

Culinary 2

Exam Information	Description
Exam number 345 Items 38 National Career Cluster Hospitality & Tourism Certification available Yes	The Culinary 2 industry certification exam assesses career opportunities in the food service/culinary arts industry. Learners are tested on their understanding of practicing safety and sanitation procedures, using and maintaining commercial food service equipment, and performing quantity food preparation for catering, bakery, restaurant, hospitality, and fast food business operations. Learner leadership and competitive events (FCCLA) may also be evaluated as part of the exam

Exam Blueprint and Performance Skills

Standard	Percentage of exam score
1. Safety And Sanitation	16.33%
2. Culinary Organization	6.12%
3. Service Equipment	10.2%
4. Food Service and	6.12%
5. Cooking Techniques	12.24%
6. Math Concepts	12.24%
7. Stocks, Soups And Sauces	8.16%
8. Salads, Appetizers, and Sandwiches	10.2%
9. Career Opportunities	4.08%
10. Customer Service	4.08%
11. Bakery Food Production	10.2%

*Includes performance skill evaluation

Standard 1 - Safety And Sanitation

Connect workplace safety, food safety, and sanitation as applied to food production

Objective 1 Apply established safety rules and guidelines in a work environment.

1. Identify prevention, protocol, and treatment for cuts.
 - a. Prevention
 - Use sharp knives; dull knives are more dangerous
 - Hold the knife correctly; using the claw hand position on the guide hand.
 - Use a stabilized cutting board.
 - Hold onto the knife handle while cleaning, do not soak.
 - b. Protocol
 - Clean and sanitize the affected area and equipment as soon as possible.
 - c. Treatment
 - Minor cuts: clean wounds, apply bandage, and wear gloves.
 - Severe cuts: apply pressure and seek medical attention.
2. Identify prevention, protocol, and treatment for fires, chemical and heat-related incidents.
 - a. Prevention
 - Avoid flammable materials or clothing on or near the range.
 - Turn handles away from the front of the range.
 - Lift lids of hot foods away from you.
 - Use the dry side of towels, hot pads, or oven mitts for handling hot baking pans.
 - Keep equipment clean.
 - Keep chemicals away from food.
 - b. Protocol
 - To extinguish a fire, use the correct fire extinguisher. (A, B, C, or K)
 - To extinguish a grease fire, cover/smother the pan, or pour baking soda/salt. Avoid water, flour or sugar on grease fires.
 - Follow manufacturer directions for all chemical use and storage, do not mix chemicals.
 - Chemical incident see Safety Data Sheet (SDS) for medical treatment and fire suppression.
 - c. Treatment
 - First-Degree Burn and Second-Degree Burn: immerse burn in cool water or use cool compress for 10-15 minutes.
 - Third Degree Burn: seek medical treatment
 - For Chemical Burn: seek medical treatment or call poison control.
3. Identify prevention, protocol and treatment for breaks, strains and sprains.
 - a. Prevention
 - Keep floors clean and dry.
 - Post caution signs for wet floors.
 - Store heavy items on lower shelves.
 - Use ladders or step stools appropriately.
 - Lift heavy items appropriately.
 - Wear non-slip shoes.
4. Treatment
 - a. Seek medical attention.

Objective 2 Identify health and hygiene requirements for food handling.

1. Practice proper hand washing.
 - a. Wash hands with soap and warm water for at least twenty seconds, and dry with a single-use paper towel.
 - b. Wash hands before and after handling raw meat, poultry, or eggs.
 - c. Wash hands after using the restroom, sneezing, coughing, touching hair, face or phone.
2. Identify appropriate clothing and hair restraints.
 - a. Appropriate clothing is clean and may include a chef coat, apron, or other uniform.
 - b. Cover and tie back hair with appropriate hair restraints before working with food.
3. When tasting foods, always use a clean spoon and use only once.
4. Discuss the appropriate use of gloves.
 - a. Single-use gloves only.
 - b. Wash hands before putting on gloves.
 - c. Change gloves when they get dirty, torn, or changing tasks.
 - d. Wear gloves when handling ready-to-eat (RTE) foods.
 - e. Wear gloves and bandage for an open cut or wound.
5. Any activity involving eating, drinking, smoking/vaping, or chewing gum needs to occur in a designated area away from food preparation areas.

Objective 3

1. Identify the steps in the flow of food and the importance of a Hazard Analysis Critical Control Point (HACCP) system.
2. Identify the flow of food through the operation, it begins when you buy the food and ends when you serve it. The purpose of the flow of food is to identify critical control points (CCPs) where food can either experience cross-contamination or time/temperature abuse.
 - a. Purchasing
 - b. Receiving
 - c. Storing
 - d. Preparation
 - e. Cooking
 - f. Holding (hot/cold)
 - g. Cooling
 - h. Reheating
 - i. Serving
3. Explain the purpose of the Hazard Analysis Critical Control Point (HACCP) system to ensure keeping food safe through a system of identifying and monitoring critical control points.
 - a. Seven HACCP Principles
 - Conduct a hazard analysis
 - Determine CCPs
 - Establish Critical limits
 - Establish Monitoring Procedures
 - Identify Corrective Action
 - Verify that the system works
 - Establish procedures for record-keeping and documentation
 - b. Discuss methods of purchasing, receiving, and storage.
 - Purchase from an approved reputable vendor.
 - FIFO (first-in-first-out) rule
 - i. (i.e., the food that has been in the holding area the longest will be used first).
4. Store food and cleaning supplies separately.
5. Ensure refrigerator and freezer temperatures are refrigerator: 41°F or lower; freezer: 0°F or lower.

Objective 4 Identify the factors contributing to food-borne contamination, illness, and prevention strategies.

