

##### **Communication**

- How are special dietary needs distinguished?
- How are specialized dietary plans organized?

##### **Leadership**

- How can a purchasing system help to ensure nutritious food sources?

##### **Management**

- What is included in different specialized dietary plans?
- What are examples of different specialized dietary plans?

## **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

**Student Body: The Healthy You**

## **FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Nutrition and Wellness**

**Professional Presentation**

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## **Task Number 65**

### **Evaluate how eating patterns influence wellness.**

#### **Definition**

Evaluation should include

- defining the term *eating pattern*--what and when one eats
- listing the benefits of eating breakfast
- listing the risks of skipping meals
- distinguishing between healthy and unhealthy eating patterns
- determining the benefits and disadvantages of snacking
- describing the nutritional value of common fast foods

- listing the benefits of foods with high nutrient density
- distinguishing food facts from food fallacies.

## **Process/Skill Questions**

### **Thinking**

- What is the relationship between personal responsibility and eating patterns?
- Why should food service professionals be concerned about eating patterns and their effect on wellness?
- What are the benefits of healthy eating patterns?

### **Communication**

- How can one compare healthy and unhealthy eating patterns?
- How can food service professionals communicate the benefits of eating breakfast, healthy snacks, or foods with high nutrient density?
- How do individuals acquire eating patterns?
- Where do people get information regarding eating patterns?

### **Leadership**

- What happens when families do not practice healthy eating patterns?
- What are the psychological factors related to eating disorders?
- What are the effects on the body of using starvation or of bingeing and purging as weight-control methods?
- Why is there misinformation concerning food and food supplements? What are the consequences of accepting misinformation as fact?

### **Management**

- What management skills help individuals engage in healthy eating patterns?
- What information and resources help people make healthy choices?
- What steps can food service professionals follow to help establish healthy eating patterns for individuals who need to control intake of calories?

## **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](#).

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Nutrition and Wellness**

**Professional Presentation**

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## **Task Number 66**

**Demonstrate cooking and storage techniques that promote maximum retention of nutrients.**

### **Definition**

Demonstration should include

- identifying cooking techniques that maximize retention of nutrients
- identifying storage techniques that promote maximum retention of nutrients
- explaining why the ways foods are prepared, cooked, and stored affect their nutritional content
- explaining why cooking time and moisture can cause foods to lose their nutrients
- performing various cooking and storage techniques that maximize retention of nutrients.

### **Process/Skill Questions**

#### **Thinking**

- How can cooking techniques affect nutrients in foods?
- How can storage techniques affect nutrients in foods?

#### **Communication**

- How can employees communicate the effect of cooking and storage on nutrient retention?
- What is the difference between fat-soluble and water-soluble nutrients?
- What are macronutrients?
- How do macronutrients contribute calories to the diet?

## **Leadership**

- How can leaders emphasize the importance of retaining nutrients in food when cooking and storing?

## **Management**

- What processes can affect nutrients?
- What are some examples of products that would be affected differently by the same cooking technique?

## **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**

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# Applying Advanced Food-Preparation Techniques

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## Task Number 67

### Demonstrate knife cuts.

#### Definition

Demonstration should include

- applying safety precautions
- selecting knives for a variety of advanced tasks
- performing a variety of cuts (e.g., large dice, medium dice, small dice, batonnet, brunoise, julienne, rondelle, chiffonade, diagonal, paysanne, tourne) with accuracy and consistency.

#### Process/Skill Questions

##### Thinking

- What are the consequences of inaccurate and inconsistent knife cuts?
- Why is it important to understand the proper terminology for knife cuts?

##### Communication

- How does one communicate the importance of accurate and consistent knife cuts?
- Why is it important to know the different knife cuts and their applications?

##### Leadership

- How can a leader help others increase the accuracy and consistency of knife cutting skills?
- What are the types of knives used in the food service kitchen and their common uses?

##### Management

- What cost factors are involved with knife cuts?
- How do accurate and consistent knife cuts affect efficiency?

### National Standards for Family and Consumer Sciences Education

#### 8.5.1

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

## **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Culinary Arts**

**Professional Presentation**

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## **Task Number 68**

### **Demonstrate operation of hand tools and utensils.**

#### **Definition**

Demonstration should include

- selecting the hand tool or utensil for a task
- using the hand tool or utensil to produce foods that are of high quality in appearance and consistency.

#### **Process/Skill Questions**

##### **Thinking**

- How does one know when a tool is not in optimum condition?
- Why are tool and utensil maintenance important?
- Why is it important to select the appropriate tool for the specific task?

##### **Communication**

- How can operation of hand tools and utensils be communicated to staff?
- What hand tools and small equipment are needed for pre-preparation?



## **Leadership**

- How can employers demonstrate when it is appropriate to use a hand tool as opposed to a piece of kitchen equipment for a specific task?

## **Management**

- What safety factors are involved in using hand tools?
- Who provides training in hand tool use?
- When can a tool be substituted?

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

### **8.3.1**

Operate tools and equipment following safety procedures 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)**

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**Culinary Arts**

**Professional Presentation**

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## **Task Number 69**

### **Demonstrate operation of kitchen equipment.**

#### **Definition**

Demonstration should include

- selecting kitchen equipment for a task
- using the equipment to produce foods that are of high quality in appearance and consistency.

## **Process/Skill Questions**

### **Thinking**

- What is the difference between hand tools and kitchen equipment?
- How does one know when is it appropriate to use a piece of kitchen equipment as opposed to a hand tool for a specific task?

### **Communication**

- What types of preparation equipment are used in the food service kitchen?
- What equipment is needed for holding and serving food and beverages?

### **Leadership**

- What should be considered before performing maintenance on a piece of kitchen equipment?
- How does one decide what type of equipment to select for the kitchen?

### **Management**

- What are some methods of cleaning and sanitizing kitchen equipment?
- What are some preventive maintenance tasks involved with kitchen equipment?

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

### **8.3.1**

Operate tools and equipment following safety procedures 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

### Professional Presentation

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## Task Number 70

### Use a variety of cookware for specific tasks.

#### Definition

Use should include

- selecting the appropriate cookware for the task
- working with cookware to produce foods that are of high quality in appearance, nutritional value, and flavor.

#### Process/Skill Questions

##### Thinking

- What materials are used to make cookware?
- How do the various cookware materials affect how quickly foods cook?
- Why is it important to use the proper cookware?

##### Communication

- What is the difference between commercial and home cookware?
- Why is glass cookware permitted in a home kitchen but not in a commercial kitchen?

##### Leadership

- What are the cleaning procedures for different cookware?
- What are safety practices to observe in using cookware?

##### Management

- What does *gauge* mean? Why might the gauge of a particular metal determine what equipment to purchase?
- How should cookware be stored?
- Why is it important to follow proper cleaning and sanitizing rules when cleaning cookware?

### 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**

**Professional Presentation**

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## **Task Number 71**

### **Apply time-management principles when planning, preparing, and serving food.**

#### **Definition**

Application should include

- using basic time-management principles to prepare a time plan and outline a sequence of steps
- following the time plan and sequence of steps
- evaluating the plan and sequence
- making improvements as necessary.

#### **Process/Skill Questions**

##### **Thinking**

- Why is time management important in preparing food?
- What are the consequences of organized planning, preparing, and serving of food?

## **Communication**

- What communication skills are essential for time management in the kitchen?
- What is the goal of time management during the planning, preparing, and serving of food?

## **Leadership**

- What leadership skills can help workers organize food preparation in a busy kitchen?
- How can technology help make more efficient use of the time involved in planning, preparing, and serving food?

## **Management**

- What management skills are needed for organizing the planning, preparing, and serving of food?
- What resources are needed to apply time-management principles when planning, preparing, and serving food?

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

### **8.4**

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

### **8.5**

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

### **8.6**

Demonstrate implementation of food service management and leadership functions.

## **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Culinary Arts**

**Entrepreneurship**

## **Task Number 72**

### **Design a kitchen floor plan to facilitate a specific menu.**

#### **Definition**

Design should include

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

#### **Process/Skill Questions**

##### **Thinking**

- What can happen if a kitchen floor plan is not arranged in a way that contributes to an efficient work flow?

##### **Communication**

- What role does speaking or writing play in creating a floor plan that contributes to an efficient work flow?

##### **Leadership**

- How is cooperation vital in performing the task of organizing ingredients in a refrigerator or dry storage room?

##### **Management**

- What consequences may result if an employee does not organize ingredients in a refrigerator or dry storage room?
- How does organizing ingredients interrelate with other tasks?

