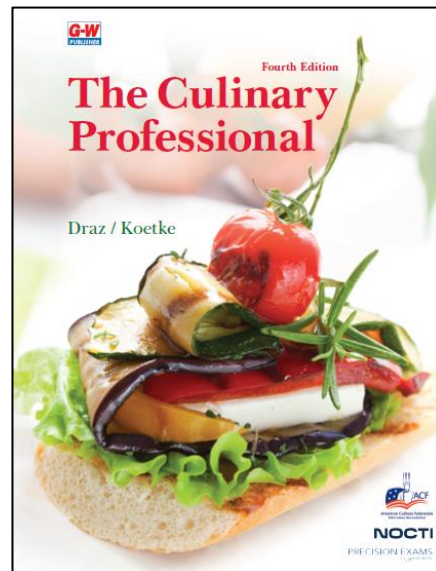




Correlation of
The Culinary Professional, 4E
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 to the
American Culinary Federation Education
Foundation (ACFEF) Secondary Certification
Required Knowledge & Skill Competencies

For more information about getting your culinary program accredited by the American Culinary Federation Education Foundation, please visit www.acfcchefs.org/accreditation or send an email to accreditation@acfcchefs.org.



Intro to Food Service	
<i>PURPOSE: The study and analysis of the service sector performance within a food and beverage operation. Courses will examine methods designed to improve service operations and provide quality customer service within the foodservice industry.</i>	
Competencies—Students will be able to:	The Culinary Professional ©2023
1. Define the philosophy of the hospitality industry and its role in providing customer service.	p. 175



2. Trace the growth and development of the hospitality and tourism industry from its birth to its present day. Include names of restaurateurs, chefs, and hospitality entrepreneurs that helped to shape our industry in the past and present day.	p. 197-206 p. 204 Reading Review #1-3 p. 206 Reading Review #1-3
3. Discuss and evaluate the importance of professional ethics as it applies to the foodservice industry.	p. 221 p. 223 #1
4. Outline the organization, structure and functional areas in various hospitality organizations as they pertain to the functions of menu planning, purchasing, food production and service, food and beverage controls, management, etc. and give a short description for each.	p. 184-186 p. 189-190
5. Identify and describe professional organizations associated with the hospitality and foodservice profession, and discuss these organizations role in preparing and advancing ones career in the industry.	p. 226–227 p. 234 Industry Insights
6. Evaluate the types of professional career opportunities in the hospitality and foodservice industry with support of guest speakers, field trips and stages.	p. 182–183 p. 192–193 Industry Insights p. 194 #5 p. 195 #10 p. 234 p. 237 p. 252 #6
7. Discuss/evaluate industry trends as they relate to the various segments of the foodservice and hospitality industry.	p. 177-179 p. 179 Reading Review #1-3 p. 195 Critical Thinking #12
8. Discuss and evaluate industry trade periodicals, books, and journals that can contribute to individual growth and learning as they pertain to technical skills.	p.171 p. 228 p. 253 #13

Sanitation and Safety

Standard 5.09

Minimum of 15 hrs. With a minimum of 7 hrs. directed by an instructor

PURPOSE: *To develop an understanding of the basic principles of sanitation and safety and to be able to apply them in the foodservice operations. To reinforce personal hygiene habits and food handling practices that protects the health of the consumer.*

Competencies—Students will be able to:	The Culinary Professional ©2023
1. Identify microorganisms, which are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.	p. 4 p. 8 Figure 1.3 p. 23 p. 24 Reading Review #1,2 p. 455
2. Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.	p. 9 p. 13 Reading Review #3 p. 18-22



	<p>p. 22 Reading Review #1-4</p> <p>p. 282</p> <p>p. 39 Critical Thinking #11</p>
3. Demonstrate good personal hygiene and health habits in a laboratory setting to include hand washing.	<p>p. 31-34</p> <p>p. 32 Technique: Proper Handwashing</p> <p>p. 34 Reading Review #1-3</p>
4. Outline the requirements for proper receiving and storage of both raw and prepared foods.	<p>p. 21-22</p> <p>p. 22-23</p> <p>p. 23-24</p> <p>p. 24 Reading Review #2</p>
5. Identify the Hazard Analysis Critical Control Point (HACCP) during all food handling processes as a method for minimizing the risk of food-borne illness.	<p>p. 36</p> <p>p. 36 Reading Review #1,2</p>
6. List the major reasons for and recognize signs of food spoilage and contamination.	<p>p. 5-13</p> <p>p. 13 Reading Review #1-5</p>
7. Recognize sanitary and safety design and construction features of food production equipment and facilities. (i.e., NSF, UL, OSHA ADA, etc.).	<p>p. 41-43</p> <p>p. 44 Reading Review #1</p> <p>p. 106</p> <p>p. 761</p>
8. Review Safety Data Sheets (SDS) and explain their requirements in handling hazardous materials. Discuss right-to-know laws.	<p>p. 14</p> <p>p. 15 Reading Review #1</p>
9. Identify proper methods of waste disposal and recycling.	<p>p. 35</p> <p>p. 35 Reading Review #1</p>
10. Demonstrate appropriate emergency policies for kitchen and dining room injuries.	<p>p. 60</p> <p>p. 60 Reading Review #1</p>
11. Describe appropriate measures for insects, rodents and pest control eradication.	<p>p. 34-35</p> <p>p. 35 Reading Review #1, 2</p>
12. Describe appropriate types and use of fire extinguishers used in the foodservice area.	<p>p. 56-58</p> <p>p. 60 Reading Review #2, 3</p>
13. Review and apply the laws and rules of the regulatory agencies governing sanitation and safety in a foodservice operation.	<p>p. 17-18</p> <p>p. 18 Reading Review #1, 2</p>