1. A foodborne illness is a disease transmitted to people by food.
2. A food-borne illness outbreak occurs when two or more people get the same illness after eating the same food and is documented by local health authorities.
3. Discuss the three types of food contamination hazards.
 - a. Physical - hair, glass, metal shards, fingernails.
 - b. Chemical - cleaning supplies and pesticides.
 - c. Biological - harmful micro-organisms (pathogens)
 - Pathogens are the greatest threat to food safety.
 - They include certain viruses, parasites, fungi and bacteria some plants, mushrooms and seafood carry harmful toxins and poisons that are included in this group of pathogens.
4. Identify the four types of pathogen contaminants

- a. Bacteria - tiny single-cell micro-organisms including Salmonella Typhi, Nontyphoidal Salmonella, Shigella, and E-coli.
 - General conditions for bacteria growth include Food, Acidity, Time, Temperature, Oxygen, and Moisture(FAT TOM).
 - Attention to time, temperature and hand washing is critical to reduce the spread of illness.
 - b. Viruses - simple organisms responsible for the majority of foodborne illnesses – Norovirus, and Hepatitis A. The general conditions for virus growth is an infected individual.
 - Attention to personal hygiene is critical to reduce the spread of viruses.
 - Symptoms include mild fever, vomiting, headache, abdominal pain/cramps, and jaundice.
 - c. Parasites - Organisms that must live in or on a host to survive; ex: Giardia
 - The majority of parasites come from contaminated water or fish from unsafe sources or raw and undercooked fish.
 - If serving raw or undercooked fish it must be purchased as sushi-grade fish, which has been frozen at correct temperatures.
 - Attention to personal hygiene, purchasing from reputable suppliers, and cooking to correct minimum internal temperatures minimizes the spread of parasites.
 - Symptoms include tingling in the throat, coughing up worms, fever, diarrhea, nausea and abdominal cramps, and weight loss.
 - d. Fungi - spore-producing organisms including yeast and mold. Typically, visible on spoiled food.
 - Some molds can produce toxins, such as aflatoxins. Mold can grow under any conditions but grow well in acidic food with little moisture. (i.e. jam/jelly or salty meats)
 - Yeasts can spoil foods quickly signs of spoilage can include a smell or taste like alcohol and may look like white or pink discoloration or slimy.
 - Not all molds and yeasts are bad; ex: cheese, yogurt, and breads.
 - Found in air, soil, plants, water, and some food.
 - Thoroughly inspect food before consuming it reduces the spread of fungus.
 - Symptoms include fever, diarrhea, nausea, and abdominal cramps
5. Discuss prevention strategies.
- a. Controlling Time and Temperatures
 - In cold storage, place ready-to-eat (RTE) foods on top and uncooked animal products toward the bottom according to cooking temperature.
 - All TCS (Time and Temperature Control for Safety) foods need to be covered and stored in the refrigerator with a label including a use-by date, stored at 41°F or lower, if produced on site for no more than 7 days.
 - Food should not be in the Danger Zone (the temperature range of 41-135°F), for longer than 4 hours total from the start of preparation.
 - The critical danger zone is 70-125°F in this range bacterial growth doubles every 20 minutes.
 1. Cooling or reheating food needs to occur within a two-hour period or less if a food is within this critical danger zone.
 - b. Cooking to safe internal temperatures; be sure to use a clean and sanitized thermometer.
 - Whole cuts of meat seafood, pork, beef, veal, lamb— 145°F (for a minimum of 15 seconds)
 - Fruits, vegetables, grains, and legumes that will be hot held for service cook - 135 °F
 - Commercially processed foods or ready-to-eat (RTE) foods that will be hot held for service -135°F

- Ground meats (pork, beef, veal, lamb) and eggs—155°F (for a minimum of 15 seconds)
- All Poultry (whole or ground)—165°F (for a minimum of 15 seconds)
- Reheat temp—165°F (for a minimum of 15 seconds)
- Hold hot foods at - 135°F.
- Hold cold foods at 41°F or lower

c. Practice proper methods for cooling foods

- Food needs to be cooled from 135°F to 70°F within two hours and then below 41°F within four more hours.
- Methods include ice water baths, ice paddles, blast chiller, and dividing large amounts of food in small, shallow containers for quick cooling.
- Store foods in the refrigerator and freezer so that the cool air can circulate to keep food safe. Don't cover shelves or overcrowd.
- To prevent cross-contamination store foods in the refrigerator and freezer in the inverse order of the minimum internal cooking temperature.
- Practice safely thawing foods, including in the refrigerator, under cold running water, in the microwave, or as part of the cooking process.
 1. Cold running water should not exceed 70°F.
 2. The product should not exceed 41°F internal temperature.
 3. If thawing food in the microwave, cook immediately, or as a part of the cooking process.

6. Preventing cross-contamination and cross-contact.

- a. Cross-contamination is the unintentional transfer of pathogens from people, surfaces, or food to another.
- b. Cross-contact happens when the transfer of an allergen from a food or food contact surface containing an allergen to a food that does not contain an allergen.
 - The big 9 allergens include: tree nuts, eggs, milk, soy, wheat, peanuts, fish, sesame, and shellfish
- c. General food storage and preparation guidelines to ensure safe food handling.
 - Food Storage: food is 6 inches off the ground, label stored food correctly, and store ready-to-eat (RTE) food separately or above raw food.
 - Equipment Storage: Store service ware and food containers upside down on a clean, sanitized surface, and store utensils with handles up.
 - Food Preparation: clean and sanitize the work area and equipment, and wash hands between tasks.