### **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 73**

### **Demonstrate roasting.**

#### **Definition**

Demonstration should include

- defining the term *roasting*—a dry heat cooking method that heats food by surrounding it with hot dry air in a closed environment, such as an oven, and is typically used for meats, poultry, game, and vegetables
- identifying when it is appropriate to roast food, including why roasting is used for larger products that need to cook longer.

#### **Process/Skill Questions**

##### **Thinking**

- What foods are associated with roasting?
- What skills are needed to prepare products to be roasted?

- How long should one let the roast rest before carving, and why is it important to let it rest?

## **Communication**

- What are the similarities and differences among dry-heat cooking methods?
- What is the difference between roasting and baking?

## **Leadership**

- What procedures are needed for roasting?
- What factors should be considered when roasting?
- What are the considerations for roasting food products with economy in mind?

## **Management**

- What products are appropriate for roasting?
- What equipment is needed for roasting?
- What criteria can help decide what food preparation techniques to use when developing a menu?

## **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

## Demonstrate baking.

### Definition

Demonstration should include

- defining the term *baking*—a dry-heat cooking method in which foods are surrounded by hot, dry air in a closed environment (typically an oven), and that it typically applies to foods such as breads, pastries, and vegetables
- identifying when it is appropriate to bake food, including why baking is used for smaller products that come into direct contact with the pan.

### Process/Skill Questions

#### Thinking

- What foods are associated with baking?
- How does equipment affect baking?
- What skills are needed to prepare products to be baked?
- What should be done after a product has been baked?

#### Communication

- How does one determine when a baked product is done?
- What are the similarities and differences among dry-heat cooking methods?
- What is the difference between roasting and baking?

#### Leadership

- What procedures are needed for baking?
- What factors should be considered when deciding to bake?
- What are the considerations for baking food products with economy in mind?

#### Management

- What equipment is needed for baking?
- What products are appropriate for baking?
- What criteria help decide what food preparation techniques to use when developing a menu?

## 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**

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## **Task Number 75**

### **Demonstrate broiling.**

#### **Definition**

Demonstration should include

- defining the term *broiling*—a dry heat cooking method in which foods are cooked by heat from an overhead source
- identifying when it is appropriate to broil food.

#### **Process/Skill Questions**

##### **Thinking**

- What foods are associated with broiling?
- How does equipment affect broiling?
- What skills are needed to prepare products to be broiled?

##### **Communication**

- How does one determine when a broiled product is done?
- What are the similarities and differences among dry-heat cooking methods?
- What is the difference between grilling and broiling?

## **Leadership**

- What procedures are needed for broiling?
- What factors should be considered when broiling?
- What are the considerations for broiling food products with economy in mind?

## **Management**

- What equipment is needed for broiling?
- What products are appropriate for broiling?

## **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**

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## **Task Number 76**

**Demonstrate grilling.**

**Definition**

Demonstration should include

- defining the term *grilling*—use of direct and open heat from the bottom
- identifying when it is appropriate to grill food.

## **Process/Skill Questions**

### **Thinking**

- What foods are associated with grilling?
- How does equipment affect grilling?
- What skills are needed to prepare products to be grilled?

### **Communication**

- How does one determine when a grilled product is done?
- What is the difference between grilling and griddling?

### **Leadership**

- What procedures are needed for grilling?
- What factors should be considered when deciding to grill?
- What are the considerations for grilling food products with nutrition in mind?

### **Management**

- What equipment is needed for grilling?
- What products are appropriate for grilling?

## **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

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## Task Number 77

### Demonstrate griddling.

#### Definition

Demonstration should include

- defining the term *griddling*—use of direct and enclosed heat from beneath the food
- identifying when it is appropriate to griddle food.

#### Process/Skill Questions

##### Thinking

- What foods are associated with griddling?
- How does equipment affect griddling?
- What skills are needed to prepare products to be griddled?

##### Communication

- How does one determine when a griddled product is done?
- What is the difference between sautéing and griddling?

##### Leadership

- What procedures are needed for griddling?
- What factors should be considered when deciding to griddle?

##### Management

- What equipment is needed for griddling?
- What products are appropriate for griddling?

## 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)**

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**Culinary Arts**

**Professional Presentation**

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## **Task Number 78**

### **Demonstrate sautéing.**

#### **Definition**

Demonstration should include

- defining the term *sautéing*—a dry-heat cooking method in which foods (typically meats, poultry, and fish) are cooked quickly over high heat in a pan with a small amount of fat
- identifying when it is appropriate to sauté food, including why sautéing is used for tender/delicate products that cook quickly in a small amount of fat.

#### **Process/Skill Questions**

##### **Thinking**

- What foods are associated with sautéing?
- How does equipment affect sautéing?
- What skills are needed to prepare products to be sautéed?

## **Communication**

- What does the phrase *conditioning the pan* mean?
- How does one determine when a sautéed product is done?
- What is the difference between pan frying and sautéing?

## **Leadership**

- What procedures are needed for sautéing?
- What factors should be considered when deciding to sauté?
- What are the considerations for sautéing food products with nutrition in mind?

## **Management**

- What equipment is needed for sautéing?
- What products are appropriate for sautéing?

## **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)**

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**Culinary Arts**

**Professional Presentation**

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## **Task Number 79**

# Demonstrate pan frying.

## Definition

Demonstration should include

- defining the term *pan frying*, including that pan frying uses enough fat to cover two-thirds of the product
- identifying when it is appropriate to pan fry food.

## Process/Skill Questions

### Thinking

- What foods are associated with pan frying?
- How does the equipment affect pan frying?
- What skills are needed to prepare products to be pan fried?

### Communication

- What does the phrase *conditioning the fat* mean?
- How does one determine when a pan-fried product is done?
- What is the difference between deep frying and pan frying?

### Leadership

- What procedures are needed for pan frying?
- What factors should be considered when deciding to pan fry?
- What are the considerations for pan frying food products with nutrition in mind?

### Management

- What equipment is needed for pan frying?
- What products are appropriate for pan frying?

## 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**

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## **Task Number 80**

### **Demonstrate deep frying.**

#### **Definition**

Demonstration should include

- defining the term *deep frying*, including that deep frying uses enough fat to fully submerge the product
- identifying when it is appropriate to deep fry food.

#### **Process/Skill Questions**

##### **Thinking**

- What foods are associated with deep frying?
- How does equipment affect deep frying?
- What skills do we need to prepare products to be deep fried?
- What procedure should one follow after a product has been deep fried?
- How does one determine when cooking oil should no longer be used?

##### **Communication**

- How does one determine when a deep fried product is done?

##### **Leadership**

- What procedures are needed for deep frying?
- What factors should be considered when deep frying?
- What are the considerations for deep frying food products with nutrition in mind?
- What safety measures should be taken when deep frying?

## Management

- What equipment is needed for deep frying?
- What products are appropriate for deep frying?

## 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**

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## Task Number 81

### Demonstrate poaching.

#### Definition

Demonstration should include

- defining the term *poaching*—a moist-heat cooking method that involves submerging foods in hot liquid, which is 160 to 180 degrees Fahrenheit
- identifying when it is appropriate to poach food, including why poaching is used for fragile/tender products.

## **Process/Skill Questions**

### **Thinking**

- What foods are associated with poaching?
- How does equipment affect poaching?
- What are the similarities and differences among moist heat cooking methods?
- What skills are needed to prepare products to be poached?

### **Communication**

- How does one determine when a poached product is done?
- What is the difference between boiling/simmering and poaching?

### **Leadership**

- What procedures are needed for poaching?
- What factors should be considered when poaching?

### **Management**

- What equipment is needed for poaching?
- What products are appropriate for poaching?

## **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](#).

## Task Number 82

### Demonstrate steaming.

#### Definition

Demonstration should include

- defining the term *steaming*, including that steaming uses the vapor from the liquid, not the liquid itself
- identifying when it is appropriate to steam food.

#### Process/Skill Questions

##### Thinking

- What foods are associated with steaming?
- How does equipment affect steaming?

##### Communication

- How does one determine when a steamed product is done?
- What safety precautions need to be observed when removing items from a steamer?

##### Leadership

- What procedures are needed for steaming?
- What factors should be considered when deciding to steam?
- What safety measures should be taken when steaming?

##### Management

- What equipment is needed for steaming?
- What products are appropriate for steaming?

