

# Course Outline

Hospitality, Tourism and Recreation

REVISED: August/2017

**Job Title:**

Cook

**Career Pathway:**

Food Service and Hospitality

**Industry Sector:**

Hospitality, Tourism and Recreation

**O\*NET-SOC CODE:**

35-2011.00

**CBEDS Title:**

Food and Beverage Production and Preparation

**CBEDS No.:**

4421

**77-15-70**

## Culinary Arts: International Foods

**Credits:** 5

**Hours:** 90

**Course Description:**

This competency-based course provides students with project-based learning experiences in the art and science of international food preparation and presentation. Technical instruction includes an orientation, resource management, weights and measures, tools and equipment, safety and sanitation and employability skills. Emphasis is placed on the creation of menus, assembly of ingredients, cooking methods, and presentation techniques for Chinese, French, Italian, Japanese, Mexican and Thai meals. 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 successful completion of another course from the Culinary Arts sequence.

**NOTE:** For Perkins purposes this course has been designated as a **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. 7-15

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. 17
<p>Instructional techniques or methods could include laboratory techniques, lecture method, 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 takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, 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 within 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 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) is 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. 17-18
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances 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**

Thanks to MARJORIE SCHEINDER and ALEJANDRA SALCEDO for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ  
Specialist  
Career Technical Education

ROSARIO GALVAN  
Administrator  
Division of Adult and Career Education

APPROVED:

JOE STARK  
Executive Director  
Division of Adult and Career Education

**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. (Direct alignment with WS 11-12.6)

**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 Culinary Arts: International Foods Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and safety procedures according to federal, state, and local safety and environmental regulations.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the scope and purpose of the course.</li> <li>2. Describe the overall course content as a part of the Linked Learning Initiative.</li> <li>3. Identify classroom policies and procedures.</li> <li>4. List the different occupations in the Hospitality, Tourism, and Recreation Industry Sector which have an impact on the role of chefs.</li> <li>5. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in culinary arts.</li> <li>6. Discuss and evaluate the impact of Environmental Protection Agency (EPA) legislation on the Hospitality, Tourism, and Recreation Industry Sector practices.</li> <li>7. Discuss and demonstrate the use of the Material Safety Data Sheet (MSDS) as it applies to culinary arts.</li> <li>8. Explain the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing chefs.</li> <li>9. Describe classroom and workplace first aid and emergency procedures according to American Red Cross (ARC) standards.</li> <li>10. Explain how each of the following insures a safe workplace:             <ol style="list-style-type: none"> <li>a. employees' rights as they apply to job safety</li> <li>b. employers' obligations as they apply to safety</li> <li>c. obtaining a tuberculosis screening test</li> </ol> </li> <li>11. Pass a written exam on first aid and emergency procedures with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Career Planning and Management: 3.4 Health and Safety: 6.7 Responsibility and Flexibility: 7.2, 7.6, 7.8 Ethics and Legal Responsibilities: 8.3 Leadership and Teamwork: 9.2, 9.3, 9.7 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B1.1, B2.1, B2.2, B2.3, B2.4, B6.1, B7.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. RESOURCE MANAGEMENT</p> <p>Understand, apply, and evaluate the resource management principles and techniques in culinary arts.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. resources</li> <li>b. management</li> <li>c. sustainability</li> </ol> </li> <li>2. Describe the management of the following resources in culinary arts:               <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> <li>3. List specific examples of effective management of the following resources in the culinary arts:               <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> <li>4. Evaluate the following benefits of effective resource management in culinary arts:               <ol style="list-style-type: none"> <li>a. profitability</li> <li>b. sustainability</li> <li>c. company growth</li> </ol> </li> <li>5. Evaluate the economic benefits and liabilities of managing resources in an environmentally responsible way.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 3, 5, 6, 8, 9, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Leadership and Teamwork: 9.1 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B1.1, B2.1, B2.2, B4.1, B11.2, B12.6</p>
<p>C. WEIGHTS AND MEASURES</p> <p>Understand, apply, and evaluate the mathematical requirements in culinary arts.</p>	<ol style="list-style-type: none"> <li>1. Describe the practical applications of math in the culinary arts industry.</li> <li>2. Demonstrate problem-solving techniques involving whole number problems using arithmetic operations (addition, subtraction, multiplication, and division).</li> <li>3. Describe and demonstrate problem-solving techniques involving various fraction problems using arithmetic operations.</li> <li>4. Describe and demonstrate problem-solving techniques involving various decimal problems using arithmetic operations.</li> <li>5. Describe and demonstrate techniques for changing fractions to decimals.</li> <li>6. Describe and demonstrate techniques for changing decimals to fractions.</li> <li>7. Describe the English and metric systems of measuring length.</li> <li>8. Describe the English and metric systems of measuring weight.</li> <li>9. Describe the English and metric systems of measuring volume or capacity.</li> <li>10. Demonstrate English and metric problem-solving techniques for various measuring problems using arithmetic operations.</li> <li>11. Demonstrate English and metric measuring techniques of objects by using tools common to the industry.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 5, 7, 8, 9, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Leadership and Teamwork: 9.1 Technical Knowledge and Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)	12. Express metric units in ascending and descending powers of ten. 13. Convert the English numbering system to metric system. 14. Convert metric system to English numbering system. 15. Calculate square roots of English numbers. 16. Describe and demonstrate techniques for using a calculator. 17. Demonstrate techniques for using a baker’s scale. 18. Describe and demonstrate techniques for decreasing the quantities in a recipe. 19. Describe and demonstrate techniques for increasing the quantities in a recipe.	<b>CTE Pathway:</b> B6.1, B10.1, B11.1, B11.6
