

Perris Union High School District Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">CTE Culinary</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">CTE Culinary Arts & Hospitality</div>	Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">108271/108272</div> (To be assigned by Educational Services)	Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <u>previously approved by UC</u> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Credentials Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <i>Designated Subjects: Career Technical Ed. Hospitality, Tourism, and Recreation.</i> <i>Designated Subjects: Career Technical Ed. Home Economics</i> <i>To be completed by Human Resources only.</i> </div> <div style="margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> Spide Dalton 9-12-2019 </div> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> Signature Date </div> </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Dian Martin Site: Educational Services Date: 9/10/2019	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		9/13/19
Asst. Superintendent of Educational Services		9/20/2019
Governing Board		



Riverside County Office of Education – Career Technical Education

RCOE CULINOLOGY

DATE:

INDUSTRY SECTOR: Hospitality, Tourism and Recreation Sector

PATHWAY: Food Service and Hospitality

CALPADS TITLE: Intermediate Food Service and Hospitality (Concentrator)

CALPADS CODE: 8020

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	60	120

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Food Service Managers	11-9051.00	Chefs and Head Cooks	35-1011.00
First-Line Supervisors of Food Preparation and Serving Workers	35-1012.00	Food Preparation Workers	35-2021.00

COURSE DESCRIPTION:

This is a comprehensive Consumer Science course. This class incorporates the information learned in general education courses with essential elements of Culinary Arts. The information learned is applied both in an academic and a practical environment. The academic environment includes interpreting and utilizing cooking techniques, reading and understanding recipes, using math skills to calculate yields and food costs, as well as concepts of finance including consumer skills and budgeting, and language arts acumen to write an effective menu and marketing plans. Practical applications that utilize previously learned general education include customer service interaction skills, application of scientific knowledge in food preparation, knife handling skills, and time and temperature controls.

After demonstrating proficiency in safety and sanitation, students must read recipes, interpret that information and turn the ingredients into an edible product by the end of the class period. Students work in groups and are assessed based upon how they utilize teamwork and methods of effective communication to complete their task in the set time. They must manage that limited time, varying personalities and abilities, plan and assign tasks so that the project is complete; including clean up and a peer review assignment to improve results.

As universities search for well-rounded students to admit, this course gives students the opportunity to find a lifelong wellness plan, interest or hobby or a future career. It gives them practical skills such as team building, time management, and improved communication skills. Not only do students get hands-on experience, but also discuss nutrition, food legislation, and safety as well as the political and social impacts that food and cooking have on society. These critical thinking skills are strengthened by encouraging students to analyze how this information affects them and their future. As an elective course, students are encouraged to explore and find a passion. The practical and educational importance of this understanding and application to students' lives allows them greater preparation in life to manage their own finances and health management.

A-G APPROVAL: G

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
N/A

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- Food Handlers Certification

RECOMMENDED TEXTS:

- Website - <https://slideplayer.com/slide/5695434/>
- Website - www.ChooseMyPlate.GOV
- The Culinary Professional Draz/ Koethke Goodheart- Wilcox 3rd edition 2017

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12			<input type="checkbox"/>	Introductory	RCOE Culinology
10, 11, 12			<input type="checkbox"/>	Concentrator	RCOE Advanced Culinary Arts
11, 12			<input type="checkbox"/>	Capstone	RCOE International Cuisine (ROP)

I.	UNIT 1: INDUSTRY OVERVIEW, KITCHEN SAFETY, AND SANITATION	CR	Lab/ CC	Standards
	<p>Objectives: After an Industry overview of career pathway opportunities, students will gain an understanding of correct safety and sanitation processes in food preparation. By following safety and sanitation procedures, one can prevent injuries and the transmission of foodborne illnesses such as Salmonella, Norovirus, Campylobacter, and others. The principles of kitchen safety and sanitary food preparation, equipment service and storage, disaster planning, fire prevention, and basic first aid procedures are learned in the first several weeks of class.</p> <p>LAB: Using Glo Germ spray, (a kitchen spray that illuminates unseen bacteria), Students will determine how much bacteria is present on different surfaces using the glow test. Due to the increase in food-borne illnesses, special emphasis is paid on preventing food contamination, bacteria content. This informs students to be aware of bacteria even if a surface looks clean. Students create a simple chart of instructions for proper cleaning of counters, sinks, stove surface, drawers, and cupboards.</p> <p>Reading Assignments: Culinary Essentials Chapters 1-2-7-8-9</p> <ol style="list-style-type: none"> 1. Read Chapter 1-2 Pgs 5-29 a) complete teamwork assignments on pages 15 and 29 to create a named mock restaurant, the ownership form, products and market served. Select each team member to present a portion of your marketing plan. 1. Read Chapter 9, pages 134-150 and answer questions 1-10 in review on page 150. 1. 1. Demonstrate an understanding of safe work habits and emergency procedures passing a safety exam. 2. Students maintain standards in personal grooming and hygiene as required by local, state and federal environmental health and safety codes. Students will demonstrate safety and sanitation principles that help prevent kitchen accidents such as cuts, burns, fires, electrical shocks and how to control the spread of food-borne illnesses as they work in an industrial high school commercial kitchen following HACCP (Hazard Analysis and Critical Control Points) guidelines. 3. Read Chapter 7, pages 96-111 and answer questions in review on page 110. 1. 1. Demonstrate food safety and sanitation procedures in all food handling activities including storage, production, service, and clean-up by participating in class discussions on local restaurants where students will identify safety and sanitation controls they have observed in eateries they have visited. 4. Read Chapter 8, pages 113-132 and answer questions in review on page 132 1. Exhibit food safety and sanitation procedures in all food handling activities including storage, production, service, and clean-up by developing a food safety poster to display in the classroom. <p>Key Unit Assignments 1- Food handlers and Safety Certification Pass Restaurant Safety Test and County Food Handlers Certification Test</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
II.	UNIT 2: COOKING PRINCIPLES, FOOD SCIENCE, AND NUTRITION	CR	Lab/ CC	Standards
	<p>Objectives: Students learn and analyze techniques in basic professional food preparation and cooking methods, including science and technology of the kitchen, and food quality standards. This unit also covers nutritional components of foods and their interaction in the digestion, absorption, and metabolism of nutrients. Students will explain the role each of the six nutrient groups play in good health. Summarize the Dietary Guidelines for Americans and Interpret ingredient lists and nutritional facts on food product labels.</p> <p>LAB: Students will collect food packaging from each item they consume in one day. They will research the ingredient labels of each package to create a chart of the caloric and nutrient intake they consumed in the 24 hour period, and present their findings</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

	<p>summarizing the potential benefits and risks of their dietary choices</p> <p>Reading Assignments:</p> <p>Culinary Essentials Chapters 18,50 Food Science Cooking Principles, Nutrition, and Health</p> <p>Assignment-</p> <ol style="list-style-type: none"> 1. Read Chapter 18 pgs 284-295, answer review questions 1-10 and Critical thinking question #16 <p>Key Unit Assignment</p> <ol style="list-style-type: none"> 1. Read Chapter 50 pgs 772-791, Answer core skills question #18 and write a summary of a food plan using ChooseMyPlate.gov and compare the plan to a meal from your favorite restaurant. 			
III.	UNIT 3: CAREER ORIENTATION	CR	Lab/CC	Standards
	<p>Objectives: Students will understand how to prepare for a job search. Locate sources for finding job opportunities. Recognize considerations for submitting a résumé. Summarize the importance of completing a job application form. Understand effective behaviors when interviewing. Explain what employers expect from employees and the various roles a professional chef must fulfill. Understand the professional traits and behaviors that contribute to a successful culinary career. Students will research training and education options available to those seeking a career in culinary arts. Recall the names and roles of workstations in the traditional brigade. Recognize modern variations on the classical brigade to explain how the kitchen interacts with other departments to satisfy guests. Summarize recent trends in foodservice to reduce labor.</p> <p>LAB: Role play a job interview for front of house, and back of house positions in a restaurant, catering, or hotel kitchen operation</p> <p>Reading Assignments:</p> <p>Culinary Essentials Chapters 5-6-4 Professional Chef, Entering the Workforce, Workstations and Departmental Operations, Departmental Interview and Hiring Practices</p> <ol style="list-style-type: none"> 1. Read pgs 42-93 Study workstations in the kitchen and research transferable skills to other industries 2. Use CTE Job Search Handbook found at https://slideplayer.com/slide/5695434/ to prepare a cover letter, resume, thank you letter, and job skill development checklist to use for your personal training record. <p>Key Unit Assignment</p> <ol style="list-style-type: none"> 1. Keep a record as part of final year job training certification checklist to be signed off by your instructor as you train in each department. 	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
IV.	UNIT 4: ORIENTATION TO EQUIPMENT AND STAPLES	CR	Lab/CC	Standards
	<p>Objectives: Students will Explain the elements of knife construction and how they relate to quality. Recognize various knives and hand tools used in the professional kitchen. Apply techniques to sharpen and maintain a good edge on a knife using steel and whetstone. Students will learn equipment management issues in the foodservice industry to employ kitchen proper equipment use and maintenance.</p> <p>Reading Assignments:</p> <p>Culinary Essentials Chapters 11-13-14-17 Knives, Hand Tools, and Equipment Smallwares Large Equipment, Staples</p> <ol style="list-style-type: none"> 1. Read pgs 172-187- Demonstrate parts and proper sharpening and maintenance techniques of various kitchen knives. 2. Read pgs 200-233-answer review questions 1-11 page 216 and Core Skills exercise on page 232 to research a large piece of equipment and establish a maintenance schedule. <p>Key Unit Assignment</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

	1. Read pages 262-283- Create a Culinary Notebook			
V.	UNIT 5: UTILITY AND MAINTENANCE TRAINING	CR	Lab/ CC	Standards
	<p>Objectives: Students will learn and practice the roles and responsibilities of utility training that includes Bussing tables, Dishwashing, Material Safety Data Handling in a real-world restaurant environment. Students will conduct a Hazard Analysis and Critical Control Point Assessment of the flow of food through the restaurant.</p> <p>LAB: Utility Training Demonstration in a Think, Pair, Share format to be conducted by the Instructor. Assessment and follow up with cross-training of all students to ensure certification of the core knowledge needed by employers.</p> <p>Reading Assignments:</p> <p>Students will read the following sections from this website: https://www.fda.gov/food/guidanceregulation/haccp/ucm2006801.htm</p> <p>HACCP PRINCIPLES GUIDELINES FOR APPLICATION OF HACCP PRINCIPLES IMPLEMENTATION AND MAINTENANCE OF THE HACCP PLAN</p> <p>Key Unit Assignment 1- Using Google Sheets formatting, students will collaborate and produce a flow of food chart to determine the potential for the contamination of food, and list of Hazard Analysis and Critical Control Points to alleviate risks. The students will then present their findings to the class.</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
VI.	UNIT 6: MANAGING RESOURCES AND COST CONSIDERATIONS, USING RECIPES	CR	Lab/ CC	Standards
	<p>Objectives: Students will understand the processes a chef must control to manage food and labor costs. Explain how food and labor cost percentage is a measure of a restaurant's performance. Students will study the types and classifications of menus by format to recognize the elements of menu mechanics and explain how good menu planning is achieved. Students analyze recent trends in foodservice to reduce labor costs.</p> <p>Instructor Demonstrations: 1) Calculate menu pricing using markup and food cost percentage. 2) Perform a recipe cost calculation</p> <p>Reading Assignments:</p> <p>Culinary Essentials Chapters 15, 49, 51 Using Recipes, Managing Resources, Menus</p> <ol style="list-style-type: none"> 1. Read pgs 758-771- Answer Review questions 1-12 on page 770 2. Read pages 792-801- Answer Review questions 1-12 on page 800 <p>Key Unit Assignment: Read pgs 234-247- Collaborate on a menu and complete Core Skills exercise # 14 on page 246. Include menu type, target customer market, menu costing, labor and food cost calculations in a presentation to the class.</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
VII.	UNIT 7: BASIC PREPARATIONS	CR	Lab/ CC	Standards
	<p>Objectives: Students will apply the procedures for preparing a workstation for knife work. Culinary concepts include mise en place, appropriate use of produce, dairy and dry goods, and includes hands-on professional food preparation techniques with an emphasis on collaboration and teamwork to produce stocks, sauces, and soups. Students will add to their Culinary Notebook</p> <p>Reading Assignments:</p> <p>Culinary Essentials Chapters 12-16-23-24-25 Knife Skills, Basic Preparations-Mise en Place, Stocks, Sauces, Soups</p> <ol style="list-style-type: none"> 1. Read pgs 188-199, Execute the proper techniques for cutting with a chef knife. Execute the three basic knife cuts. Apply the correct techniques for using a boning knife. Execute the correct use of a paring knife. 2. Read pgs 248-261, Write a summary of "mise en place" and its role in the 	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

	<p>professional kitchen.</p> <p>3. Read pgs 372-385, Explain how to prepare mirepoix and its role in the professional kitchen. Summarize the role of various ingredients in the production of stock and execute the basic stock-making procedure.</p> <p>4. Read pgs 386-401, Explain the role of sauces; compare thickening agents and how to use them. Add system of mother sauces and derivative sauces to your Culinary Notebook.</p> <p>Key Unit Assignment- Read pgs 402-413- Form teams, collaborate methods to produce a predetermined soup to be assessed in a MasterChef competitive format.</p>			
VIII.	UNIT 8: FRONT OF HOUSE OPERATIONS-CUSTOMER SERVICE/CASH HANDLING	CR	Lab/ CC	Standards
	<p>Objectives: Students will learn and demonstrate common workplace skills of teamwork, communication, customer service, diplomacy, multitasking, courtesy, and cash handling. The ability to work as part of a team, as well as working in your designated role is a necessary skill and one that is valuable in all professional environments. Regular contact with new people means constantly adapting your communication style Students will learn the customer is always right. Students adapt to dealing with people in a courteous way and handle multiple tasks simultaneously. Accuracy in handling cash and transactions is critical to the success of all businesses.</p> <p>Reading Assignments: Culinary Essentials Chapter 48 Table Service</p> <p>1. Read pgs 738-757 Answer Review questions 1-17</p> <p>2. Review the following quizlet website and add to your Culinary Notebook.</p> <p>https://quizlet.com/50856224/12-steps-of-service-the-basics-flash-cards/</p> <p>Key Unit Assignment- Core Skills Role Playing. Divide class into three teams, one for bussing, one for hosting and cashiering, and one for serving. Role play each front of house function using the 12 points of service Standards. Rotate teams into different roles each day and conduct a peer review of steps to improve service and teamwork at the end of the training session</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
IX.	UNIT 9: FOOD PREPARATION AND PAR COOKING	CR	Lab/ CC	Standards
	<p>Objectives: Student teams will participate in Lab based unit assignments to demonstrate practical application of culinary theory and techniques that provides students with a realistic experience of professional cooking principles and practical skills focusing on meat, poultry; the production of vegetables, starches, egg and breakfast, the cold and hot kitchen, including salad, sandwich preparation. Students will recognize different containers and terms used when packing produce to explain the grading process in the United States. Students will practice food processing and First In First Out (FIFO) storage techniques that reinforce proper sanitation techniques.</p> <p>Cooking Principles and Methods Lab A</p> <p>Culinary Essentials Chapters 19-20-21 Produce, Salads, Fruit Identification and Preparation</p> <p>Assignment 1: Read pages 296-357</p> <p>Assignment 2: Divide into teams;</p> <p>1. Apply various quality factors and seasonality when selecting fruits and produce.</p> <p>2. Select and produce different types of salads for service. Execute techniques used in preparing fruit for service and recipes.</p> <p>3. Produce, compare and contrast salad dressing types-simple vinaigrette, mayonnaise, and emulsified the dressing.</p> <p>Cooking Principles and Methods Lab B</p> <p>26-27 Vegetable Identification and Cookery</p> <p>Assignment 1: Read pages 414-453</p> <p>Assignment 2: Divide into teams;</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

	<p>1. Choose a vegetable you want to par-cook and finish per the text explanation</p> <p>2. Recognize different containers and terms used when packing produce to explain the grading process in the United States.</p> <p>3. Use order guide to compare grades and types of produce. Select a raw produce item and a value-added selection of the same ingredient. Estimate the final cost difference of raw vs. value added considering labor and food cost in calculations.</p> <p>Cooking Principles and Methods Lab C</p> <p>28-29 Starch Identification and Cookery</p> <p>Assignment 1: Read pages 454-488</p> <p>Assignment 2: Divide into teams;</p> <p>1. Complete Career Ready Practice Exercise #20 on page 471</p> <p>Cooking Principles and Methods Lab D</p> <p>30-31-32-33 Meat and Poultry Identification, Preparation, Dry and Moist Heat Cookery</p> <p>Assignment 1: Read pgs 486-589</p> <p>Assignment 2: Divide into teams;</p> <p>1. Prepare a powerpoint presentation</p> <p>1) Explaining what happens to meat when using various cooking methods.</p> <p>2) Demonstrate the elements that compose meats and how they impact the texture of the meats.</p> <p>3) Recognize sub-primal cuts of meat and the appropriate cooking methods for each.</p> <p>Recognize poultry items commonly used in commercial kitchens and the appropriate cooking methods for each. Explain the factors to consider when selecting the best cooking method for a cut of meat.</p> <p>4) Summarize how meats and poultry are inspected and graded in the United States.</p> <p>Key Unit Assignment- Garde Manger</p> <p>Apply techniques for presenting fruit, meats, cheeses, and produce as garnishes on individual plates and buffet platters. Examine the history and modern interpretations of the art of garde manger, including hors d' oeuvres, pates, terrines, and charcuterie. Produce a powerpoint presentation showing the progression of changes in garde manger design.</p>			
X.	UNIT 10: BAKESHOP	CR	Lab/CC	Standards
	<p>Objectives: This unit covers fundamental baking skills for students who intend to specialize in baking and pastry making for commercial production. Production of quick breads, cakes, pies, and pastries, as well as decorating and icings are undertaken. Gourmet baked items and pastries are produced in a time-restricted quality-minded setting. Students will explore various jobs in the bake shop. Recognize baking ingredients and understand their functions in baked goods. Recognize smallwares, hand tools, and large equipment used in the bake shop. Students will practice reinforcement through hands-on activities in the classroom.</p> <p>Cooking Principles and Methods Lab</p> <p>Culinary Essentials Chapters 40-41-44-45</p> <p>Assignment 1: Read pages 636-665 and 686-709</p> <p>Assignment 2: Divide into teams;</p> <p>1. Demonstrate various mixing techniques commonly used in baking (beating, creaming, cutting in, folding, whipping), to produce Quick Breads- muffins, Pastries, Batters, Tarts, and Cakes</p> <p>Key Unit Assignment- Decorating</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

	Use recipes to create icings and utilize decoration techniques in food presentation.			
XI.	UNIT 11: LINE COOK, POSITIONS, AND PROCESSES	CR	Lab/ CC	Standards
	<p>Objectives: Students will learn line cook responsibilities in a student-run cafe utilizing a preset menu. Produce different types of sandwiches, pasta dishes, and breakfast items using various ingredients. Compare sandwich assembly methods. Execute proper sauté method and pan sauce preparation. Summarize how meats and poultry are grilled and broiled to the desired doneness.</p> <p>Cooking Principles and Methods Lab</p> <p>Culinary Essentials Chapters 22, 36 ,37, 38, 39</p> <p>Assignment 1: Read Pages 358-371 and 576-633</p> <p>Assignment 2: Set up Sandwich station and Steam Table using Mise en Place principles</p> <p>Assignment 3: Demonstrate Saute techniques for given breakfast and lunch orders processed from Front of House staff.</p> <p>Assignment 4: Assemble salads using appropriate garnish</p> <p>Key Unit Assignment: Presentation</p> <p>Utilize Food Presentation principles in plating</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
XII.	UNIT 12: EVENT PLANNING AND CATERING	CR	Lab/ CC	Standards
	<p>Culminating Class Project: Plan, market, organize, prepare and execute a restaurant or a catered banquet.</p> <p>Key Assignment: Acting as managers, chefs, and crew, students will produce menus and cook a variety of dishes for different styles of catered events. Students will utilize the professional and technical presentation methods used for plated meals, buffet luncheons, and banquets.</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
XIII.	ADDITIONAL RESOURCES	CR	Lab/ CC	Standards
	<p>Websites:</p> <p>https://www.fda.gov/food/foodanddrugregulation/haccp/ucm2006801.htm</p> <p>https://quizlet.com/50856224/12-steps-of-service-the-basics-?ash-cards/</p>	0	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
XIV.	COURSE NOTES	CR	Lab/ CC	Standards
	<p>Course Notes:</p>	0	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

Entered by:

District: Riverside County Office of Education

Contact: RCOE CAREER TECHNICAL EDUCATION UNIT
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