### 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**

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## **Task Number 83**

### **Demonstrate boiling and simmering.**

#### **Definition**

Demonstration should include

- defining the term *boiling*—a moist-heat cooking method in which food is submerged in liquid that is 212 degrees Fahrenheit
- defining the term *simmering*—a moist-heat cooking method in which food is submerged in liquid that is 185 to 205 degrees Fahrenheit (much gentler than boiling)
- identifying when it is appropriate to boil and/or simmer food, including why boiling and simmering is used for larger or tougher products.

#### **Process/Skill Questions**

##### **Thinking**

- What foods are associated with boiling/simmering?
- How does equipment affect boiling/simmering?

##### **Communication**

- How does one determine when a boiled/simmered product is done?

- What skills are needed to prepare products to be boiled/simmered?

### **Leadership**

- What procedures are needed for boiling or simmering?
- What factors should be considered when deciding to boil vs. to simmer?
- What safety measures should be taken when boiling or simmering?

### **Management**

- What equipment is needed for boiling or simmering?
- What products are appropriate for boiling or simmering?

## **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**

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## **Task Number 84**

**Demonstrate braising.**

## **Definition**

Demonstration should include

- defining the term *braising*—a combination cooking method in which large chunks of meat are first seared in hot fat and then covered in a small amount of liquid; the food is then cooked for a long period of time, until the food is tender
- identifying when it is appropriate to braise food, including why braising is used for larger/tougher products.

## **Process/Skill Questions**

### **Thinking**

- What foods are associated with braising?
- How does equipment affect braising?

### **Communication**

- How does one determine when a braised product is done?
- What is the difference between braising and stewing?

### **Leadership**

- What procedures are needed for braising?
- What factors should be considered when braising?

### **Management**

- What equipment is needed for braising?
- What products are appropriate for braising?

## **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

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## Task Number 85

### Demonstrate stewing.

#### Definition

Demonstration should include

- defining the term *stewing*—a combination cooking method that involves smaller pieces of meat that are seared and then covered in liquid; the meat is cooked over time until the meat is tender. The liquid will become the sauce served with the meat
- identifying when it is appropriate to stew food, including why stewing is used for smaller/tougher products.

#### Process/Skill Questions

##### Thinking

- What foods are associated with stewing?
- How does equipment affect stewing?
- What skills are needed to prepare products to be stewed?

##### Communication

- How does one determine when a stewed product is done?
- What is the difference between stewing and braising?

##### Leadership

- What procedures are needed for stewing?
- What factors should be considered when deciding to stew?

##### Management



- What equipment is needed for stewing?
- What products are appropriate for stewing?

## **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

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## **FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Culinary Arts**

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## **Task Number 86**

### **Enhance food products.**

#### **Definition**

Enhancing food products should include using

- herbs and spices to enhance food by blending with and creating new flavors
- oils during cooking, adding oils to food before serving, and using oils as dressings or marinades
- vinegars in cooking, marinades, and salad dressings
- aromatic vegetables, fruits, and condiments to enhance the flavor and aroma of prepared foods.

#### **Process/Skill Questions**

- What foods lend themselves to certain flavors?
- What ingredients do different cultures use to enhance the flavor in their foods?

#### **Communication**

- What fruits and vegetables have aromatic qualities?
- What is the difference between herbs and spices?
- What is the difference between seasoning and flavoring?
- What is mirepoix, and when is it used?
- What is meant by the *Cajun trinity*?

### **Leadership**

- How should herbs and spices be stored?

### **Management**

- How is food affected by the use of dried vs. fresh herbs?
- How long do ground spices retain potency?

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

### **8.5.8**

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

### **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

### **FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Culinary Arts**

**Professional Presentation**

## **Task Number 87**

# Identify the standard cuts and grades of meat.

## Definition

Identification should include

- listing the kinds of red meat and poultry commonly found on menus of food service establishments
- listing the standard cuts of red meat and poultry
- describing the location on the animal from which each cut comes
- summarizing the characteristics (e.g., leanness, tenderness) and utilization of each cut
- listing the USDA quality and yield grades of red meat
- listing the USDA grades of poultry
- explaining the characteristics of each grade
- explaining the difference between grain-fed and grass-fed animals, including the effect this has on the quality
- explaining the difference between free-range birds and caged birds, including the effect this has on the quality.

## Process/Skill Questions

### Thinking

- Why is it important to understand the characteristics and utilization of each cut of red meat and poultry?
- Why would customers prefer meat from grass-fed animals instead of from grain-fed animals?
- Why would customers prefer meat from free-range birds instead of from caged birds?

### Communication

- What is the difference between grain-fed and grass-fed beef?
- What is the difference between free-range and caged poultry?

### Leadership

- What resources are needed to understand the USDA quality and yield grades of red meat, the USDA grades of poultry, and the characteristics of each?
- What factors should be considered when purchasing and receiving meat?

### Management

- How can knowledge of the standard cuts and grades of meat be applied to food preparation?
- What are the criteria for rejecting meat?

## National Standards for Family and Consumer Sciences Education

### 8.5.5

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

## FCCLA National Programs

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

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## **Task Number 88**

### **Identify the purchase specifications of fish and shellfish.**

#### **Definition**

Identification should include

- listing the varieties of fish and shellfish commonly found on menus of food service establishments
- explaining the origin of each variety
- summarizing the characteristics and utilization of each variety
- defining the product (e.g., fillet, steak, whole) for each variety
- listing the specifications of the product (i.e., color and blemishes; bones, skin, and belly lining; worms and other parasites; size; eating quality; packaging; temperature at delivery)
- explaining the difference between wild and farm-raised fish and shellfish, including the influence this has on flavor.

#### **Process/Skill Questions**

##### **Thinking**

- Why are purchase specifications of fish and shellfish used? Why are they important?
- Why would the presence of a certain amount of worms and other parasites be acceptable?
- What is the significance of the condition of the belly lining?

##### **Communication**

- What is the difference between wild and farm-raised fish and shellfish, including the influence this has on flavor?

- What is the best way to fabricate seafood?

## **Leadership**

- What resources are needed to understand the common specifications of fish and shellfish?
- What are the basic cooking methods for seafood?

## **Management**

- Why is it important to be aware of situations involving contaminated seas when determining what types of fish and shellfish to offer on your menu?
- What is the inspection and grading process for seafood?

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

### **8.5.5**

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

## **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

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**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

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## **Task Number 89**

### **Prepare stocks.**

#### **Definition**

Preparation should include

- identifying the type of stock to be made (e.g., brown, white, fish, and chicken)

- assembling mise en place
- using accepted stock-making techniques for the type of stock.

## **Process/Skill Questions**

### **Thinking**

- What are the four essential parts of a stock and the proper ingredients for each?

### **Communication**

- What are the different types of stocks?
- What is the difference between a stock and a broth?

### **Leadership**

- What skills are needed to prepare stocks?
- What are the considerations for preparing stock products with nutrition in mind?
- How can leftovers be used to make a stock?

### **Management**

- What are the types of mirepoix, and when are they used?
- What types of bones can be used in stocks?
- In what ways can stocks be used in the kitchen?
- What time constraints need to be considered when preparing stocks?

## **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**

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**Power of One: Working on Working**

## **FCCLA: STAR Events (2019)**

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## Culinary Arts

### Professional Presentation

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## Task Number 90

### Prepare soups.

#### Definition

Preparation should include

- identifying the type of soup to be made (e.g., clear, cream, thick, thin, specialty)
- assembling mise en place
- using accepted soup-making techniques for the type of soup
- adjusting the seasoning
- serving the soup.

#### Process/Skill Questions

##### Thinking

- Why is soup an appetizer on most menus?
- Why isn't cream added until service?
- How can soup selections vary from region to region?
- What factors must be taken into account when holding soup for service?

##### Communication

- What are the different types of soups?
- What are the differences between clear and thick soups?
- What is the main difference between cream and puree soups?
- What differentiates a chowder from a cream soup?

##### Leadership

- What factors determine soup production for the menu?
- How can one keep soups from scorching?

##### Management

- What determines the types of soups to offer on the menu?
- What is the process for clarifying stock when making a consommé?
- What are various methods of soup presentation?

## **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 91**

### **Prepare sauces.**

#### **Definition**

Preparation should include

- determining the use of the sauce
- assembling mise en place
- using accepted sauce-making techniques for the type of sauce
- adjusting the seasoning
- achieving the desired viscosity
- serving the sauce.

#### **Process/Skill Questions**

#### **Thinking**



- How does stock become a sauce?
- When should aluminum pans be avoided?

## **Communication**

- What are the mother sauces?
- How do stocks, soups, and sauces differ?
- What are some examples of nontraditional sauces?

