

CULINARY ARTS II

COURSE DESCRIPTION

Culinary Arts II is the second level of Culinary Arts and prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and teamwork to manage an environment conducive to quality food production and service operations. Laboratory facilities and experiences, which simulate commercial food production and service operations, offer school-based learning and work-based learning opportunities.

It is strongly recommended that administration and guidance follow the scope and sequence and course recommendations as listed.

Recommended:	Culinary Arts I
Recommended Credits:	1-2
Recommended Grade Levels:	10 th , 11 th
Number of Competencies:	67

CULINARY ARTS II

STANDARDS

- 1.0** Students will perform safety examinations and maintain safety records.
- 2.0** Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.
- 3.0** Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the workplace.
- 4.0** Students will identify and demonstrate the principles and processes of cooking in a professional kitchen.
- 5.0** Students will examine and practice cooking methods, techniques, and preparations, such as dry heat and moist heat methods.
- 6.0** Students will identify and apply fundamentals of baking in the preparation and production of baked food products and will identify and use equipment normally found in the bakeshop.
- 7.0** Students will examine in detail the nutritional concepts that relate to a balanced and healthy diet, covering the six major classes of nutrients in developing a personalized and healthy diet.
- 8.0** Students will identify and apply front of the house techniques and methods of operation used in today's modern high pace, high volume restaurants.
- 9.0** Students will apply fundamentals of human relations and management skills in both personal and professional aspects and levels.
- 10.0** Students will identify and apply fundamentals for menu planning, purchasing, receiving, inventory, and storage.
- 11.0** Students will identify and examine the role of Garde Manger and pantry kitchen, demonstrating cold food skills and techniques used by Garde Manger Chef.

CULINARY ARTS II

STANDARD 1.0

Students will perform safety examinations and maintain safety records.

LEARNING EXPECTATIONS

The student will:

- 1.1** Demonstrate a positive attitude regarding safety practices and issues.
- 1.2** Use and inspect personal protective equipment.
- 1.3** Inspect, maintain, and employ safe operating procedures with tools and equipment, such as hand and power tools, ladders, scaffolding, and lifting equipment.
- 1.4** Demonstrate continuous awareness of potential hazards to self and others and respond appropriately.
- 1.5** Assume responsibilities under HazCom (Hazard Communication) regulations.
- 1.6** Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies to protect coworkers and bystanders from hazards.
- 1.7** Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
- 1.8** Demonstrate appropriate related safety procedures.
- 1.9** Pass with 100 % accuracy a written examination relating to safety issues
- 1.10** Pass with 100% accuracy a performance examination relating to safety.
- 1.11** Maintain a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 1.1A** Is attentive during safety discussions.
- 1.1B** Actively seeks information about safe procedures.
- 1.1C** Responds positively to instruction, advice, and correction regarding safety issues.
- 1.1D** Does not deliberately create or increase hazards, such as by horseplay, practical jokes, or creating distractions.
- 1.1E** Reports to school or work physically ready to perform to professional standards, such as rested, or not impaired by medications, drugs, alcohol, etc.
- 1.2** Selects, inspects, and uses the correct personal protective equipment for the assigned task.
- 1.3A** Inspects power equipment for intact guards, shields, insulation, and other protective devices.
- 1.3B** Inspects extension cords for the presence of a functional ground connection, prior to use.
- 1.3C** Operates and maintains tools in accordance with manufacturer's instructions and as required by regulation or company policy.
- 1.4A** Is observant of personnel and activities in the vicinity of the work area.
- 1.4B** Warns nearby personnel, prior to starting potentially hazardous actions.
- 1.5A** When asked to use a new hazardous material, retrieves MSDSs (material safety data sheets), and identifies the health hazards associated with the new material.

- 1.5B** Reports hazards found on the job site to the supervisor.
- 1.6A** Erects shields, barriers, and signage to protect coworkers and bystanders prior to starting potentially hazardous tasks.
- 1.6B** Provides and activates adequate ventilation equipment as required by the task.
- 1.7A** Reports all injuries to self to the immediate supervisor.
- 1.7B** Reports observed unguarded hazards to their immediate supervisor.
- 1.8A** Complies with personal assignments regarding emergency assignments.
- 1.9A** Passes with 100% accuracy a written examination relating specifically to content area.
- 1.10A** Passes with 100% accuracy a performance examination relating specifically to welding tools, equipment and supplies.
- 1.11A** Maintains a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.

