Introduction to Culinary Arts

8249 18 weeks

8250 36 weeks

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

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Course Description

Suggested Grade Level: 9, 10, 11, 12

Introduction to Culinary Arts students investigate food safety and sanitation, culinary preparation foundations, basic culinary skills, diverse cuisines, service styles, nutrition and menu development, and the economics of food. Students also explore postsecondary education options and career opportunities within the food service industry.

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

Task Essentials Table

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
Tasks/competencies designated by empty-circle icons (○) are optional
• Tasks/competencies designated by minus icons (−) are omitted
• Tasks marked with an asterisk (*) are sensitive.

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<th>Tasks/Competencies</th>
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<td>Analyze the meaning of work and the meaning of family.</td>
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<td>Identify specialized markets and entrepreneurial opportunities in culinary arts professions and food-related industries.</td>
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<td>Identify physical hazards in the kitchen and procedures for avoiding them.</td>
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<td>Identify chemical hazards in the kitchen.</td>
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<td>Implement kitchen safety procedures.</td>
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<td>Describe the latest advancements in food safety.</td>
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<td>Explain food-borne illnesses.</td>
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<td>Identify federal, state, and local food safety requirements.</td>
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<td>Demonstrate the principles and procedures of safe food handling.</td>
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<td>Identify the components of a standardized recipe.</td>
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<td>Select hand tools and utensils for food preparation tasks.</td>
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<td>Identify kitchen equipment for use in food preparation.</td>
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<td>Demonstrate mise en place.</td>
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<td>Describe time-management principles in food service.</td>
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<td>Explain concepts of taste and flavor.</td>
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<td>Demonstrate basic knife skills.</td>
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<td>Identify cooking methods in food preparation.</td>
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<td>Describe food-science principles in food preparation.</td>
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<td>Prepare stocks, soups, and sauces.</td>
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<td>Evaluate a food label.</td>
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<td>Evaluate a recipe for nutritional values and preparation process.</td>
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<td>Design menus to meet culinary trends.</td>
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<td>Modify a recipe to meet the special dietary needs or preferences of a selected consumer group.</td>
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<td>Explain food-resource management.</td>
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<td>Describe how to determine food costs.</td>
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<td>Evaluate environmental factors relating to food costs.</td>
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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 to others 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? Into the workplace?
- 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 effect of career choices on parenting decisions and the effect of parenting decisions on career choices and life goals

Process/Skill Questions

Thinking

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

Leadership

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

Management

- How can an individual’s management skills be integrated into the family or into the workplace?
- What resources can help one analyze and manage ways families are affected by work life and work is affected by family life?
- What management skills does one need to minimize the effects of family life on work and the effects of work on family life?
- What resources can help 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 or to the workplace?
- What responsibility does an employer have for a worker’s well-being at home?
- When is it appropriate for an employer to intervene in an employee’s personal/family life?
- What is the relationship of community activities and responsibilities to work and family roles?
- How do management strategies for balancing work and family roles change as the family progresses through its life cycle?

Communication

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

Leadership

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

Management

- What management skills does one need to set priorities at work and at home?
- What kind of training is needed to develop management strategies for balancing work and family roles?
- What management skills does one need to deal with issues at different stages of the family life cycle?

Exploring Culinary Arts
Task Number 42

Describe the origins and development of culinary arts.

Definition

Description should include

- the basic structure and function of the classical kitchen brigade system
- important advancements in food products used in culinary arts
- high points in the innovation of food service equipment
- milestones in the growth of food service establishments.

Process/Skill Questions

Thinking

- What is the influence of the classical kitchen brigade system on culinary arts?
- Which advancements in food products have been the most significant? Why?
- What are the most important innovations in the history of food service equipment? Why?
- How have changes in the American family influenced the food service industry?
- What trends do we see developing in the industry?

Communication

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

Leadership

- How does cooperation among the brigade members contribute to the quality of the food product?

Management

- Why would management use cross-training to prepare employees to function in multiple roles?
- Why does management have a responsibility to be aware of trends in the industry?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path
Task Number 43

Identify career options, occupational venues, and entrepreneurial opportunities in culinary arts professions and food-related industries.

Definition

Identification should include

- postsecondary education options within the field of culinary arts and/or food service management
- career options (e.g., chef, pastry chef, food designer, dietitian), including back-of-the-house jobs (e.g., support, production, control) and front-of-the-house jobs (e.g., service, management)
- possible settings (e.g., restaurant, hospital, school, cruise ship)
- opportunities for entrepreneurship (e.g., restaurant ownership, food supply, catering).

Many websites offer career exploration resources, including the Virginia Department of Education’s Career Planning Guide. Also, see the Virginia Workforce Connection for labor-market data.

Process/Skill Questions

Thinking

- Why is it important to research careers in culinary arts professions and food-related industries?
- What are the potential rewards of selecting a career in culinary arts professions and food-related industries?
- What character traits are common in successful culinary professionals?

Communication

- What communication skills are necessary for a career in this field?
- How do potential and present employees in culinary arts professions and food-related industries learn of career opportunities?
Leadership

- What leadership skills are important for success in a culinary arts profession and/or a food-related career?
- How can leaders prepare employees to pursue new opportunities in culinary arts professions and food-related industries?

Management

- What is the difference between front-of-the-house and back-of-the-house jobs?
- Why would managers place a high value on employees with a strong work ethic?
- How could management encourage employees to possess a strong work ethic?

National Standards for Family and Consumer Sciences Education

8.1
Analyze career paths within the food production and food services industries.

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
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 Arts
Entrepreneurship
Hospitality, Tourism, and Recreation
Job Interview
Task Number 44

Describe the duties of selected positions in the culinary arts professions and food-related industries.