## **Leadership**

- How can sauces enhance the flavor of various foods?
- How are thickening agents selected?
- What are the considerations for preparing sauce products with economy and nutrition in mind?

## **Management**

- What are the methods for turning the mother sauce into a derivative or compound sauce?
- What are some factors concerning the production and storage of sauces?

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

### **8.5.6**

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

## **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

## **FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Culinary Arts**

**Professional Presentation**

## **Task Number 92**

### **Prepare fruits.**

#### **Definition**

Preparation should include

- determining the use of the fruit
- selecting the fruit
- determining the production method
- preparing the fruit according to the determined method
- serving the fruit.

#### **Process/Skill Questions**

##### **Thinking**

- What is the role of fruit in a food service menu?
- What are the forms in which fruit can be purchased?

##### **Communication**

- How do fruit selections vary from region to region and season to season?
- What are the categories of fruit?

##### **Leadership**

- What cooking techniques lend themselves to fruit?
- What factors should be considered in selecting, preparing, serving, and storing fruit?
- What health factors need to be considered when using fresh fruit and fruit juices?

##### **Management**

- How can texture, appearance, and nutritional content of fruit be preserved?
- How can we determine the types of fruit to offer on the menu?
- What is oxidation, and how can it be slowed?

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

#### **8.5.7**

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

#### **FCCLA National Programs**

#### **Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Culinary Arts**

**Professional Presentation**

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## **Task Number 93**

### **Prepare vegetables.**

#### **Definition**

Preparation should include

- determining the use of the vegetable
- selecting the vegetables
- determining the production method
- preparing the vegetables according to the determined method
- serving the vegetables.

#### **Process/Skill Questions**

##### **Thinking**

- What is the role of vegetables in a food service menu?
- What are the forms in which vegetables can be purchased?
- How might adding legumes to one's diet be beneficial?

##### **Communication**

- How do vegetable selections vary from region to region and season to season?
- What are the categories of vegetables?

## **Leadership**

- What cooking techniques lend themselves to vegetables?
- What factors should be considered in selecting, preparing, serving, and storing vegetables?
- What health factors need to be considered when using fresh vegetables and vegetable juices?

## **Management**

- How can texture, appearance, and nutritional content of vegetables be preserved?
- Why is it important for management to be conscious of seasonality of vegetables when determining menu options?
- How might choosing a vegetable that is not in season affect cost and taste?

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

### **8.5.7**

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

## **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Culinary Arts**

**Professional Presentation**

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## **Task Number 94**

**Prepare farinaceous products.**

## **Definition**

Preparation should include

- determining the use of the product
- selecting the product
- determining the production method
- preparing the product according to the determined method
- serving the product.

## **Process/Skill Questions**

### **Thinking**

- How do farinaceous products change when they are cooked?
- How are refined and unrefined grain products different?

### **Communication**

- What are some examples of farinaceous products?
- How does product use differ from region to region?
- What is the difference between fresh and dried pasta?

### **Leadership**

- What are the principles of starch cookery?
- What is the proper way to cool, store, and reheat starches?

### **Management**

- What factors should be considered when selecting, preparing, and cooking farinaceous products?
- What are some uses for leftover starches?

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

### **8.5.7**

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

## **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

## Power of One: A Better You

## Power of One: Working on Working

## FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

## Culinary Arts

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# Task Number 95

## Demonstrate food-presentation techniques.

### Definition

Demonstration should include

- elements of design
- fundamentals of presentation
- knowledge of current trends
- creation of a focal point
- maintenance of clean plates and platters (e.g., removal of fingerprints, sauce drips).

### Process/Skill Questions

#### Thinking

- Why should food be attractively presented?
- What is the economic advantage of attractively presented food?
- What are the elements of design in food presentation?
- Why should the presentation have a focal point?

#### Communication

- What is the difference between a functional and nonfunctional garnish?
- Why and how is a garnish used?
- What are the primary reasons to garnish?
- What are two ways to add height to a dish?

#### Leadership

- What are some current trends in plate presentation?
- What skills are needed to present attractive food?

## Management

- What production factors may influence presentation?
- What equipment can be used to present food?
- Why should presentations have consistent portion sizes?

## National Standards for Family and Consumer Sciences Education

### 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 96

**Identify the purposes of convenience and partially cooked (par-cooked) food items.**

### Definition

Identification should include

- the benefits of par cooking prepared foods
- ways that convenience food items can save labor, time, and money.

## **Process/Skill Questions**

### **Thinking**

- What are some of the cost-saving benefits of using convenience foods?
- How do convenience food items save money?

### **Communication**

- What are some of the convenience foods used in the food service industry?
- How are soup and sauce bases used in contemporary cuisine?

### **Leadership**

- How can a chef build upon convenience foods to create a new product?

### **Management**

- What are some of the disadvantages of using convenience foods?
- What factors should be considered before deciding to use convenience foods?

## **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Financial Fitness: Saving**

**Financial Fitness: Spending**

**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**



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# Applying Advanced Garde Manger Techniques

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## Task Number 97

### Prepare cold dips and relishes.

#### Definition

Preparation should include describing each step in the processes to make a variety of cold dips, relishes, and pickled foods.

#### Process/Skill Questions

##### Thinking

- What are the advantages of using pasteurized egg products in making dips?
- How can alternative ingredients change the nutritional value of dips and relishes?

##### Communication

- What are the types of relishes?

##### Leadership

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

##### Management

- How are relishes used?

### National Standards for Family and Consumer Sciences Education

#### 8.5.8

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

### FCCLA National Programs

#### Career Connection: My Career

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Culinary Arts**

**Professional Presentation**

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## **Task Number 98**

### **Prepare cold canapés and other hors d'oeuvres.**

#### **Definition**

Preparation should include describing each step in the processes to make a variety of cold canapés and hors d'oeuvres.

#### **Process/Skill Questions**

##### **Thinking**

- How can alternative ingredients change the nutritional value of canapés and hors d'oeuvres?

##### **Communication**

- What are the types of canapés and hors d'oeuvres?
- What are the basic components of canapés and hors d'oeuvres?

##### **Leadership**

- What sanitation practices should be followed in preparing and serving a ready-to-eat product?

##### **Management**

- What are short-term and long-term storage considerations?

- Why is it important to wear food service gloves when assembling canapés and hors d’oeuvres?

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

### **8.5.9**

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

### **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**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 99**

### **Prepare marinades.**

#### **Definition**

Preparation should include describing each step in the processes to make a variety of marinades.

#### **Process/Skill Questions**

##### **Thinking**

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

## **Communication**

- What are the basic ingredients in marinades?
- What is the definition of *emulsification*?

## **Leadership**

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

## **Management**

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

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

### **8.5.8**

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

## **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Culinary Arts**

**Professional Presentation**

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## **Task Number 100**

**Demonstrate cold food-presentation techniques.**

## **Definition**

Demonstration should include techniques that

- balance, complement, and embellish the color, pattern, texture, size, and appeal of the food being served
- use the color, pattern, and size of the serving dishes to enhance the attractiveness of the presentation.

## **Process/Skill Questions**

### **Thinking**

- How does the serving dish selection (e.g., platter, bowl, plate) affect food presentation?
- How does the food affect the serving dish selection?

### **Communication**

- How does food presentation affect the sales of served food?

### **Leadership**

- What sanitation practices should be followed in presenting cold food?

### **Management**

- How do garnishes contribute to food presentation?

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

### **8.5.9**

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

## **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**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 101

### Produce edible, decorative pieces.

#### Definition

Production should include

- using design skills to show artistic vision, including sizing pieces appropriately
- using knife skills, special tools, and techniques
- enhancing the appearance of platters, trays, and general food presentation.

#### Process/Skill Questions

##### Thinking

- When are decorative pieces appropriate or inappropriate?
- Why should decorative pieces be used?
- How can decorative pieces enhance the value of an event?

##### Communication

- How do design skills enhance one's employability?
- What special tools and techniques are needed to produce decorative pieces?

##### Leadership

- What sanitation practices should be followed in preparing and serving decorative pieces?
- What skills are needed to produce decorative pieces?

##### Management

- What garnishing and sculpting tools are needed to create a decorative piece?
- Why is timing an important consideration in creating decorative pieces?
- What types of establishments would value design skills?

### National Standards for Family and Consumer Sciences Education

#### 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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# **Performing Baking Techniques**

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## **Task Number 102**

### **Select equipment and utensils used in baking.**

#### **Definition**

Selection should include

- explaining the safety features of the equipment
- describing maintenance of the equipment
- demonstrating procedures for cleaning and sanitizing the equipment
- explaining the compatibility of the equipment and utensils to be used (e.g., nonmetal spoon in nonstick pan)
- matching the equipment to the product to be made
- choosing equipment appropriate for the volume of product to be made.