SAMPLE PERFORMANCE TASKS

These are sample projects of the type and scale recommended to address one or more of the learning expectations for this standard. Other projects can be used at the instructor's discretion.

- Conduct a practice drill simulating a hazardous solvent spill in which an emergency action plan is to be implemented.
- Instruct a visitor to obviously approach the vicinity of a student conducting a hazardous activity and note the level of awareness demonstrated by the student.

INTEGRATION LINKAGES

Language Arts, Algebra, Geometry, English IV: Communication for Life, SkillsUSA Technical Championships, American Welding Society (AWS), Guide for Training and Qualification of Entry Level Welder, National Center for Construction Education Research (NCCER), Secretary's Commission on Achieving Necessary Skills (SCANS), Professional Development Program, SkillsUSA

CULINARY ARTS II

STANDARD 2.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

LEARNING EXPECTATIONS

The student will:

- 2.1** Cultivate positive leadership skills.
- 2.2** Participate in the student organization directly related to their program of study as an integral part of classroom instruction.
- 2.3** Assess situations, apply problem-solving techniques and decision-making skills within the school, community, and workplace.
- 2.4** Participate as a team member in a learning environment.
- 2.5** Respect the opinions, customs, and individual differences of others.
- 2.6** Build personal career development by identifying career interests, strengths, and opportunities.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1A** Demonstrates character and leadership using creative-and critical-thinking skills.
- 2.1B** Uses creative thought process by “thinking outside the box.”
- 2.2A** Relates the creed, purposes, motto, and emblem of their student organization, directly related to personal and professional development.
- 2.2B** Plans and conducts meetings and other business according to accepted rules of parliamentary procedure.
- 2.3A** Makes decisions and assumes responsibilities.
- 2.3B** Analyzes a situation and uses the Professional Development Program or career technical student organization materials directly related to the student’s program of study to resolve it.
- 2.3C** Understands the importance of learning new information for both current and future problem solving and decision making.
- 2.4A** Organizes committees and participates in functions.
- 2.4B** Cooperates with peers to select and organize a community service project.
- 2.5A** Researches different customs and individual differences of others.
- 2.5B** Interacts respectfully with individuals of different cultures, gender, and backgrounds.
- 2.5C** Resolves conflicts and differences to maintain a smooth workflow and classroom environment.
- 2.6A** Creates personal career development by identifying career interests, strengths, and opportunities.
- 2.6B** Identifies opportunities for career development and certification requirements.
- 2.6C** Plans personal educational paths based on available courses and current career goals.
- 2.6D** Creates a resumé that reflects student’s skills, abilities, and interests.

SAMPLE PERFORMANCE TASKS

- Create a leadership inventory and use it to conduct a personal assessment.
- Participate in various career technical student organizations' programs and/or competitive events.
- Implement an annual program of work.
- Prepare a meeting agenda for a specific career technical student organization monthly meeting.
- Attend a professional organization meeting.
- Develop a program of study within their career opportunities.

INTEGRATION LINKAGES

SkillsUSA, *Professional Development Program*; SkillsUSA; Communications and Writing Skills; Teambuilding Skills; Research; Language Arts; Sociology; Psychology; Math; English IV; Social Studies; Problem Solving; Interpersonal Skills; Employability Skills; Critical-Thinking Skills; Secretary's Commission on Achieving Necessary Skills (SCANS); Chamber of Commerce; Colleges; Universities; Technology Centers; Secretary's Commission on Achieving Necessary Skills (SCANS)

CULINARY ARTS II

STANDARD 3.0

Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the work place.

LEARNING EXPECTATIONS

The student will:

- 3.1** Assume responsibility for accomplishing classroom assignments and workplace goals within accepted time frames.
- 3.2** Develop advanced study skills.
- 3.3** Demonstrate and use written and verbal communication skills.
- 3.4** Read and understand technical documents such as regulations, manuals, reports, forms, graphs, charts, and tables.
- 3.5** Apply the foundations of mathematical principles such as algebra, geometry, and advanced math to solve problems.
- 3.6** Apply basic scientific principles and methods to solve problems and complete tasks.
- 3.7** Understand computer operations and related applications to input, store, retrieve, and output information as it relates to the course.
- 3.8** Research, recognize, and understand the interactions of the environment and *green* issues as they relate to the course work and to a global economy.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1A** Uses appropriate time management to achieve goals.
- 3.1B** Arrives at school on time each day.
- 3.1C** Completes assignments and meets deadlines.
- 3.2A** Assesses current personal study skills.
- 3.2B** Demonstrates advanced note-taking ability.
- 3.2C** Formulates appropriate study strategies for given tasks.
- 3.3A** Communicates ideas, information, and messages in a logical manner.
- 3.3B** Fills out forms, reports, logs, and documents to comply with class and project requirements.
- 3.4A** Reads and understands technical documents and uses industry jargon, acronyms, and terminology appropriately.
- 3.4B** Recognizes the meaning of specialized words or phrases unique to the career and industry.
- 3.5A** Utilizes computation in adding, subtracting, multiplying, and dividing of whole numbers, fractions, decimals, and percents.
- 3.5B** Chooses the right mathematical method or formula to solve a problem.
- 3.5C** Performs math operations accurately to complete classroom and lab tasks.
- 3.6A** Understands scientific principles critical to the course.
- 3.6B** Applies scientific principles and technology to solve problems and complete tasks.
- 3.6C** Has knowledge of the scientific method (e.g., identifies the problem, collects information, forms opinions, and draws conclusions).

- 3.7A** Uses basic computer hardware (e.g., PCs, printers) and software to perform tasks as required for the course work.
- 3.7B** Understands capabilities of computers and common computer terminology (e.g., program, operating system).
- 3.7C** Applies the appropriate technical solution to complete tasks.
- 3.7D** Inputs data and information accurately for the course requirements.
- 3.8A** Researches and recognizes *green* trends in career area and industry.
- 3.8B** Examines current environmentally friendly trends.
- 3.8C** Applies sustainability practices by understanding processes that are non-polluting, conserving of energy and natural resources, and economically efficient.

SAMPLE PERFORMANCE TASKS

- Examine and compile different learning styles for portfolios.
- Create calendars containing all activities and obligations for one month. Discusses how to handle conflicting or competing obligations then complete daily and weekly plans showing tasks, priorities, and scheduling.
- Complete self-assessments of study habits.
- Compute precise and exact measurements.
- Explore study strategies for different subjects and tasks then analyze two homework assignments and select the best strategies for completing them.
- Create “life maps” showing necessary steps or “landmarks” along the path to personal, financial, educational, and career goals.
- Take notes during counselor classroom visits and work in small groups to create flow charts of the path options.
- List attitudes that lead to success then rate individually in these areas. Work together to suggest strategies for overcoming the weaknesses identified own and partners’ self-assessments then share with the class the strategies developed.
- Research the Inter
- net and other technology to collect and analyze data concerning climate change.
- Keep a data file of alternative energy sources and the sources’ impact on the environment.
- Develop a recycling project at home or for the school environment.

INTEGRATION LINKAGES

SkillsUSA, *Professional Development Program*; SkillsUSA; Communications and Writing Skills; Teambuilding Skills; Research; Language Arts; Sociology; Psychology; Math; English IV; Social Studies; Problem Solving; Interpersonal Skills; Employability Skills; Critical-Thinking Skills; Secretary’s Commission on Achieving Necessary Skills (SCANS); Chamber of Commerce; Colleges; Universities; Technology Centers; Secretary’s Commission on Achieving Necessary Skills (SCANS)

CULINARY ARTS II

STANDARD 4.0

Students will identify and demonstrate the principles and processes of cooking in a professional kitchen.

LEARNING EXPECTATIONS

The student will:

- 4.1** Identify and use herbs, spices, oils, and vinegars.
- 4.2** Apply effective “mise en place” through practice.
- 4.3** Demonstrate knife skills and proper cuts, such as julienne, batonette, brunoise, paysanne, small, medium, and large dice; emphasize proper safety techniques.
- 4.4** Describe and demonstrate several basic preparation techniques, such as moist heat and dry heat cooking and apply the fundamentals of time and temperature in cooking and reheating a variety of foods.
- 4.5** Discuss applicability of convenience, value-added, further processed, or parcooked food items.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 4.1** Identifies and use herbs, spices, oils, and vinegars.
- 4.2** Applies effective “mise en place” through practice.
- 4.3** Demonstrates knife skills and proper cuts, such as julienne, batonette, brunoise, paysanne, small, medium, and large dice; emphasizes proper safety techniques.
- 4.4** Describes and demonstrates several basic preparation techniques, such as moist heat and dry heat cooking, and applies the fundamentals of time and temperature in cooking and reheating a variety of foods.
- 4.5** Discusses applicability of convenience, value-added, further processed, or parcooked food items.

