

PROGRAM CONCENTRATION:**Culinary Arts****CAREER PATHWAY:****Culinary Arts****COURSE TITLE:****Culinary Arts II****PREREQUISITES:****Introduction to Culinary Arts, Culinary Arts I**

Culinary Arts II is an advanced and rigorous in-depth course designed for the student who has continued the Culinary Arts Pathway and wishes to continue their education at the post secondary level or enter the foodservice industry as a proficient and well rounded individual. Strong importance is given to refining hands on production of the classic fundamentals in the commercial kitchen.

CA-CAII-1. Students will identify skills, certifications, and experience required for careers in the hospitality, tourism and foodservice industries.

- a. Discuss and trace the differences and similarities of various types of international and regional cuisines.
- b. Discuss pros and cons of various food service organizations (national, state, and local) and their relation to students and food service professionals.
- c. Identify types of establishments, job titles, duties, employment opportunities, and benefits at local, state, and national levels.
- d. Name, describe, and discuss the various food service styles and basic concepts of culinary management.
- e. Identify, describe, and discuss the roles, responsibilities, and various salaries of supervising and the various aspects of the management team and describe various types of scheduling approaches.

ACADEMIC STANDARDS:

ELA10 RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA11LSV1. The student participates in student-to-teacher, student-to-student and group verbal interactions.

ELARL5. The student participates in student-to-teacher, student-to-student and group verbal interactions

NFCS-8.1. Analyze career paths within the food production and food service industries.

CA-CAII-2. Students will examine and apply the principals of food sanitation and safety in foodservice operations and kitchen environments to achieve a nationally recognized food safety certification.

- a. Follow state and local sanitation and safety codes.
- b. Demonstrate sanitary procedures in food receiving, sorting, storage, preparation, cooking, holding, cooling, reheating, and service.
- c. Identify security measures for a facility, food, equipment, and personal safety.

- d. Demonstrate proper use, care, and cleaning of commercial foodservice equipment and facilities.

ACADEMIC STANDARDS:

SSCG17. The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.

NFCS-8.3. Demonstrate food safety and sanitation procedures.

CA-CAII-3. Students will demonstrate and master commercial food preparation of all menu categories to produce a variety of food products.

- a. Identify and prepare regional, ethnic, and international cuisines.
- b. Compare and contrast food items prepared using moist heat, dry heat, and combination cooking methods using various types of foodservice equipment such as a range, oven, fryer, griddle, steamer etc.
- c. Fabricate and prepare various meats, poultry, and seafood using both moist and dry heat cooking methods.
- d. Prepare stocks, soups and sauces and match with appropriate foods.
- e. Prepare vegetables, fruits and starches (pasta, grains, etc.) by using moist and dry heat cooking methods.

ACADEMIC STANDARDS:

SSWG2. The student will explain the cultural aspects of geography.

SC5. Students will understand that the rate at which a chemical reaction occurs can be affected by changing concentration, temperature, or pressure and the addition of a catalyst.

NFCS-8.5.2. Demonstrate a variety of cooking methods including roasting and baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, convection, microwaving, and other emerging technologies.

CA-CAII-4. Students will discuss and practice Garde Manger.

- a. Plan, prepare, and display hot and cold hors d'oeuvres, salads, sandwiches, relishes, canapés, garnishes, carvings, and decorations.
- b. Plan and execute a theme banquet to include menu selection, banquet layout and design, and food presentation using platters, bowls, mirrors, etc.
- c. Prepare various food art presentations using edible food products.

ACADEMIC STANDARDS:

ELAALRC4. The student establishes a context for information acquired by reading across subject areas.

NFCS-8.5. Demonstrate commercial preparation for all menu categories to produce a variety of food products.

CA-CAII-5. Students will demonstrate and master the commercial preparation of all fundamental bakery categories to produce a variety of baked, pastry, and dessert products.

- a. Demonstrate the proper principles of baking and identifying formulas used to increase and decrease recipes as well as baking ingredients.
- b. Apply the proper principles of baking to custards, gelatin products, glazing tarts, crème brûlees, crème anglaises, holiday breads and cakes, pate a choux, chocolates, and tempering.
- c. Demonstrate proper use, care, and cleaning of mixers, ovens, cutlery, scales, hand utensils, pots, and baking pans.
- d. Demonstrate proper use and storage of baking supplies.
- e. Identify, demonstrate, and use the proper procedures to weigh and measure dry and liquid baking ingredients using the English or metric system.

