

# Course Outline

Hospitality, Tourism and Recreation

REVISED: August/2017

**Job Title:**

Baker

**Career Pathway:**

Food Service and Hospitality

**Industry Sector:**

Hospitality, Tourism and Recreation

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

51-3011.00

**CBEDS Title:**

Food and Beverage Production and Preparation

**CBEDS No.:**

4421

**78-50-50**

## Baker (Fundamentals)

**Credits:** 20

**Hours:** 250

**Course Description:**

This competency-based course contains entry-level training, enabling graduates to qualify for first year apprentice positions in the commercial baking industry. Students are exposed to hands-on production procedures including scaling, mixing, make-up, baking, finishing, and merchandising of commercial baking products. 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:**

None.

**NOTE:** For Perkins purposes this course has been designated as an **introductory** 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. 7-13

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. 15
<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 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>	p. 15-16
<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 LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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## ***Hospitality, Tourism, and Recreation 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 Baker (Fundamentals) Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Understand the scope and objectives of the course.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe class procedures and policies.</li> <li>2. Describe benefits of a career in baking.</li> <li>3. Describe how the application of skills learned in the classroom will apply to the work environment.</li> <li>4. Differentiate between doughs and batters.</li> <li>5. Distinguish between mark-up and merchandising of bakery products.</li> <li>6. List career opportunities available upon completion of the course.</li> <li>7. Describe organization of the modern kitchen.</li> <li>8. Describe the standard of professionalism that food service personnel must maintain.</li> <li>9. Describe the use of Internet for researching ethnic menus and exotic recipes.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.4, 3.9 Technology: 4.1 Problem Solving and Critical Thinking: 5.1 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.2</p> <p><b>CTE Pathway:</b> B1.1, B4.2, B6.4, B6.5, B7.1, B7.2, B7.3, B7.4</p>
<p>B. SAFETY AND SANITATION</p> <p>Understand how to use and clean equipment found in a commercial kitchen in a safe manner.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate safe use of food processors/mixers.</li> <li>2. Demonstrate safe use of stovetops and ovens.</li> <li>3. Demonstrate safe use of fryer.</li> <li>4. Demonstrate safe use of cutlery.</li> <li>5. Demonstrate safe use of hand tools.</li> <li>6. Demonstrate how to clean various pieces of kitchen equipment safely.</li> <li>7. Describe various fire extinguishing techniques.</li> <li>8. Describe immediate treatment of burns.</li> <li>9. Describe immediate treatment of cuts.</li> <li>10. Describe how to recognize contaminated products.</li> <li>11. Explain control of bacteria and control of their carriers.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 3, 4, 5, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<ol style="list-style-type: none"> <li>12. Explain the importance of good health for workers.</li> <li>13. Describe proper clothing and sanitation habits of workers.</li> <li>14. Differentiate among the three groups of bacteria.</li> <li>15. Perform basic steps in sterilization.</li> <li>16. Compare streptococcus, salmonella, and botulism.</li> <li>17. Explain food dehydration.</li> <li>18. Explain favorable conditions for bacteria to reproduce.</li> <li>19. Describe the danger zone for food.</li> <li>20. Describe the dangers of tasting food suspected of being contaminated.</li> <li>21. Store cooked and non-cooked food properly.</li> <li>22. Store cleaning solutions and non-food items properly.</li> </ol>	<p>Responsibility and Flexibility: 7.2</p> <p>Ethics and Legal Responsibilities: 8.3</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B2.1, B2.2, B2.4, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6, B5.1</p>
<p>C. WEIGHTS AND MEASURES</p> <p>Understand the use of weights, baker's scale, and how to follow formulas.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> <li>1. Demonstrate the correct use of a baker's scale, both balance and digital.</li> <li>2. Demonstrate liquid measurement.</li> <li>3. Compute various formula modifications.</li> <li>4. Demonstrate the ability to decrease the quantities in a recipe.</li> <li>5. Demonstrate the ability to increase the quantities in a recipe.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.2, B6.3, B6.4, B6.6, B7.1, B7.2, B7.3</p>
<p>D. INGREDIENTS</p> <p>Recognize proper handling and characteristics of various ingredients in baking formulas.</p>	<ol style="list-style-type: none"> <li>1. Distinguish among various types of sugars.</li> <li>2. Differentiate among various types of flours.</li> <li>3. Explain chemical leavening.</li> <li>4. Describe yeast as leavening.</li> <li>5. Describe the use of salt and spices.</li> <li>6. Describe the effect that a lack of salt has on foods.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 4, 5</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)	<ol style="list-style-type: none"> <li>7. Demonstrate the proper handling of fruit.</li> <li>8. Describe the appropriate uses of fruit.</li> <li>9. Describe the effect of eggs on various formulas.</li> <li>10. Describe the proper storage of various ingredients.</li> </ol>	<p><b>CTE Anchor:</b>  Communications:  2.5  Problem Solving and Critical Thinking:  5.4  Health and Safety:  6.2, 6.3  Responsibility and Flexibility:  7.2  Technical Knowledge and Skills:  10.1  Demonstration and Application:  11.1</p> <p><b>CTE Pathway:</b>  B3.3, B3.4, B6.3, B6.4, B6.5, B7.4</p>