1. When serving foods: no bare-hand contact with RTE food.

8. Identify proper sanitation techniques used with tools, equipment, and surfaces.

- a. Cleaning is removing visible pieces of food.
- b. Sanitizing is reducing pathogens on a surface.
- c. Discuss three-compartment sink dishwashing and the order used when washing and sanitizing dishes the process includes rinsing and scraping, washing, rinsing, sanitizing, and air dry.
- d. Immediately clean and sanitize work surfaces

Optional: Standard performance evaluations on the final page of this document

Standard 2 - Culinary Organization

Apply Professional Culinary Organization & Practices

Objective 1 Kitchen Brigade System

1. Discuss the importance of the kitchen brigade system as a way to increase productivity in restaurant kitchens. While not all of the positions in a restaurant may have the exact same kitchen brigade system, it still heavily influences restaurant organization today.
2. The different positions in a kitchen brigade system include:
 - a. Chef Exécutif (Executive Chef) - Strategic business decisions, creating the restaurant's menu or concept, this position does very little day-to-day cooking
 - b. Chef de Cuisine (Head Chef) - Overseeing kitchen staff, developing recipes
 - c. Sous Chef de Cuisine (Sous Chef) - Second in Command - Overseeing line cooks, assisting with management duties
 - d. Aboyeur (Expediter) - Communicating between the front-of-house staff and the kitchen team
 - e. Chef de Partie (Station Chef/Line Cook) - Chef assigned to a particular station such as saucier (sauce), entremetier (entrees), garde manger (pantry chef/cold goods), boucher (butcher), patissier (pastries/desserts). This person does the majority of day-to-day cooking in their specific area of expertise.
 - f. Commis Chef (Junior Chef) - Executing orders at the stations to which they're assigned
 - g. Plongeur (Dishwasher) - Cleaning dishes and preparing them for another round of service

Objective 2 Mise En Place

Identify the importance of mise en place as a way to increase efficiency in the kitchen.

1. Steps to mise en place include:
 - a. Read the entire recipe & focus on tasks that need completion.
 - b. Create and use time management plans to help organize important tasks needed in the kitchen.
 - c. Prepare your workspace. Prepare a sanitizer bucket. Clean and sanitize work surfaces regardless of the look of the work surface.
 - d. Prepare the station with organized tools. Check that all equipment is clean before beginning anything else. Keep the station clean and organized throughout the cooking process. Set a bowl for trimmings as your mise en place station to minimize trips to the garbage can.
 - e. Gather and place ingredients and appropriate dishware in an organized manner.
 - f. Put ingredients away promptly to ensure food safety.
 - g. As you cook, organize, clean, store, and label food and products as needed as you go.

Objective 3 Professional Cookery Practices

1. Review professional cookery practices. (Culinary 1: Strand 3 Standard 7)
 - a. Read the recipe all the way through and follow the directions as you cook.

- b. Once you have made the recipe and understand it, improve it and make it your own. Take notes as you go to make improvements for next time.
- c. Respect your ingredients. Try to utilize all usable portions of meats, fruits, and vegetables.
- d. Use scraps to build flavors for stocks.
- e. Monitor the dish as it cooks, taste and season as needed.
- f. Season in small amounts at a time.
- g. Understand how flavors and taste play a role in the balance of the dish. Use your knowledge of the tastes of sweet, salty, sour, bitter, and umami to build flavor and balance your dish.
- h. Discuss how temperature also plays a role in how we perceive flavor.
- i. Practice patience while cooking.
- j. The Maillard reaction is key to building flavor in cooking. Allow your food to brown and develop flavor if appropriate for the dish.
- k. Use your senses and measure temperature to determine doneness.
- l. Master the basic cooking techniques.
- m. When you understand cooking techniques, you can make most dishes successful without using a recipe. Practice is key to success.

Optional: Standard performance evaluations on the final page of this document

Standard 3 - Service Equipment

Differentiate knives and food service equipment function, proper use, and care.

Objective 1 Review types of knives, understand their proper use and care, and demonstrate proper knife safety. (Culinary 1 Strand 3 Standard 1)

1. Types of knives including chef, boning, paring, and serrated.
2. Correct holding technique, sharpening, washing and storing.

Objective 2 Review and demonstrate different knife cuts, including: (Culinary 1 Strand 3 Standard 2)

1. Batonnet—1/4 x 1/4 x 2-3 inch
2. Julienne—1/8 x 1/8 x 1-2 inch, fine julienne- 1/16 x 1/16 x 1-2 inch
3. Brunoise—1/8 x 1/8 x 1/8 inch
4. Dice, small—1/4 x 1/4 x 1/4 inch; medium—1/2 x 1/2 x 1/2 inch; large—3/4 x 3/4 x 3/4 inch
5. Chiffonade—stack leaves, roll, and slice into thin shreds
6. Diagonal—cut on a 45-degree angle
7. Rondelle—also called coin cut
8. Mince - to cut or chop into very small pieces.
9. Oblique - used for long round foods (ex: carrots) of different thicknesses, should have two angled sides.

Objective 3 Identify common small ware food preparation tools, and how they are to be safely used and cleaned. (i.e. mandolin, piping tools, portion scoops, chinois, scales, ricer, rolling pins, stem and digital thermometers)

Objective 4 Identify common food preparation cookware and how they are used and cleaned (i.e. roasting pan, springform pan, dutch oven, cast iron pans/skillets, and wok)

Objective 5 Identify common kitchen equipment and how they are to be safely used and cleaned (i.e. convection oven, conventional oven, commercial dishwasher/sanitizer, ice machine, stand mixer, deep fat fryer, proofer, steam table, flat top griddle).

Objective 6 Identify common service ware and how they are to be safely used and cleaned. (i.e. hotel pans, sheet pans, chafing dishes, speed rack).