Business and Math Skills

PURPOSE: *To perform mathematical functions related to foodservice operations.*

Competencies—Students will be able to:	The Culinary Professional ©2023
<p>1. a. Perform basic math functions to include fractions, weights and measurements.</p> <p>b. Demonstrate competency of scaling, measuring, weighing ingredients with a portion scale.</p>	<p>p. 9 A Serving of Math</p> <p>p. 72 A Serving of Math</p> <p>p. 82 A Serving of Math</p> <p>p. 113 A Serving of Math</p> <p>p. 121 A Serving of Math</p> <p>p. 176 A Serving of Math</p> <p>p. 307 A Serving of Math</p>



	<p>p. 544</p> <p>p. 546 Critical Thinking #11</p> <p>p. 767 A Serving of Math</p> <p>p. 788 A Serving of Math</p> <p>p. 789 A Serving of Math</p>
<p>2. a. Evaluate the components and functions of a standardized recipe</p> <p>b. Convert recipes using a yield formula to increase and decrease quantities.</p> <p>c. Cost a recipe giving the overall cost, individual cost and menu sales price.</p> <p>d. Calculate food cost to determine selling price using the factor method and/or percentage method.</p> <p>e. Determine the amounts of product needed in a baking and pastry recipe using the baker's percentage method.</p>	<p>p. 118-119</p> <p>p. 119 Reading Review #1,2</p> <p>p. 121-122</p> <p>p. 122 Reading Review #1</p> <p>p. 123 Industry Insights</p> <p>p. 125 Culinary Skills Lab</p> <p>p. 785-788</p> <p>p. 810-811</p> <p>p. 811 Reading Review #1,2</p> <p>p. 813 Core Skills # 10, 12</p>
<p>3. Determine a butcher yield percentage to track cooking and carving loss, and determine the new yield and cost per lb.</p>	<p>p. 544</p> <p>p. 545 Core Skills #5</p>
<p>4. a. Determine beverage costs and percentages.</p> <p>b. Determine labor costs and percentages to include employee meals, benefits, fixed and variable labor hours.</p>	<p>p. 793-794</p> <p>p. 794 Reading Review #3</p> <p>p. 797 Culinary Skills Lab</p>
<p>5. Define controllable or variable expenses and discuss how prime costs can contribute to the overall variable costs.</p>	<p>p. 793</p> <p>p. 794 Reading Review</p> <p>p. 796 Test Prep #5</p> <p>p. 797 Culinary Skills Lab</p>
<p>6. Define and describe a profit/loss statement and assess how it used to determine profitability in a foodservice operation.</p>	<p>p. 791-795</p> <p>p. 797 Culinary Skills Lab</p>
<p>7. Prepare a yearly budget to include food, beverage, and labor, controllable and fixed costs while determining profit.</p>	<p>p. 780-790</p>
<p>8. Perform costing calculations utilizing current technology.</p>	<p>p. 795</p> <p>p. 795 Reading Review #1</p>
<p>9. Identify marketing techniques to increase sales and profitability of restaurant operations.</p>	<p>p. 190 Industry Insights</p> <p>p. 195 Critical Thinking #14</p> <p>p. 195 Culinary Skills Lab</p> <p>p. 808-810</p> <p>p. 810 Reading Review#2</p>

Food Preparation

PURPOSE: *To develop skills in knife, tool, and equipment handling and apply principles of food preparation to produce a variety of food products, to operate equipment safely and correctly, to apply knowledge of laws and regulations relating to safety and sanitation.*

Competencies—Students will be able to:

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<p>1. Identify tools, small and large equipment used in a professional kitchen and demonstrate proper handling of these items to include safety, sanitation, and storage.</p>	<p>p. 65-77 p. 75 Reading Review #1,2 p. 77 Reading Review #1 p. 78-90 p. 90 Reading Review #2 p. 94-102 p. 102 Reading Review #4 p. 103-107</p>
<p>2. Demonstrate proficiency in using knives and small wares to achieve professional quality results when producing classical knife cuts used in various food preparation and cooking.</p> <p>a. Demonstrate use of chef’s knife in preparing classical cuts to include julienne, batonnet, French fry, brunoise, small, medium and large dice, paysanne, rondelle, oblique, and tourne’.</p> <p>b. Demonstrate zesting, and segmenting fruit.</p> <p>c. Demonstrate dicing and mincing an onion, garlic and shallots.</p> <p>d. Demonstrate the use of a mandolin using various vegetables.</p>	<p>p. 260 Technique: Cutting with the Chef’s Knife p. 261-262 p. 262 Technique: Preparing Stick and Dice Cuts p. 263 Technique: Mincing p. 263-264 p. 267 Technique: Preparing Vegetable Tournés p. 268-270 p. 269 Technique: Peeling an Onion p. 269 Technique: Preparing Julienne Onions p. 269 Technique: Dicing Onions p. 273 Technique: Peeling and Mincing Garlic p. 396-397 p. 397-398 Technique: Preparing Orange Suprêmes</p>
<p>3. Identify, describe, and utilize herbs, spices, and seasonings by themselves and in a combination that exemplify national and international cooking mediums.</p> <p>a. Prepare an example of a spice rub.</p> <p>b. Prepare an example of a dried and fresh spice blend.</p> <p>c. Utilize a spice blend or herb blend in a culinary preparation.</p> <p>d. Assess student’s knowledge in herb and spice identification and usage.</p>	<p>p. 130-136 p. 137 Reading Review #1, 2 p. 132 Figure 6.1 p. 137 p. 137 Reading Review #1 p. 151 Critical Thinking #12</p>
<p>4. Explain the factors that affect taste, how we perceive those tastes and what we can do to optimize a combination of seasonings and flavors when preparing and cooking food.</p>	<p>p. 294-302 p. 304 Core Skills #9, 10 p. 304 Culinary Skills Lab</p>
<p>5. Define mise en place and demonstrate a combination of organizational skills, preparedness, and timing when it comes to food preparation, cooking and serving.</p> <p>a. Assess these skills through a well-developed rubric</p>	<p>p. 255-257 p. 257 Reading Review #1 p. 278 Core Skills #6</p>
<p>6. Define, and describe the process for all the cooking techniques used in moist, dry and combination cooking methods to include: steam, poach, simmer, boil, deep fry, sauté, pan-fry, grill, roast, poele, stew, and braise.</p>	<p>p. 286-289 p. 290-292 p. 292-293 p. 293 Reading Review #1-3</p>
<p>7. Prepare and cook a variety of proteins (including beef, chicken, pork, fish, game, lamb and veal), vegetables, legumes, grains, and starches using moist, dry and combination cooking methods.</p> <p>a. Moist heat methods to include steam, deep and shallow poach, simmer and boil.</p> <p>b. Dry heat methods to include deep fry, sauté, pan fry, grill, and roast.</p>	<p>p. 437-468 p. 468 Technique: Parcooking Vegetables p. 438 Reading Review #1-3 p. 438-439 p. 439 Reading Review #1, 2 p. 440-442</p>

<p>c. Combination cooking methods to include poêle, stew and braise.</p> <p>d. Using all moist, dry and combination cooking methods prepare proteins using chicken, beef, lamb, veal, fish and wild game.</p> <p>e. Using all moist, dry and combination cooking methods prepare a variety of rice (pilaf method and risotto method), wild rice, jasmine, and sushi.</p> <p>f. Using all moist, dry and combination cooking methods prepare a variety of potato dishes.</p> <p>g. Using all moist, dry and combination cooking methods prepare a variety of vegetables dishes.</p> <p>h. Using all moist, dry and combination cooking methods prepare a variety of grain dishes.</p>	<p>p. 442 Technique: Preparing Dried Legumes (Pulses)</p> <p>p. 442 Reading Review #1, 2</p> <p>p. 442-443</p> <p>p. 443 Reading Review #1, 2</p> <p>p. 496-498</p> <p>p. 497 Technique: Baking Potatoes</p> <p>p. 497 Technique: Boiling Potatoes</p> <p>p. 498 Technique: Sautéing Potatoes</p> <p>p. 498-499 Technique: Deep-Frying Potatoes</p> <p>p. 499 Reading Review #1, 2</p> <p>p. 499-504</p> <p>p. 500 Technique: Boiling Rice</p> <p>p. 501 Technique: Simmering Rice</p> <p>p. 501-502 Technique: Preparing Pilaf</p> <p>p. 503 Technique: Preparing Risotto</p> <p>p. 504 Reading Review #1-3</p> <p>p. 548-550</p> <p>p. 550 Reading Review #1-3</p> <p>p. 550 Technique: Sautéing Meats and Poultry</p> <p>p. 550-552</p> <p>p. 552 Technique: Grilling Meats and Poultry</p> <p>p. 552 Reading Review #1, 2</p> <p>p. 553-555</p> <p>p. 556 Reading Review #1-3</p> <p>p. 556-557</p> <p>p. 558 Technique: Panfrying Meats and Poultry</p> <p>p. 558 Reading Review #1-3</p> <p>p. 559</p> <p>p. 560 Reading Review #1, 2</p> <p>p. 560-561</p> <p>p. 561 Technique: Simmering Meats and Poultry</p> <p>p. 562 Reading Review #1, 2</p> <p>p. 562</p> <p>p. 563 Technique: Braising Meats and Poultry</p> <p>p. 563 Reading Review #1, 2</p> <p>p. 564</p> <p>p. 564 Reading Review #1</p>
<p>8. Evaluate and analyze the preparation of a variety of proteins (including beef, chicken, pork, fish, game, lamb and veal), vegetables, legumes, grains, and starches using moist, dry and combination cooking methods.</p> <p>a. Moist heat methods to include steam, deep and shallow poach, simmer and boil.</p> <p>b. Dry heat methods to include deep fry, sauté, pan fry, grill, and roast.</p> <p>d. Combination cooking methods to include poêle, stew and braise.</p>	<p>p. 548-550</p> <p>p. 550 Reading Review #1-3</p> <p>p. 550 Technique: Sautéing Meats and Poultry</p> <p>p. 550-552</p> <p>p. 552 Technique: Grilling Meats and Poultry</p> <p>p. 552 Reading Review #1, 2</p> <p>p. 553-555</p> <p>p. 556 Reading Review #1-3</p> <p>p. 556-557</p> <p>p. 558 Technique: Panfrying Meats and Poultry</p> <p>p. 558 Reading Review #1-3</p>