<p>E. EQUIPMENT</p> <p>Demonstrate proficiency in the safe use of commercial baking equipment.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> <li>1. Demonstrate the safe operation of the vertical mixer.</li> <li>2. Demonstrate the safe operation of commercial ovens.</li> <li>3. Demonstrate the safe use of cutlery.</li> <li>4. Demonstrate the proper cleaning and basic, in-house, maintenance of equipment.</li> <li>5. Perform cleaning of utensils, tables, bins, and other equipment.</li> <li>6. Describe various safety procedures as they relate to the use of equipment.</li> <li>7. Demonstrate the safe use of a doughnut fryer.</li> <li>8. Perform filtration of doughnut fryer fats.</li> <li>9. Demonstrate the proper use of knives, hand tools, and small equipment.</li> </ol>	<p><b>Career Ready Practice:</b>  1, 2, 3, 5, 8, 10</p> <p><b>CTE Anchor:</b>  Communications:  2.5  Problem Solving and Critical Thinking:  5.4  Health and Safety:  6.2, 6.3  Responsibility and Flexibility:  7.2  Technical Knowledge and Skills:  10.1  Demonstration and Application:  11.1</p> <p><b>CTE Pathway:</b>  B6.1, B6.2, B7.1, B7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>F. BREAD VARIETIES</p> <p>Demonstrate knowledge of basic bread production.</p> <p>(45 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe various bread formulas.</li> <li>2. Perform basic bread mixing.</li> <li>3. Describe basic bread fermentation.</li> <li>4. Demonstrate basic bread scaling and make-up.</li> <li>5. Demonstrate basic bread baking.</li> <li>6. Describe staling of bread.</li> <li>7. Describe sourdough and specialty bread production.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 4, 5</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B7.2, B7.3, B7.4</p>
<p>G. SWEET YEAST DOUGH</p> <p>Understand the basic procedures of sweet yeast dough production.</p>	<ol style="list-style-type: none"> <li>1. Describe basic sweet dough formulas.</li> <li>2. Demonstrate basic sweet dough mixing.</li> <li>3. Perform sweet dough scaling and make-up.</li> <li>4. Explain sweet dough fermentation.</li> <li>5. Demonstrate test for proof of yeast-raised products.</li> <li>6. Demonstrate sweet dough baking.</li> <li>7. Perform sweet dough finish.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 4, 5</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(35 hours)		<b>CTE Pathway:</b> B7.2, B7.3, B7.4
<p>H. BASIC DOUGHNUT AND CRULLER PRODUCTION</p> <p>Understand and perform basic doughnut and cruller production.</p>	<ol style="list-style-type: none"> <li>1. Differentiate between chemical leavening agents and yeast product leavening.</li> <li>2. Describe basic cake doughnut production.</li> <li>3. Explain the importance of batter temperature control.</li> <li>4. Demonstrate cake doughnut mixing procedures.</li> <li>5. Explain the importance of frying temperature.</li> <li>6. Demonstrate cake doughnut frying.</li> <li>7. Demonstrate cake doughnut finishing.</li> <li>8. Demonstrate basic yeast-raised doughnut mixing.</li> <li>9. Explain yeast-raised doughnut fermentation.</li> <li>10. Perform rolling and cutting of yeast-raised doughnuts.</li> <li>11. Determine the proper temperature and humidity of the proof box.</li> <li>12. Determine the proper amount of proof required for yeast-raised doughnuts.</li> <li>13. Perform frying of yeast-raised doughnuts.</li> <li>14. Demonstrate the ability to finish yeast-raised doughnuts.</li> <li>15. Demonstrate proper merchandising (display techniques) of doughnut products.</li> <li>16. Explain staling of doughnuts.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 4, 5</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3 Responsibility and Flexibility: 7.2 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B7.2, B7.3, B7.4</p>
<p>I. BASIC PROCEDURES OF CAKE PRODUCTION</p> <p>Demonstrate the ability to prepare and finish cake specialties.</p>	<ol style="list-style-type: none"> <li>1. Explain the steps of basic cake production.</li> <li>2. Perform cake mixing.</li> <li>3. Demonstrate proper scaling.</li> <li>4. Demonstrate proper baking.</li> <li>5. Explain proper handling of cake products.</li> <li>6. Demonstrate the ability to finish cake products.</li> <li>7. Demonstrate simple decorating techniques.</li> <li>8. Demonstrate proper merchandising of cake products.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 11</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3, 6.6 Technical Knowledge and Skills: 10.1, 10.7, 10.9 Demonstration and Application: 11.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(33 hours)		<b>CTE Pathway:</b> B7.0, B7.1, B7.2, B7.3, B7.4, B7.5
J. BASIC PIE PRODUCTION  Know how to prepare and finish pie products.	<ol style="list-style-type: none"> <li>1. Demonstrate mixing techniques for pie dough.</li> <li>2. Describe common pie faults, citing possible causes.</li> <li>3. Prepare fillings for pies.</li> <li>4. Demonstrate pie make up.</li> <li>5. Differentiate between pie dough and short dough.</li> <li>6. Demonstrate pie baking.</li> <li>7. Demonstrate proper merchandising of pie products.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 11  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3, 6.6 Technical Knowledge and Skills: 10.1, 10.7, 10.9 Demonstration and Application: 11.1  <b>CTE Pathway:</b> B7.0, B7.1, B7.2, B7.3, B7.4, B7.5
K. BASIC COOKIE PRODUCTION  Know how to prepare basic cookie products.	<ol style="list-style-type: none"> <li>1. Describe basic cookie ingredients.</li> <li>2. Perform the mixing of cookie dough.</li> <li>3. Demonstrate the make-up of dough.</li> <li>4. Demonstrate the garnishing of cookies.</li> <li>5. Demonstrate the proper baking techniques for a variety of cookies.</li> <li>6. Describe various factors and problems in cookie production.</li> <li>7. Demonstrate proper merchandising of cookie products.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 11  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.3, 6.6 Technical Knowledge and Skills: 10.1, 10.7, 10.9 Demonstration and Application: 11.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(30 hours)		<b>CTE Pathway:</b> B7.0, B7.1, B7.2, B7.3, B7.4, B7.5
L. EMPLOYABILITY SKILLS  Show understanding of job search and acquisition skills.	<ol style="list-style-type: none"> <li>1. Describe the steps used in a job search.</li> <li>2. Write a résumé and cover letter; describe the value of résumés and personal networking in obtaining employment.</li> <li>3. Complete a job application legibly.</li> <li>4. Describe work habits of punctuality and regular attendance.</li> <li>5. Describe job interview preparation: dress, references, résumé, transcripts, work permits, work portfolio, interview, and follow-up.</li> <li>6. Describe customer service as a method of building permanent relationships between the organization and the customer.</li> </ol>	<b>CTE Ready Practice:</b> 2, 5 8, 9, 10, 11  <b>CTE Anchor:</b> Communications: 2.4 Career Planning and Management: 3.3, 3.4 Ethics and Legal Responsibilities: 8.4 Demonstration and Application: 11.2  <b>CTE Pathway:</b> B8.1, B8.2, B8.3, B8.4, B8.5, B9.4
(10 hours)		