<b>D. TOOLS AND EQUIPMENT</b>  Understand, apply, and evaluate the operational techniques used for commercial kitchen and cooking tools and equipment.  (6 hours)	1. Identify the features and functions of the following kitchen and cooking equipment: <ol style="list-style-type: none"> <li>stove tops and ovens</li> <li>cooking equipment specific to regional cuisine (e.g., wok, etc.)</li> <li>processing equipment</li> <li>holding and storage equipment</li> <li>pots, pans, and containers</li> <li>various types of measuring devices</li> <li>cutlery</li> <li>hand tools and other small equipment</li> </ol> 2. Explain and demonstrate the proper use of the following: <ol style="list-style-type: none"> <li>stove tops and ovens</li> <li>cooking equipment specific to regional cuisine (e.g., wok, etc.)</li> <li>processing equipment</li> <li>holding and storage equipment</li> <li>pots, pans, and containers</li> <li>various types of measuring devices</li> <li>cutlery</li> <li>hand tools and other small equipment</li> </ol>	<b>Career Ready Practice:</b> 2, 5, 7, 8, 9, 12  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Leadership and Teamwork: 9.1 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B6.1, B7.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>E. SAFETY AND SANITATION</p> <p>Understand, apply, and evaluate the safe and sanitary use of commercial kitchen equipment and utensils.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. contamination</li> <li>b. bacteria:                   <ol style="list-style-type: none"> <li>i. streptococcus</li> <li>ii. salmonella</li> <li>iii. clostridium botulinum</li> </ol> </li> <li>c. botulism</li> <li>d. sterilization</li> <li>e. food dehydration</li> </ol> </li> <li>2. Explain the following:               <ol style="list-style-type: none"> <li>a. importance of good health for workers</li> <li>b. proper clothing and sanitation habits of workers</li> <li>c. performing basic steps in sterilization</li> <li>d. sound ergonomic principles in organizing one’s workspace</li> <li>e. food safety systems, i.e. Hazard Analysis and Critical Control Point (HCCP)</li> <li>f. recognizing contaminated products</li> <li>g. favorable conditions for bacteria to reproduce</li> <li>h. controlling bacteria and their carriers</li> <li>i. danger zone for food</li> <li>j. dangers of tasting food suspected of being contaminated</li> <li>k. benefits of food dehydration</li> </ol> </li> <li>3. Describe and demonstrate the following:               <ol style="list-style-type: none"> <li>a. cleaning food processors/mixers</li> <li>b. cleaning stovetops and ovens</li> <li>c. cleaning hand tools</li> <li>d. cleaning fryers</li> <li>e. cleaning cutlery</li> <li>f. using a fire extinguisher</li> <li>g. storing cooked and non-cooked food properly</li> <li>h. storing cleaning solutions and non-food items properly</li> <li>i. treatment of burns</li> <li>j. treatment of cuts</li> </ol> </li> <li>4. Pass the safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 6, 11</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B3.4, B4.1, B5.1, B6.1, B7.1</p>
<p>F. CHINESE CUISINE</p> <p>Understand, apply, and evaluate the color-mixing techniques used to create various effects.</p>	<ol style="list-style-type: none"> <li>1. Identify the following:               <ol style="list-style-type: none"> <li>a. Five Elements Theory:                   <ol style="list-style-type: none"> <li>i. wood</li> <li>ii. fire</li> <li>iii. earth</li> <li>iv. metal</li> <li>v. water</li> </ol> </li> <li>b. main regional cuisines:                   <ol style="list-style-type: none"> <li>i. Anhui</li> <li>ii. Cantonese (southern)</li> <li>iii. Fujian</li> <li>iv. Hunan</li> <li>v. Jiangsu (eastern)</li> </ol> </li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 9, 10</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ul style="list-style-type: none"> <li>vi. Shangdong (northern)</li> <li>vii. Sichuan (western)</li> <li>viii. Zheijiang</li> <li>c. dim sum</li> <li>d. dumplings</li> <li>e. moon cakes</li> <li>f. spring rolls</li> <li>g. egg rolls</li> </ul> <ol style="list-style-type: none"> <li>2. Describe the role of the Five Elements Theory in the Chinese diet.</li> <li>3. Describe the importance of rice in Asian cooking.</li> <li>4. Describe and demonstrate the following: <ul style="list-style-type: none"> <li>a. preparing chicken, beef, and pork <i>chow mein</i></li> <li>b. preparing chicken, beef, and pork <i>chop suey</i></li> <li>c. preparing egg foo yong</li> <li>d. preparing Chinese rolls</li> <li>e. preparing Mandarin beef, pork, or chicken</li> <li>f. preparing yang jo kao (jellied lamb)</li> <li>g. preparing hot mustard and sweet-and-sour sauce</li> </ul> </li> <li>5. Create a Chinese menu for a party of four.</li> </ol>	<p>Health and Safety: 6.2, 6.3</p> <p>Technical Knowledge and Skills: 10.1, 10.3</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.3, B10.1</p>
