

CULINARY ARTS



PURPOSE

To evaluate each contestant's preparation for employment in the food service industry and to recognize outstanding students for excellence and professionalism in culinary arts.

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with culinary arts or commercial food trades as the occupational objective.

CLOTHING REQUIREMENT

Class G: Culinary/Commercial Baking Attire

- White or black work pants or black-and-white checkered chef's pants*.
- White chef's jacket.
- White or black leather work shoes (non-slip).
- White apron.
- White neckerchief.
- Side-towels.
- Hairnet.

Note: Chef's hats (toques) will be supplied by the national technical committee, as well as food handlers' gloves.

No facial jewelry is allowed. Earrings are not permitted even if covered by a bandage. A single watch or wedding ring is the only jewelry that will be allowed to be worn during the orientation and contest periods. All hair must be restrained by either a hat or hairnet. Beards must be covered by a snood during all periods of food handling.

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

* Black-and-white checkered chef's pants not available through the SkillsUSA Store.

Cellphones and/or smart watches are not permitted on the contest floor and cannot be used in place of a kitchen timer.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Contest specifications (menus, recipes, instructions)
 - b. All necessary food items, seasonings, etc.
 - c. Contest site organized (workstations, ranges, refrigeration, access to product and additional equipment) in as fair a manner possible for each contestant
 - d. All cookware and small wares necessary for food preparation
 - e. All necessary platters, dishes, and china necessary for food presentations
2. Supplied by the contestant:
 - a. No. 2 pencil (two each, small note pad if desired)
 - b. Knife kit and cook's tools as desired from the following:
 1. French cook's knife
 2. Paring knife
 3. Vegetable peeler
 4. Knife steel
 5. Boning knife
 6. Cook's fork
 7. Slicing knife (meat)
 8. Serrated slicing knife
 9. Fillet knife
 10. Utility knife
 11. Offset spatula
 12. Cook's tongs (8–12 in.)
 13. Pocket thermometer
 14. Micro plane
 15. Piping bags and tips
 16. Molds or timbals
 17. Sil-pats
 18. Battery-powered timer or clock
 19. Small mesh strainer
 20. Oven thermometer
 21. Hairnet(s)

22. Cheesecloth
23. Whisk
24. Kitchen spoons
25. Stainless steel mixing bowls
26. Food mill or ricer
27. Salad spinner
28. Measuring cups/spoons
29. *Mise en place* containers
30. Plastic squeeze bottles
31. Under counter equipment rack
(must fit under table)
32. Bench scrapers
33. Cutting boards
34. Garnish kit:
 - a. Citrus zester
 - b. Channel knife
 - c. Parisienne scoop
 - d. Apple corer
 - e. Tournier knife
 - f. Canapé or biscuit cutters

No additional equipment will be allowed.

Note: No electrical devices, pasta machines, pots, pans, baking trays or large equipment will be allowed.

Equipment check will occur during orientation. Storage space will be provided.

- c. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.
- d. All competitors must submit a copy of current food safety manager or food handler certification at orientation. Failure to do so will result in a 10-point penalty.

Note: Check the Contest Guidelines and/or the updates page on the SkillsUSA website: <http://updates.skillsusa.org>.

SCOPE OF THE CONTEST

Knowledge Performance

The contest will include a written knowledge test that will require the use of culinary math. The test will include topics such as knowledge of standard weights and measures; the ability to convert recipes, yields and portion sizes accurately; science; nutrition basics; environment health standards and practices; bacteria, viruses and food-borne illnesses; food science and technology; information technology; language and communications; English (SOL) reading; manuals/SOP; recipes; classical cooking techniques; menus; résumé writing; speaking efficiently and listening carefully; and elementary culinary language and menu terminology.

Skill Performance

The contest will include the actual preparation of food and arrangement of food on plates or platters and in dishes to serve to the customer.

Contest Guidelines

The skill performance portion of the contest will ask contestants to:

1. Demonstrate and apply food safety principles, procedures, HACCP and key practices for ensuring food safety
2. Coordinate mise en place and apply organizational skills
3. Demonstrate technical and creative menu making expertise
4. Demonstrate and apply knowledge of proper cooking methods and techniques as required
5. Demonstrate knife skills and proper cutting techniques
6. Demonstrate and apply the proper use of equipment
7. Demonstrate and apply creative preparation, portioning and presentation of food items

Standards and Competencies

CA 1.0 — Understand the importance of proper planning as it relates to being prepared to execute professional food production

