

Course Title: Culinary Arts II

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| Unit: 1 | Food Service Operations |
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| Content Standard(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> Exhibit skills related to property, personnel, and fiscal management in the food and hospitality industries Examples: determining need for repairs and maintenance; following current law and environmental regulations; determining staffing procedures; controlling food, labor and culinary equipment cost; evaluating a business plan <ul style="list-style-type: none"> Critiquing strategies for marketing products in the food and hospitality industries Evaluate the physical plant of a food service business for efficiency, safety, productivity, and profitability. Examples: location and layout design <ul style="list-style-type: none"> Developing a reconfiguration plan for an existing facility with possibilities for food service and hospitality business. Use technology in the preparation and service of food and beverages and the management of a food establishment. |
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| Learning Objective(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> Describe the functions of management in the food and hospitality industries. Determine the main responsibility of a general manager in the food and hospitality industries. Analyze the advantages and disadvantages of managing a business in the food service and hospitality industries. Explain what issues are involved in hiring, training, supervising and evaluating employees. Describe why location of a food service business is important. Design a floor plan of a food service lab/kitchen and the dining hall. Describe how managers control cost in the food and hospitality industries. Discuss how technology has changed in the food and beverage industry. |
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| Essential Question(s): | <p>What skills related to property, personnel, and fiscal management should be exhibited in the food and hospitality industry? How should a physical plant of a food service business be evaluated for efficiency, safety, productivity, and profitability? How is technology used in the preparation and service of food and beverages and the management of a food establishment?</p> |
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| Content Knowledge | Suggested Instructional Activities Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
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| I. Food Service Operations A. Skills Related to Property, Personnel, and Fiscal Management in the Food and Hospitality Industries | <p>Law in Food Service Operations Group Work: Divide students into five groups. Give each group one of the areas listed below to research. Groups present their findings to the class.</p> | Guidelines for Group Work Computer Internet Rubric References |

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| D. Use of Technology | <p>15 + 1- Discussion on Technology: Discuss how technology is used in a food service establishment.</p> <p>Technology Research Report: Students research how technology is used in the preparation and service of food and beverages and the management of a food establishment. Students develop a PowerPoint Presentation to present in class.</p> | <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Lead Questions Guidelines for PowerPoint Presentation</p> |
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| Unit Assessment: | Research Project Parts 1 and 2, Marketing Project, Technology Research Report, Rubrics, and Class Participation |
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| Unit/Course CTSO Activity: | Students participate in Applied Technology STAR Event. Students develop a project using technology that addresses a concern related to Hospitality and Tourism. |
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| Unit/Course Culminating Product: | Students design a food service operation and then develop a physical plan of the food service business. Technology Report |
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| <p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree</p> <p><input checked="" type="checkbox"/> Other: ServSafe AAFCS Pre – Professional Assessments – Nutrition and Food Science</p> |
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Course Title: Culinary Arts II

Unit: 2 Advanced Culinary Food Production

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| <p>Content Standard(s) and Depth of Knowledge Level(s):</p> | <p>Students will:</p> <ol style="list-style-type: none">4. Set production standards for a catering event.5. Prepare a market order for food and consumable supplies for a food laboratory project.6. Apply principles and elements of design to increase aesthetics and profitability of a culinary setting.7. Plan artistic food displays for serving lines, including buffets, soup and salad bars, and special events.8. Demonstrate the use of advanced cutting tools and techniques in a culinary setting.9. Compare fresh and dry herbs and spices for their effects on flavor, nutrition, and shelf life.10. Prepare appropriate accompaniments for selected entrees.11. Prepare meals for special dietary needs.12. Apply principles of meat identification and fabrication, including beef, poultry, and fish.13. Apply principles of advanced pastry production.14. Describe the history and cultural development of various cuisines.15. Prepare foods from national and international cuisines.16. Prepare food items for special occasions. |
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| <p>Learning Objective(s) and Depth of Knowledge Level(s):</p> | <p>Students will:</p> <ol style="list-style-type: none">1. Set up production for a catering event.2. Prepare market orders for each laboratory project.3. Prepare attractive plates according to the principles and elements of design.4. Demonstrate the use of advanced cutting tools and techniques.5. Contrast seasonings and flavorings used in food preparation.6. Explain when to add seasonings and flavorings to food.7. Contrast the characteristics of herbs versus spices.8. Prepare appropriate accompaniments for selected entrees.9. Prepare special meals based on dietary needs.10. Prepare food items for special events.11. Prepare foods from national and international cuisines.12. Analyze the history and development of various cuisines.13. Demonstrate skills in advanced pastry production.14. Describe meat identification, processing, and standards of cooking methods. |
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| <p>Essential Question(s):</p> | <p>What factors should be considered before catering an event? How are the elements of design used in plating?</p> |
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What are the advanced cutting tools and techniques used in food preparation?
 How do you use fresh herbs, dried herbs, and spices to add flavor to food?
 How do you prepare meals to meet special dietary needs?
 How are accompaniments used to compliment selected entrees?
 What are the principles of cooking for beef, poultry, fish and advanced pastry production?
 How do you prepare national and international cuisines?
 How do you prepare food items for special occasions?