SAMPLE PERFORMANCE TASKS

- Make a list of spices available in the home.
- Make a list of foods that are fully cooked when purchased.
- Make a list of dry heat cooked dishes.

INTEGRATION/LINKAGES

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary’s Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

CULINARY ARTS II

STANDARD 5.0

Students will examine and practice cooking methods, techniques, and preparations, such as dry heat and moist heat methods.

LEARNING EXPECTATIONS

The student will:

- 5.1 Define and explain moist heating cooking methods, including blanching, boiling, steaming, and poaching; prepare a variety of food products using moist heat cooking methods.
- 5.2 Define and explain dry cooking methods, including sauté, pan frying, deepfrying, baking, roasting, grilling, and broiling; prepare a variety of food products using dry heat cooking methods.
- 5.3 Define and explain combination cooking, including braising and stewing; prepare a variety of food products using combination-cooking methods.
- 5.4 Demonstrate a variety of other food preparation and cooking methods including convection, microwaving, and other emerging technologies.
- 5.5 Define, explain, and prepare basic stocks and sauces.
- 5.6 Define and explain basic soup types, including broth, consommé, and puree, clear, and cream soups; prepare various soups.
- 5.7 Identify and prepare various breakfast foods including breakfast meats, eggs, cereals, and batter products.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 5.1 Defines and explains moist heating cooking methods, including blanching, boiling, steaming, and poaching; prepares a variety of food products using moist heat cooking methods.
- 5.2 Defines and explains dry cooking methods, including sauté, pan frying, deepfrying, baking, roasting, grilling, and broiling; prepares a variety of food products using dry heat cooking methods.
- 5.3 Defines and explains combination cooking, including braising and stewing; prepares a variety of food products using combination-cooking methods.
- 5.4 Demonstrates a variety of other food preparation and cooking methods, including convection, microwaving, and other emerging technologies.
- 5.5 Defines, explains, and prepares basic stocks and sauces.
- 5.6 Defines and explains basic soup types, including broth, consommé, and puree, clear, and cream soups; prepares various soups.
- 5.7 Identifies and prepares various breakfast foods, including breakfast meats, eggs, cereals, and batter products.

SAMPLE PERFORMANCE TASKS

- Prepare a pot of vegetable beef soup.
- Cook breakfast for your family.
- Volunteer to work at a “soup kitchen” for the homeless.

INTEGRATION/LINKAGES

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary’s Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

CULINARY ARTS II

STANDARD 6.0

Students will identify and apply fundamentals of baking in the preparation and production of baked food products and will identify and use equipment normally found in the bakeshop.

LEARNING EXPECTATIONS

The student will:

- 6.1** Define basic baking terms; identify equipment and utensils used in baking and describe their proper use and care.
- 6.2** Identify ingredients used in baking, describe their properties, and list their functions.
- 6.3** Produce yeast raised products, quick breads, pies, cookies, and basic cakes.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 6.1** Defines basic baking terms; identifies equipment and utensils used in baking and describes their proper use and care.
- 6.2** Identifies ingredients used in baking, describes their properties, and lists their functions.
- 6.3** Produces yeast-raised products, quick breads, pies, cookies, and basic cakes.

SAMPLE PERFORMANCE TASKS

- Bake a birthday cake.
- Bake yeast rolls.

INTEGRATION/LINKAGES

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

CULINARY ARTS II

STANDARD 7.0

Students will examine in detail the nutritional concepts that relate to a balanced and healthy diet covering the six major classes of nutrients in developing a personalized and healthy diet.

LEARNING EXPECTATIONS

The student will:

- 7.1 Identify and develop a personalized healthy diet based upon My Pyramid and examine the impacts of cultural constraints, eating disorders, and food allergies.
- 7.2 Identify food groups, nutrient contributions of vitamins and minerals, nutrient variability within a group and daily recommended intake.
- 7.3 Analyze and develop a daily and weekly personal menu that reflects the RDI values, including the six major nutrients and calorific daily intakes.
- 7.4 Identify and demonstrate appropriate serving sizes and portion control as related to dietary needs as compared to current industry trends.
- 7.5 Examine current trends and issues in food and nutrition, fad diets, and proper weight loss techniques. Discuss how they fit in healthy menu options.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 7.1 Identifies and develops a personalized healthy diet based upon My Pyramid and examines the impacts of cultural constraints, eating disorders and food allergies.
- 7.2 Identifies food groups, nutrient contributions of vitamins and minerals, nutrient variability within a group, and daily recommended intake.
- 7.3 Analyzes and develops a daily and weekly personal menu that reflects the RDI values, including the six major nutrients and calorific daily intakes.
- 7.4 Identifies and demonstrates appropriate serving sizes and portion control as related to dietary needs as compared to current industry trends.
- 7.5 Examines current trends and issues in food and nutrition, fad diets, and proper weight loss techniques. Discusses how they fit in healthy menu options.