Optional: Standard performance evaluations on the final page of this document

Standard 4 - Food Service

Candidates will explore the food service and hospitality industry; history, trends, and supply chains.

Objective 1 Identify various food service industry segments such as quick service, family dining, fine dining, casual full service, dining, fast casual dining, catering, and institutional/non-commercial food service.

1. Non-commercial: healthcare, education, military, charity, and corrections.
2. Commercial: restaurants, caterers, lodging, travel, concessions, and retail.
 - a. Quick Service: a casual dining restaurant emphasizing quick food service customer pays before eating; fast service, no table service, food can be taken out or to go, low price and a limited menu. (ex: Fast food restaurants)
 - b. Family Dining: Servers place all the components of a meal on the table, and everyone serves themselves, menu emphasizes families, the customer pays after eating. (ex: Cracker Barrel, Denny's, and diners)
 - c. Fast casual dining: A restaurant that combines the elements of fast food and casual dining; higher quality ingredients, flexible ordering, customization, moderately priced and the customer pays before eating. (ex: Café Rio, Zupas, Shake Shack, and Panera)
 - d. Casual full-service dining: A restaurant where the majority of menu items are made to order moderately prices, laid-back atmosphere, and table service is included. (ex: P.F. Changs, Cheesecake Factory, and Texas Roadhouse)

- e. Fine Dining: A restaurant that has an elevated menu, table-side cooking, upscale atmosphere, and attentive service, often has a dress code with formal or semi-formal attire, and high-end ingredients. (ex: Ruth's Chris, Table X, Log Haven, La Caille)
- f. Catering: Providing food and drink at a social event or other gathering typically as a professional service. There are two categories of catering institutional (hospitals, airlines, or food courts at universities) and social catering (weddings, corporate events, or parties)

Objective 2 Identify and discuss the history and influential chefs in the food service industry.

- 1. Identify the role of influential chefs.
 - a. Marie-Antoine Careme
 - Implemented white chef coat and hats
 - b. Auguste Escoffier
 - Organized kitchen management or brigade system
 - c. Julia Child
 - Revolutionized American home cooking through television
 - d. Alice Waters
 - Created the farm-to-table movement and sustainable agriculture
 - Healthy food in schools
 - e. Jacques Pepin
 - French chef, author, cooked with Julia Child on her T.V. show and creator of Wonder flour
 - f. Emeril Lagasse
 - Revolutionized the food network for education and entertainment.
 - Pioneered the celebrity chef movement with an agent/manager.

Objective 3 Identify current trends and their influence on the food service industry.

- 1. Social Media influence on food trends; not always based on culinary technique but on the latest fads/views.
- 2. Explore cultural influences on the food service industry such as religion, health limitations, geographical, and age.
- 3. Food Delivery Service including DoorDash, Uber Eats, etc...
- 4. Culinary Apps/ratings/reviews give customers the ability to voice dislikes and likes with anonymity. Has the ability to influence restaurant success.

Optional: Standard performance evaluations on the final page of this document

Standard 5 - Cooking Techniques

Candidates will apply various cooking techniques and how seasonings and flavorings create and enhance the natural flavors of food while practicing food presentation.

Objective 1 Review the various cooking techniques and how they affect food.

1. Dry cooking applies heat directly such as with a flame or indirectly by surrounding food with heated air or fat. These techniques include; bake, grill, broil, roast, sauté/stir-fry, pan fry, deep fry.
2. Moist cooking techniques apply heat to food by submerging it directly in hot liquid or steam. These cooking methods include; poach, simmer, boil, steam, and blanch.
3. Combination (uses both dry and moist cooking methods): braise and stew.

Objective 2 Discuss cooking techniques and how heat transfer is used in each method.

1. Conduction cooking is the transfer of heat from one item to another when in direct contact with each other.
 - a. Sauté, pan fry, or grill
2. Convection cooking is the transfer of heat caused by the movement of molecules from a warmer area to a cooler one; through air, water, or fat.
 - b. Deep fry, boiling, or air fry
3. Radiation heat cooking is the transfer of heat caused by the movement of microwave or infrared waves that is absorbed into the food.
 - a. Broiling, or microwaving

Objective 3 Discuss the enhancement and creation of flavor when preparing food.

1. Flavor can be defined as the sensory properties of food these are perceived with; taste, aroma, temperature, appearance (including color and arrangement), and texture
 - a. There are five tastes sweet, sour, salty, bitter, and umami.
 - The taste umami, long recognized in Japan, and recently widely accepted by western cultures, is also called savory.
 - Seasoning enhances the flavor of food without changing the natural flavor. Seasonings are salt and monosodium glutamate (MSG).
 - b. Flavoring adds a new taste to food and/or alters its' natural flavors.
 - Herbs
 1. The leaves, stems, and flowers of aromatic plants.
 2. Available fresh and dry. When using dry in the place of fresh, one-third to one-half the amount of fresh asked for should be used.
 3. Fresh herbs are usually added at the end of cooking and dried are added at the beginning.
 - c. Spices
 - bark, buds, fruit, roots, seeds or berries
 - Usually used in dry form, available whole or ground.
 - d. Vinegars
 - Sour, acidic liquid that can be used to add flavor during cooking and/or as a condiment.
 - Vinegar is often named for the ingredient it is made from:
 1. Each vinegar has a distinct flavor and differing acidity.
 2. Vinegar can brighten a dish; similar to an acidic fruit.
 3. Extracts are concentrated flavors that are used most often in baking.