## **Process/Skill Questions**

### **Thinking**

- How does baking surface affect the final product?
- How does surface area affect the final product?
- What effect does production volume have on equipment selection?

### **Communication**

- How are baked goods affected by being cooked in a conventional vs. convection oven?
- How should the differences in convection and conventional ovens be communicated to employees?

### **Leadership**

- What adjustments can be made in production to save time?
- How can employees be encouraged to match equipment to the product being made?

### **Management**

- What factors should be considered when selecting equipment for baking?
- How can equipment choice affect final product quality and cost?

## **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 103**

### **Describe baking ingredients.**

#### **Definition**

Description should include

- identifying a wide range of ingredients
- stating the properties of each ingredient
- identifying the function of each ingredient.

#### **Process/Skill Questions**

##### **Thinking**

- How does the protein in flour affect the end product?
- Why do homemade products have a shorter shelf life than commercially made products?
- What are leaveners?
- How does baking soda leaven?
- How does baking powder leaven?
- How does yeast leaven?
- What is the difference between fresh yeast, active dry yeast, and rapid-rise yeast?
- What is the role of fat in a baked good?

##### **Communication**

- Why is it important for baking ingredients to be labeled properly?
- What could be the effect of using the incorrect ingredients in a baked good?

##### **Leadership**

- How does the selection of ingredients affect the overall quality of a baked product?
- How does the quality of ingredients affect the final product?
- What is the relationship between quality of ingredients, food cost, and the final product?
- How does storage temperature affect use and shelf life of ingredients?

##### **Management**

- How can the choice of fat affect the quality and the cost of a baked good?
- What function does salt have in baked goods?
- How can sourcing affect customer satisfaction and perception of value?

## **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**

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Professional Presentation**

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## **Task Number 104**

### **Prepare yeasted dough products.**

#### **Definition**

Preparation should include

- identifying the type of yeast product to be prepared
- selecting the ingredients

- assembling mise en place
- scaling the ingredients
- mixing and kneading the ingredients
- fermenting
- dividing the dough
- rounding the dough
- bench-resting the dough
- shaping the dough
- panning the dough
- proofing the dough
- baking the dough
- cooling the product
- storing the product.

## **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?
- What are the basic types of yeast dough?
- What is the straight-dough method?
- What is the purpose of washes?
- What is the purpose of kneading?

### **Communication**

- 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**

- How can the importance of accurate measurement and scaling be emphasized to employees?
- How does production of a yeast bread affect a day's workflow?

### **Management**

- How can the facility be designed to provide more efficient fermentation?
- How does accuracy of measurement affect food cost and waste?
- When should rapid-rise yeast be used rather than active dry yeast? When should fresh yeast 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**

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## **Task Number 105**

### **Prepare pastries.**

#### **Definition**

Preparation should include

- identifying the type of pastry to be prepared (e.g., Danish pastry, sweet roll, pâte à choux)
- selecting the ingredients
- assembling mise en place
- scaling the ingredients
- mixing the ingredients
- creating the dough
- creating the filling
- filling the dough
- baking the product
- cooling the product
- storing the product.

#### **Process/Skill Questions**

##### **Thinking**

- What is a meringue?

- What is a glaze?
- What is the difference between a topping and a filling?
- What are different types of filling?
- What are some appropriate thickening agents for fillings?

### **Communication**

- How can the importance of proper mise en place in the production of pastries be communicated to employees?
- How can proper procedures and techniques for pastries be communicated to employees?

### **Leadership**

- How does one determine when a pastry is done?
- How can the importance of proper selection of ingredients, mise en place, and method of preparation be emphasized to employees?

### **Management**

- How does one determine which filling is suitable?
- How does one determine which topping is suitable?
- What are some of the cost and labor factors to be taken into account when preparing fillings?
- What factors should be considered when choosing type of pastry to be 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**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

### **FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

### **Culinary Arts**

## **Task Number 106**

### **Prepare an assortment of cakes.**

#### **Definition**

Preparation should include

- identifying the type of cake to be prepared
- selecting the ingredients
- assembling mise en place
- scaling the ingredients
- mixing the ingredients
- portioning the batter
- panning the batter
- baking the batter
- cooling the product
- decorating the product, using cake-decorating techniques
- storing the product.

#### **Process/Skill Questions**

##### **Thinking**

- What are types of cakes?
- What are ways of preparing the pan?
- What are mixing methods for cakes?
- What does cooling in the pan do?
- Why is an angel food cake cooled upside down?
- What are types of icing?
- What are the types of buttercream?

##### **Communication**

- What is the difference between a high-fat cake and a low-fat cake?
- What is the difference between the creaming and blending mixing methods?
- What are the differences among the mixing methods for sponge, angel food, and chiffon cakes?

##### **Leadership**

- What are ways to finish a cake?
- What is the difference in quality between from-scratch and cake-mix cakes? Why are most cake-mix cakes inferior?

## Management

- How is a cake checked for doneness?
- How does one prevent a cake from falling?
- What effect does proper cooling and storage have on 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**

**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 107

### Prepare creams, custards, and mousses.

#### Definition

Preparation should include

- identifying the type of product to be prepared
- determining the use of the product
- assembling mise en place
- making the product, following standard procedures

- cooling the product
- storing the product.

## **Process/Skill Questions**

### **Thinking**

- Why are these products particularly vulnerable to food-borne bacteria?
- How can one prevent a skin from forming on the surface of these products?
- What are the similarities and differences among creams, custards, and puddings?

### **Communication**

- What is tempering?
- How could proper tempering techniques be communicated to employees?
- What is folding?
- How could proper folding techniques be communicated to employees?

### **Leadership**

- What thickening agents can be used in creams, custards, and mousses?
- How does the end use of the product determine choice of product?

### **Management**

- What is the proper cooling procedure for custard-based products?
- How do cooling procedures affect food safety?
- Can any of these products be used as an ice-cream base?
- What role can gelatin play in creams, custards, and mousses?

## **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**

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## **Task Number 108**

### **Prepare dessert sauces.**

#### **Definition**

Preparation should include

- identifying the type of sauce to be prepared
- determining the use of the product
- assembling mise en place
- making the product, following standard procedures
- cooling the product
- storing the product.

#### **Process/Skill Questions**

##### **Thinking**

- What skills are needed to prepare sauces?
- What thickening agents are used in dessert sauces?

##### **Communication**

- What are examples of dessert sauces?
- What is sauce painting?
- How can sauce placement be communicated to employees?

##### **Leadership**

- What resources are needed in preparing dessert sauces?
- What are some convenience items available for the production of dessert sauces?
- What are the trade-offs between scratch and convenience items?

##### **Management**

- What special equipment might be used when producing dessert sauces?
- Who is responsible for making dessert sauces in the food service establishment?
- What factors should be considered in choice of dessert sauce to be paired with a particular dish?

## **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.

#### **8.5.12**

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**

## **Task Number 109**

### **Demonstrate dessert and baked goods presentation techniques.**

#### **Definition**

Demonstration should include

- decorating and garnishing
- plating
- presenting.

## **Process/Skill Questions**

### **Thinking**

- How can food presentation techniques stimulate a customer's interest and enhance his/her satisfaction?
- What are the pros and cons of different presentation techniques?
- What are types of icing?

### **Communication**

- What is the difference between a kitchen dessert and a display presentation?
- How can presentation techniques be communicated to kitchen employees?
- How can dessert presentations be communicated to the customer?
- How do garnishes communicate within a presentation?

### **Leadership**

- What resources are available to learn new food-presentation techniques?
- How can technology be used to learn about presentation techniques?
- How can one safely transport dessert and baked goods ready for presentation?

### **Management**

- How can garnishes enhance food presentation?
- What equipment and tools are necessary for presentation?
- How can reducing food waste be considered within the flow of food of a kitchen?
- How can the concept of full use be integrated into dessert design?

## **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**

# Serving in the Dining Room

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## Task Number 110

### Demonstrate table-service etiquette.

#### Definition

Demonstration should include all aspects of dining-room serving etiquette, including

- setting the table
- approaching the guests
- taking the orders
- handling special requests
- serving and removing food and beverages
- maintaining the table during the meal
- presenting the check
- clearing the table.

#### Process/Skill Questions

##### Thinking

- Why is the appearance of the dining room important to the customer?
- Why is the appearance of the server important to the customer?
- Why is use of proper serving etiquette important to the customer? To the server?