- 1.1 Envision success by analyzing all available documentation well in advance of the activity and following instructions
- 1.2 Make lists and develop workflow plans
- 1.3 Assemble all components of professional attire
- 1.4 Assemble appropriate equipment using a predetermined list of allowed items
- 1.5 Ensure all proper documents are assembled or prepared according to written instructions
- 1.6 Maintain a positive attitude and can-do spirit
- 1.7 Demonstrate a polished professional image

CA 2.0 — Maintain knowledge of safety, sanitation policies, procedures and codes in a food preparation setting

- 2.1 Ensure that personal certifications are maintained
- 2.2 Ensure that proper containers are used for storage of food, chemicals and other supplies
- 2.3 Check that personal attire meets safety standards (e.g., covered hair)
- 2.4 Ensure that proper cleaning solutions are maintained and used
- 2.5 Ensure that spills and other safety problems are addressed immediately¹

CA 3.0 — Maintain personal hygiene and compliance with dress code in a food preparation setting

- 3.1 Demonstrate that uniforms are clean and fit properly
- 3.2 Demonstrate that hair restraints are used
- 3.3 Ensure that perfume and cologne use is minimal
- 3.4 Demonstrate that hands and nails are clean and groomed
- 3.5 Ensure that use of jewelry meets standards (e.g., only a single watch and/or wedding ring)

CA 4.0 — Maintain safe and sanitary work area(s)

- 4.1 Show that sanitizers are located at every station

- 4.2 Show that work area, tools and equipment are cleaned and sanitized after each activity
- 4.3 Ensure that sharp and hot objects are handled and stored properly
- 4.4 Take necessary precautions to prevent cross-contamination
- 4.5 Demonstrate proper communications to ensure the safety of those working around you

CA 5.0 — Hold and store food at proper temperature

- 5.1 Show that food products are labeled and dated
- 5.2 Calibrate thermometers properly
- 5.3 Ensure that temperature of food and storage areas are within guidelines
- 5.4 Demonstrate that temperatures are checked regularly
- 5.5 Ensure that storage guidelines are followed
- 5.6 Prepare food according to specifications

CA 6.0 — Review menu, recipes and instructions

- 6.1 Demonstrate that clarification is sought when questions arise
- 6.2 Ensure that recipe reviewed is up-to-date
- 6.3 Ensure that quantity of food is verified
- 6.4 Ensure that menu items are consistent with recipes
- 6.5 Demonstrate that recipes are available and referenced when needed

CA 7.0 — Identify and select the necessary ingredients

- 7.1 Identify and use appropriate substitutions if necessary
- 7.2 Verify ingredient list
- 7.3 Verify that preparation ingredients are consistent with recipe
- 7.4 Verify that freshness and proper rotation are checked

CA 8.0 — Follow procedures for appropriate cooking techniques

- 8.1 Demonstrate that proper weights and measurements are used
- 8.2 Assemble all necessary equipment and ingredients in an efficient and effective manner
- 8.3 Verify that cooking procedures are followed consistently
- 8.4 Identify that cooking and serving times are consistent with recipes

- 8.5 Identify that food is consistent with recipe

CA 9.0 — Demonstrate the proper execution of classical culinary techniques according to specifications

- 9.1 Execute assigned vegetable cuts utilizing appropriate products and utilize as directed
- 9.2 Break down proteins according to generally accepted butchery/fabrication techniques
- 9.3 Produce stock using bones and trim to ensure maximum utilization of ingredients
- 9.4 Produce an appetizer course including but not limited to salads, hot appetizers, cold appetizers, etc.
- 9.5 Produce a soup course including but not limited to cream or clear soup, puree, bisque or chowder
- 9.6 Produce two main entrees using two different cooking techniques from the following; sauté, roast, braise, stew, poach (shallow or deep) and/or panfry
- 9.7 Produce two different sauces to be included on the two main entrees. Choose from the following; derivative of a mother sauce, cream, pan sauce, au jus, butter sauce, reduction or contemporary.
- 9.8 Produce vegetable accompaniment utilizing techniques including but not limited to boiling, steaming, glazing, sauté, roasting and/or panfrying
- 9.9 Produce starch accompaniments utilizing techniques including but not limited to pilaf, roasted, pureed, panfry, boiled, steamed, legumes
- 9.10 Leverage creativity and degree of difficulty to produce appealing plates of well-prepared foods

CA 10.0 — Assess final product for quality assurance

- 10.1 Verify that the presentation of product is consistent
- 10.2 Ensure that the final product is prepared at the correct temperature
- 10.3 Ensure that the final product is seasoned at correct level
- 10.4 Ensure hot food is served hot and cold food is served cold