<p>G. FRENCH CUISINE</p> <p>Understand, apply, and evaluate the techniques used to create menus, assemble ingredients, cook, and serve basic French meals.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the following: <ul style="list-style-type: none"> <li>a. baguette</li> <li>b. au jus</li> <li>c. croquembouche</li> <li>d. omelets</li> <li>e. quiche</li> <li>f. coq au vin (chicken braised or stewed in wine)</li> <li>g. cuisse de grenouille (fried or sautéed frog legs often served in garlic butter)</li> <li>h. beef Bourguignon (beef stew made with red wine)</li> <li>i. bouillabaisse (fish stock combined with fish and shellfish)</li> </ul> </li> <li>2. Describe and demonstrate the following: <ul style="list-style-type: none"> <li>a. creating a French menu</li> <li>b. preparing crepes</li> <li>c. preparing omelets</li> <li>d. preparing <i>quiche</i></li> <li>e. preparing <i>foie gras</i></li> <li>f. preparing <i>coq au vin</i></li> <li>g. preparing cuisse de grenouille</li> <li>h. preparing beef <i>Bourguignon</i></li> <li>i. preparing <i>bouillabaisse</i></li> </ul> </li> <li>3. Create a French menu for a party of six.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 9, 10</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.3, B10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>H. ITALIAN CUISINE</p> <p>Understand, apply, and evaluate the techniques used to create menus, assemble ingredients, cook, and serve basic Italian meals.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify and describe the following types of pasta:               <ol style="list-style-type: none"> <li>a. strand:                   <ol style="list-style-type: none"> <li>i. spaghetti (“spago” meaning twine)</li> <li>ii. vermicelli (“little worms”)</li> </ol> </li> <li>b. ribbon:                   <ol style="list-style-type: none"> <li>i. fettucine (“little ribbons”)</li> <li>ii. lasagna (“cooking pot”)</li> <li>iii. linguine (little tongues, flattened spaghetti)</li> </ol> </li> <li>c. tubular:                   <ol style="list-style-type: none"> <li>i. cavatappi/cellentani (corkscrew macaroni)</li> <li>ii. gomito (elbow macaroni)</li> <li>iii. macaroni</li> <li>iv. manicotti (sleeves or large stuff able ridged tubes)</li> <li>v. penne (“pens” or medium length tubes with ridges, cut diagonally at both ends)</li> </ol> </li> <li>d. shaped:                   <ol style="list-style-type: none"> <li>i. campanelle (little bells)</li> <li>ii. conchiglie (shells)</li> <li>iii. farfalle (butterflies or bow ties)</li> <li>iv. tortellini (“little turtles,” ring-shaped)</li> </ol> </li> <li>e. stuffed</li> </ol> </li> <li>2. Identify the following cheeses:               <ol style="list-style-type: none"> <li>a. fontina – light-colored, semi-soft for fondues</li> <li>b. gorgonzola – blue cheese for salads and fruit</li> <li>c. mascarpone – cream cheese in consistency and used for desserts</li> <li>d. mozzarella – white-colored used for pizzas</li> <li>e. provolone – aged cheese used for sandwiches</li> </ol> </li> <li>3. Identify and describe the following:               <ol style="list-style-type: none"> <li>a. use of veal, pork, chicken, and fish in Italian cooking</li> <li>b. parmigiana</li> </ol> </li> <li>4. Describe and demonstrate the following:               <ol style="list-style-type: none"> <li>a. preparing antipasto</li> <li>b. preparing a marinara sauce and a meat sauce</li> <li>c. preparing lasagna</li> <li>d. preparing cannelloni (or manicotti)</li> <li>e. preparing chicken cacciatore (hunter’s stew)</li> <li>f. preparing veal and noodle casseroles</li> </ol> </li> <li>5. Create an Italian menu for a party of eight.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 9, 10</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.3, B10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>I. JAPANESE CUISINE</p> <p>Understand, apply, and evaluate the techniques used to create menus, assemble ingredients, cook, and serve basic Japanese meals.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the following ingredients:               <ol style="list-style-type: none"> <li>a. rice (gohan)</li> <li>b. noodles (men-ruì):                   <ol style="list-style-type: none"> <li>i. soba (thin from buckwheat flour)</li> <li>ii. udon (thick from wheat)</li> <li>iii. ramen (Chinese-style wheat noodles)</li> </ol> </li> <li>c. seaweeds</li> <li>d. soy products</li> <li>e. bamboo shoots</li> </ol> </li> <li>2. Describe and demonstrate the following:               <ol style="list-style-type: none"> <li>a. preparing seafood, poultry, and meat dishes</li> <li>b. preparing tempura</li> <li>c. preparing teriyaki</li> <li>d. preparing sushi</li> <li>e. preparing noodles</li> <li>f. preparing mochi</li> </ol> </li> <li>3. Create a seasonal Japanese menu for a party of ten.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 9, 10</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.3, B10.1</p>