Definition

Description should include

- the different levels of employment
- various positions at each level
- the duties of persons in each position, including the kitchen brigade
- the levels of education/training and skills required for each level of employment
- the opportunities for advancement in each position
- salary ranges for each position.

Process/Skill Questions

Thinking

- Why are different levels of education needed for different positions?
- What criteria can be used in career selection?
- What is on-the-job training?
- What are credentials?
- What is certification?

Communication

- What is networking, and why is it important for job seekers?
- What communication skills are important to one’s success in the industry?

Leadership

- What leadership skills are needed to succeed in the industry?
- How can the leadership of the industry encourage employees to seek advancement in their workplace?
- How can employees increase their skills?

Management

- What responsibility does management have in training new employees?
- What resources are available to help management train new employees?
- Why do employers prefer applicants who have credentials?

National Standards for Family and Consumer Sciences Education
8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and service careers.
8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.

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 Arts
Culinary Math Management
Entrepreneurship
Hospitality, Tourism, and Recreation
Job Interview
Professional Presentation

Task Number 45
Identify specialized markets and entrepreneurial opportunities in culinary arts professions and food-related industries.

Definition

Identification should include

- employment as a personal chef
- catering
- specialized food products (e.g., wedding cakes, cheesecakes, edible baskets)
- convenience dinners
- home meal replacements
- food writing.

Process/Skill Questions

Thinking

- What is meant by the term specialized market or niche market?
- How can niche markets present entrepreneurial opportunities?

Communication

- How can a food service establishment communicate its services to specialized markets locally?
- What communication skills are needed to identify niche markets and market food services to them?

Leadership

- How can food service employees help the establishment owner discover niche markets to increase market share?
- Why should leaders be up-to-date regarding the availability and nature of specialized markets?

Management

- What resources are available to learn about specialized markets in an area?
- How can management encourage employee creativity to enhance fulfillment of the needs of specialized markets?

National Standards for Family and Consumer Sciences Education

8.1.2
Analyze opportunities for employment and entrepreneurial endeavors.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life
Investigating Kitchen Safety

Task Number 46

**Identify physical hazards in the kitchen and procedures for avoiding them.**

**Definition**

Identification should include
• listing the common physical hazards and injuries they cause
• summarizing the use of tools, equipment, and fire extinguishers to prevent injury
• explaining ways to guard against slips, trips, falls, burns, cuts, and poisons

Process/Skill Questions

Thinking

• What is the definition of the term physical hazard?
• How does an injury to an employee affect the operation of the facility?
• Why is it important to know the types of fire extinguishers?

Communication

• How can good communication skills prevent accidents in the kitchen?
• What resources can be used to ensure safety procedures are followed?

Leadership

• How can leaders demonstrate proper use of hand tools and equipment, as well as fire extinguishers?
• How can leaders ensure that employees are minimizing the risks of physical hazards?
• What are the benefits to a food service establishment of safety training and emergency drills?

Management

• How do accidents affect the cost of culinary operations?
• What skills should a manager possess to eliminate physical hazards in a food-service establishment?

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 Path

Career Connection: My Skills

Power of One: A Better You
Task Number 47

Identify chemical hazards in the kitchen.

Definition

Identification should include

- explaining the function of safety data sheets (SDS)
- describing the safe use of cleaners and sanitizers
- describing the safe storage of cleaners and sanitizers
- describing acceptable methods of pest control.

Process/Skill Questions

Thinking

- What information should be included in an SDS?

Communication

- Where can one find information on antidotes and poison control numbers?

Leadership

- How can a leader ensure that chemicals are stored away from food?

Management

- What sanitizers are approved for use by the local regulatory authority?

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](#).

**Culinary Arts**

**Professional Presentation**

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**Task Number 48**

**Implement kitchen safety procedures.**

**Definition**

Implementation should include following standard safety procedures for

- kitchen attire
- equipment operation
- accident reporting
- handling emergencies.

**Process/Skill Questions**

**Thinking**

- What basic kitchen safety procedures are mandatory?
- Why is proper attire an important part of kitchen safety?
Communication

- What is an accident report, and how are kitchen accidents reported?
- How can emergency procedures be communicated to employees and customers?

Leadership

- What steps should a leader take to ensure that safety procedures are followed by employees?
- How can leaders set an example for proper safety procedures?

Management

- When should an accident report be completed?
- How do accidents affect the cost of insurance?
- Why is it important to complete a safety and sanitation assessment?

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.

Culinary Arts

Investigating Food Safety and Sanitation Measures
Task Number 49

Describe the latest advancements in food safety.

Definition

Description should include the hazard analysis and critical control points (HACCP) system and advancements in safety for refrigeration, food preservation, and cooking techniques.

Process/Skill Questions

Thinking

• What procedures are needed to ensure food safety and sanitation?
• What are the advantages of Active Managerial Control?
• What is the difference between Active Managerial Control and HACCP?
• Why was the HACCP system created?
• Why is it necessary to follow all steps of the HACCP plan?

Communication

• What nonverbal methods of communication can be used to remind employees of the safe handling of food?
• What can be the consequences of not communicating food safety and sanitation procedures to employees?

Leadership

• How can leaders be aware of current information about food safety?
• How can leaders set guidelines for others to follow in regard to food safety and sanitation procedures?
• How can leaders create a culture that fosters awareness of the importance of food safety?

Management

• What training should all employees have in the safe handling of food?
• What criteria assist in following food safety and sanitation procedures?

National Standards for Family and Consumer Sciences Education

8.2
Demonstrate food safety and sanitation procedures.

FCCLA National Programs

Career Connection: My Career
Task Number 40

Explain food-borne illnesses.