CA 11.0 — Gather the necessary equipment in the food preparation setting

- 11.1 Use the right tool or piece of equipment for task
- 11.2 Ensure that tools and equipment are transported to work area safely
- 11.3 Use checklists to verify equipment

CA 12.0 — Verify that equipment and tools are in working order

- 12.1 Inspect equipment and tools visually
- 12.2 Identify equipment and tools with missing parts
- 12.3 Ensure that equipment is tested before use (e.g., oven temperature)
- 12.4 Ensure that defective tools and equipment are reported to contest organizers
- 12.5 Ensure that tools and equipment that create safety hazards are removed

CA 13.0 — Use tools and equipment in a safe and sanitary manner

- 13.1 Verify that tools and equipment are cleaned and sanitized before and after use
- 13.2 Use proper colored cutting board (e.g., blue/fish; red/raw meat; green/vegetables)
- 13.3 Use food handler gloves properly
- 13.4 Verify that knives are sharpened on a regular basis
- 13.5 Use equipment safety devices
- 13.6 Follow manufacturer's operating instructions for equipment

CA 14.0 — Clean and sanitize equipment and tools after every use

- 14.1 Use proper chemical mixture to clean and sanitize equipment and tools
- 14.2 Ensure that cutting boards are properly cleaned and sanitized
- 14.3 When cleaning tools and equipment, use hot water
- 14.4 Ensure that policies and procedures for using chemicals and sanitizers are followed

CA 15.0 — Store tools and equipment in proper area after use

- 15.1 Verify that equipment and tools are cleaned, sanitized and covered before storage
- 15.2 Ensure that cleaning supplies are stored in the proper area
- 15.3 Return tools and equipment to proper storage place
- 15.4 Ensure that equipment sanitization storage rules are followed

CA 16.0 — Maintain awareness of surroundings in the food preparation setting

- 16.1 Report security or safety problems promptly to appropriate personnel
- 16.2 Ensure that hazardous situations are dealt with promptly
- 16.3 Verify that work area is visually scanned on a regular basis for safety and security problems
- 16.4 Identify emergency exits and procedures
- 16.5 Check emergency equipment regularly
- 16.6 Monitor location of co-workers

CA 17.0 — Advise contest organizers of safety and security concerns

- 17.1 Notify supervisory personnel promptly about safety and security concerns
- 17.2 Document safety concerns in a timely manner
- 17.3 Forward concerns to appropriate personnel
- 17.4 Document concerns containing all relevant information
- 17.5 Ensure that follow-up activities occur after concerns have been forwarded

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

- Use fractions to solve practical problems.
- Use proportions and ratios to solve practical problems.
- Simplify numerical expressions.
- Use scientific notation.
- Solve practical problems involving percents.
- Solve single variable algebraic expressions.

- Solve problems using proportions, formulas and functions.

Science Skills

- Use knowledge of cell theory.
- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems).
- Describe basic needs of organisms.
- Classify living organisms.
- Use knowledge of carbon, water and nitrogen cycles.
- Describe and recognize elements, compounds, mixtures, acids, bases and salts.
- Describe and recognize solids, liquids and gases.
- Describe characteristics of types of matter based on physical and chemical properties.
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point and color).
- Use knowledge of chemical properties (acidity, basicity, combustibility and reactivity).

Language Arts Skills

- Provide information in conversations and in group discussions.
- Provide information in oral presentations.
- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice.
- Demonstrate use of such nonverbal communication skills as eye contact, posture and gestures using interviewing techniques to gain information.
- Demonstrate comprehension of a variety of informational texts.
- Use test structures to aid comprehension.
- Understand source, viewpoint and purpose of texts.
- Organize and synthesize information of use in written and oral presentations.
- Demonstrate knowledge of appropriate reference materials.
- Use print, electronic databases and online resources to access information in books and articles.
- Demonstrate narrative writing.
- Demonstrate expository writing.
- Demonstrate information writing.

- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Numbers and operations.
- Algebra.
- Geometry.
- Measurement.
- Problem solving.
- Communication.
- Connections.
- Representation.

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: <http://www.nctm.org>.

Science Standards

- Understands the structure and function of cells and organisms.
- Understands relationships among organisms and their physical environment.
- Understands biological evolution and the diversity of life.
- Understands the structure and properties of matter.
- Understands the sources and properties of energy.
- Understands the nature of scientific inquiry.

Source: McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/browse.asp.

Language Arts Standards

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.