Objective 4 Elements of plating and food presentation

1. Avoid placing food on the rim or overfilling the plate, allowing for negative space.
2. Avoid the use of non-edibles on the plate.
3. Select a focal point and design around that element, which should be the protein in an entrée.
4. Odd numbers are more pleasing than even numbers.
5. Choose a variety of flavors, textures, colors, shapes, garnishes, and heights in meals.
 - a. Flavor: The most important component
 - b. Texture: Contrasting textures create an interesting experience
 - c. Color: Use color effectively but avoid adding it unnecessarily
 - d. Shape: Shapes are important for visual appeal
 - e. Garnish: decorative elements enhance presentation
 - f. Height: creates visual interest
6. Consider food temperature.
7. Five elements of a completed entrée plate
 - a. Protein
 - b. Vegetable
 - c. Starch
 - d. Sauce
 - e. Garnish

Optional: Standard performance evaluations on the final page of this document

Standard 6 - Math Concepts

Candidates will utilize basic culinary math concepts.

Objective 1 Practice proper measuring techniques using appropriate tools.

1. Volume and weight are the two standard methods of measuring food. Weight is the most accurate.
 - a. Volume measuring tools include teaspoons, tablespoons, cups, pints, quarts, gallons, and various sizes of ladles and scoops.
2. Weight measuring tools include balance/baker scale and digital scale.

Objective 2 Identify measurement equivalents and apply by adjusting recipe yield.

1. Identify measurement equivalents used in food preparation including, but not limited to:
 - a. 3 t. = 1 T.
 - b. 4 qt. = 1 gal.
 - c. 1 lb. butter = 2 c.

- d. 16 T. = 1 c.
- e. 8 fl. oz. = 1 c.
- f. 16 oz. = 1 lb
- g. 2 c. = 1 pt.
- h. 4 c. = 1 qt.

Objective 3 Define a standardized recipe and identify the components of a standardized recipe.

1. Standardized recipe: A recipe that produces the same results and yield every time when the exact procedures are followed.
 - a. Components of a recipe.
 - Title: name of the recipe
 - Yield: how many servings the recipe will make.
 - List of ingredients and amounts: listed in the order they appear in the recipe.
 - Step-by-step directions: written in order to be completed.
 - Equipment: all kitchen equipment need to complete the recipe including container size and type.
 - Temperature and time: cooking temperature and times to complete the recipe.
2. Identify the importance/benefits of standardized recipes to a food service operation.
 - Customer Satisfaction
 - Consistent nutrient content
 - Food cost control

Objective 4 Correctly convert recipe yields.

1. Formula for recipe conversion
 - a. Divide the new yield by the old yield to get the conversion factor:
 - $\text{New Yield} \div \text{Old Yield} = \text{Conversion factor}$
 - b. Multiply every recipe ingredient by the conversion factor to get the new quantity needed for the new yield:
 - $\text{Old ingredient quantity} \times \text{Conversion factor} = \text{New quantity}$

Objective 5 Examine the difference between Amount Purchased (AP) and Edible Portion(EP) and discuss their importance in the culinary industry. Define AP and EP.

1. As Purchased (AP) is the product before any trimming, cutting, or cooking.
2. Edible Portion (EP) is the product after it has to be trimmed or cut.

Optional: Standard performance evaluations on the final page of this document

Standard 7 - Stocks, Soups, And Sauces

As Purchased (AP) is the product before any trimming, cutting, or cooking. Edible Portion (EP) is the product after it has to be trimmed or cut.

Objective 1 Identify the four main types of stocks (white, brown, fish, vegetable) and the components to make a stock.

1. To develop flavor, each needs to simmer for a minimum amount of time (do not boil).
 - a. White Stock: Bones of beef or veal or poultry bones with vegetables, seasonings, and herbs (Sachet d'epices) simmered for 6-8 hours up to 24 hours.
 - b. Brown Stock: roast the bones for best color and flavor; with roasted vegetables including a tomato paste and carrots, seasonings, and herbs (Sachet d'epices) simmered for 6-8 hours up to 48 hours.
 - c. Fish Stock: Bones of lean fish with a white mirepoix and herbs (Sachet d'epices) simmered 30-45 minutes.
 - d. Vegetable Stock: Non-starch vegetables with high flavor profiles sweated for 10 minutes (not browned) simmered and herbs (Sachet d'epices) 45-60 minutes.
2. Mirepoix is a mix of coarsely chopped vegetables (onion, carrots, celery)
3. Bouquet Garni is a combination of aromatic ingredients enclosed in a leek leaf with butcher's twine.
4. Sachet d'epices is a combination of aromatic ingredients enclosed in cheesecloth with butcher's twine

Objective 2 Compare soup types, including their ingredients and preparation methods.

1. Clear soup (broth, consommé, clear vegetable and noodle soups)
2. Thick (creamed, pureed, bisque, chowder)
3. Unusual/Regional (gazpacho, gumbo, borscht)

Objective 3 Identify potential thickeners for soups.

1. Roux: Equal parts fat and flour heated into a paste.
2. Slurry: Cornstarch and liquid
3. Starchy foods: ex. Potatoes and pasta
4. Beurre manie: Equal parts flour and butter kneaded to make a paste.

Objective 4 Review and practice the production of the five mother sauces in various dishes

1. Béchamel
 - a. Used in some cream soups; also in moussaka, lasagna, soufflé, croquettes, on a Croque Mon-sieur and with vegetable and pastas
 - b. Derivative Sauce: Mornay/cheese sauce, crème sauce, and soubise
2. Velouté
 - a. With fish or chicken, depending on the stock used; creamed soups
 - b. Derivative Sauce: Allemande, supreme, poulet
3. Espagnole

- a. Serve with roasted beef or veal dishes
 - b. Derivative Sauce: Bourguignonne, demi-glace, chasseur, and bordelaise
- 4. Tomato
 - a. Serve with pasta, fish, vegetables, poultry, ground meats and sausages.
 - b. Derivative Sauce: Marinara, creole sauce
- 5. Hollandaise
 - a. Use with eggs, vegetables, light poultry, fish and beef dishes
 - b. Derivative Sauce: Béarnaise, Dijon, Chantilly

Optional: Standard performance evaluations on the final page of this document

Standard 8 - Salads, Appetizers, And Sandwiches

Candidates will demonstrate an understanding of salads, appetizers, and sandwiches.