Definition

Explanation should include

- the three types of hazards (i.e., biological, chemical, and physical) that are responsible for food-borne illness (e.g., E. coli, hepatitis, Salmonella, typhoid fever)
- the contaminants and conditions that cause illnesses
- procedures used to avoid food contamination and prevent food-borne illnesses, including
  - observing proper personal hygiene and hand-washing procedures whenever handling food
  - washing raw fruits and vegetables thoroughly
  - cleaning and sanitizing cutting boards and knives used to cut raw meat and poultry immediately after use
• defrosting frozen foods according to accepted procedures
• exercising special care in mixing raw and cooked ingredients
• separating the preparation of different types of foods
• checking for the correct temperature of cooked products before serving, using a properly calibrated thermometer.

Process/Skill Questions

Thinking

• What are the causes of food contamination?
• Why should all employees understand what causes food contamination and food-borne illnesses?
• How are viruses different from bacteria?
• How can food poisoning be a life-threatening condition?
• How can poor food safety have a devastating effect on a food service operation?
• Why are proper hand washing and personal hygiene procedures so crucial to food safety?
• Why should poultry not be washed before cooking?

Communication

• What types of communication can be used to teach employees about the dangers of food contamination?
• What types of communication can be used to remind staff of the steps to be taken daily to avoid food contamination?
• How can the importance of hand washing be continually emphasized?

Leadership

• What role does leadership play in creating a culture of proper sanitation?
• Why must leaders set the standards for sanitary conditions?
• How can leaders verify that employees are doing their utmost to avoid contamination?

Management

• How can one monitor the conditions to be sure that contamination is avoided?
• Why is management ultimately responsible for sanitary conditions in a facility?
• What may be the financial consequences of an outbreak of food-borne illness for a business and for the employees?

National Standards for Family and Consumer Sciences Education

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

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life
Task Number 51

Identify federal, state, and local food safety requirements.

Definition

Identification should include using a variety of resources (e.g., environmental health specialists, online health inspections) to investigate and summarize local, state, and federal food safety requirements.

Teacher resource: Food Safety, Virginia Department of Health, Office of Environmental Health Services

Process/Skill Questions

Thinking

- What organizations are responsible for regulating food-safety practices?
- How are federal and local requirements different?
- How can employees be made aware of essential sanitation and health codes?
- Why is it important to follow sanitation and health codes?

Communication

- How can a manager ensure that governmental requirements are understood by everyone in a food service operation?
- What resources are available from the government regarding food-safety practices?
Leadership

- Which governmental regulations must be followed when operating a food service establishment?
- How can leaders teach employees the importance of following all food-safety regulations?
- How can leaders set an example for following safety regulations?

Management

- How can management ensure that all employees follow federal, state, and local requirements?
- Why is management ultimately responsible for employees following safety requirements?

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](https://www.fcclaportal.org).

Culinary Arts

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Public Policy Advocate
Task Number 52

Demonstrate the principles and procedures of safe food handling.

Definition

Demonstration should include the application of basic sanitation principles to

- temperature danger zone
- hand-washing procedures
- first in, first out (FIFO)
- storage procedures
- flow of food to maintain food safety
- personal hygiene
- ware-washing procedures.

Process/Skill Questions

Thinking

- What is the temperature danger zone?
- How long can foods stay safely in the temperature danger zone? Why?
- What are the seven steps in proper hand washing?
- What are the requirements of a hand-washing station?
- Why is personal hygiene important in safe food handling?

Communication

- What are the consequences of poor communication in relation to food safety?
- What resources are available for understanding sanitation principles?

Leadership

- How can leaders demonstrate the importance of FIFO principles as related to the flow of food?

Management

- Why is it important for managers to always have a manager certified in food safety?
- How can management ensure employees are following the basic sanitation principles?

National Standards for Family and Consumer Sciences Education

8.2
Demonstrate food safety and sanitation procedures.

FCCLA National Programs

Career Connection: My Career
**Exploring the Foundations of Culinary Preparations**

**Task Number 53**

**Identify the components of a standardized recipe.**

**Definition**

Identification should include
- a definition of the term *standardized recipe*—written instructions used to prepare with consistent quality a known quantity of a certain food
- identification of each component of a standardized recipe, including
  - yield
  - portion size
  - ingredients
  - flow—ingredient list matching procedure
  - abbreviations
  - amount of each ingredient
  - method of preparation
  - preparation time
  - cooking temperature(s)
  - cooking procedure
  - serving procedure
- explanations of the terminology, abbreviations, and equivalencies commonly found in recipes.

**Process/Skill Questions**

**Thinking**

- How do the components of a recipe make cooking easier?
- What are the consequences of deviating from a recipe?
- Why is it important to read the recipe completely before beginning?

**Communication**

- What are the criteria for selecting quality recipes?
- Why is it important to have all recipe abbreviations standardized?
- How do leaders relay the importance of following proper methods of food preparation for quality results?

**Leadership**

- Why is it critical to ensure all employees know culinary terminology?
- Why is it important for a leader to demonstrate the value and importance of following standardized recipes?

**Management**

- What are the effects of not following standardized recipes?
- Why would use of standardized recipes be important to food service managers?

**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**
Task Number 54

Select hand tools and utensils for food preparation tasks.

Definition

Identification should include

- basic hand tools and utensils (e.g., slotted spoon, spatula, portion scoop, rubber scraper, bench scraper)
- functions of common hand tools and utensils
- applications of the tools in selected recipes.

Process/Skill Questions

Thinking

- Why is it important to select the appropriate tool for the job?
- Why are tool and equipment maintenance important?
- What are the classifications of large kitchen equipment?

Communication

- What is the importance of a manufacturer's use and care manual for a piece of equipment?
- Why is it important for employees to report any damage to tools and equipment?
Leadership

- Why is it important to train all employees on the proper use of tools and equipment?
- What should be done to facilitate the implementation of current technology in food preparation?