| Content Knowledge | Suggested Instructional Activities Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
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| <p>II. Advanced Culinary Food Production</p> <p>A. Production Standards for a Catering Event</p> <p>B. Preparation of Market Order</p> <ol style="list-style-type: none"> 1. Food 2. Consumable supplies <p>C. Apply Principles of Art and Elements of Design to Increase Aesthetics and Profitability</p> | <p>10 + 5 Discussion: Have students brainstorm production standards for a catering event such as hosting a BBQ for the school faculty.</p> <p>Research: Divide students into groups. Each group researches the basic steps in the purchasing process. Areas to address are par-stock, quantity, acceptable conditions, suppliers, price quotes, bids, ordering process through Internet, verbally or in writing. Have students report their findings.</p> <p>STAR Events: Students use the FCCLA Culinary Competition form for each lab. They will plan the production of the lab from beginning to end. A market order is included in the plan.</p> <p>Test Kitchen: Students are divided into groups of two. Using the same main course, each group creates a plate presentation. Groups can use different sides, sauces, garnishes, or anything available in the kitchen and available to the other groups. When all plates have been presented, discuss the presentations and vote on the most appealing one.</p> | <p>Lead Questions</p> <p>Guidelines for Research Rubric Computers Internet References Web sites</p> <p>Culinary Competition Planning Guide STAR Events' Guidelines</p> <p>Guidelines for Test Kitchen Rubric Lab Equipment Lab Supplies</p> |

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| <p>D. Plan Artistic Food Displays</p> <ol style="list-style-type: none"> 1. Serving lines 2. Buffets 3. Soup and salad bars 4. Special events <p>E. Use of Advanced Cutting Tools and Techniques</p> <p>F. Use of Fresh and Dry Herbs and Spices</p> <ol style="list-style-type: none"> 1. Effects on flavor 2. Effects on nutrition 3. Shelf life <p>G. Preparation of Appropriate Accompaniments for Selected Entrees</p> | <p>Share Out: Students share how these presentations increase aesthetics and profitability in a restaurant.</p> <p>Artistic Food Presentation: Divide into four teams. Each team will draw from one of the food displays (serving lines, buffets, soup and salad bars, and special events). The team should create artistic food displays for their area. Share Out.</p> <p>Knife Skills: A guest Chef demonstrates knife cuts and garnishing techniques for plating.</p> <p>Spice/Herb Test: The teacher creates a display of various foods that contain herbs and spices. Students smell, touch, and taste the products to identify the spice/herb used in the food items.</p> <p>Test Kitchen: Students are divided into four teams. Each team will finely mince a different herb, such as chives, oregano, tarragon, or rosemary. Mix the herb with 2 Tbsp of salted butter at room temperature. Spread on toast. Cut into enough squares for the class to sample. Rank the taste from most favorite to least favorite. Tally the results for the class.</p> <p>10 + 5 Discussion: The teacher discusses what accompaniments are and how to select them for use with entrees.</p> <p>Lab: Students plan and create accompaniments for selected entrees.</p> | <p>Lead Questions</p> <p>Guidelines for Presentation Rubric Computer Internet Web sites References Art Supplies</p> <p>Arrangements for Guest Speaker Lead Questions</p> <p>Guidelines for Tasting Test Rubric Lab Equipment Lab Supplies</p> <p>Lab Equipment Lab Supplies</p> <p>Lead Questions</p> <p>Guidelines for Lab Rubric Lab Equipment Lab Supplies</p> |
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| <p>H. Preparation of Meals for Special Dietary Needs</p> | <p>Research: Students research the topic on dietary needs and special meals. They describe how these meals are prepared based on the meeting special requirements.</p> <p>Labs: Students plan and create meals for special dietary needs.</p> | <p>Guidelines for Research Computer Internet References Rubric</p> <p>Guidelines for Lab Rubric Lab Equipment Lab Supplies</p> |
| <p>I. Principles of Meat Identification and Fabrication</p> <ol style="list-style-type: none"> 1. Beef 2. Poultry 3. Fish | <p>Demonstration: A local Butcher demonstrates fabrication of an animal.</p> <p>Field Trip: Students participate on a field trip to a local meat market or grocery. The butcher discusses how to select and cook various types of beef, poultry, and fish.</p> | <p>Arrangements for Guest Butcher Lead Questions Lab Equipment Lab Supplies</p> <p>Arrangements for Field Trip Permission Slip Lead Questions</p> |
| <p>J. Principles of Advanced Pastry Production</p> | <p>Test Kitchen: Divide into three teams. Decide on a pie filling. Each team will make a different version of a pie shell and fill it with the same filling. Team 1 will make the pie using flaky dough. Team 2 will use cookie dough. Team 3 will use crumbly dough. Evaluate the pies.</p> <p>Gather Information: Discuss methods for making flaky pie dough "y kj hqwt"ej ghucpf lqt"dcngtu0"Compare and contrast " their different approaches and tricks hqt"achieving a flaky crust.</p> <p>Demonstration: A local Pastry Chef demonstrates advanced pastry production.</p> | <p>Guidelines for Lab Rubric Lab Equipment Lab Supplies</p> <p>Guidelines for Activity Rubric</p> <p>Arrangements for Guest Pastry Chef Lead Questions Lab Equipment Lab Supplies</p> |