Objective 1 Candidates will define and apply Garde mange

- 1. Garde mange is cold dishes including salad, appetizers, hors d'oeuvres, and canapes.

Objective 2 Candidates will recognize the terminology and preparation methods of salads and dressings.

- 1. Basic types/uses of salads:
 - a. Appetizer: Small portion served prior to main dish.
 - b. Accompaniment: Served with and compliments the main dish
 - c. Main dish: This should have a variety of nutrients.
 - d. Separate-course/intermezzo: A light salad served after the main course to refresh the palate.
- 2. Salad greens
 - a. Choose your green based on season, salad structure, and flavor.
 - b. Select greens that are fresh and undamaged.
 - c. Ensure that greens have been thoroughly washed and dried.
 - d. Remove woody stems and cores.
- 3. Salad dressings
 - a. Types:
 - Vinaigrette is made with oil and vinegar,
 - 1. In a classically made vinaigrette the ratio will be 3 parts oil to 1 part vinegar.
 - 2. An emulsified vinaigrette keeps the ingredients from separating.
 - a. Egg yolk and/or mustard are common emulsifiers.
 - A thick dressing is made by using mayonnaise and/or dairy products.
 - b. Match the type of dressing with salad ingredients.
 - c. Dress greens just before serving.
 - d. Starchy salads, such as pasta, potato and rice, should be dressed and refrigerated to allow the flavors to blend and develop.

Objective 3 Identify and compose appetizers and hors d'oeuvres.

1. Appetizers are served as the first course of a meal used to stimulate the appetite.
2. Hors d'oeuvres are small bites served prior to a meal or at a separate event. Typically a finger food.
 - a. Examples:
 - b. Brochettes: (Kabob) Food presented on a skewer
 - c. Filled Pastry Shells: Puff pastry or pastry shell with filling
 - d. Meatballs: Made from a variety of meat with a variety of sauces
 - e. Crudités: Raw vegetable tray
 - f. Canapes: Bread, toast or cracker topped with a savory spread and/or topping
 - g. Bruschetta: Toasted bread topped with herbs, olive oil, and tomatoes

Objective 4 Recognize and apply the components and different types of sandwiches.

1. Three components of a sandwich
 - a. Base: Bread product or leafy vegetable for the sandwich.
 - Examples: loaf bread, rolls, iceberg lettuce leaves, and flatbreads.
 - b. Spread: The three main purposes are to prevent bread from soaking up the filling, add moisture, and/or add flavor.
 - Examples: Butter, mayonnaise, vegetable puree, and mustards.
 - d. Filling: the main component of the sandwich.
 - Examples: meats, fish and shellfish, poultry, cheeses, eggs, vegetables, and fruits
2. Types of sandwiches.
 - a. Closed: Filling is enclosed in the bread product, such as a traditional sandwich, calzone, multi-decker, and wrap
 - b. Open: Filling is placed on top of the bread product
3. Sandwich preparation
 - a. Hot Sandwiches:
 - Hot Opened Faced Sandwich: Hot filling covered with a hot topping such as gravy or cheese.
 - Grilled Sandwich: Cooked on a griddle.
 - Panini: Cooked in a press
 - Fried Sandwich: Cooked by Submerging in hot oil, resulting in a crispy golden exterior
1. Example: Monte Cristo
 - Pizza: Crust with a variety of toppings.
- b. Cold Sandwiches:
 - Sub: A sandwich made from a long, cylindrical bread roll split lengthwise and filled with various ingredients.
 1. Example: hero, hoagie, grinder, po boy
 - Wrap: Can be made with a variety of flatbreads or leafy greens, filled and rolled.
 - Canape: a small, decorative, open-faced appetizer, typically consisting of a small piece of bread (or toast, puff pastry, cracker, etc.) as a base, topped with a flavorful spread or filling, and often garnished

Optional: Standard performance evaluations on the final page of this document

Standard 9 - Career Opportunities

Candidates will explore the career opportunities needed in the food service and hospitality industry.

Objective 1 Differentiate between the front (service) and back (production) of the house.

1. Front of the house service: refers to all the areas and staff within a restaurant, hotel, or hospitality establishment that directly interact with customers.
2. Back of the house service: refers to all the operational areas and staff within a restaurant, hotel, or other hospitality establishment that do not directly interact with customers.

Objective 2 Identify front-of-the-house or service jobs and duties

1. Host/hostess: greets and seats customers and takes reservations
2. Server: meets customer needs
3. Bus person: clears and resets table covers and assists the server
4. Cashier: responsible for processing payment
5. Dining room manager or maître d'hôtel: oversees all service of food and resolves problems
6. Sales/inventory representative: Staff responsible for ordering, receiving, and storing supplies.

Objective 3 Identify back-of-the-house or production jobs and duties

1. Executive chef: The head of the kitchen. This is the highest-ranking culinary professional who manages all kitchen operations.
2. Sous chef: The second-in-command in the kitchen, directly reporting to the Executive Chef.
3. Station/line cooks: Cooks responsible for a specific section or "station" of the kitchen and the dishes prepared there.
 - a. Examples: pastry, garde mange, and grill
4. Dishwasher: A vital support role responsible for washing and sanitizing all dishes, glassware, utensils, and often pots and pans.