##### Communication

- Why should waitstaff be trained in more than one type of table service?

##### Leadership

- How is the proper table service determined?
- Why is it important to make the dining experience pleasurable for all guests?
- How can one enhance table service skills?

##### Management

- Why should guests be served from the correct side?
- How can management be sure that all employees use acceptable dining-room etiquette?

## **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**

**Hospitality, Tourism, and Recreation**

**Interpersonal Communications**

**Professional Presentation**

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## **Task Number 111**

### **Demonstrate table service.**

#### **Definition**

Demonstration should include

- describing the characteristics of each type of table service (i.e., butler, French, Russian, American, banquet, table-side, family style)
- performing each type of service.

#### **Process/Skill Questions**

#### **Thinking**

- How might the type of table service influence customers' menu choices?
- How does square footage affect the type of table service offered?

### **Communication**

- What are the similarities and differences among types of table services?
- Why should staff be trained in more than one type of table service?

### **Leadership**

- What special equipment is needed for each type of table service?
- What level of training is needed for each type of table service?

### **Management**

- What factors affect management decisions about the type(s) of table service the food service establishment should offer?
- How does the decor of a food service establishment influence the type of table service offered?
- How does the type of table service affect overall cost?

### **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**



# Developing Menus

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## Task Number 112

### List the basic principles of menu development.

#### Definition

List should include

- identifying the type(s) of food provided, including the price ranges
- describing the type of service provided
- identifying the types of equipment available
- describing the size of the staff and the levels of staff training, including that of cooks or chefs
- identifying the square footage of the establishment and seating capacity
- identifying the target customers.

#### Process/Skill Questions

##### Thinking

- Why might a food service establishment be successful in one neighborhood and unsuccessful in another?
- How do the target customers affect the food that a food service establishment offers?
- What are geographical considerations when developing a menu?

##### Communication

- What is the purpose of a menu?
- How do resources affect menu planning?

##### Leadership

- What are reliable sources for menu planning guides?
- How does workflow determine a menu?
- What staff training considerations need to be taken into account when developing a menu?

##### Management

- What factors determine the target customers?
- Which comes first, the target customers or the product?
- How does the menu serve the target customers?
- How should special populations be addressed in a menu?

#### 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**

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## **Task Number 113**

**Apply principles of menu design to create a menu, including item descriptions.**

### **Definition**

Application of principles should include

- stating the function of a printed menu
- describing the aesthetic appearance of a good menu design
- explaining techniques for achieving an easy-to-understand format
- explaining ways to describe food items effectively
- stating the importance of including the name and location of the establishment, the hours of operation, and contact information.

Demonstration should also show how to meet the expectations of targeted customers by

- adhering to the truth-in-menu guidelines
- listing key ingredients in items, including any that may cause allergic reactions
- identifying preparation methods
- identifying places of origin
- identifying items that are heart-healthy or spicy



- stating the prices
- identifying portion sizes.

## **Process/Skill Questions**

### **Thinking**

- What is the importance of having a menu that it is straightforward and easy to understand?
- How does menu layout affect sales?
- What would be the consequences if truth-in-menu guidelines were not followed?

### **Communication**

- What are examples of appealing language used on menus?
- What are alternative types of menus?
- What special populations can be addressed on a menu?

### **Leadership**

- Who regulates truth-in-menus?
- How does one design a menu that is easily updated?
- How is market price determined?

### **Management**

- Who is responsible for designing a menu?
- What information is needed to write accurate 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.

### **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**

**Professional Presentation**

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## **Task Number 114**

### **Apply the principles of nutrition to menu development.**

#### **Definition**

Application of nutrition principles should include

- reflecting current nutritional guidelines
- developing healthy, nutritious menu items.

#### **Process/Skill Questions**

##### **Thinking**

- Why should the menu planner have a working knowledge of the science of nutrition?
- Why are more facilities offering a healthy menu?

##### **Communication**

- How can a menu be designed to reflect nutritional information?
- What are common food allergies?
- How should a menu be designed to consider common food allergens?

##### **Leadership**

- How can back-of-the-house workers store and prepare food to cause minimum loss of nutrients?
- How can front-of-the-house workers maintain the nutritional value of foods during holding and serving?

##### **Management**

- What are health and dietary concerns that can be addressed in a menu?
- What are nutritional resources that could help in developing menus?
- How are the nutritional needs of target customers served by the menu?

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

## 8.4

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

### **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

### **FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Professional Presentation**

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## **Task Number 115**

**Explain the importance of product mix and average check.**

### **Definition**

Explanation should include

- profitability
- product availability
- market pricing
- customer desires
- suggestive selling
- specials
- beverage sales.

### **Process/Skill Questions**

## **Thinking**

- What is *average check*?
- What is *product mix*?
- What is *profit*? What is its source?

## **Communication**

- What systems are available for tracking sales?

## **Leadership**

- What needs to be analyzed when considering product mix?
- Why is cost averaging on a menu selection important to net profit?

## **Management**

- How often should menu pricing be reviewed?
- How does menu analysis affect management decisions?

## **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.

### **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**

**Financial Fitness: Saving**

**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**

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## **Task Number 116**

**Describe various cuisines and their relationship to customer preferences and expectations.**

### **Definition**

Description should include

- regional cuisines
- ethnic cuisines
- cultural cuisines
- religious cuisines.

### **Process/Skill Questions**

#### **Thinking**

- How has geography affected food preference, distribution, and price?
- What influence has religion had on the development of contemporary cuisines?
- What is kosher food? How is it prepared?
- What is the difference between kosher food and kosher-style food?

#### **Communication**

- How does a region's history influence its cuisine?
- How have the preparation and consumption of foods been influenced by religious traditions?

#### **Leadership**

- What technological developments have influenced food distribution throughout history?
- What resources are available to show which cuisines are popular in a given area?

## **Management**

- How can offering several cuisines help make a restaurant successful? How can it contribute to a restaurant's failure?
- What geographical considerations have led to cuisine development?

## **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**

## **FCCLA: STAR Events (2019)**

**Career Investigation**

Check the national [FCCLA portal](#).

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Professional Presentation**

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# **Using Business and Mathematics Skills**

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## **Task Number 117**

# **Perform unit conversions.**

## **Definition**

Performance should include

- converting between metric and U.S. Customary systems
- converting between units within the U.S. Customary system.

## **Process/Skill Questions**

### **Thinking**

- Why might a chef convert between units within the U.S. Customary system?
- Why is the metric system more accurate in measurement than the U.S. Customary system?
- What are common units of measure used in cooking?

### **Management**

- What basic mathematics skills are needed to perform unit conversions?
- Where can one find a measurement conversion chart?

## **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 118

## Perform recipe conversions to meet different yields.

### Definition

Performance should include

- figuring the conversion factors (CFs) for desired yields, using the stated yields in recipes
- converting all measurements, using the CF
- stating all measurements in usable and efficient forms.

### Process/Skill Questions

#### Thinking

- Why might one need to adjust recipe yields?
- Why is accuracy important in recipe yield adjustment?

#### Communication

- What is the new-over-old method?
- What skills are needed to adjust a recipe?

#### Leadership

- How does one adjust recipes to meet the needs of the food service establishment?
- Why might one need to convert to usable measurements?

#### Management

- What adjustment may need to be made to ingredients after conversion?
- Why might the quantity of certain ingredients, such as herbs and spices, not need to be adjusted when scaling recipes?

## 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**

**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**

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Professional Presentation**

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## **Task Number 119**

### **Create a standardized recipe.**

#### **Definition**

Creation should include relating food production to costs, services, and standardization.

#### **Process/Skill Questions**

##### **Thinking**

- How will standardized recipes improve profitability?

##### **Leadership**

- Why might one need a standardized recipe?
- What effect will a standardized recipe have on a menu?

#### **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Financial Fitness: Earning**

**Financial Fitness: Saving**

**Financial Fitness: Spending**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

**Career Investigation**

Check the national [FCCLA portal](#).

**Culinary Arts**

**Culinary Math Management**

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Professional Presentation**

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## **Task Number 120**

### **Process an electronic guest check.**

#### **Definition**

Preparation should include

- entering the menu items on the check into the electronic system
- retrieving the electronic check
- verifying the check for accuracy
- presenting the check
- collecting money and making change
- processing a credit card charge.

## **Process/Skill Questions**

### **Thinking**

- How can one determine gratuity?
- What is an acceptable gratuity percentage?

### **Communication**

- What are the basic parts of a guest check?
- Why are standard abbreviations important in a guest check?