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| <p>K. Various Cuisines</p> <ol style="list-style-type: none"> 1. History 2. Cultural development | <p>Cuisine Teaming: A history/social science teacher discusses information about various international cuisines and the history of the countries. The culinary arts teacher demonstrates the preparation techniques used in preparing dishes from the countries discussed.</p> | <p>Guidelines for Activity Lab Equipment Lab Supplies Presentation Materials Computer/CTX</p> |
| <p>L. Food Preparation of Foods from National and International Cuisines</p> | <p>Research: Students research the relationship between a culture, nation, or people (past or present) and the grain associated with that culture, nation, or people. List and describe at least two dishes from the culture, nation, or people that prominently feature that specific grain.</p> <p>Lab: Students prepare one of the dishes found through the research activity.</p> | <p>Guidelines for Research Rubric Computer Internet References</p> <p>Guidelines for Lab Rubric Lab Equipment Lab Supplies</p> |
| <p>M. Food Preparation for Special Occasions</p> | <p>10 + 5 Discussion The teacher discusses different food preparation activities for special occasions (birthday, wedding, family reunion, football game)</p> <p>Lab: Cake Decorating Lab for calendar event (Easter, Christmas, 4th of July)</p> <p><i>Throughout the course, students plan, prepare, and serve food using advanced culinary food production skills.</i></p> | <p>Lead Questions</p> <p>Guidelines for Lab Rubric Lab Equipment Lab Supplies</p> |

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| <p>Unit Assessment:</p> | <p>Labs , Research Reports, and Class Participation</p> |
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| Unit/Course CTSO Activity: | Use the FCCLA Culinary Lab form for all labs. This prepares students to fill out a work schedule, budget time and money, show team work, leadership, and allows students to be prepared for State and National competitions by using this form all year long. Members participate in the STAR Events: Hospitality and Culinary |
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| Unit/Course Culminating Product: | Portfolio of all Labs Conducted Lab Evaluations |
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| Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: ServSafe AAFCS Pre - Professional Assessments - Nutrition and Food Science |
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| Unit: 3 | Food Entrepreneurship |
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| Content Standard(s) and Depth of Knowledge Level(s): | Students will: 17. Design an entrepreneurial project in the food services and hospitality industry, including location, type of facility and budget. |
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| Learning Objective(s) and Depth of Knowledge Level(s): | Students will: 1. Determine small business opportunities available in food service. 2. Analyze governmental requirements for starting and running a food business. 3. Describe the function of a business plan. 4. Design a specific type of foodservice establishment0 |
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| Essential Question(s): | What criteria must be followed to design a business in the hospitality industry? |
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| Content Knowledge | Suggested Instructional Activities Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
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| II. Food Entrepreneurship Design an Entrepreneurial Project | <p>PowerPoint Presentation: Students work in groups to analyze the future employment outlook in the occupational area.</p> <ul style="list-style-type: none"> • Describe entrepreneurial opportunities in the occupational area. • Compare rewards and demands for various levels of employment in a variety of careers. <p>Field Trip: Field Trip to local business where the owner started his/her own business in the Food field (local catering business)</p> | <p>Guidelines for Activity Rubric Computer Internet References Web sites Guidelines for Presentation</p> <p>Arrangements for Field Trip Restaurant/Catering Business Permission Slips for Field Trip Lead Questions</p> |