Management

- Why is it important to take immediate action upon reports of equipment and tool damage or failure?
- What is the effect of equipment selection on food production?

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 55

Identify kitchen equipment for use in food preparation.

Definition

Identification should include

- types of equipment (e.g., convection oven, flat-top, grill, rotary oven, steam-jacket kettle, tilt-skillet)
- functions of common equipment
- current technology in the food industry.

Process/Skill Questions

Thinking
What information is needed for selection of food service equipment?
What type of equipment is needed for efficient, safe, and economical food production?

Communication

What are the present safety procedures and requirements for operating and maintaining food production equipment?
Why is it important to follow safety procedures and requirements when selecting and using food production equipment?

Leadership

What criteria should be developed for cleaning and sanitizing food production equipment?
What would be the implications for employee, employer, customer, and community of not following cleaning and sanitizing guidelines?

Management

What resources help select efficient, safe, and economical equipment?
What is the effect of equipment selection on food production, economics, and the environment?

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
Task Number 56

Demonstrate mise en place.

Definition

Demonstration should include

- explaining mise en place concepts and practices
- applying mise en place practices to utensils, other tools, equipment, ingredients, space, and preparations.

Process/Skill Questions

Thinking

- What is the definition of the term *mise en place*?
- What is the importance of mise en place?
- What is prioritization? How does it relate to mise en place?

Communication

- What are the consequences of not incorporating the concepts of mise en place?
- What are the criteria for successful mise en place?

Leadership

- How can mise en place be demonstrated?
- How can using the kitchen brigade system reinforce the principles of mise en place?

Management

- How does mise en place affect production?
- Why does the consistent use of mise en place reflect good management skills?
- Why is precision and efficiency of great importance in a food service employee?

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)

Career Investigation

Check the national FCCLA portal.

Culinary Arts

Food Innovations

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 57

Describe time-management principles in food service.

Definition

Description should include

- summarizing basic time-management principles
- listing ways to manage time during food preparation, using basic time-management principles
- preparing foods according to a time plan and sequence of steps
- evaluating the plan and sequence, and 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 planning, preparing, and serving food?
Leadership

- What leadership techniques apply to planning, preparing, and serving food?
- What leadership skills can help workers organize food preparation in a busy kitchen?

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.

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

Food Innovations

Hospitality, Tourism, and Recreation

Professional Presentation
Task Number 58

Explain concepts of taste and flavor.

Definition

Explanation should include

- definitions of taste and flavor
- the different sensations of the palate (i.e., sweet, sour, salty, bitter, umami)
- the use of seasonings (e.g., salt, spices, fresh herbs, dry herbs)
- ways to evaluate a food product for taste and flavor.

Process/Skill Questions

Thinking

- What are the flavor points of the palate?
- How do seasonings affect the flavor of foods?
- Why is having a good palate an important quality of a food service worker and manager? How could it affect the food served to customers?

Communication

- Why is taste testing an effective means to demonstrate the flavor points of the palate?
- What resources can be used to investigate the variety of herbs and seasonings available and how they complement foods?

Leadership

- What criteria do leaders use to select purveyors of herbs and spices?
- Why is the rotation of herbs and spices important in maintaining quality and integrity of the end product?

Management

- What effects do fresh herbs vs. dry herbs have on the quality and flavor of the food product?
- What resources/tools (e.g., taste panel and rubric) can be used in evaluating the success of incorporating fresh herbs?

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.
FCCLA National Programs
Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Power of One: A Better You
Power of One: Working on Working

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

Culinary Arts
Food Innovations
Hospitality, Tourism, and Recreation
Professional Presentation

Demonstrating Basic Culinary Skills

Task Number 59
Demonstrate basic knife skills.

Definition
Demonstration should include

- identifying the basic types of knives and their uses
- explaining the anatomy of a knife
- using, caring for, and storing knives according to standard procedures, including application of all safety precautions
• setting up a cutting station
• performing basic knife cuts (i.e., dicing, mincing, chopping).

Process/Skill Questions

Thinking

• What are some risks of incorrectly using a knife?
• Why is it important to understand the proper terminology for knife cuts?
• What are the basic components of a cutting station?

Communication

• How does one demonstrate knife safety for both handling and storing?
• Why is it important to know the different knife cuts and their applications?

Leadership

• How does one determine the proper knife to use?
• How can color-coded cutting boards help eliminate cross-contamination?

Management

• What cost factors are involved with knife cuts?
• How should a knife be sharpened?

National Standards for Family and Consumer Sciences Education

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

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Power of One: A Better You
Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national FCCLA portal.
Culinary Arts

Professional Presentation

Task Number 60

Identify cooking methods in food preparation.

Definition

Identification should include

- using dry, moist, and combination methods (e.g., baking, roasting, grilling, steaming, sautéing)
- explaining the effect of the different methods on nutritional value, flavor, appearance, and texture.

Process/Skill Questions

Thinking

- What are the differences among the dry, moist, and combination cooking methods?
- What are the nutritional implications of using certain cooking methods?
- How do the results differ in taste, texture, and appearance when using different cooking methods?

Communication

- How can a chef communicate the best method of cooking an item to employees?
- What communication techniques can help explain each cooking method?

Leadership

- What factors should be considered when preparing food items?
- What factors should be considered when selecting a cooking method?

Management

- Why should a facility offer food that is cooked in a variety of ways?
- What is the latest technology in food cooking? How can it be assessed for use in a commercial kitchen?

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
Task Number 61

Describe food-science principles in food preparation.

Definition

Description should include use of the following in the preparation of food products:

- Chemical reactions (e.g., leavening, caramelizing)
- Physical reactions (e.g., emulsifying, tempering, crystallizing, infusing, thickening)

Process/Skill Questions

Thinking

- What are the definitions of physical reaction and chemical reaction? How do they compare?
- What is the difference between leavening by fermentation and leavening by acid-alkali reaction?