	<p>p. 559</p> <p>p. 560 Reading Review #1, 2</p> <p>p. 560-561</p> <p>p. 561 Technique: Simmering Meats and Poultry</p> <p>p. 562 Reading Review #1, 2</p> <p>p. 562</p> <p>p. 563 Technique: Braising Meats and Poultry</p> <p>p. 563 Reading Review #1, 2</p> <p>p. 564</p> <p>p. 564 Reading Review #1</p>
<p>9. Define, and describe the process for making classical stocks, soups, and mother and compound sauces.</p>	<p>p. 447-449</p> <p>p. 450 Technique: Preparing a Sachet</p> <p>p. 450 Technique: Preparing a Bouquet Garni</p> <p>p. 463</p> <p>p. 472</p>
<p>10. Demonstrate how to prepare and cook classical stocks, soups, and mother and compound sauces.</p> <p>a. Prepare a classical white and dark chicken, beef/veal stock.</p> <p>b. Prepare a classical fish or shellfish stock.</p> <p>c. Prepare a vegetable and or game stock.</p> <p>d. Prepare a clear soup to include a classical consommé.</p> <p>e. Prepare a cream soup using a roux.</p> <p>f. Prepare a puree soup.</p> <p>g. Prepare a specialty soup.</p> <p>h. Prepare each of the five mother sauces to include veloute, espagnole, béchamel, tomato, and butter sauce (to include Hollandaise and beurre blanc).</p> <p>i. One compound sauce from each mother sauce.</p>	<p>p. 447-450</p> <p>p. 451-455</p> <p>p. 452-453 Technique: Preparing White Stock</p> <p>p. 454 Technique: Preparing Brown Stock</p> <p>p. 456</p> <p>p. 463-469</p> <p>p. 464 Technique: Preparing White Sauce</p> <p>p. 465 Technique: Preparing Velouté</p> <p>p. 467 Technique: Preparing Tomato Sauce</p> <p>p. 469 Technique: Preparing Hollandaise</p> <p>p. 469-470</p> <p>p. 473-474</p> <p>p. 473 Technique: Preparing Broth Soups</p> <p>p. 474 Technique: Preparing Consommé</p> <p>p. 475-476</p> <p>p. 475 Technique: Preparing Purée Soups</p> <p>p. 476 Technique: Preparing Cream Soups</p> <p>p. 477</p>
<p>11. Evaluate and analyze the preparation of classical stocks, soups, and mother and compound sauces.</p> <p>a. Use a rubric in assessing the students' skills in preparing the above items.</p>	<p>p. 481 Critical Thinking #15, 16</p> <p>p. 481 Culinary Skills Lab</p>
<p>12. Utilize safety and sanitation practices when preparing, cooking and serving all food items in the professional kitchen.</p>	<p>p. 46-54</p> <p>p. 18-22</p> <p>p. 23-24</p> <p>p. 24-26</p>
<p>13. Demonstrate the proper process in cooling, storing, labeling and dating, and reheating food utilizing the proper sanitary procedures when working with all food items.</p>	<p>p. 18-22</p> <p>p. 22 Reading Review #1-4</p>



<p>14. Define, prepare, cook, evaluate and assess breakfast items:</p> <ul style="list-style-type: none"> a. Prepare, eggs in the following ways: scrambles, over-easy, Sunnyside up, poached, and baked (custard or strata). b. Prepare a French and American style omelet, and an open-faced omelet (frittata). c. Prepare breakfast meats to include ham, sausage and or bacon. d. Prepare a batter and make pancakes, waffles and or crepes. e. Prepare a custard. f. Prepare a breakfast style potato to include one of the following: hash browns, lyonnaise, O'Brien, home fries, potato pancakes. g. Prepare a cereal to include granola, cream of wheat, oatmeal, grits or parfait. 	<p>p. 611-614 p. 615-621 p. 616 Technique: Cooking Eggs in the Shell p. 617 Technique: Poaching Eggs p. 618 Technique: Scrambling Eggs p. 619 Technique: Preparing American-Style Omelets p. 621 Technique: Frying Eggs p. 622 p. 623 p. 623 Technique: Preparing Lyonnaise Potatoes p. 624-625 p. 626 p. 626 Technique: Preparing Hot Cereal</p>
<p>15. Demonstrate how to maximize food freshness, quality, safety and sanitation when serving hot foods and cold foods.</p>	<p>p. 20-22 p. 22-23</p>
<p>16. In the preparation of food, items demonstrate effective techniques in presenting food that maximizes the flavor and esthetic quality of the products used.</p>	<p>p. 656-660 p. 661-662 p. 662-663 p. 665 Critical Thinking #13, 16, 17</p>



Garde Manger

PURPOSE: *To develop skills in producing a variety of cold food products.
To prepare items appropriate for buffet presentation, including decorative pieces.*