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| | <p>Guest Speakers: Business people who own small or large businesses in the food area discuss entrepreneurship.</p> <p>Research:</p> <ul style="list-style-type: none"> • Local Food Entrepreneurs in the community • Historical Entrepreneurs who influenced food service in the U.S. | <p>Arrangements for Speaker Restaurant Owner, Franchise Owner Lead Questions</p> <p>Computer Lab/Internet Access Guidelines for Research Rubric</p> |
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| Unit Assessment: | Presentation of Entrepreneurial Project Using PowerPoint: Includes business plan, inventory, equipment needed, menu, staff and managers, job descriptions. |
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| Unit/Course CTSO Activity: | FCCLA STAR Event: Entrepreneurship. |
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| Unit/Course Culminating Product: | Students design a food service business based on entrepreneurship criteria and guidelines. Students design a menu that will be used by a food service business to illustrate its business plan. |
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| Unit: 4 | Professionalism |
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| Content Standard(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> 18. Determine the importance of participating in professional organizations in the food service and hospitality industries. 19. Contrast apprenticeship programs and credentialing options available in the food service and hospitality industries. |
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| Learning Objective(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> 1. Join FCCLA and enter the State STAR Events. 2. Analyze professional organizations related to culinary arts. 3. Compare apprenticeship programs and credentialing options in culinary arts. |
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| Essential Question(s): | How can students become active in professional culinary arts organizations? |
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| Content Knowledge | Suggested Instructional Activities Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
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| <p>II. Professionalism</p> <p>A. Importance of Participating in Professional Organizations</p> | <p>Guest Speakers: State FCCLA Officers or Chapter Officers discuss the value of being a member of FCCLA.</p> <p>Former Participants in Star Event/Culinary: Invite former participants for the State STAR Event Culinary to share their experiences to the class.</p> <p>Lecture on Professional Organizations:</p> <ul style="list-style-type: none"> • AAFCS • ACTE | <p>Arrangements for Guest Speaker State FCCLA Officers Lead Questions</p> <p>Arrangements for Speakers Lead Questions</p> <p>http://www.alacte.org/ http://www.acteonline.org/ http://alafcs.org/ http://www.aafcs.org/</p> |

B. Apprenticeship Program

- ALAFCS
- AACTE

Research Professional Organizations Competitions For Culinary Arts Part 1:

Students use the Internet to research other competitions across the nation.

Competition Part II:

Students design their own event so they will have more practice in competing. Invite outside chefs from the local area to judge the events. Seek sponsors to help with scholarship money and monies to cover the expense of the competition.

Field Trip:

Students participate in a field trip to a postsecondary or college that offers a Hospitality and Tourism major.

Guest Speaker:

A community college chef discusses the Apprenticeship Program and Articulation Agreements with secondary and postsecondary available to students.

Design a Professional Portfolio:

- Attainment of technical skill competencies
- Licensures or certifications
- Recognitions, awards, and scholarships
- Extended learning experiences such as community service, participation in career and technical student organizations (FCCLA) and professional organizations.
- Resume
- Samples of Work

Guidelines for Research
Rubric
Computer Lab
PowerPoint/LCD Projector

ProStart Competitions:
<http://prostart.restaurant.org/>

STAR Events Manuel
Competition Guidelines
Competition Equipment
Competition Supplies
Judges
Rubric

Arrangements for Field Trip
Permission Slips
Lead Questions

Arrangements for Guest Speaker
Lead Questions

Guidelines for Portfolio
Rubric

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| <p>C. Credentialing Options</p> | <ul style="list-style-type: none"> • Evaluation from teacher or practicum supervisor <p>Credentialing Activity: Students select and research a credential. They design a poster to inform the class of the requirements of the credential.</p> <ul style="list-style-type: none"> • State National Restaurant Association • Education Coordinator (ProStart) • Community College Director of Culinary • Arts Program/Apprenticeship • Johnson & Wales University Recruiter • Art Institute: Recruiter • Le Cordon Bleu/Atlanta Recruiter • ACF: American Culinary Federation • AIB: American Institute of Baking • FDRP: Federation of Dining Room Professionals | <p>Guidelines for Activity</p> <p>Rubric</p> <p>Computers</p> <p>Internet</p> <p>Web sites</p> <p>References</p> <p>Lead Questions</p> <p>Poster Board</p> <p>Art Supplies</p> <p>Resources for Credentialing and Apprenticeships</p> <p>http://www.servsafe.com/Foodsafety/</p> <p>http://www.ciachef.edu/admissions/about/</p> <p>http://www.culinard.com/</p> <p>http://www.cafemeetingplace.com/</p> <p>http://www.restaurant.org/</p> <p>http://prostart.restaurant.org/educator/institutes/</p> |
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| <p>Unit Assessment:</p> | <p>Research Professional Organization, Competitions For Culinary Arts Part 1 and Part 2, Design a Professional Portfolio, Credentialing Activity, Class Participation, and Rubrics</p> |
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| <p>Unit/Course CTSO Activity:</p> | <p>Culinary Arts FCCLA Star Events Competitions</p> <p>Skills USA Culinary Competition</p> <p>ProStart Competition</p> |
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| <p>Unit/Course Culminating Product:</p> | <p>Students prepare, practice and participate in a CTSO competition: FCCLA, and ProStart.</p> |
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| <p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree</p> <p><input checked="" type="checkbox"/> Other: ServSafe</p> <p>AAFCS Pre - Professional Assessments - Nutrition and Food Science</p> |
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