Communication

- How can techniques to achieve a chemical or physical reaction be communicated?
- What are safety procedures to follow when demonstrating physical and chemical reactions?

Leadership
• What strategies are effective in demonstrating chemical and physical reactions in the kitchen?
• Why is it necessary to use a specific formula when producing a chemical reaction in a baked product?

Management

• What is the importance of incorporating specific chemical and physical reactions in food production?
• How can incorporating specific chemical and physical reactions affect a food service business bottom line?

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
Food Innovations
Professional Presentation

Task Number 62

Prepare stocks, soups, and sauces.

Definition
Preparation should include

- explaining stocks and equipment
- explaining sauces
- explaining categories of soups
- identifying the type of stock, soup, and/or sauce to be made
- assembling mise en place
- adjusting seasoning(s)
- determining storage.

Process/Skill Questions

Thinking

- Why is it important to begin sauce or soup making with a good stock?
- How can sauces enhance the taste of various foods?
- What are the five mother sauces?
- What are the basic components of stocks?
- What are the different types of roux? What are the uses for roux?

Communication

- What are the benefits of and problems with using a soup base vs. stocks made from scratch?
- What criteria should be used to determine the categories of soup?

Leadership

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

Management

- What are some ways to use waste-management skills when preparing stocks and soups?
- How can preparing stocks and soups positively affect the profit margin?

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
Task Number 63

Demonstrate techniques for scaling and measuring volume and weight.

Definition

Demonstration should include

- explaining the difference between measurements of volume and weight
- using the proper measuring techniques and equipment for specific ingredients (e.g., brown sugar, confectioners sugar, flour, oil, other liquid)
- measuring volumes and weights of solids and liquids according to standard procedures.

Process/Skill Questions

Thinking

- What does the term *standardized* mean in relation to measurements in culinary arts?
- Why is the volume method of measurement less accurate than weight measurement?
- What are the production consequences of inaccurate measurement?
- What are the economic consequences of inaccurate measurement?
- Why do wet and dry ingredients require different measuring utensils?
- What is the difference between an ounce and a fluid ounce?

Communication

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

Leadership
• Why is it helpful to know metric measurements?
• What skills assist in the selection, use, and maintenance of volume-measuring equipment?

Management

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

National Standards for Family and Consumer Sciences Education

8.5.3
Demonstrate knowledge of portion control and proper scaling and measurement techniques.

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Power of One: A Better You
Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Culinary Arts
Culinary Math Management

Task Number 64

Demonstrate recipe conversion, using conversion factors (CFs) and formulas.

Definition

Demonstration should include
• explaining that the CF is the number that results from dividing the desired yield by the yield stated in a recipe
• multiplying the amount of an ingredient in a recipe by the CF to get the amount of the ingredient to use in the converted recipe
• performing conversions of recipes to increase or decrease the yield by specified amounts.

Process/Skill Questions

Thinking

• When must recipes and formulas be converted?
• How might converting a recipe affect the quality of food?

Communication

• What mathematical operations are performed in a recipe or formula conversion?
• Why are correct calculations important when converting recipes?

Leadership

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

Management

• Why would a food service establishment choose to convert standardized recipes?
• What precautions must be taken when converting a small-yield recipe to a large-yield recipe?

National Standards for Family and Consumer Sciences Education

8.5.3
Demonstrate knowledge of portion control and proper scaling and measurement techniques.

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)
Task Number 65

Demonstrate basic baking and pastry techniques.

Definition

Demonstration could include

- scaling the ingredients
- mixing the ingredients
- portioning the dough
- panning the dough
- baking the dough
- cooling the product
- storing the product.

Process/Skill Questions

Thinking

- What are the basic ingredients and their functions in a recipe?
- Why should dough be handled as little as possible?
- Why is it important to stir dry and liquid ingredients only as directed by the recipe?

Communication

- Why is it important to demonstrate the proper kneading technique?
- Why is it important to understand the different batter mixing methods?

Leadership

- How does one determine when a baked product is done?
- What leadership skills should be demonstrated by a baker to produce quality baked goods?

Management

- What criteria should be used to judge quality dough?
- What are the criteria for creating a bread or pastry lab?

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

Food Innovations

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**Task Number 66**

**Describe a kitchen workstation.**

**Definition**

Description should include

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

**Process/Skill Questions**

**Thinking**

- What are the goals of kitchen workspace management?
- Why is it important to understand ways to design and organize kitchen workspace?

**Communication**
• What communication skills can help develop a workstation?
• How can one evaluate the design and organization of a kitchen workstation?

Leadership

• How can one organize kitchen workstations?
• How can equipment, supplies, and ingredients be organized for more than one user?
• How can technology help make the best use of space for food preparation?

Management

• What management skills are needed to design and organize a kitchen workstation?
• What advances in technology might facilitate kitchen workspace organization in the future?

National Standards for Family and Consumer Sciences Education

8.3
Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Power of One: A Better You
Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national [FCCLA portal](#).

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation
Exploring Diverse Cuisines and Service Styles

Task Number 67

Explain the types of dining service.

Definition

Explanation should include

- Russian, French, and American types of dining service
- family, á la carte, seated, and buffet serving styles
- basic table settings (e.g., formal, informal, luncheon, dinner).

Process/Skill Questions

Thinking

- Why is it important to understand types of dining service?
- Why is it important to be able to demonstrate different table settings?
- When should each serving style be used?
- What is the most common serving style(s) in the local area?

Communication

- How can managers of a food service operation determine what type of service is appropriate for customers?
- How can a food service operation advertise its serving style?

Leadership

- How can one determine which serving style to use?
- How can employees be led to understand the importance of the types of dining service and serving styles?