Sample Tasks for bread making: Identifying various flours, function of yeast, proper baking equipment needed, understanding formulas used in the bakeshop, how to accurately measure liquid and dry ingredients, mixing techniques of dough, stages of dough, shaping of dough, baking of the bread and evaluating the quality of the bread.

ACADEMIC STANDARDS:

MC4P5. Students will represent mathematics in multiple ways.

SCSh4. Students will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.

NFCS-8.5. Demonstrate commercial preparation for all menu categories to produce a variety of food products.

CA-CAII-6. Students will identify and apply practices required for menu planning and development, purchasing and receiving, cost control and analysis, and marketing functions in quality food service operations.

- a. List basic menu planning principles, discuss the various types of restaurant menus and their importance to the overall operation of the facility, and define a la carte, table d'hotel, California, du jour, and cycle menus.

- b. Demonstrate procedures for purchasing meat, poultry, fish, dairy and staple items and describe proper techniques of receiving and storing fresh, frozen, refrigerated, and staple goods.
- c. Analyze written specifications for a variety of food products and describe their importance on food and labor controls.
- d. Explain proper receiving and storing of cleaning supplies, chemicals, and non-food products.
- e. Describe HACCP critical control points managed by the purchasing and receiving functions.
- f. Identify and demonstrate standard procedures for calculating and controlling food, beverage, and labor costs.
- g. Demonstrate the process of costing recipes and menu items.
- h. Calculate recipe costs and pricing per portion (purchased and edible portion).
- i. Discuss ethical issues related to purchasing and inventory control in a foodservice operation.
- j. Identify the components of a marketing plan and analyze local area/marketing segment information.

ACADEMIC STANDARDS:

MC1P1. Student will solve problems using appropriately technology.

ELA10 W3. The student uses research and technology to support writing.

ELA10 RC3. The student acquires new vocabulary in each content area and uses correctly.

SSEF1. The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs and trade offs for individuals, businesses and governments

NFCS-8.6. Demonstrate implementation of food service management functions.

CA-CAII-7. Students will identify and apply basic nutritional information on the effects of the structures and functions of nutrients before, during, and after food preparation and processing.

- a. Evaluate Recommended Dietary Allowances (RDAs) and the Food Guide Pyramid to plan meals.
- b. Demonstrate food preparation techniques that conserve nutrients and make recipes more healthful.
- c. Demonstrate food ingredient substitution techniques for various diets such as food allergy, vegetarian, low-sodium, low fat, and reduced calorie.
- d. Analyze the impact food processing and preservation techniques have on the nutritive value of food.

ACADEMIC STANDARDS:

SCSh5. Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.

NFCS-9.3. Evaluate nutrition principles, food plans, preparation techniques, and Specialized dietary plans.

CA-CAII-8. Students will identify and apply dining room operations.

- a. List and describe the rules and responsibilities of all dining room personnel and explain the various types of service delivery such as cafeteria, quick service, buffet, and table.
- b. Explain the role of quality service and how customer satisfaction directly affects a foodservice establishment's success.
- c. Demonstrate the similarities and differences between American, French, English, Russian, and self service styles of dining.
- d. Describe and demonstrate tableside preparations such as a la' minute dishes, carving meats, and slicing desserts.
- e. Describe various procedures for processing guest checks.
- f. Describe sales techniques for food service personnel including menu knowledge and suggestive selling.

ACADEMIC STANDARDS:

ELAALRC3. The student acquires new vocabulary in each content area and uses it correctly.

ELAALRC2. The student participates in discussions related to curricular learning in all subject areas.

NFCS-9.3. Demonstrate the concept of internal and external customer service.

CA-CAII-9. Students will identify and demonstrate practices required for commercial food service operations management.

- a. Identify general requirements to start up an on/off premise catering business to include but not limited to insurance, licensing, advertising, record maintenance, purchasing guidelines, and inventory storage.
- b. Create and develop a concept restaurant's marketing plan, menu, facility layout, and design.

ACADEMIC STANDARDS:

ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

MC4N1. Students will represent and operate with complex numbers.

NFCS-9.3. Demonstrate implementation of food service management functions.

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.

- Explore understanding of new words found in subject area texts.
- d. Establishing context
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEC), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.