### **Leadership**

- How can the check be accurately computed?
- Why would one make an adjustment to a guest check?

### **Management**

- When might gratuity be added automatically to the check?
- What is the role of the human factor in determining accuracy of the guest check?
- What mathematics skills are needed to prepare a guest check?

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

### **8.7**

Demonstrate the concept of internal and external customer service.

### **FCCLA National Programs**

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Power of One: A Better You**

**Power of One: Working on Working**

### **FCCLA: STAR Events (2019)**

**Career Investigation**

Check the national [FCCLA portal](#).

**Culinary Math Management**

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Interpersonal Communications**

**Professional Presentation**

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## **Task Number 121**

### **Use yield percentage.**

#### **Definition**

Using a yield percentage should include

- performing a yield test (i.e., comparing usable product amount to the purchased amount)
- calculating the purchasing amount from the usable portion and the yield percentage
- calculating trim loss vs. trim waste.

#### **Process/Skill Questions**

##### **Thinking**

- How would one calculate trim loss on a menu item?
- Why is it important to perform a yield test with menu items?

##### **Communication**

- What is a yield test?

##### **Management**

- How would one perform a yield test on a menu item?

### **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**

**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 122**

### **Calculate recipe costs.**

#### **Definition**

Calculation should include the

- market price of ingredients
- cost of ingredients used
- yield (i.e., number of portions)
- cost per portion.

#### **Process/Skill Questions**

##### **Thinking**

- Why is calculating recipe cost important?
- How are recipe cost calculations used in a food service establishment?

##### **Communication**

- What is *market price*?
- What is *yield*?
- What mathematical operations must be performed in recipe cost calculation?

### **Leadership**

- Where can one find the market price?
- What basic mathematics skills are needed to determine market price?
- What categories of costs must be considered when calculating the cost of recipe ingredients?

### **Management**

- How does one use cost per portion in menu development?
- How would one compare and contrast edible portion and as-purchased products?
- How does portion control affect recipe cost?
- How do recipe cost calculations affect management decisions in the food service industry?

## **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**

**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 123

### Determine pricing for menu items.

#### Definition

Determination should include

- consideration of food costs, labor costs, overhead, and anticipated profit
- analysis of the cost of menu items and associated costs
- consideration of the type of establishment
- consideration of the cost of living in the establishment's location
- inclusion of psychological factors (e.g., round dollar, early bird specials)
- use of promotional techniques
- analysis of the target market.

#### Process/Skill Questions

##### Thinking

- What is the *Q-factor*? How does it affect food cost percentage?
- What are psychological factors that would affect pricing and customer decisions?

##### Communication

- What is *pre-costing*?
- How can food costs determine menu items?

##### Leadership

- How do food service establishments determine a target market?
- How does net profit differ from gross profit?

##### Management

- How can one calculate the profit on a meal item?
- How can a food service establishment maintain a steady profit?
- What effect do competitor's prices have on menu pricing?

### 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**

## **FCCLA: STAR Events (2019)**

**Career Investigation**

**Check the national [FCCLA portal](#).**

**Culinary Math Management**

**Entrepreneurship**

**Hospitality, Tourism, and Recreation**

**Professional Presentation**

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## **Task Number 124**

**Identify factors that contribute to profit and loss.**

### **Definition**

Identification should include

- sources of income, including food and beverage sales
- expenses, including food and beverage costs, supplies, rent, mortgage, insurance, employee salaries and wages, employee benefits, marketing and advertising, operating expenses, and utility costs
- business environment (e.g., tariffs).



## Process/Skill Questions

### Thinking

- How does employee work ethic contribute to profits and losses?
- What are some ways that food loss occurs?
- Why are accurate cost percentages important in determining the success of the business operation?
- What are fixed costs and variable costs?

### Communication

- How do training and standardization contribute to profits?
- Why is it important to maintain a loyal customer base?
- What does the term *as purchased* mean?
- What does the term *loss percentage* mean?

### Leadership

- Why is portion control important to profit and loss?
- How does the level of waste affect the bottom line?
- What are typical food, beverage, and labor cost goals?
- How does government policy affect cost control?

### Management

- How do safety and risk-management training affect insurance premiums?
- Why are forecasting and budgeting important?
- How are food and beverage cost percentages determined?
- How are total sales broken down?

## National Standards for Family and Consumer Sciences Education

### 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**

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# Performing Catered Functions

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## Task Number 125

**Cater an on-site function.**

### Definition

Catering should include

- completing preparations
- setting up
- performing service and maintenance
- breaking down.

### Process/Skill Questions

#### Thinking

- What factors determine the type of service?
- What factors influence the setup of the room?

#### Communication

- What special training is required for employees?
- How do caterers determine the amount of food to produce for an event?

### **Leadership**

- What factors determine the menu?
- What sanitation practices are necessary for maintaining safe food?

### **Management**

- What are special equipment and tools needed for catering?
- What are good options for handling leftover food?
- What health codes or local ordinances determine what can be done with leftover food at the end of an event?
- What effect does portion size have on profitability of a catered function?

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

### **8.7.2**

Demonstrate quality services that meet industry standards in the food service industry.

### **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: Speak Out for FCCLA**

**Power of One: Take the Lead**

**Power of One: Working on Working**

### **FCCLA: STAR Events (2019)**

**Career Investigation**

Check the national [FCCLA portal](#).

**Entrepreneurship**

**Event Management**

## **Hospitality, Tourism, and Recreation**

### **Interpersonal Communications**

### **National Programs in Action**

### **Professional Presentation**

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## **Task Number 126**

### **Cater an off-site function.**

#### **Definition**

Catering should include

- transporting supplies to the site
- completing preparations
- setting up
- performing service and maintenance
- breaking down
- removing supplies from the site.

#### **Process/Skill Questions**

##### **Thinking**

- Why is the appearance of the catering vehicle important to customers?
- Why is labeling and materials of food containers important in an off-site function?
- Why is the breakdown of a catering area as important as the setup?

##### **Communication**

- Why should employees follow a procedure when unloading, cleaning, and sanitizing the vehicle?
- What health codes or local ordinances determine what can be done with leftover food at the end of an event?

##### **Leadership**

- Why is regular vehicle maintenance important in a catering operation?
- How can the quality and safety of food be maintained when transporting it to another location?

##### **Management**

- How can the breakdown be organized so that the employees work as a team?

- Why is it important to leave the facility clean?

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

### **8.7.2**

Demonstrate quality services that meet industry standards in the food service industry.

### **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: Speak Out for FCCLA**

**Power of One: Take the Lead**

**Power of One: Working on Working**

### **FCCLA: STAR Events (2019)**

**Career Investigation**

**Check the national [FCCLA portal](#).**

**Entrepreneurship**

**Event Management**

**Hospitality, Tourism, and Recreation**

**Interpersonal Communications**

**National Programs in Action**

**Professional Presentation**

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## **Task Number 127**

# Identify the components of a catering contract.

## Definition

Identification should include

- responsibilities of the caterer, the client, and the subcontractor (if any)
- contact information
- function date and time
- number of guests
- costs involved
- payment plan.

## Process/Skill Questions

### Thinking

- What are types of payment plans for a catered function?
- What is a subcontractor?
- What are the components of a written contract?

### Communication

- How should unforeseen circumstances, such as the weather, be handled in a contract?
- What is the difference between a verbal contract and a written contract?
- What software programs can be used for contracts, invoices, and accountability?

### Leadership

- What is the purpose of a contract?
- Why are informal contracts likely to be a liability?
- What liabilities should be considered in a contract?

### Management

- What factors could legally break a contract?
- What contact information should be included in a contract?