<p>J. MEXICAN CUISINE</p> <p>Understand, apply, and evaluate the techniques used to create menus, assemble ingredients, cook, and serve basic Mexican meals.</p>	<ol style="list-style-type: none"> <li>1. Identify the following ingredients:               <ol style="list-style-type: none"> <li>a. chili powder</li> <li>b. cilantro</li> <li>c. garlic</li> <li>d. onion</li> <li>e. cumin</li> <li>f. black pepper</li> <li>g. honey</li> <li>h. cocoa powder</li> </ol> </li> <li>2. Explain the differences between the following:               <ol style="list-style-type: none"> <li>a. flour and corn tortillas</li> <li>b. rice and masa harina (corn flour)</li> <li>c. ancho, poblano, chipotle, bell, and jalapeno peppers</li> </ol> </li> <li>3. Describe the following:               <ol style="list-style-type: none"> <li>a. importance of dried beans, corn, and rice</li> <li>b. role of eggs in Mexican cuisine</li> </ol> </li> <li>4. Describe and demonstrate the following:               <ol style="list-style-type: none"> <li>a. creating one basic and two seasonal Mexican menus</li> <li>b. creating make-up of appetizers</li> <li>c. preparing sauces</li> <li>d. preparing masa and tortilla dishes</li> <li>e. preparing meat, fish, and poultry dishes</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 9, 10</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ul style="list-style-type: none"> <li>f. preparing dried bean, corn, and rice dishes</li> <li>g. preparing specialized salads</li> <li>h. preparing flan</li> </ul> 5. Create a basic Mexican menu for a party of 12.	<b>CTE Pathway:</b> B6.3, B10.1
K. THAI CUISINE  Understand, apply, and evaluate the techniques used to create menus, assemble ingredients, cook, and serve basic Thai meals.	<ul style="list-style-type: none"> <li>1. Identify the following ingredients:               <ul style="list-style-type: none"> <li>a. coconut milk</li> <li>b. curry paste</li> <li>c. fish sauce</li> <li>d. jackfruit</li> <li>e. lemon grass</li> <li>f. light and dark soy sauce</li> <li>g. red, green, and yellow chilies</li> <li>h. rice:                   <ul style="list-style-type: none"> <li>i. Thai fragrant (jasmine) rice</li> <li>ii. sweet rice</li> <li>iii. black rice</li> </ul> </li> <li>i. shallots</li> <li>j. shrimp paste</li> <li>k. tamarind</li> <li>l. banana leaves</li> <li>m. pandan leaves</li> </ul> </li> <li>2. Describe and demonstrate the following:               <ul style="list-style-type: none"> <li>a. creating a Thai menu</li> <li>b. preparing chicken satay</li> <li>c. preparing green chicken curry</li> <li>d. preparing pad thai</li> <li>e. preparing tom yum soup</li> </ul> </li> <li>3. Create a Thai menu for a party of 20.</li> </ul>	<b>Career Ready Practice:</b> 1, 2, 5, 9, 10  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B6.3, B10.1
L. EMPLOYABILITY SKILLS  Understand, apply, and evaluate the employability skills required in culinary arts.	<ul style="list-style-type: none"> <li>1. Summarize employer requirements for the following:               <ul style="list-style-type: none"> <li>a. punctuality</li> <li>b. attendance</li> <li>c. attitude toward work</li> <li>d. quality of work</li> <li>e. teamwork</li> <li>f. timeliness</li> <li>g. communication skills</li> <li>h. computer skills and software applications</li> </ul> </li> <li>2. Identify potential employers through traditional and internet sources.</li> <li>3. Describe the role of electronic social networking in job searches.</li> <li>4. Design sample résumés.</li> <li>5. State the importance of filling out a job application legibly, with accurate and complete information.</li> <li>6. Complete sample job application forms correctly.</li> </ul>	<b>Career Ready Practice:</b> 1, 4, 6, 7, 8, 9, 10  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Responsibility and Flexibility: 7.2, 7.3, 7.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ol style="list-style-type: none"> <li>7. State the importance of enthusiasm on a job.</li> <li>8. State the importance of appropriate appearance on a job.</li> <li>9. State the importance of the continuous upgrading of job skills.</li> <li>10. Identify customer service as a method of building permanent relationships between the organization and the customer.</li> <li>11. Describe and demonstrate appropriate interviewing techniques.</li> <li>12. Identify the informational materials and resources needed to be successful in an interview.</li> <li>13. Describe and demonstrate appropriate follow-up procedures.</li> </ol>	<p>Ethics and Legal Responsibilities: 8.3, 8.4</p> <p>Technical Knowledge and Skills: 10.2</p> <p>Demonstration and Application: 11.2</p> <p><b>CTE Pathway:</b> B8.1, B 8.2, B8.3, B9.1</p>