Competencies—Students will be able to:	The Culinary Professional ©2023
1. Identify tools, equipment and products typically used in Garde Manger with emphasis on proper food handling, including safety, sanitation, and storage.	p. 630-635
2. Demonstrate proficiency using knives and garnishing tools to achieve professional quality results when producing garnishes for canapés, hors d’oeuvres and buffets to include vegetable, fruit, and other forms of food for decorative and edible purposes.	p. 342-347 p. 654 Technique: Making Vegetable Cutouts p. 654 Technique: Making Scallion Flowers p. 654 Technique: Making a Radish Rose p. 655 Technique: Making a Tomato Rose
3. Explain the design principles and layout of a modern buffet, incorporating sanitation and off-premise catering challenges when feeding quantity foods.	p. 662-663 p. 663 Reading Review #1,2)
4. Soups and Sauce: a. Identify cold soups and sauces used in the Garde Manger area of a foodservice establishment. b. Produce several types of cold soups and sauces using a food processor and blender c. Analyze and evaluate the quality of soups and sauces produced in conjunction with the foods served.	p. 470-471 p. 477 p. 477 Reading Review #1 p. 477 Recipe 18.30 Gazpacho
5. Salads and Dressings: a. Identify the basic types of salads and their uses in the modern menu. b. Define basic types of salad dressings and produce a variety of salad dressings including emulsified, dairy based, vinaigrette and coulis. c. Produce mixed green, composed, entree, protein, starch and fruit salad. d. Analyze and evaluate the quality of salads and dressings produced	p. 306-307 p. 308-310 p. 310-311 p. 319-320 p. 329 Critical Thinking #10, 13 p. 329 Culinary Skills Lab p. 402 p. 405 Critical Thinking #17
6. Sandwiches: a. Explain the history and defining characteristics of the sandwich, as well as the most popular modern variations. b. Describe the techniques used in maintaining quality of ingredients and preparation methods used to ensure freshness when producing a sandwich. c. Produce an assortment of both hot and cold varieties of sandwiches. d. Assess and evaluate the quality of sandwiches produced.	p. 331-333 p. 333-337 p. 349 Culinary Skills Lab p. 351-354 p. 354-356 p. 368 Culinary Skills Lab



<p>7. Canapés, Hors d' Oeuvres and Appetizers:</p> <p>a. Explain the history and defining characteristics of a hors d' oeuvre, canapé, and appetizer, as well as give examples of each.</p> <p>b. Describe the types of international items that can be used as hors d'oeuvres on a buffet line or as passed canapés.</p> <p>c. Produce an assortment of both hot and cold varieties of canapés, hors d'oeuvres, and appetizers.</p> <p>d. Assess and evaluate the quality of items produced.</p>	<p>p. 341</p> <p>p. 342-347</p> <p>p. 349 Core Skills #10</p> <p>p. 349 Critical Thinking #14, 15</p> <p>p. 362-366</p> <p>p. 368 Core Skills #10</p> <p>p. 368 Critical Thinking #12</p>
<p>8. Decoration:</p> <p>a. Demonstrate proficiency using knives and garnishing tools to achieve professional quality results when producing vegetable and or fruit carvings.</p> <p>b. Produce an attractive fruit, cheese and vegetable tray using form and functionality.</p>	<p>p. 401-403</p> <p>p. 652-653</p> <p>p. 654 Technique: Making Vegetable Cutouts</p> <p>p. 654 Technique: Making Scallion Flowers</p> <p>p. 654 Technique: Making a Radish Rose</p> <p>p. 655 Technique: Making a Tomato Rose</p>
<p>9. Food preservation:</p> <p>a. Explain the history and technical importance of curing, brining, pickling and smoking in preserving foods to maintain, flavor, quality and sanitation.</p> <p>b. Produce various types of pickled, smoked, and cured items that represent the Garde Manager pantry.</p> <p>c. Assess and evaluate the quality of items produced.</p>	<p>p. 630-635</p> <p>p. 633 Technique: Cured Salmon (Gravlax)</p> <p>p. 634 Technique: Hot Smoked Salmon Using a Stovetop Smoker</p> <p>p. 635 Technique: Pickling with Vinegar</p> <p>p. 649 Critical Thinking #14</p>
<p>10. Forcemeats and Aspic:</p> <p>a. Define the various types of forcemeats including sausage, pate, terrine and, mousse.</p> <p>b. Produce an assortment of sausages using casings and free form.</p> <p>c. Produce a variety of pates, mousses and or terrines to include vegetables and proteins.</p> <p>d. Utilize different types of binders in the process of making a forcemeat to include aspic, panadà, or other binding agent.</p> <p>e. Utilize aspic as a form of garnish or binder in a salad, pate, or canapé</p> <p>f. Assess and evaluate the quality of items produced.</p>	<p>p. 636-638</p> <p>p. 638 Technique: Basic Forcemeat</p> <p>p. 639-643</p> <p>p. 642 Technique: Basic Sausage-Making Using Plastic Wrap</p> <p>p. 643 Technique: Terrine Preparation</p> <p>p. 644-647</p> <p>p. 645 Technique: Preparing Savory Mousse</p> <p>p. 646 Technique: Preparing Aspic</p> <p>p. 647 Technique: Preparing Aspic-Based Terrine</p> <p>p. 649 Culinary Skills Lab</p>
<p>11. Cheese:</p> <p>a. Describe, identify, and evaluate the various categories of cheese and include several types and names of cheese associated with each category.</p> <p>2. Identify the largest cheese producing areas of the United States and other parts of the world.</p> <p>3. Describe how best to use various types of cheese and utilize cheese in a recipe.</p> <p>4. Assess and evaluate the quality of items produced.</p>	<p>p. 606-610</p> <p>p. 610</p> <p>p. 610 Reading Review #1-4</p> <p>p. 628 Culinary Skills Lab</p>