## FCCLA National Programs

**Career Connection: My Career**

**Career Connection: My Life**

**Career Connection: My Path**

**Career Connection: My Skills**

**Families First: Families Today**

**Families First: Meet the Challenge**

**Families First: Parent Practice**

**Families First: You-Me-Us**

**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**

**Event Management**

**Hospitality, Tourism, and Recreation**

**Interpersonal Communications**

**Professional Presentation**

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## **SOL Correlation by Task**

39	Analyze the meaning of work and the meaning of family.	English: 11.5, 12.5 History and Social Science: GOVT.1
40	Compare how families affect work life and how work life affects families.	English: 11.5, 12.5 History and Social Science: GOVT.1
41	Identify management strategies for balancing work and family roles.	English: 11.5, 12.5 History and Social Science: GOVT.1
42	Demonstrate use of safety data sheets (SDS).	English: 11.8, 12.8 Science: CH.1
43	Identify the safety design and construction features of food production equipment and facilities.	English: 11.8, 12.8

		History and Social Science: VUS.8, VUS.14, WHII.8
44	Develop strategies for minimizing safety hazards in the kitchen.	English: 11.8, 12.8 History and Social Science: VUS.14
45	Demonstrate professional knife safety.	History and Social Science: VUS.8, WHII.8
46	Demonstrate emergency procedures for injuries in the food service environment.	English: 11.1, 11.8, 12.1, 12.8 History and Social Science: VUS.8, WHII.8
47	Identify types of fire extinguishers and other methods of fire suppression.	English: 11.5, 12.5 History and Social Science: VUS.8, WHII.8
48	Adhere to laws and regulations governing sanitation and safety in the food service environment.	English: 11.8, 12.8 History and Social Science: VUS.8, VUS.14
49	Explain how the hazard analysis and critical control points (HACCP) system helps to minimize the risk of food-borne illness.	English: 11.5, 12.5 History and Social Science: GOVT.13
50	Implement corrective action for adulterated foods.	English: 11.5, 12.5
51	Explain preventive measures for food-borne illnesses.	English: 11.5, 12.5 History and Social Science: VUS.8, VUS.14, WHII.8, WHII.14 Science: BIO.4
52	Describe potentially hazardous foods.	English: 11.5, 12.5
53	Demonstrate safe food production, storage, and serving procedures.	English: 11.5, 12.5
54	Demonstrate personal hygiene and health practices.	History and Social Science: VUS.8, WHI.6, WHII.8
55	Demonstrate food handling procedures.	English: 11.5, 12.5
56	Identify the sanitation design and construction features of food production equipment and facilities.	English: 11.5, 12.5 History and Social Science: GOVT.13, GOVT.16
57	Perform a sanitation inspection.	English: 11.5, 12.5 History and Social Science: GOVT.15
58	Develop a schedule for cleaning and sanitizing equipment and facilities.	English: 11.5, 12.5 History and Social Science: VUS.8, WHII.8
59	Demonstrate the procedures for receiving and storing raw and prepared foods.	History and Social Science: GOVT.15
60	Demonstrate the procedures for receiving and storing cleaning supplies and chemicals.	English: 11.5, 11.8, 12.5, 12.8 History and Social Science: VUS.8, VUS.14, WHII.8 Science: CH.4



61	Demonstrate waste-disposal and recycling procedures.	
62	Describe measures for pest control and eradication in the food service environment.	
63	Modify recipes to meet U.S. Department of Agriculture (USDA) nutritional guidelines.	
64	Identify special dietary needs.	English: 11.8, 12.8
65	Evaluate how eating patterns influence wellness.	English: 11.3, 11.5, 11.6, 12.3, 12.5, 12.6
66	Demonstrate cooking and storage techniques that promote maximum retention of nutrients.	English: 11.5, 12.5
67	Demonstrate knife cuts.	
68	Demonstrate operation of hand tools and utensils.	History and Social Science: WHI.2
69	Demonstrate operation of kitchen equipment.	
70	Use a variety of cookware for specific tasks.	
71	Apply time-management principles when planning, preparing, and serving food.	English: 11.5, 12.5
72	Design a kitchen floor plan to facilitate a specific menu.	English: 11.5, 12.5
73	Demonstrate roasting.	English: 11.3, 11.5, 12.3, 12.5
74	Demonstrate baking.	English: 11.3, 11.5, 12.3, 12.5
75	Demonstrate broiling.	English: 11.3, 11.5, 12.3, 12.5
76	Demonstrate grilling.	English: 11.3, 11.5, 12.3, 12.5
77	Demonstrate griddling.	English: 11.3, 11.5, 12.3, 12.5
78	Demonstrate sautéing.	English: 11.3, 11.5, 12.3, 12.5
79	Demonstrate pan frying.	English: 11.3, 11.5, 12.3, 12.5
80	Demonstrate deep frying.	English: 11.3, 11.5, 12.3, 12.5
81	Demonstrate poaching.	English: 11.3, 11.5, 12.3, 12.5
82	Demonstrate steaming.	English: 11.3, 11.5, 12.3, 12.5
83	Demonstrate boiling and simmering.	English: 11.3, 11.5, 12.3, 12.5
84	Demonstrate braising.	English: 11.3, 11.5, 12.3, 12.5
85	Demonstrate stewing.	English: 11.3, 11.5, 12.3, 12.5
86	Enhance food products.	
87	Identify the standard cuts and grades of meat.	English: 11.3, 11.5, 11.6, 12.3, 12.5, 12.6 History and Social Science: VUS.14
88	Identify the purchase specifications of fish and shellfish.	English: 11.5, 11.6, 12.5, 12.6
89	Prepare stocks.	
90	Prepare soups.	
91	Prepare sauces.	
92	Prepare fruits.	
93	Prepare vegetables.	
94	Prepare farinaceous products.	
95	Demonstrate food-presentation techniques.	
96	Identify the purposes of convenience and partially cooked (par-cooked) food items.	English: 11.5, 12.5
97	Prepare cold dips and relishes.	English: 11.5, 12.5
98	Prepare cold canapés and other hors d'oeuvres.	English: 11.5, 12.5

99	Prepare marinades.	English: 11.5, 12.5
100	Demonstrate cold food-presentation techniques.	
101	Produce edible, decorative pieces.	
102	Select equipment and utensils used in baking.	
103	Describe baking ingredients.	English: 11.5, 12.5
104	Prepare yeasted dough products.	English: 11.5, 12.5
105	Prepare pastries.	English: 11.5, 12.5
106	Prepare an assortment of cakes.	English: 11.5, 12.5
107	Prepare creams, custards, and mousses.	English: 11.5, 12.5
108	Prepare dessert sauces.	English: 11.5, 12.5
109	Demonstrate dessert and baked goods presentation techniques.	
110	Demonstrate table-service etiquette.	English: 11.1, 12.1
111	Demonstrate table service.	English: 11.5, 12.5
112	List the basic principles of menu development.	English: 11.5, 12.5  History and Social Science: GOVT.15
113	Apply principles of menu design to create a menu, including item descriptions.	English: 11.5, 12.5
114	Apply the principles of nutrition to menu development.	English: 11.5, 12.5
115	Explain the importance of product mix and average check.	English: 11.5, 12.5  History and Social Science: GOVT.15
116	Describe various cuisines and their relationship to customer preferences and expectations.	English: 11.5, 12.5  History and Social Science: GOVT.15, WHI.3, WHI.4, WHI.5, WHI.7, WHI.9, WHI.11, WHI.12, WHI.13, WHI.15
117	Perform unit conversions.	
118	Perform recipe conversions to meet different yields.	Mathematics: A.1, A.4
119	Create a standardized recipe.	
120	Process an electronic guest check.	
121	Use yield percentage.	
122	Calculate recipe costs.	
123	Determine pricing for menu items.	English: 11.5, 12.5  History and Social Science: GOVT.15
124	Identify factors that contribute to profit and loss.	English: 11.5, 12.5  History and Social Science: GOVT.15
125	Cater an on-site function.	
126	Cater an off-site function.	
127	Identify the components of a catering contract.	English: 11.5, 12.5  History and Social Science: GOVT.15

## Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”

## Teacher Resources

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

<https://rarecooking.com/>

Virginia ProStart Teacher Handbook: [https://issuu.com/vrlta/docs/virginia\\_prostart\\_teachers\\_handbook](https://issuu.com/vrlta/docs/virginia_prostart_teachers_handbook)

## Virginia's All Aspects of an Industry: Web Resources

Virginia's All Aspects of an Industry

<http://www.cteresource.org/featured/aai.html>

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

# Appendix: Credentials, Course Sequences, and Career Cluster Information

## Industry Credentials: Only apply to 36-week courses

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

## Concentration sequences:

- Career, Community and Family Connections (8205/18 weeks)
- Career, Community and Family Connections (8282/36 weeks)
- Culinary Arts I (8275/36 weeks, 280 hours)
- Culinary Arts Specialization (8279/36 weeks)
- Food Science and Dietetics (8239/36 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Work Focus (8213/36 weeks)
- Independent Living (8214/18 weeks)
- Independent Living (8219/36 weeks)
- Individual Development (8209/18 weeks)
- Individual Development (8210/36 weeks)
- Introduction to Culinary Arts (8249/18 weeks)
- Introduction to Culinary Arts (8250/36 weeks)
- Nutrition and Wellness (8228/18 weeks)
- Nutrition and Wellness (8229/36 weeks)

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