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

### **TEXTBOOKS**

Blocker, Linda and Julia Hill. Culinary Math. Wiley, John & Sons, Incorporated, August 2007.

Boggiano, Angela. Italian Cooking. Southwater, July 2009.

Chan, Kit. Step by Step Easy to Make Thai Cooking. Anness Publishing, Ltd., January 2009.

Child, Julia, Simone Beck and Louisette Bertholle. Mastering the Art of French Cooking, Volume 1. Knopf Doubleday Publishing group. October 2001.

De Los Santos, Sharon. Exploring Mexican Cuisine. Createspace, December 2009.

Delorme, Hubert and Vincent Boue. French Cooking: Classic Recipes and Simple Techniques. Rizzoli, October 2010.

Huang, Dorothy. Chinese Cuisine Made Simple. Pinewood Press, November 2004.

Jones, Terri. Culinary Calculations: Simplified Math for Culinary Professionals, 2<sup>nd</sup> Edition. Wiley, John & Sons, Incorporated, September 2007.

Kennedy, Diana. Art of Mexican Cooking. Crown Publishing Group, April 2008.

Scicolone, Michele. Italian: Recipes and Techniques for Delicious Italian Meals. Oxmoor House, February 2008.

Simonds, Nina. Classic Chinese Cuisine. Houghton Mifflin Harcourt, September 2003.

Svasti, M.L. Sirichalerm and Chef McDang. The Principles of Thai Cookery. McDang, Com Company Ltd., June 2010.

Tsuji, Shizuo. Japanese Cooking: A Simple Art. Kodansha International, March 2007.

Vassalio, Jody. Basic Japanese Cooking. Whitecap Books, Limited, October 2009.

### **RESOURCES**

Employer Advisory Board members

CTE Foundation Standards

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

International Council on Hotel, Restaurant, and Institutional Education (ICHRIE), 2613 N. Parham Rd., 2nd Floor, Richmond, VA 23294-4442. Phone: (804) 346-4800. Fax: (804) 346-5009.

National Restaurant Association Educational Foundation (NRAEF), 175 West Jackson Blvd., Suite 1500, Chicago, IL 60604-2702. Phone: (800) 765-2122.

### **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 – Orientation and Safety – Pass a written exam on first aid and emergency procedures with a score of 100%.

SECTION B – Resource Management – Pass all assignments and exams on resource management principles with a minimum score of 80% or higher.

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

SECTION D – Tools and Equipment – Pass all assignments and exams on tools and equipment with a minimum score of 80% or higher.

SECTION E – Safety and Sanitation – Pass the safety exam with 100% accuracy.

SECTION F – Chinese Cuisine – Pass all assignments and exams on Chinese cuisine with a minimum score of 80% or higher.

SECTION G – French Cuisine – Pass all assignments and exams on French cuisine with a minimum score of 80% or higher.

SECTION H – Italian Cuisine – Pass all assignments and exams on Italian cuisine with a minimum score of 80% or higher.

SECTION I – Japanese Cuisine – Pass all assignments and exams on Japanese cuisine with a minimum score of 80% or higher.

SECTION J – Mexican Cuisine – Pass all assignments and exams on Mexican cuisine with a minimum score of 80% or higher.

SECTION K – Thai Cuisine – Pass all assignments and exams on Thai cuisine with a minimum score of 80% or higher.

SECTION L – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

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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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