Management

- How can management ensure proper table service in a food service establishment?
- How is a food service establishment’s type of service and serving style related to the quality of food served?

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)

Check the national FCCLA portal.

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

Task Number 68

Describe influences on the development of various cuisines.

Definition

Description should include the

- culture (i.e., traditions, customs, religions)
- geography (e.g., climate, growing seasons, soil, terrain)
- availability of ingredients.

Process/Skill Questions

Thinking

- What regional cuisines are popular in the local area? Why?
- What are some examples of regional cuisines?
- What factors influence the development of specific regional cuisines?
• What factors have contributed to the infusion of various cuisines?

Communication

• How does the media affect the popularity of cuisines in the area?
• How can customers express their interests in new cuisines?

Leadership

• How can leaders encourage customers and employees to experiment with diverse cuisines?
• Why can offering several cuisines make a restaurant successful? How can it make the restaurant unsuccessful?

Management

• What resources show what cuisines are popular in a given area?
• What information does management need to create successful menus for diverse groups of customers?

National Standards for Family and Consumer Sciences Education

8.7.5
Demonstrate sensitivity to diversity and special 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

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

Professional Presentation

Task Number 69
Summarize trends in current cuisines.

Definition

Summary should include the influence of trends such as

- environmental concerns
- health concerns
- waste management practices
- locally produced foods
- vegetarian options
- organically grown foods
- genetically engineered foods
- diet choices
- social media
- television.

Process/Skill Questions

Thinking

- What health concerns have changed the way consumers eat when dining out?
- What are genetically engineered foods? Why might that information be important to include in a menu?
- What are organically grown foods? How would they affect the financial health of the establishment?

Communication

- How can a food operation communicate its desire to follow the trends in current cuisines? How can this be marketed to customers?
- How can a food operation communicate to its customers the food trends being offered at its establishment? How can social media be used to bring awareness to customers?

Leadership

- How can goals to meet current cuisine trends be set for a food operation?
- How can current and changing trends in food be used to meet customer needs?

Management

- How can food operations be sure that food sources are reliable?
- How can food operations use earth-friendly waste-management techniques?

National Standards for Family and Consumer Sciences Education

8.7.5
Demonstrate sensitivity to diversity and special 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

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

Entrepreneurship
Food Innovations
Hospitality, Tourism, and Recreation
Professional Presentation

Exploring Menu Development

Task Number 70

Describe the sources and functions of nutrients.

Definition

Description should include

- defining the terms nutrient, macronutrient, and micronutrient, to include protein, carbohydrates, fats, vitamins, minerals, and water
• identifying the sources of each basic nutrient
• identifying the functions of each basic nutrient.

Process/Skill Questions

Thinking

• Why is it important to understand the six basic nutrient groups?
• Why is knowledge of the functions and food sources of each nutrient important to a food-service professional?

Communication

• How does the media influence consumers’ nutritional choices through advertising?

Leadership

• How can a food operation set goals that are nutritionally sound for customers?
• How can dietary guidelines be used to influence the nutritional choices in society?

Management

• Why should management be aware of common nutritional changes in food that occur during cooking?
• What responsibility does management have for training employees in methods of cooking that preserve nutrients?

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: Family Ties

Power of One: Working on Working

Student Body: The Healthy You
FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Food Innovations

Nutrition and Wellness

Professional Presentation

Task Number 71

Evaluate a food label.

Definition

Evaluation should include

- explaining nutritional information found on food labels
- identifying the micro and macro nutrients
- considering U.S. Department of Agriculture (USDA) daily requirements per serving
- identifying nutritional needs that are not met by the product
- comparing the nutritional value of similar products.

Process/Skill Questions

Thinking

- What is the importance of evaluating a food label in terms of nutrients, daily requirements, ingredients, nutritional needs, and values?
- What factors would influence evaluating a food label?
- What nutrients must appear on food labels?

Communication

- How can technology help evaluate a food label?
- Why is it important to be able to understand a food label?

Leadership

- How can food service operations use the information from food labels to meet customer needs?

Management

- Why should management be knowledgeable about food label information?
- Whose responsibility is it to read and evaluate food labels for food choices?
Where can management find food label information if it isn’t posted on packaging?

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

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Food Innovations
Nutrition and Wellness
Professional Presentation

Task Number 72

Evaluate a recipe for nutritional values and preparation process.

Definition

Evaluation should include

- reviewing the recipe for all nutritional values
- adjusting the recipe and preparation method to provide the maximum nutrition for the consumer.
Process/Skill Questions

Thinking

- What is the importance of evaluating recipes in terms of dietary needs (e.g., low fat, low sugar, vegetarian, high fiber)?
- What is the importance of evaluating recipes in terms of preparation processes (e.g., time, preparation skills, equipment, available ingredients)?
- What factors may influence the evaluation of recipes?

Communication

- How does a food service operation convey to the customers the nutritional benefits of menu items?
- How can technology help one evaluate recipes?

Leadership

- What nutritional standards should be set for recipe selection?
- Who determines the method of preparation in a food operation?

Management

- What information is helpful to evaluate recipes for nutritional value and preparation process?
- Where can one obtain the information needed for recipe evaluation?
- When two recipes are equal in terms of nutritional value and preparation process, what is the determining factor in selecting one?

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: Family Ties

Power of One: Working on Working

Student Body: The Healthy You
FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Culinary Arts

Food Innovations

Professional Presentation

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Task Number 73

Design menus to meet culinary trends.

Definition

Design should include

- determining culinary trends
- developing a menu based on meal-planning principles (e.g., color, shape, texture, temperature, size)
- determining portion sizes.

Process/Skill Questions

Thinking

- How has pop culture affected culinary trends?
- What are the basic principles of meal planning?
- How are portion sizes determined?

Communication

- What resources can be used to investigate portion sizes?
- What are some reliable sources that offer menu and meal-planning guides?

Leadership

- Why is it crucial to think about color, shape, and texture when preparing a plate?
- How can leaders involve employees in developing menus to meet culinary trends?

Management

- What moral responsibility does a food-service operation have to prepare healthy food?
- What information does management need to create successful menus for customers?
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: Family Ties
Power of One: Working on Working
Student Body: The Healthy You

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

Food Innovations
Nutrition and Wellness
Professional Presentation

Task Number 74

Identify special dietary needs and preferences of various consumer groups.

Definition

Identification should include

- classifying the needs for medical diets, including those guided by allergies
- identifying diets guided by religious traditions
- analyzing personal-choice diets, including vegetarian.
Process/Skill Questions

Thinking

- What are common food allergies?
- What are the different vegetarian diets?
- How can one plan, prepare, and serve foods that meet the nutritional needs of persons with special dietary needs and preferences?

Communication

- How can a food operation communicate its desire to meet the needs of vegetarians, diabetics, religious groups, and other special groups?
- How can a food operation communicate to customers the ingredients and cooking methods used to prepare food?
- Why is it important for employees to know the ingredients in the food products being served?

Leadership

- What responsibility do leaders have to offer healthy, nutritional meals that reflect the needs and preferences of the customers?
- How can leaders set goals for the food operation that are realistic and appropriate for customers?

Management

- What information does management need to create successful menus for customers?
- Why should management be aware of common allergic reactions to foods?
- What first-aid training should employees have to address adverse reactions to 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.

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.

Food Innovations

Hospitality, Tourism, and Recreation

Nutrition and Wellness

Professional Presentation

Task Number 75

Modify a recipe to meet the special dietary needs or preferences of a selected consumer group.

Definition

Modification should include

- identifying the needs or preferences to be accommodated
- explaining the ways to adjust the recipe to meet the identified needs or preferences
- adjusting the recipe (e.g., reducing sugar, sodium, and/or fat; omitting meat, eggs, and/or gluten; using alternative preparation techniques) to meet the needs or preferences.

Process/Skill Questions

Thinking

- What sugar substitutes can be used in preparing foods?
- What fat substitutes can be used in preparing foods?
- What sodium substitutes can be used in preparing foods?
- What substitutions can be used for gluten-intolerant customers?

Communication

- How can an establishment convey to customers that it is willing to meet dietary needs or preferences?
- What are some resources available to assist in the modification of recipes?

Leadership
• How can the integrity of the food product be maintained while incorporating substitutions to meet dietary needs or preferences?
• How can one prepare low-fat dishes and still maintain flavor and appeal?

Management

• What responsibility does management have to adjust or modify recipes to meet customer needs or preferences?
• Why should management educate employees in the modification of recipes for selected consumer groups?

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.

Food Innovations
Nutrition and Wellness
Professional Presentation

Task Number 76

Explain food-resource management.

Definition
Explanation should focus on ways the food service industry addresses environmental and other bottom-line issues such as

- determining cost control
- controlling and handling waste
- supervising labor
- evaluating environmental effects
- managing food purchasing vendors.

**Process/Skill Questions**

**Thinking**

- What responsibilities does a food service operation have for the welfare of the environment?
- What environmental issues affect all food service operations?

**Communication**

- What communication skills can be used to ensure that environmental laws affecting a food service operation are enforced?
- How can employees be made aware of environmental concerns?

**Leadership**

- How can leadership be aware of changes in environmental laws?
- How can leaders participate in waste-management procedures that may have an effect on the environment?

**Management**

- What responsibility does management have to enforce labor/cost control guidelines within a food service operation?
- How can management ensure that all employees follow environmental guidelines?

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

8.6.10
Apply principles of inventory management, labor cost and control techniques, production planning and control, sustainability, and facilities management to planning and front and back of the house operations.

**FCCLA National Programs**

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills
Introducing the Economics of Food

Task Number 77

Describe how to determine food costs.

Definition

Description should include ways to determine the cost per food item, cost per portion, and purchasing costs and options, as well as the tools used to make these determinations.

Process/Skill Questions

Thinking
• How is food cost determined?
• What is the definition of yield?
• What factors would determine portion size and yield?

Communication

• Why is it important to understand the cost of a particular food product and how it affects profit?
• How do leaders convey to employees the relationship between desired yield and actual portion size?

Leadership

• What criteria should be used in choosing food vendors?
• Who is responsible for monitoring and preventing product waste?

Management

• How can management ensure that all food deliveries are acceptable and accounted for?
• How can food waste affect profit?

National Standards for Family and Consumer Sciences Education

8.6.10
Apply principles of inventory management, labor cost and control techniques, production planning and control, sustainability, and facilities management to planning and front and back of the house operations.

8.6.3
Apply accounting procedures in planning and forecasting profit and loss.

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Financial Fitness: Earning
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working
Task Number 78

Identify the cost components of food production.

Definition

Identification should include the

- as-purchased amount
- usable portion
- transportation/delivery cost.

Process/Skill Questions

Thinking

- What are the cost components of food production?
- How do transportation costs affect food costs?

Communication

- How can employees be made aware of critical control points?
- Why should employees understand the cost components of food production?

Leadership

- Who is responsible for ensuring that critical control points are established and maintained in the cycle of food production?
- How can the employer apply the HACCP principles relating to the cost components of food production?

Management

- What are the consequences of inadequate control of the costs of food production?
- What is the best action to take if employees do not follow guidelines for the flow of food?
National Standards for Family and Consumer Sciences Education

8.6.10  
Apply principles of inventory management, labor cost and control techniques, production planning and control, sustainability, and facilities management to planning and front and back of the house operations.

8.6.3  
Apply accounting procedures in planning and forecasting profit and loss.

FCCLA National Programs

Career Connection: My Career
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Power of One: A Better You
Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

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**Task Number 79**

**Evaluate environmental factors relating to food costs.**

**Definition**
Evaluation should include the effects of weather, hazardous substances, product recall, and product contamination on food costs.

**Process/Skill Questions**

**Thinking**

- What are some recent examples of environmental factors that have affected food costs?
- What are some recent examples of product contamination?

**Communication**

- What resources are available to investigate environmental factors that influence food costs?
- How does media convey information about product recalls?

**Leadership**

- How can an employer apply the ServSafe principles relating to product contamination?
- How does leadership convey possible problems with menu items to employees?

**Management**

- How do product recalls affect food costs and availability?
- What responsibility does a food-service operation have to let customers know about product recalls?

**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
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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
Check the national FCCLA portal.

Entrepreneurship

Hospitality, Tourism, and Recreation

Professional Presentation

### SOL Correlation by Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>English:</th>
<th>History and Social Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Analyze the meaning of work and the meaning of family.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
<td>GOVT.1</td>
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<tr>
<td>40</td>
<td>Compare how families affect work life and how work life affects families.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
<td>GOVT.1</td>
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<tr>
<td>41</td>
<td>Identify management strategies for balancing work and family roles.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
<td>GOVT.1</td>
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<tr>
<td>42</td>
<td>Describe the origins and development of culinary arts.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
<td>VUS.1, VUS.8, VUS.14</td>
</tr>
<tr>
<td>43</td>
<td>Identify career options, occupational venues, and entrepreneurial opportunities in culinary arts professions and food-related industries.</td>
<td>9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
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<tr>
<td>44</td>
<td>Describe the duties of selected positions in the culinary arts professions and food-related industries.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td>45</td>
<td>Identify specialized markets and entrepreneurial opportunities in culinary arts professions and food-related industries.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td>46</td>
<td>Identify physical hazards in the kitchen and procedures for avoiding them.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
<td>VUS.8, WHII.8</td>
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<tr>
<td>47</td>
<td>Identify chemical hazards in the kitchen.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
<td>VUS.8, WHII.8</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Science: CH.1</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<td></td>
<td>Implement kitchen safety procedures.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td>48</td>
<td>Describe the latest advancements in food safety.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>49</td>
<td>Explain food-borne illnesses.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>50</td>
<td>Identify federal, state, and local food safety requirements.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>51</td>
<td>Demonstrate the principles and procedures of safe food handling.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td>52</td>
<td>Identify the components of a standardized recipe.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
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<td>53</td>
<td>Select hand tools and utensils for food preparation tasks.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>54</td>
<td>Identify kitchen equipment for use in food preparation.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<td>55</td>
<td>Demonstrate mise en place.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>56</td>
<td>Describe time-management principles in food service.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<td>57</td>
<td>Explain concepts of taste and flavor.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<td>58</td>
<td>Demonstrate basic knife skills.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<td>59</td>
<td>Identify cooking methods in food preparation.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>60</td>
<td>Describe food-science principles in food preparation.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td>61</td>
<td>Prepare stocks, soups, and sauces.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td>62</td>
<td>Demonstrate techniques for scaling and measuring volume and weight.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td>63</td>
<td>Demonstrate recipe conversion, using conversion factors (CFs) and formulas.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<td>64</td>
<td>Demonstrate basic baking and pastry techniques.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>65</td>
<td>Describe a kitchen workstation.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>66</td>
<td>Explain the types of dining service.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>67</td>
<td>Describe influences on the development of various cuisines.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>68</td>
<td>Summarize trends in current cuisines.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td>69</td>
<td>Describe the sources and functions of nutrients.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td>70</td>
<td>Evaluate a food label.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td>71</td>
<td>Evaluate a recipe for nutritional values and preparation process.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>72</td>
<td>Design menus to meet culinary trends.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>73</td>
<td>Identify special dietary needs and preferences of various consumer groups.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<td>75</td>
<td>Modify a recipe to meet the special dietary needs or preferences of a selected consumer group.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td>76</td>
<td>Explain food-resource management.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td>77</td>
<td>Describe how to determine food costs.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td></td>
<td></td>
<td>History and Social Science: GOVT.15</td>
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</tr>
<tr>
<td>78</td>
<td>Identify the cost components of food production.</td>
<td>History and Social Science: GOVT.15</td>
<td></td>
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<tr>
<td>79</td>
<td>Evaluate environmental factors relating to food costs.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<td></td>
<td>History and Social Science: WG.4, WG.16, WG.17, WG.18</td>
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</tr>
</tbody>
</table>

**Teacher Resource**

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

**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.”
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Certified Breakfast Attendant Examination
- Certified Kitchen Cook Examination
- Certified Restaurant Server Examination
- College and Work Readiness Assessment (CWRA+)
- Culinary Arts Assessment
- Leadership Essentials Assessment
- National Career Readiness Certificate Assessment
- Restaurant, Food and Beverage Services Assessment
- Workplace Readiness Skills for the Commonwealth Examination

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

- Career, Community and Family Connections (8205/18 weeks)
- Career, Community and Family Connections (8282/36 weeks)
- Culinary Arts I (8275/36 weeks, 280 hours)
- Culinary Arts II (8276/36 weeks, 280 hours)
- Culinary Arts Specialization (8279/36 weeks)
- Food Science and Dietetics (8239/36 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8277/18 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8278/36 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)
- Life Planning (8227/36 weeks)
- Life Planning (8226/18 weeks)
- Nutrition and Wellness (8228/18 weeks)
- Nutrition and Wellness (8229/36 weeks)

Career Cluster: Hospitality and Tourism

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
</table>
| Restaurants and Food and Beverage Services | Caterer  
|                     | Food Service Manager  
|                     | Host, Hostess          |