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

### **TEXTBOOKS**

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

Gissle, Wayne. Professional Baking, 5<sup>th</sup> Edition, Wiley, John & Sons, Incorporated, March 2008.

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

Labensky, Sarah R. On Baking: A Textbook of Baking and Pastry Fundamentals. Prentice Hall, March, 2004.

Lynch, Francis T. The Book of Yields: Accuracy in Food Costing and Purchasing. 8<sup>th</sup> Edition. Wiley, John & Sons, Incorporated, September 2010.

Marriott, Norman G. Essentials of Food Sanitation, 3<sup>rd</sup> Edition. Springer-Verlag New York, LLC, November, 2007.

Reinhart, Peter. Bread Baker's Apprentice: Mastering the Art of Extraordinary Bread. Ten Speed Press, November 2001.

Sokol, Gail D. About Professional Baking. Cengage Learning, December 2005.

On Baking: Baking and Pastry Fundamentals, 2<sup>nd</sup> Edition. Prentice Hall, July 2008.

### **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 – Introduction – Pass all assignments and exams on introduction with a minimum score of 80% or higher.

SECTION B – Safety and Sanitation – Pass all assignments and exams on safety and sanitation 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 – Ingredients – Pass all assignments and exams on ingredients with a minimum score of 80% or higher.

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

SECTION F – Bread Varieties – Pass all assignments and exams on bread varieties with a minimum score of 80% or higher.

SECTION G – Sweet Yeast Dough – Pass all assignments and exams on sweet yeast dough with a minimum score of 80% or higher.

SECTION H – Basic Doughnut and Cruller Production – Pass all assignments and exams on basic doughnut and cruller production with a minimum score of 80% or higher.

SECTION I – Basic Procedures of Cake Production – Pass all assignments and exams on basic procedures of cake production with a minimum score of 80% or higher.

SECTION J – Basic Pie Production – Pass all assignments and exams on basic pie production with a minimum score of 80% or higher.

SECTION K – Basic Cookie Production – Pass all assignments and exams on basic cookie production 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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