Basic Baking

PURPOSE: *To apply the fundamentals of baking science to the preparation of a variety of products. To use and care for equipment normally found in the bakeshop or baking area.*

Competencies—Students will be able to:	The Culinary Professional ©2023
1. Define Baking terminology and explain how to apply them.	p. 667-679
2. Identify tools, small and large equipment used in a commercial bakeshop and demonstrate proper handling of these items to include safety, sanitation, and storage.	p. 679-684 p. 682 Sanitation & Safety: Mixer Safety p. 684 Reading Review #1-3
3. Identify baking ingredients and explain their function in the formulation of baking and pastry recipes.	p. 668-679 p. 679 Reading Review #1-4
4. Demonstrate math skills that apply to baking to include, scaling, measuring and baker's percentage.	p. 123 Industry Insights p. 695-696
5. Breads & Yeast Products: a. Describe the process of bread production with natural and chemical leavening agent to include the mixing methods. b. Describe the process of making laminated doughs. c. Produce an assortment of natural and chemical leavened breads and laminated doughs. d. Assess and evaluate the quality of natural and chemical leavened breads and laminated doughs.	p. 685-689 p. 687 Technique: Preparing Biscuits p. 689 Technique: Preparing Muffins p. 693-699 p. 699 Chef's Notes: Laminated Dough
6. Pies and tarts: a. Define and describe the various types of pies and tarts and explain the process of making different types of pie crusts to include the mixing methods. b. Produce a variety of pies and tarts utilizing different mixing methods, and types of fillings. c. Assess and evaluate the quality of the finished products produced.	p. 709-713 p. 712-713 Technique: Forming a Piecrust p. 713-714 p. 714-715 p. 716-717 p. 716-718 Technique: Puff Pastry—Blitz Method p. 718 p. 747 Core Skills #7 p. 747 Critical Thinking #12
7. Cookies and Brownies: a. Describe the variety of cookie types and the mixing methods utilized to produce them. b. Produce a variety of cookies utilizing various mixing methods. c. Assess and evaluate the quality of the cookies produced.	p. 703-705 p. 705-706 p. 706-708 p. 747 Core Skills #6, 8, 11



<p>8. Cakes and Icings:</p> <p>a. Describe the variety of cake types and the mixing methods utilized to produce them.</p> <p>b. Describe the variety of icings and toppings available in, and covering various cakes</p> <p>c. Prepare a variety of cakes utilizing the various mixing methods and finish each cake with a variety of icings, and toppings.</p> <p>d. Demonstrate basic cake decorating skills in icing a cake.</p> <p>e. Assess and evaluate the quality and decorative skills of the finished cakes.</p>	<p>p. 719-720 p. 720-722 p. 723 p. 724 p. 725-727 p. 747 Culinary Skills Lab</p>
<p>9. Custards, Creams and Sauces:</p> <p>a. Describe the various types of custards, creams and sauces available in the bakeshop.</p> <p>b. Prepare an assortment of custards, creams and sauces used as part of pastry items or accompany pastry items.</p> <p>c. Assess and evaluate the final products when applied to the accompanying pastries.</p>	<p>p. 728-731 p. 729 Technique: Preparing Pastry Cream p. 730 Technique: Preparing Pastry Cream p. 731 Technique: Preparing Crème Anglaise p. 738-741 p. 739 Technique: Preparing Chocolate Sauce</p>
<p>10. Assorted Pastries:</p> <p>a. Define and describe pastry items to include pate choux, meringue, phyllo, and batters (pancake, waffle, fritters, and crepes) and explain the method of preparing these items.</p> <p>b. Prepare a variety of pastry items to include eclairs or cream puffs, meringue's, phyllo, and batters and include fillings, icings, and garnishes.</p> <p>c. Assess and evaluate the quality of the finished products to include all of these items.</p>	<p>p. 624-625 p. 689 p. 690 p. 690 Technique: Preparing Crêpes p. 691 p. 691-692 Technique: Preparing Pâte à Choux p. 718 p. 733-734</p>
<p>11. Utilize safety and sanitation practices when preparing, baking and serving all food items in the professional bakeshop.</p>	<p>p. 26-34 p. 740 Sanitation & Safety: Danger! Hot Caramel!</p>
<p>12. Discuss recipe modification to create nutritionally beneficial alternatives to baked goods and desserts.</p>	<p>p. 711 Nutrition Tidbit: A Healthier Spin on Piecrust</p>

Purchasing and Receiving

PURPOSE: *To apply the fundamentals of baking science to the preparation of a variety of products. To use and care for equipment normally found in the bakeshop or baking area.*

<p>Competencies—Students will be able to:</p>	<p>The Culinary Professional ©2023</p>
<p>1. Discuss the flow of goods in a foodservice operation and the role of ordering, receiving and issuing.</p>	<p>p. 780-785 p. 789 Reading Review#1-3</p>
<p>2. Describe purchasing methods used in foodservice operations (i.e. bids, cost, purchase orders, phone, sales quotes, etc.).</p>	<p>p. 780-782</p>