Objective 4 Identify management duties.

1. Effective communication
2. Active engagement: the culinary industry is a constantly busy and active profession. "if you have time to lean you have time to clean."
3. Time Management: production schedules need to be kept for dishes to be completed and timely service for customers
4. Resource management
 - a. Effective managing ingredients and equipment to minimize waste.
 - b. Employee selection
 - c. Employee training

- Orientation – learning about policies and procedures
- Cross training – learning others jobs so you can cover for them
- On-the-job training – learning while you work
- d. Employee supervision and evaluation
 - Goal Setting
- 5. Collaboration
- 6. Motivation

Objective 5 Investigate the various steps necessary to gain employment.

1. Identify various ways to find employment
2. Explore various tools used to apply for and obtain a job
 - a. Job Applications
 - b. Job Portfolio
 - c. Resume
 - d. Letter of request or cover letter
 - e. Job Interview
 - Thank you - follow-up

Optional: Standard performance evaluations on the final page of this document

Standard 10 - Customer Service

Candidates will practice customer service and dining room management.

Objective 1 Discuss the importance of customer service

1. Customer service is critical to an establishment's success.
 - a. Increases customer satisfaction, loyalty, and employee morale
2. Understand a variety of types of guest needs
 - a. Age, families with children, first-timers, special occasions, dietary needs, language barriers, and/or dining alone.

Objective 2 Categorize the main types of dining environments and service styles.

1. Environment
 - a. Quick Service
 - Fast food. Limited menu, low prices, and fast service
 - b. Fast Casual
 - An upscale quick service.
 - c. Casual Dining
 - Includes family-style, neighborhood establishments, buffets, and themed restaurants.
 - d. Fine dining
 - Expensive, great locations, fine food

2. Service Styles

- a. American Service: Plated in the kitchen, and served directly to the customer
- b. French Service: Tableside preparation, food is prepared in the kitchen and finished tableside. Requires skilled servers.
- c. Russian Service: Food is prepared in the kitchen and placed on platters. Servers serve food off the tray to the guest's plate.
- d. English Service: is referred to as family style. Food is prepared in the kitchen and served in bowls or
- e. platters. Guests serve themselves from the bowls or platters.
- f. Cafeteria/Counter Service: food is selected and served at the counter.
- g. Buffet Service: food is displayed at a table where guests serve themselves.

Objective 3 Analyze the order of food and beverage service.

1. Greet Customers
2. Seating guests and presenting menus
3. Take drink orders
4. Take food orders
5. Serve appetizers
6. Serve main course
7. Table Maintenance
8. Clearing plates
9. Offer dessert and/or coffee
10. Present check/process payment

Objective 4 Identify the various pieces of dining equipment and use of each.

1. Dining and Service Equipment
 - a. Dining Equipment – flatware, glassware, dinnerware
 - b. Service equipment—serving spoon, tongs, tureen, pitcher, platter
2. Table setting
 - a. Center of the table: centerpiece, salt and pepper, condiment holders
 - b. Napkin in the center of the place setting or to the left
 - c. Forks on the left, knives and spoons on the right
 - d. All knife blades turn into the plate
 - e. Flatware 1" from the edge of the table
 - f. Dessert forks and spoons at the top of the place setting
 - g. Bread plate on the left, butter knife on top of the bread plate, blade facing down toward the plate
 - h. Glassware above the knife
 - i. Coffee cups to the right of the knives and spoons

Standard 11 - Bakery Food Production

Candidates will explore and participate in bakery food production.

Objective 1 Identify the functions and types of each ingredient used in bakery products.

1. Flour
 - a. Flour provides structure.
 - b. Types
 - Bread, all-purpose, pastry, whole wheat
 - Non-wheat (usually made to be gluten-free). These come from other starchy plants, such as corn, oats, potatoes, beans, and rice.
2. Sugar
 - a. Sugar provides flavor, color, food for yeast, tenderizer, and a stabilizer for egg whites.
 - b. Types
 - Syrups: honey, molasses, corn, maple
 - Sugars: brown, turbinado/raw, course/sanding, granulated, super fine/bakers/caster, confectioners/powdered
 - Fruit puree and juice
3. Fats
 - a. Fats provide tenderness, flavor, moisture, browning, and flakiness.
 - b. Types
 - Shortening—made from vegetable oil that is hydrogenated.
 - Oil
 - Butter—it can be purchased salted or unsalted.
 - Margarine—made from hydrogenated vegetable oil with color, flavor, and water added.
4. Leavening
 - a. Leavening agents are what make baked goods rise and have a light tender texture and good volume.
 - b. Types:
 - Yeast
 - Chemical
 1. Baking soda/sodium bicarbonate: needs an acid to make a chemical reaction that produces carbon dioxide.
 2. Baking powder: made of baking soda, a dry acid such as cream of tartar, and a moisture absorber such as corn starch. When mixed with a liquid the ingredients combine to produce carbon dioxide.
 - Physical
 1. Eggs—air is introduced by creaming or whisking and is trapped in the protein then it expands when it gets hot.
 2. Steam—during baking water evaporates and expands.
5. Salt:
 - a. Adds flavor to food and brings out the flavor of the other ingredients.
6. Eggs
 - a. Functions
 - Structure—contributes to the structure.
 - Emulsification—blends ingredients.
 - Leavening
 - Flavor—when used in large amounts, such as in pate' choux and challah bread.
 - Color
7. Liquids
 - a. Functions
 - form the gluten structure
 - activate leavening agents
 - some give flavor, tenderize, add moisture, and help with browning
 - b. Types

