

# Course Outline

Hospitality, Tourism and Recreation

REVISED: August/2023

## Job Title

Chef Assistant

## Career Pathway:

Food Service and Hospitality

## Industry Sector:

Hospitality, Tourism and Recreation

## O\*NET-SOC CODE:

35.2014.00

## CBEDS Title:

Food and Beverage Production and Preparation

## CBEDS No.:

4421

**78-50-80**

## Chef Assistant

**Credits:** 25

**Hours:** 300

### Course Description:

This competency-based course provides entry-level and intermediate training to enable a graduate to qualify as a catering assistant, institutional and restaurant apprentice cook, and other positions that require first-hand knowledge and experience in food service. Students are exposed to “prep” cooking, presentation, and storage in various food categories, with hands-on procedures and classroom theory. The competencies in this course outline are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

### Prerequisites:

Enrollment requires a 6.0 reading level or higher as measured by the CASAS GOALS Test and math skills equivalent to Math 2 (53-03-76), excellent motor skills, and ability to do heavy lifting.

**NOTE:** For Perkins purposes this course has been designated as a **introductory/concentrator/capstone** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

**Location**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated, and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

pp. 7-19

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

<b>COURSE OUTLINE COMPONENTS</b>	<b>Location</b>
<b>INSTRUCTIONAL STRATEGIES</b>	p. 21
<p>Instructional techniques or methods could include laboratory techniques, lecture methods, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach considers the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	
<b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b>	Cover
<p>The approximate time devoted to each instructional unit on the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be so that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) are listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
<b>EVALUATION PROCEDURES</b>	pp. 21-22
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performance as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	
<b>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</b>	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

## **ACKNOWLEDGMENTS**

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**CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**  
**Hospitality, Tourism, and Recreation Industry Sector**  
**Knowledge and Performance Anchor Standards**

**1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Hospitality, Tourism, and Recreation academic alignment matrix for identification of standards.

**2.0 Communications**

Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

**3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

**4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment.

**5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

**6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment.

**7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Hospitality, Tourism, and Recreation sector workplace environment and community settings.

**8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions, when possible, consistent with applicable laws, regulations, and organizational norms.

**9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

**10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks.

**11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

## ***Hospitality, Tourism, and Recreation Pathway Standards***

### **B. Food Service and Hospitality Pathway**

The Food Service and Hospitality pathway focuses on the key aspects of the industry. Students pursuing this career pathway have in-depth, hands-on experiences that emphasize industry awareness; sanitation and safe food handling; food and beverage production; nutrition; food service management; and customer service.

Sample occupations associated with this pathway:

- ◆ Food Expeditor
- ◆ Restaurant Manager
- ◆ Banquet and Catering Director
- ◆ Research Chef
- ◆ Executive Chef