3. Identify dry, refrigerated and frozen foods used in a commercial kitchen.	p. 390–391 p. 433 p. 613 p. 679
4. List factors that affect food prices, menu costs and quality such as market fluctuation, seasonality, product availability, supply and demand.	p. 153-158 p. 808-811
5. Explain the importance of a written food specification when ordering food and describe the components that are included in the food spec.	p. 518 p. 780-784
6. Discuss and analyze the importance of sanitation and HACCP procedures that affect receiving and issuing of goods in a foodservice operation.	p. 36 p. 36 Reading Review #1, 2
7. Describe proper techniques of receiving and storing fresh, frozen, and dry proteins, produce, eggs, dairy and dry goods.	Textbook: 21–22 , 23–24 (Reading Review p. 22 #4; Reading Review p. 24 #2); 389 (Core Skills #6); 432–433 (Reading Review p. 432 #1); 486–487 (Reading Review p. 487 #2); 495 (Reading Review p. 495 #1); 537–538 (Reading Review p. 538 #1, 2); 590–591 (Reading Review p. 591 #1, 2); 614 (Reading Review p. 614 #4); 783–784 (Reading Review p. 789 #3)
8. Explain regulations for inspecting and grading meats, poultry, seafood, eggs, dairy products, fruits and vegetables as outlined in the USDA, National Association of Meat Purveyors, and other governmental regulatory agencies.	p. 371 p. 389 p. 444 Core Skills #8 p. 516-517 p. 517 Reading Review #1, 2 p. 582 p. 582 Reading Review #1
9. Explain and demonstrate the proper receiving and issuing procedures for non-food items such as chemicals in a foodservice operation.	p. 14–15 p. 41–42 p. 782–784
10. Describe, write and use a food requisition, when ordering, receiving and issuing a food product.	p. 782-785
11. Receive, store and issue food products utilizing written specs, proper food handling procedures.	p. 782-785
12. Define, describe and explain the importance of a par system when ordering, receiving and storing food and the terms FIFO and LIFO, and how they are used effectively to maintain proper storage procedures.	p. 781 p. 782 Industry Insights: FIFO
13. Describe various types of software programs available to assist in the process of ordering and inventorying of food products.	p. 795 p. 795 Reading Review #1 p. 796 Core Skills #9
14. Discuss inventory control procedures to deter theft and spoilage that can affect food costs.	p. 783-784 p. 789 Reading Review #3 p. 797 Critical Thinking #12



Nutrition

Standard 5.09

Minimum of 15 hrs. With a minimum of 7 hrs. directed by an instructor

PURPOSE: *To describe the characteristics, functions, and food sources of major nutrients and how to maximize nutrient retention in food preparation and storage. To apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation.*

Competencies—Students will be able to:	The Culinary Professional ©2023
1. Identify and Discuss dietary guidelines and recommended dietary allowances based on current USDA Food Guideline principles and food groups.	p. 825-829 p. 826 Reading Review #1, 2 p. 829 Reading Review #1-3
2. Describe primary characteristics, functions and major food sources of major nutrients.	p. 815-823 p. 823 Reading Review #1, 2 p. 823 Reading Review #1, 2 p. 826-829 p. 829 Reading Review #1-3
3. List the primary characteristics, functions and sources of vitamins, water and minerals.	p. 815-823 p. 823 Reading Review #1, 2 p. 823 Reading Review #1, 2 p. 826-829 p. 829 Reading Review #1-3 p. 820
4. Interpret food labels in terms of the portion size, ingredients and nutritional value.	p. 830-832 p. 832 Reading Review #1-3
5. Identify common food allergies and determine appropriate substitutions. (i.e. Gluten, sugar, lactose free).	p. 837-838 p. 841 Culinary Skills Lab
6. Evaluate and analyze recipes and menus using dietary guideline recommendations, food guides and food labels.	p. 833-836 p. 836 Reading Review #1 p. 837-839 p. 839 Reading Review #1
7. Discuss contemporary nutritional issues to include specialty diets, dietary trends, and religious dietary laws (i.e. vegetarianism, heart-healthy menus, food allergies, alternative dieting, vegetarian, etc.).	p. 838-839 p. 841 Culinary Skills Lab
8. Discuss and demonstrate cooking techniques that apply sound nutritional principles and current industry trends.	p. 835-836 p. 841 Culinary Skills Lab

Dining Room Service

PURPOSE: *To perform dining room service functions using a variety of types of service. To demonstrate an understanding of quality customer service.*



Competencies—Students will be able to:	The Culinary Professional ©2023
1. Describe the mechanics of proper table service as it pertains to American, English, Russian, French, and buffet service.	p. 755-756 p. 756 Reading Review #1
2. Explain the importance of communication between the front and back of the house employees.	p. 754-755 p. 765
3. Describe the various functions of dining service personnel.	p. 757-758 p. 759 Reading Review #1, 2 p. 759-760 p. 761 Reading Review #1, 2 p. 761-768
4. Perform the duties associated with a front and back server.	p. 749-750 p. 750 Reading Review #1, 2 p. 757-768
5. Discuss sales techniques used in increasing the guest check average.	p. 808-810 p. 810 Reading Review #1
6. Develop a guest service process when handling difficult guest situations to include accommodating the disabled.	p. 59 Sanitation & Safety: Design and Construction Features p. 761 p. 766 Industry Insights: Customer Complaints
7. Analyze and assess the training procedures required when working with the dining room personnel	p. 751-753 p. 753 Reading Review #2
8. Explain the importance of using proper automated procedures when processing guest checks (include POS, Square, and Google).	p. 766-768 p. 769 Reading Review #2

Menu Planning	
<i>PURPOSE: To apply the principles of menu planning and layout to the development of menus for a variety of types of facilities and service.</i>	
Competencies—Students will be able to:	The Culinary Professional ©2023
1. Identify basic menu principles when determining layout and design.	p. 802-803
2. Describe the various types of menu available and explain when and how they are to be used.	p. 799-801 p. 802 Reading Review #1, 2
3. Discuss the rationale for a seasonal menu and analyze how it may affect the overall menu costs, food quality and availability.	p. 156 Figure 7.2 p. 800-801



	p. 812 Test Prep #4
4. Create menu descriptions following established truth-in-menu guidelines.	p. 805 Industry Insights: Truth-in-Menu Laws p. 813 Core Skills #14
5. Apply principles of nutrition when developing recipes and menu choices to include labeling laws that address allergies and raw food.	p. 805-807 p. 807 Reading Review #1, 2
6. Determine food, labor cost and equipment utilization when determining menu item placement, flow of the operation, and successful manageability of the foodservice operation.	p. 802-804 p. 808-811 p. 813 Critical Thinking #15
7. Determine menu prices using the percentage or factor methods in order to determine industry standard food costs.	p. 810-811 p. 811 Reading Review #1, 2 p. 812-813 Core Skills #8, 10, 12
8. Discuss menu-planning resources to include internet, professional sources, vendors, and foodservice associations.	p. 813 Core Skills #11
9. Explain the importance of product mix, and check average and their impact on profit contribution.	p. 808-810
10. Develop a menu layout for a foodservice operation to include an example of a cyclical, a la carte, prix-fixe, or table d' hôte, or buffet.	p. 799-801 p. 802 Reading Review #1, 2 p. 802-804

Human Relations Management

Standard 5.09

Minimum of 15 hrs. With a minimum of 7 hrs. directed by an instructor

PURPOSE: To prepare for the transition from employee to supervisor. To evaluate styles of leadership and develop skills in human relations and personnel management.

Competencies—Students will be able to:	The Culinary Professional ©2023
1. Describe process of management through effective communication skills and interpersonal relationships.	p. 229-230
2. a. Identify the difference between a manager and a leader and describe the qualities of each. b. Summarize leadership styles and analyze when each is most appropriate.	p. 219 p. 229-230 p. 232-233 p. 233 Reading Review #3
3. Describe the supervisor's role in decision-making, problem solving and delegation of duties.	p. 230-231 p. 231 Industry Insights: Use Reliable Information for Decision-Making p. 233 Reading Review #2
4. Describe the characteristics of a job description and develop a written example with job specifications.	p. 246-249



5. Define the term motivation and give examples of motivational techniques used with employees. Analyze the effectiveness of each motivational example.	p. 232-233
6. Assess and evaluate methods of conflict resolution and grievance procedures (union /non-union) when it comes to problem solving.	p. 230-231 p. 248-249
7. Identify types of stress found in the workplace and analyze positive ways of dealing with it.	p. 253 Core Skills #8
8. Explain the importance of time management and give examples to include other organizational management techniques that provide labor cost effectiveness.	p. 223 p. 253 Core Skills #9
9. Discuss state and federal employment laws as they pertain to legal issues related to managerial decisions (sexual harassment, discrimination, violence/anger and unemployment compensation).	p. 249-251 p. 251 Reading Review #1-3
10. Explain the purpose of a mission and vision statement and how they are used in organizational management.	p. 230 p. 253 Critical Thinking #15
11. Describe the process of hiring, training, disciplining and or firing an employee based on human resources, state and federal laws that affect these processes.	p. 248-249 p. 250

Environmental Sustainability

PURPOSE: *To prepare for the transition from employee to supervisor. To evaluate styles of leadership and develop skills in human relations and personnel management.*

Competencies—Students will be able to:	The Culinary Professional ©2023
1. Explain the importance of sustainable practices in a foodservice operation.	p. 153-154 p. 154 Reading Review #1
2. Define the terms energy efficient, and food miles as they apply to the locavore movement.	p. 155-157 p. 160 p. 172 Core Skills #10
3. Describe and assess the importance of menu development when it comes to product availability and its impact on the environment.	p. 154 p. 810-811 p. 171 Core Skills #6
4. Describe a variety of sustainable practices available to foodservice operators and list how they would be applied to each area of the foodservice operation.	p. 153-159 p. 160-170 p. 164 Reading Review #1-3 p. 165 Reading Review #1-2 p. 170 Reading Review #1-4 p. 171-172 Core Skills #7, 9 p. 172 Critical Thinking #12



5. Discuss a variety of simple sustainable practices that will help to control foodservice costs in kitchens and foodservice operations and show good environmental stewardship.

p. 154-158
p. 171 Core Skills #5, 8