- Water
- Milk and cream
- Eggs
- Syrups
- Fruits and juices
- Butter, oil, and margarine

8. Flavorings

- a. Effects taste and color of the final baked product.
- b. Types
 - Extracts—liquid flavorings
 - Spices—bark, roots, flower buds, berries or seeds of aromatic plants.
 - Nuts
- c. Chocolate
 - Comes from cacao beans harvested from the pod, roasted, chopped into nibs, crushed into a paste called chocolate liquor, and possibly sweetened and flavored (called bittersweet chocolate), or pressed to separate into liquid called cocoa butter and solids that are ground into cocoa powder.
 - Types
 1. Unsweetened—a mixture of chocolate liquor and cocoa butter
 2. Semisweet—a mixture of chocolate liquor, cocoa butter and sugar
 3. Milk chocolate—chocolate liquor, cocoa butter, sugar, sweetened condensed or liquid milk.
 4. White—sweetened cocoa butter
 5. Cocoa powder—ground solids
 6. Dutch-processed cocoa powder—treated with alkali to reduce acidity

Objective 2 Identify the types and mixing methods of various bakery products, including cookies and quick breads.

1. Cookies

- a. Types:
 - Crisp—very little moisture and a high ration of sugar. Spread more than other cookies.
 - Soft—low amount of fat and sugar, high ratio of liquid such as eggs, corn syrup, molasses or honey is often used.
 - Chewy—high ration of eggs, sugar and liquid, but a low amount of fat. Use pastry flour for an ideal chewy cookie, and develop the gluten during mixing.
- b. Most cookies are made using the creaming method of mixing.
- c. Shaping/baking methods
 - Drop—chocolate chip and oatmeal
 - Rolled—sugar and gingerbread
 - Molded and pressed—spritz, almond crescents and lace
 - Icebox/refrigerator—the dough is made ahead of time and stored in the refrigerator, then sliced and baked as needed
 - Sheet or pan—brownies and lemon bars
 - Bar cookies—biscotti and fruit bars (like fig newtons)
- d. Discuss the proper storage of cookies.
 - Cool completely before storing
 - Keep in an airtight package
 - Can be frozen for up to three months
- e. Quick breads
 - Identify the types of quick breads:

1. Pour batter (1 part flour to 1 part liquid)—crepes and pancakes
 2. Drop batter (2 parts flour to 1 part liquid)—muffins and banana bread
 3. Cut in dough (3 parts flour to 1 part liquid)—biscuits and scones.
- Identify the proper mixing methods of quick breads.
 1. Biscuit method—cut the fat into the dry ingredients, then add the liquids.
 2. Blending/muffin method—combines liquids, including fat and eggs, in one container and dry ingredients in a separate container and then combine the two mixtures.
 3. Creaming method—cream solid fat and sugar until light and fluffy, add eggs one at a time, then add dry and liquid ingredients.
- f. Discuss the proper storage of quick breads.
 - Most are best when served fresh. When storing, put in airtight packaging. Use within a few days or freeze for up to three months.

Optional: Standard performance evaluations on the final page of this document

Performance Skills Evaluation

Exam name: Culinary 2

Candidate Name: _____

Performance assessments may be completed and evaluated any time before the certification is issued. The following performance skills can be used in connection with the associated standards and exam. The evaluator will function as the subject matter expert to determine if the candidate meets the skills requirements with a Yes/No for passing.

Standard 1 – Safety and Sanitation Candidates will complete a sanitation and food safety training equivalent to or higher than that of a food handlers permit or certificate.	Pass:
Standard 2 – Culinary Organization Using the brigade system create a time plan for a mock/real catering opportunity that allows all food to be completed at the correct time of service.	Pass:
Standard 3 – Service Equipment Demonstrate competency with all the knife cuts listed in Strand 3 Standard 1 and describe the difference between honing and sharpening a knife.	Pass:

Standard 5 – Cooking Techniques

- Candidates will produce at least one dish using herbs and spices, exploring flavor profiles such as Italian, Greek, and/or Spanish (examples below).
- Italian: Built upon a foundation of fresh, high-quality ingredients, with herbs & spices creating a distinct taste and aroma
 - Essential Herbs: Basil, oregano, parsley, rosemary, thyme, sage, marjoram, bay leaves, garlic, red pepper flakes, olive oil, onion and capers
- Greek: Characterized by its fresh, vibrant, and earthy notes, relying on quality olive oil, lemon and aromatic herbs
 - Essential Herbs: Oregano, mint, dill, parsley thyme, rosemary, bay leaves, basil, garlic, onion, lemon, olive oil, cinnamon, allspice, clove, nutmeg, and fennel.
- Spanish: Rich aromatic, and often a balance of earthy, savory, and sometimes smoking notes.
 - Essential Herbs: A variety of types of paprika, saffron, cumin, clove, cinnamon, garlic, onion, olive oil, parsley, bay leaves, rosemary, thyme, and oregano.

Pass:

Standard 6 – Math Concepts

- Create a recipe using all of the components of a standardized recipe.

Pass:

Standard 7 – Stocks, Soups, And Sauces

- Candidates will make a mother sauces or a derivative to be incorporated with a complementary food item.

Pass:

Standard 8 – Salads, Appetizers, and Sandwiches

- Candidates will prepare and plate a salad, appetizer, or sandwich.

Pass:

Standard 9 – Career Opportunities

- Candidates will research a specific hospitality or food service career creating a presentation of their findings. A resume/cover letter specific to that career must be included. Teachers might use STAR Event Career Investigation as a resource.

Pass:

Standard 11 – Bakery Food Production

- Plan, calculate cost, prepare and present a cookie or quick bread item for a minimum of 30 people.

Pass:

Evaluator Name:

Date:
