

## Colorado CTE Course – Scope and Sequence

| Course Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Catering 1                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                  | Course Details                                                                                                                                                                                                                                                                                   | 120 45-minute periods<br>or<br>60 90-minute periods semester long course)          |                                                |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                  | Course = 1.0 Carnegie Unit Credit                                                                                                                                                                                                                                                                |                                                                                    |                                                |
| Course Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Catering 1<br>This two semester program is designed for students with career interests in the food industry as well as owning their own catering business. The purpose of this course is to develop skills in quantity food preparation, safety and sanitation, planning, customer service, business plans and entrepreneurship. FCCLA is also an integral part of this course. |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |                                                                                    |                                                |
| Note:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered                                                                                                                                                                  |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |                                                                                    |                                                |
| SCED Identification #                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                 | Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics. |                                                                                                                                                                                                                                                                                                  |                                                                                    |                                                |
| All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at <a href="https://www.cde.state.co.us/standardsandinstruction/essentialskills">https://www.cde.state.co.us/standardsandinstruction/essentialskills</a> . The technical standards for Family and Consumer Sciences are found on the National Administrators for Family and Consumer Sciences website at <a href="#">LEAD FCS NATIONAL STANDARDS</a> |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |                                                                                    |                                                |
| Instructional Unit Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Suggested Length of Instruction                                                                                                                                                                                                                                                                                                                                                 | CTE or Academic Standard Alignment<br>LEAD FCS NATIONAL STANDARDS                                                                                                                                                | Competency / Performance Indicator                                                                                                                                                                                                                                                               | Outcome / Measurement                                                              | CTSO Integration                               |
| UNIT 1: THE FOODSERVICE INDUSTRY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2 weeks                                                                                                                                                                                                                                                                                                                                                                         | <b>CATR 04.01 Analyze career paths within the food production and food services industries.</b>                                                                                                                  | 4.01a Explain the roles, duties, and functions of individuals engaged in food production and services careers.<br>4.01b analyzes opportunities for employment and entrepreneurial endeavors.<br>04.01.c Summarize education and training requirements and opportunities for career paths in food | Career Poster<br><br>Career Investigation Presentation<br><br>Career advertisement | FCCLA<br>Job Interview<br>Career Investigation |

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|  |  |  | production and services.<br>04.01d Analyze the role of professional organizations in food production and services. |  |  |
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| UNIT 2: CULINARY SAFETY | 3-4 weeks | <b><u>CATR 04.02-</u><br/>Demonstrate food safety and sanitation procedures.</b> | <p>4.02a Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illness.</p> <p>4.02b Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.</p> <p>4.02c Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods</p> <p>4.02d Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods,</p> | <p>Students make a Flip Grind showing how to use HACCP and minimize food borne illness</p> <p>Design a poster on proper hand washing and hygiene</p> <p>Demonstrate proper purchasing, receiving, and storage by ordering food online, looking at the invoice and putting in a refrigerator or freezer in the correct order by drawing it out</p> <p>Demonstrate safe food handling by preparing a hamburger keeping a record for the order and equipment used along with when to sanitize</p> | <p>FCCLA<br/>Culinary<br/>Food Art<br/>Culinary<br/>Knife Skills<br/>Pastry Arts<br/>Technical<br/>Decorating<br/>Skills<br/>Baking and<br/>Pastry</p> |
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|  |  |  | <p>and between animal and fish sources and other food products</p> <p>4.02e Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.</p> <p>4.02f Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products</p> <p>4.04g Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.</p> | <p>Analyze current types of cleaning materials by developing a chart showing the proper uses and safety hazards</p> <p>Demonstrate safe food handling by cooking a recipe that contains ingredients that are potentially hazardous foods</p> <p>Demonstrate the ability to maintain records by giving students an unfamiliar situation and applying what they have learned about HACCP to the situation</p> |  |
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| UNIT 3: KITCHEN BASICS | 2-3 weeks | <b><u>CATR 04.03-</u></b><br><b>Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</b> | 4.03a Operate tools and equipment following safety procedures and OSHA requirements.                                                                                                                                                                                                                                                                                                                               | Students will operate different and use different equipment and tools while making a specific dish.<br>Students will show how to maintain tools and equipment by becoming an expert on a             | Knife Cuts Lab |
|                        |           |                                                                                                                                                     | 4.03b Maintain tools and equipment following safety procedures and OSHA requirements.<br><br>4.03c Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.<br><br>4.03d Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware. | tool or piece of equipment and teaching someone else what they learned.<br><br>Student will demonstrate cleaning procedure and sanitization by cleaning up and maintaining equipment after preparing |                |

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| <p>UNIT 4: CULINARY APPLICATIONS &amp; INTERNATIONAL FOODS</p> | <p>4-5 weeks</p> | <p><b>CATR 04.05- Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</b></p> | <p>4.05a Demonstrate professional skills in safe handling of knives, tools, and equipment</p> <p>4.05b Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> | <p>15.1- Compare and contrast different cooking methods.<br/>15.1- Explain how cooking affects a food's nutritive value, texture, color, aroma, and flavor.</p> <p>15.2- Demonstrate dry cooking techniques</p> <p>15.3- Demonstrate moist cooking techniques</p> <p>15.3- Describe combination cooking techniques</p> <p>16.1- Describe the varieties and uses of seasonings and</p> |  |
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|  |  |  | <p>4.05c Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>4.05d Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods</p> <p>4.05e Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.</p> <p>4.05f Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.</p> <p>4.05g Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.</p> | <p>flavorings</p> <p>16.2- Compare and Contrast the uses and storage for different herbs</p> <p>16.2- Describe the uses and storage for different spices</p> <p>16.3- Describe various condiments and the foods they accompany</p> <p>16.3- Identify a variety of nuts and seeds</p> <p>16.4- Summarize the three sensory properties of food</p> <p>16.4- Illustrate how sensory factors can affect a customer's enjoyment of food.</p> <p>17.1- Give examples of common breakfast protein choices and their characteristics.</p> <p>17.1- Explain how to prepare breakfast meats.</p> <p>17.1- Describe at least five ways to cook eggs.</p> <p>17.2- List the food items commonly served in quick-service breakfasts.</p> <p>17.2- Categorize the different types of breakfast</p> |  |
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|  |  |  | <p>4.05h Demonstrate professional plating, garnishing, and food presentation techniques.</p> <p>4.05i Examine the applicability of convenience food items.</p> | <p>quick breads and cereals.</p> <p>18.1- Identify the duties of the garde manger work station</p> <p>18.2- List the main types of salads served during a meal.</p> <p>18.2- Outline the preparation techniques for salad greens</p> <p>18.2- Describe the different types of salad dressings.</p> <p>18.3- Explain how to identify and store cheeses.</p> <p>18.4- Demonstrate how to make canapes and rolled fancy sandwiches</p> <p>18.4- Summarize the steps to make different cold platters</p> <p>19.1- Identify different types of sandwiches</p> <p>19.1- Distinguish between various breads and spreads for sandwiches.</p> <p>19.1- Select appropriate sandwich fillings.</p> <p>19.2- Outline the steps in making and plating different types of hot sandwiches</p> |  |
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|  |  |  |  | <p>19.2- Explain the procedure for making various types of cold sandwiches.</p> <p>19.3- Give examples of various types of hot appetizers.</p> <p>19.3- Categorize methods for servings hot appetizers.</p> <p>20.1- Identify the elements of a stock.</p> <p>20.1- Explain the preparation of different varieties of stock.</p> <p>20.2- List the main ingredients in a sauce.</p> <p>20.2- Distinguish between the five mother sauces.</p> <p>20.2- Outline the steps to prepare a roux.</p> <p>20.3- Give examples of various types of soups.</p> <p>20.3- Illustrate proper soup presentation and storage.</p> <p>21.1- Describe the composition and structure of fish.</p> <p>21.1- Distinguish between the different market forms of fish.</p> |  |
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21.2- Explain the structure, composition, and grading of shellfish.

21.2- Differentiate between types of mollusks.

21.2- Distinguish between types of crustaceans.

21.2- Identify other types of seafood.

21.3- Summarize the methods for cooking fish and shellfish.

22.1- Identify different kinds, classes, and market forms of poultry.

22.1- Explain how poultry is inspected and graded.

22.1- Describe how to handle, store, and prepare poultry for cooking.

22.2- List various dry and moist poultry cooking techniques.

22.2- Explain the problems that can occur when stuffing poultry.

22.2- List side dishes commonly served with poultry.

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|                      |     |                                                                                                       |                                                                                                                                                                                                                                                                 | <p>23.1- Identify the structure and cuts of meat.</p> <p>23.1- Summarize the details of meat inspection, grading, handling, and storage.</p> <p>23.2- Identify the quality characteristics and cuts of pork</p> <p>23.2- Explain the quality characteristics of beef.</p> <p>23.3- Demonstrate Cooking Methods used for meats.</p> |                                                  |
| UNIT 5: BUSINESS 101 | 2-3 | <b>CATR 04.06<br/>Demonstrate implementation of food service management and leadership functions.</b> | <p>4.06a Implement marketing plan for food service operations.</p> <p>4.06b Apply principles of inventory management , labor cost and control techniques, production planning and control, and facilities management to front and back of house operations.</p> | <p>3.3- Identify small-business opportunities available in foodservice.</p> <p>3.3- Describe the function of a business plan.</p>                                                                                                                                                                                                  | Choose from pg. 78, #3 or #4 to assess students. |

## Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)  
[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

## Reading, Writing, & Communicating

### Standard 1: Oral Expression and Listening

- **Prepared Graduate 1:** Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
- **Prepared Graduate 2:** Deliver effective oral presentations for varied audiences and varied purposes.

### Standard 2: Reading for All Purposes

- **Prepared Graduate 4:** Read a wide range of informational texts to build knowledge and to better understand the human experience.

### Standard 3: Writing and Composition

- **Prepared Graduate 9:** Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

### Standard 4: Research Inquiry and Design

- **Prepared Graduate 10:** Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

*Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version*