- B1.0 Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies.
- B2.0 Demonstrate the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments.
- B3.0 Interpret the basic principles of sanitation and safe food handling.
- B4.0 Analyze the basics of food service and hospitality management.
- B5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies.
- B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.
- B7.0 Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens.
- B8.0 Apply the knowledge and skills essential for effective customer service.
- B9.0 Apply the basic procedures and skills needed for food and beverage service.
- B10.0 Demonstrate and apply basic nutritional concepts in meal planning and food preparation.
- B11.0 Demonstrate an understanding of the basic processes of costing and cost analysis in food and beverage production and service.
- B12.0 Describe the fundamentals of successful sales and marketing methods.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Chef Assistant Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p><b>A. INTRODUCTION</b></p> <p>Understand course objectives, culinary vocabulary, and career opportunities.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the scope and purpose of the course.</li> <li>2. Describe classroom policies and procedures.</li> <li>3. Describe the importance of prioritizing work.</li> <li>4. Discuss and identify the different career paths, occupations, employment outlook, career advancements.</li> <li>5. Discuss the opportunities available for promoting gender equity and the representation of non-traditional populations.</li> <li>6. Explain and recognize the importance of ethical behavior, teamwork, respecting individual and cultural differences and diversity in the workplace.</li> <li>7. Describe the duties and responsibilities as they apply to the chef assistant.</li> <li>8. Identify and ask significant questions that clarify various points of view to solve problems.</li> <li>9. Define common working kitchen phrases.</li> <li>10. Describe organization of the modern kitchen.</li> <li>11. Describe the standard of professionalism that food service personnel must maintain.</li> <li>12. Describe the use of the internet for researching ethnic menus and exotic recipes.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 7, 8, 9, 11</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3 Career Planning and Management: 3.2, 3.3, 3.4, 3.5, 3.8 Problem Solving and Critical Thinking: 5.1 Responsibility and Flexibility: 7.2, 7.3 Ethics and Legal Responsibilities: 8.4 Leadership and Teamwork: 9.3, 9.6 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B8.4</p>
<p><b>B. SAFETY AND SANITATION</b></p> <p>Understand, apply, and evaluate the safe and sanitary use of commercial kitchen equipment and utensils.</p>	<ol style="list-style-type: none"> <li>1. Discuss classroom and workplace first aid and emergency procedures.</li> <li>2. Demonstrate safe use of:               <ol style="list-style-type: none"> <li>a. grill</li> <li>b. food processors/mixers</li> <li>c. stovetops and ovens</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10, 12</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(12 hours)	<ul style="list-style-type: none"> <li>d. fryer</li> <li>e. cutlery</li> <li>f. hand tools</li> </ul> <ol style="list-style-type: none"> <li>3. Demonstrate how to clean various pieces of kitchen equipment safely.</li> <li>4. Describe various fire extinguishing techniques.</li> <li>5. Describe immediate treatment of burns and cuts.</li> <li>6. Describe how to prevent cross-contamination.</li> <li>7. Explain the importance of good health for workers.</li> <li>8. Describe proper clothing and sanitation habits of workers.</li> <li>9. Differentiate among the four groups of microorganisms.</li> <li>10. Perform basic steps in sterilization/sanitation.</li> <li>11. Compare streptococcus, salmonella, and botulism.</li> <li>12. Explain favorable conditions for bacteria to reproduce.</li> <li>13. Describe the danger zone for food.</li> <li>14. Describe the dangers of tasting food suspected of containing food-borne pathogens.</li> <li>15. Store cooked and non-cooked food properly.</li> <li>16. Store cleaning solutions and non-food items properly.</li> <li>17. Describe the importance of food safety systems, i.e., Hazard Analysis and Critical Control Point (HACCP).</li> <li>18. Explain the importance and use of Safety Data Sheets (SDS) and the laws/acts pertaining to Occupational Safety and Health Administration (OSHA).</li> <li>19. Define ergonomics as it applies to chef assistant.</li> <li>20. Describe and demonstrate sound ergonomic practices in organizing one's workspace to include: <ul style="list-style-type: none"> <li>a. causes, effects, and preventive measures for repetitive strain injuries</li> <li>b. benefits of periodic breaks to stretch and relax involving wrists, neck, and shoulders</li> <li>c. practice proper lifting, bending, or moving equipment and supplies</li> </ul> </li> <li>21. Discuss how each of the following insures a safe workplace: <ul style="list-style-type: none"> <li>a. employees' rights as they apply to job safety</li> <li>b. employees' obligations as they apply to safety</li> <li>c. safety laws applying to tools and equipment</li> <li>d. recognize legal aspects of inappropriate labeling of product/service</li> </ul> </li> <li>22. Describe and demonstrate the standards regarding proper use of personal protective equipment.</li> <li>23. Understand the purpose and process of required industry certification such as ServSafe Manager's Certification and California Food Handlers Card.</li> <li>24. Pass the safety test with 100% accuracy.</li> </ol>	<p><b>CTE Anchor:</b></p> <p>Academics: 1.0</p> <p>Communications: 2.1, 2.3, 2.5</p> <p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.6, 10.11</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B2.1, B2.2, B2.3, B2.4, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6, B5.1, B5.2, B6.1, B7.1</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p><b>C. WEIGHTS AND MEASURES</b></p> <p>Measure and weigh foods and follow recipes.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge and use of measuring devices for weight and volume.</li> <li>2. Define and differentiate between liquid and dry measurement tools and equipment.</li> <li>3. Compute recipe modification utilizing critical thinking to make informed decisions.</li> <li>4. Perform portion control based on the standardized systems.</li> <li>5. Pass a weights and measures assessment with an 80% score or higher.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 10</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3 Problem Solving and Critical Thinking: 5.2, 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Applications: 11.1</p> <p><b>CTE Pathway:</b> B11.4</p>
<p><b>D. INGREDIENTS</b></p> <p>Understand the role of ingredients in food preparation.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe how various methods of cooking change ingredients.</li> <li>2. Describe how each ingredient affects the formula.</li> <li>3. Identify and interpret cultural differences regarding ingredients to meet the needs of individuals.</li> <li>4. Identify between organic vs. traditionally grown/genetically modified foods (GMO).</li> <li>5. Pass an ingredient assessment with an 80% score or higher.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3</p> <p><b>CTE Pathway:</b> B10.2</p>
<p><b>E. METHODS OF COOKING</b></p> <p>Develop an understanding of various cooking methods and techniques.</p>	<ol style="list-style-type: none"> <li>1. Identify utensils used in cooking and baking.</li> <li>2. Define the following terms throughout the course: <ol style="list-style-type: none"> <li>a. poaching</li> <li>b. broiling</li> <li>c. baking and roasting</li> <li>d. blanching</li> <li>e. steaming</li> <li>f. grilling</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2</p> <p><b>CTE Anchor:</b> Academics: 1.0</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)	<ul style="list-style-type: none"> <li>g. sautéing</li> <li>h. deep-frying</li> <li>i. wokking (stir-frying)</li> <li>j. re-heating in the best way</li> <li>k. “holding” of a cooked food</li> </ul> <p>3. Pass a methods of cooking assessment with an 80% score or higher.</p>	<p>Communications: 2.1, 2.3</p> <p>Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B6.3</p>
<p><b>F. TECHNIQUES OF COOKING</b></p> <p>Understand the basic techniques of cooking and how they are used in preparing food.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe planning and organizing for food preparation.</li> <li>2. Explain the importance of preparation for set meal service and extended meal.</li> <li>3. Explain the importance of having everything ready before starting (mise-en-place).</li> <li>4. Define and demonstrate the following techniques throughout the course applying safety and sanitation methods: <ul style="list-style-type: none"> <li>a. rough prep</li> <li>b. using knives</li> <li>c. cuts and shapes</li> <li>d. blanching and parcooking</li> <li>e. marinating</li> <li>f. dredging with flour</li> <li>g. batters</li> <li>h. deglazing a pan</li> <li>i. folding, whisking, and beating</li> <li>j. food cleaning</li> </ul> </li> <li>5. Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.</li> <li>6. Pass a techniques of cooking assessment with an 80% score or higher.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 6, 10</p> <p><b>CTE Anchor:</b> Academics: 1.0</p> <p>Communications: 2.1, 2.3</p> <p>Problem Solving and Critical Thinking: 5.4</p> <p>Health and Safety: 6.3, 6.6</p> <p>Technical Knowledge and Skills: 10.1, 10.3</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B2.2, B3.4, B6.2, B6.3</p>
<p><b>G. STOCKS AND SOUPS</b></p> <p>Make and use stocks and prepare soups from stock.</p>	<ol style="list-style-type: none"> <li>1. Create standard stocks utilizing proper safety techniques to include storing, cleaning, and moving large stock pots.</li> <li>2. Demonstrate knowledge of how to use stocks.</li> <li>3. Form teams for preparation of soups made from stock.</li> <li>4. Pass a stocks and soups assessment with an 80% score or higher.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 9, 10</p> <p><b>CTE Anchor:</b> Academics: 1.0</p> <p>Communications: 2.1, 2.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)		Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.3, 6.4, 6.6 Leadership and Teamwork: 9.3, 9.7 Technical Knowledge and Skills: 10.3 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B2.1, B2.2, B3.4, B6.1
<b>H. SAUCES</b>  Understand various procedures of making sauces.  (24 hours)	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of various types of sauces with knowledge of mother sauces.</li> <li>2. Create mother sauces and small sauces using mise-en-place principles and techniques throughout the course.</li> <li>3. Pass a sauce assessment with an 80% score or higher.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 10  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1., 2.3, 2.5 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B6.2
<b>I. HERB CULTURE</b>  Understand the cultivation of herbs and their use in cooking.	<ol style="list-style-type: none"> <li>1. Describe and identify herbs.</li> <li>2. Thoroughly clean, cut, and store herbs.</li> <li>3. Describe and demonstrate the use and preparation of various herbs to include plating techniques (garnishes).</li> <li>4. Pass an herb culture assessment with an 80% score or higher.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 10  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1., 2.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)		Demonstration and Application: 11.1  <b>CTE Pathway:</b> B6.6
<b>J. VEGETABLES</b>  Understand how to prepare, cook, handle, and store vegetables.	<ol style="list-style-type: none"> <li>1. Identify and evaluate the types and qualities of vegetables using various media and formats.</li> <li>2. Clean, store, cut, and pare vegetables.</li> <li>3. Demonstrate knowledge of purchasing and storing vegetables.</li> <li>4. Identify the best methods of cooking vegetables throughout the course.</li> <li>5. Pass a vegetable assessment with an 80% score or higher.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 10  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2 Technical Knowledge and Skills: 10.3 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B6.5
<b>K. PRINCIPLES OF STARCH COOKERY</b>  Understand uses for grains, pastas, legumes, and their role in cooking.	<ol style="list-style-type: none"> <li>1. List and identify the various types of grains and the cooking methods associated with each.</li> <li>2. Identify various types of pasta.</li> <li>3. Prepare various pasta doughs and shapes.</li> <li>4. Prepare pasta fillings and pasta sauces.</li> <li>5. Understand and demonstrate the preparation and use of legumes.</li> <li>6. Identification and proper cooking techniques for waxy and mealy potatoes.</li> <li>7. Evaluate the importance of portion and cost control.</li> <li>8. Pass a principles of starch cookery assessment with an 80% score or higher.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 10  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3 Technical Knowledge and Skills: 10.3 Demonstration and Application: 11.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(30 hours)		<b>CTE Pathway:</b> B11.5, B11.6
<b>L. MEATS INCLUDING SEAFOOD</b>  Prepare, handle, and cook meats, including seafood.	<ol style="list-style-type: none"> <li>1. Identify various types of meats using various media and formats.</li> <li>2. Describe the best methods for cooking various types of meats.</li> <li>3. Distinguish the different kinds of protein and the grading system used by USDA.</li> <li>4. Explain cuts of meats.</li> <li>5. Demonstrate boning/carving using respective tools, utensils, and equipment.</li> <li>6. Demonstrate use of meat in menu planning.</li> <li>7. Explain and evaluate purchasing good quality meat used in food preparation.</li> <li>8. Demonstrate opening shellfish.</li> <li>9. Perform filleting and deboning.</li> <li>10. Describe preparation and storage of meat.</li> <li>11. Explain sustainability in the food service industry.</li> <li>12. Follow FDA guidelines for meats including seafood.</li> <li>13. Pass a meat including seafood assessment with an 80% score or higher.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 7, 8, 10  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.2 Responsibility and Flexibility: 7.8 Ethics and Legal Responsibilities: 8.7 Technical Knowledge and Skills: 10.2, 10.3 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B6.1, B6.5
<b>M. SALAD DRESSINGS, DIPS, SPREADS, AND MARINADES</b>  Know how to create and use dressings, dips, spreads, and marinades.	<ol style="list-style-type: none"> <li>1. Create dips and spreads.</li> <li>2. Demonstrate knowledge of dressings and use of marinades.</li> <li>3. Explain and research the history of salad dressings.</li> <li>4. Demonstrate the essentials of making vinaigrettes and emulsions (temporary, semi, and permanent).</li> <li>5. Pass a salad dressing, dips, spreads, and marinades assessment with an 80% score or higher.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 10, 11  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.2, 4.5 Demonstration and Application: 11.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(16 hours)		<b>CTE Pathway:</b> B6.3, B6.5
<b>N. CHEESE, DAIRY, AND CHARCUTERIE</b>  Use cheese, dairy, and charcuterie in cooking.	<ol style="list-style-type: none"> <li>1. Identify types/classifications of cheese.</li> <li>2. Define and describe best uses for various types of cheese.</li> <li>3. Present and display cheese.</li> <li>4. Demonstrate knowledge of purchasing, preparing, and storing cheese.</li> <li>5. Research and differentiate between various dairy, lactose intolerance, and dairy substitute products in standard recipes to draw conclusions and make informed decisions.</li> <li>6. Demonstrate the use and storage of milk/soy products.</li> <li>7. Proper arrangement and presentation of cheeses and sliced deli meat (aka charcuterie).</li> <li>8. Pass a cheese, dairy, and charcuterie assessment with an 80% score or higher.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 5, 10, 11  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.2, 4.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B6.3, B6.5, B6.6
<b>O. BREAKFAST COOKERY</b>  Understand grading, handling, cooking, and storage of eggs.	<ol style="list-style-type: none"> <li>1. Identify and demonstrate methods of egg cookery and breakfast fare.</li> <li>2. Explain knowledge of grade quality purchasing and storing techniques.</li> <li>3. Research and describe the best uses for breakfast menus, traditional and trendy options to draw conclusions and make informed decisions.</li> <li>4. Define and discuss a la carte vs. buffet style vs. fixed menus.</li> <li>5. Pass a breakfast cookery assessment with an 80% score or higher.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 5, 10, 11  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.2, 4.5 Problem Solving and Critical Thinking: 5.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(12 hours)		Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B6.3, B6.5
<b>P. FRUIT</b>  Use fruit in cooking and presentation.	<ol style="list-style-type: none"> <li>1. Research and identify types of fruit.</li> <li>2. Demonstrate knowledge of fruits “in-season.”</li> <li>3. Demonstrate knowledge of choosing good quality fruit.</li> <li>4. Use fruit in menu planning.</li> <li>5. Describe storing, handling, and display of fruit.</li> <li>6. Pass a fruit assessment with an 80% score or higher.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 10, 11  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.2, 4.5 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B6.3, B6.5, B6.7
<b>Q. CONDIMENTS AND RELISHES</b>  Use condiments in menu planning.	<ol style="list-style-type: none"> <li>1. Research and identify types and uses for condiments and relishes.</li> <li>2. Demonstrate knowledge of the preparation and storage of condiments and relishes.</li> <li>3. Pass a condiments and relishes assessment with an 80% score or higher.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 10, 11  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.2, 4.5 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B6.3, B6.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p><b>R. MEATLESS MENUS</b></p> <p>Recognize various meatless dishes and how they are used in catering.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the following terms:               <ol style="list-style-type: none"> <li>a. ovo</li> <li>b. lacto</li> <li>c. vegan</li> <li>d. vegetarian</li> <li>e. pescatarian</li> <li>f. fruitarian</li> </ol> </li> <li>2. Research and identify various types of meatless diets, such as ovo/lacto and vegan.</li> <li>3. Identify and ask significant questions that clarify the differences between vegan and vegetarianism categories.</li> <li>4. Prepare and demonstrate meatless dishes.</li> <li>5. Pass a meatless menu assessment with an 80% score or higher.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 10, 11</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.2, 4.5 Problem Solving and Critical Thinking: 5.1 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.3, B6.5, B6.7</p>
<p><b>S. INTERNATIONAL TECHNIQUES</b></p> <p>Understand the basic international techniques used in various cultures.</p>	<ol style="list-style-type: none"> <li>1. Research and identify cultural cuisines from around the world.</li> <li>2. Understand the different terms of products that have multiple names in different countries.</li> <li>3. Research the different types of cooking techniques and/or equipment and draw conclusions to make informed decisions.</li> <li>4. Demonstrate how to prepare various international dishes.</li> <li>5. Pass the international techniques assessment with an 80% score or higher.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 10, 11</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.2, 4.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.3</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)		Demonstration and Application: 11.1  <b>CTE Pathway:</b> B6.3, B6.5
<b>T. CATERING, FOOD PRESENTATION, AND GARNISHING</b>  Understand, apply, and evaluate the presentation and garnishing techniques used in catering.	<ol style="list-style-type: none"> <li>1. Define and describe catering.</li> <li>2. Define, explain, and demonstrate Banquet Event Order (BEO) by describing:               <ol style="list-style-type: none"> <li>a. the type and style of service</li> <li>b. how to create a menu</li> <li>c. theme/ambiance</li> <li>d. how to arrange a table for an occasion, including linens and flatware, setup food and flow of the buffet</li> <li>e. hot food presentation</li> <li>f. the importance of appearance</li> <li>g. the fundamentals of plating food</li> <li>h. garnishes</li> <li>i. cold food presentation and buffet service</li> <li>j. buffet arrangement and appearance</li> <li>k. cold platter presentation</li> <li>l. hot foods for buffets</li> </ol> </li> <li>3. Interpret information and draw conclusions to make informed decisions when catering for events.</li> <li>4. Describe customer service.</li> <li>5. Describe maintenance of dining areas.</li> <li>6. Form teams to describe how to create menus, signs, and place cards using computers.</li> <li>7. Pass a catering, food presentation, and garnishing assessment with an 80% score or higher.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 5, 9, 10  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.2 Problem Solving and Critical Thinking: 5.4 Leadership and Teamwork: 9.3, 9.7 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B6.3, B6.4, B6.5, B6.6, B6.7, B9.4
<b>U. BUDGET CONTROL</b>  Comprehend and demonstrate skills in budget expense and control.	<ol style="list-style-type: none"> <li>1. Compare the order vs. the invoice when receiving product.</li> <li>2. Evaluate costs and determine industry standard menu pricing.</li> <li>3. Pass a budget control assessment with an 80% score or higher.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 6  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)		Problem Solving and Critical Thinking: 5.4 Health and Safety: B6.2, B6.3, B6.4 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B11.2, B11.3, B12.6
<b>V. EMPLOYABILITY SKILLS AND RESUME PREPARATION</b>  Understand job-seeking procedures	<ol style="list-style-type: none"> <li>1. Understand and define employer requirements for soft skills such as:               <ol style="list-style-type: none"> <li>a. attitude toward work</li> <li>b. communication and collaboration</li> <li>c. critical thinking, problem solving, and decision-making</li> <li>d. customer service</li> <li>e. diversity in the workplace</li> <li>f. flexibility and adaptability</li> <li>g. interpersonal skills</li> <li>h. leadership and responsibility</li> <li>i. punctuality and attendance</li> <li>j. quality of work</li> <li>k. respect, cultural and diversity differences</li> <li>l. teamwork</li> <li>m. time management</li> <li>n. trust and ethical behavior</li> <li>o. work ethic</li> </ol> </li> <li>2. Create/revise a resume, cover letter and/or portfolio.</li> <li>3. Demonstrate, analyze, research, and review the role of online job searching platforms and career websites to make informed decisions.</li> <li>4. Describe various methods of recruiting appropriate applicants.</li> <li>5. Demonstrate and complete and/or review an on-line job application.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 3, 5  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Career Planning and Management: 3.4, 3.5, 3.6 Problem Solving and Critical Thinking: 5.4 Ethics and Legal Responsibilities: 8.3, 8.4, 8.5 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.6, 9.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(12 hours)	<ol style="list-style-type: none"> <li>6. Understand and demonstrate interview skills to get the job:               <ol style="list-style-type: none"> <li>a. do's and don'ts for job interviews</li> <li>b. how to dress for the job</li> </ol> </li> <li>7. Demonstrate and create sample follow-up letters.</li> <li>8. Understand the importance of the continuous upgrading of job skills as it relates to:               <ol style="list-style-type: none"> <li>a. certification, licensure, and/or renewal</li> <li>b. professional organizations/events</li> <li>c. industry associations and/or organized labor</li> </ol> </li> </ol>	<b>CTE Pathway:</b> B4.2, B8.1, B8.2, B8.4, B8.5

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Gisslen, Wayne, Professional Cooking, 9<sup>th</sup> Edition, Wiley Publications, 2019

### **RESOURCES**

Employer Advisory Board members

CTE Model Curriculum Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/hosptourrec.pdf>

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Shop instruction and application
- B. Lecture
- C. Demonstration/observation
- D. Independent reading
- E. Group discussion
- F. Written assignments
- G. Cooking and prep assignments
- H. Videos
- I. Field trips
- J. Individualized instruction

### **EVALUATION**

SECTION A – Introduction – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION B – Safety and Sanitation – Pass safety test at 100% accuracy.

SECTION C – Weights and Measures – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION D – Ingredients – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION E – Methods of Cooking – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION F – Techniques of Cooking – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION G – Stocks and Soups – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION H – Sauces – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION I – Herb Culture – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION J – Vegetables – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION K – Principles of Starch Cookery – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION L – Meats Including Seafood – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION M – Salad Dressings, Dips, Spreads, and Marinades – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION N – Cheese, Dairy, and Charcuterie – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION O – Breakfast Cookery – Pass all assignments and exams on eggs with a minimum score of 80% or higher.

SECTION P – Fruit – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION Q – Condiments and Relishes – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION R – Meatless Menus – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION S – International Techniques – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION T – Catering, Food Presentation and Garnishing – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION U – Budget Control – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION V – Employability Skills and Resume Preparation – Pass all assignments and exams with a minimum score of 80% or higher.

## ***Standards for Career Ready Practice***

**1. Apply appropriate technical skills and academic knowledge.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

**2. Communicate clearly, effectively, and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

**3. Develop an education and career plan aligned with personal goals.**

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

**4. Apply technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

**5. Utilize critical thinking to make sense of problems and persevere in solving them**

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

**6. Practice personal health and understand financial literacy.**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

**7. Act as a responsible citizen in the workplace and the community.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

**8. Model integrity, ethical leadership, and effective management.**

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

**9. Work productively in teams while integrating cultural and global competence.**

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

**10. Demonstrate creativity and innovation.**

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

**11. Employ valid and reliable research strategies.**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

**12. Understand the environmental, societal, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.



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## Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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