SAMPLE PERFORMANCE TASKS

- Make a list of fad diets for the past decade.
- Make a list of trendy foods.
- Make a list of the most unhealthy fast foods.

INTEGRATION/LINKAGES

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

CULINARY ARTS II

STANDARD 8.0

Students will identify and apply front of the house techniques and methods of operation used in today's modern high pace, high volume restaurants.

LEARNING EXPECTATIONS

The student:

- 8.1 Describe the traditional service staff and list the duties and responsibilities of each.
- 8.2 Identify and use proper techniques for greeting, seating, and presenting the menu to customers and dramatize ways of describing and recommending menu items to guests.
- 8.3 Demonstrate an understanding of guest service and customer relations, including the handling of difficult situations and accommodations for the disabled.
- 8.4 Demonstrate the general rules of table setting and service and identify the types of flatware, china, hollowware, and glassware and explain the specific uses of each.
- 8.5 Identify the similarities and differences between American, French, English, Russian, and self-service styles of dining.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 8.1 Describes the traditional service staff and lists the duties and responsibilities of each.
- 8.2 Identifies and uses proper techniques for greeting, seating, and presenting the menu to customers and dramatizes ways of describing and recommending menu items to guests.
- 8.3 Demonstrates an understanding of guest service and customer relations, including handling of difficult situations and accommodations for the disabled.
- 8.4 Demonstrates the general rules of table setting and service and identifies the types of flatware, china, hollowware, and glassware and explains the specific uses of each.
- 8.5 Identifies the similarities and differences between American, French, English, Russian, and self-service styles of dining.

SAMPLE PERFORMANCE TASKS

- Practice setting flatware, dishes, and glasses.
- Practice writing and updating resumes.

INTEGRATION LINKAGES

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

CULINARY ARTS II

STANDARD 9.0

Students will apply fundamentals of human relations and management skills in both personal and professional aspects and levels.

LEARNING EXPECTATIONS

The student will:

- 9.1** Identify and exhibit appropriate oral and written communications on a personal and professional level.
- 9.2** Identify the need for leadership and describe leadership qualities, such as honesty and integrity, fairness, responsible behavior, ethical work habits, passion for goals, positive attitude, enthusiasm, and empathy.
- 9.3** Perform mock interviews; prepare resume, job applications, cover letters, and portfolios.
- 9.4** Identify legal issues of employment, including sexual harassment, discrimination, violence, and unemployment.
- 9.5** Analyze ways of handling stress in the workplace.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 9.1** Identifies and exhibits appropriate oral and written communications on a personal and professional level.
- 9.2** Identifies the need for leadership and describes leadership qualities, such as honesty, integrity, fairness, responsible behavior, ethical work habits, passion for goals, positive attitude, enthusiasm, and empathy.
- 9.3** Performs mock interviews; prepares resume, job applications, cover letters, and portfolios.
- 9.4** Identifies legal issues of employment, including sexual harassment, discriminations, violence, and unemployment.
- 9.5** Analyzes ways of handling stress in the workplace.

SAMPLE PERFORMANCE TASKS

- Practice writing and reciting menus.
- Practice writing and updating resumes.

INTEGRATION/LINKAGES

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

CULINARY ARTS II

STANDARD 10.0

Students will identify and apply fundamentals for menu planning, purchasing, receiving, inventory, and storage.

LEARNING EXPECTATIONS

The student will:

- 10.1** Identify 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'hote, California, du jour, and cycle menus.
- 10.2** Identify and create menu item descriptions following established truth-in-menu guidelines and organize the information on a menu.
- 10.3** Analyze various restaurant menus and identify standard menu layout and design concepts.
- 10.4** Analyze recipes and apply the principles of nutrition to proper menu development.
- 10.5** Identify menu requirements for various diets, such as food allergy, vegetarian, low -sodium, and low caloric.
- 10.6** Identify procedures for purchasing meat, poultry, seafood, dairy, and staple items and describe proper techniques of receiving and storing fresh, frozen, refrigerated, and staple goods.
- 10.7** Identify various types of fruits, vegetables, meats, poultry, seafood, dairy, and starches and required product purchasing specifications.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 10.1** Identifies basic menu planning principles; discusses the various types of restaurant menus and their importance to the overall operation of the facility; and defines a la carte, table d'hote, California, du jour, and cycle menus.
- 10.2** Identifies and creates menu item descriptions following established truth-in-menu guidelines and organizes the information on a menu.
- 10.3** Analyzes various restaurant menus and identifies standard menu layout and design concepts.
- 10.4** Analyzes recipes and applies the principles of nutrition to proper menu development.
- 10.5** Identifies menu requirements for various diets such as food allergy, vegetarian, low -sodium, and low caloric.
- 10.6** Identifies procedures for purchasing meat, poultry, seafood, dairy and staple items and describes proper techniques of receiving and storing fresh, frozen, refrigerated, and staple goods.
- 10.7** Identifies various types of fruits, vegetables, meats, poultry, seafood, dairy, and starches and required product purchasing specifications.

SAMPLE PERFORMANCE TASKS

- Start a collection of menus from various restaurants.
- Make a list of food allergies.
- Make a list of citrus fruits

INTEGRATION/LINKAGES

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

CULINARY ARTS II

STANDARD 11.0

Students will identify and examine the role of Garde Manger and pantry kitchen, demonstrating cold food skills and techniques used by Garde Manger Chef.

LEARNING EXPECTATIONS

The student will:

- 11.1** Identify the four main ingredients of sandwiches and identify different types of sandwiches; prepare cold/hot sandwiches.
- 11.2** Identify the components of a salad, prepare all types of salads (i.e., composed, bound, tossed) and identify and prepare basic types of dressings (i.e. vinaigrette, emulsified).
- 11.3** Define garnish; explain the differences between garnish, garniture, and garni; list guidelines for use of hot and cold platter garnishes.
- 11.4** Define responsibilities of pantry/garde manger workers, comparing duties of the pantry workers; explain the relationship and line set up of pantry/garde manger preparations.
- 11.5** Discuss cold items to include soups, sauces, marinades, relishes, and hors d'oeuvres.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 11.1** Identifies the four main ingredients of sandwiches and identifies different types of sandwiches; prepares cold/hot sandwiches.
- 11.2** Identifies the components of a salad, prepares all types of salads (i.e., composed, bound, tossed) and identifies and prepares basic types of dressings (i.e., vinaigrette, emulsified).
- 11.3** Defines garnish; explains the differences between garnish, garniture, and garni; lists guidelines for use of hot and cold platter garnishes.
- 11.4** Defines responsibilities of pantry/garde manger workers, comparing duties of the pantry workers; explains the relationship and line set up to pantry/garde manger preparations.
- 11.5** Discusses cold items to include soups, sauces, marinades, relishes, and hors d'oeuvres.

SAMPLE PERFORMANCE TASKS

- Prepare a variety platter of a sandwiches.
- Prepare a garden salad and a Caesar Salad.
- Role-play as a Garde Manger.

INTEGRATION/LINKAGES

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

CULINARY ARTS

Integration of Academic Concepts

Science

The following science concepts are integrated into the *Culinary Arts* course content.

- Knows the environmental impact of materials (solid, liquid, gaseous).
- Understands the effect of chemicals on humans and plants.
- Understands the interaction of organisms with their environment.
- Applies and uses laboratory techniques safely.
- Applies and uses maps, charts, tables, and graphs to complete tasks.
- Applies and uses scientific methods to solve problems.
- Describes and explains heat conduction/convection, radiant heating, and temperature.
- Measures weight, temperature, time, and the volumes of liquids and solids.
- Uses computers for information processing.
- Describes and explains chemical reactions including inhibitors.
- Measures time to complete a task.
- Analyzes and evaluates environmental issues related to waste management.

Language Arts

The following language art concepts are integrated into the *Culinary Arts* course content.

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary.
- Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks.
- Demonstrates competence in speaking to provide, distribute, or find information.
- Demonstrates competence in writing and editing documents, using correct grammar, and punctuation.
- Follows written and oral directions to complete tasks.
- Informally discusses, requests, and supplies information to associates.
- Adapts listening strategies to utilize verbal and nonverbal content of communication.
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media.

CULINARY ARTS

SAMPLING OF AVAILABLE RESOURCES

Industry Associations, Web Sites, and Publications

- *ACCESS, Knowledge and Skill Competencies*, American Culinary Federation
- American Culinary Federation
- *Bread & Butter: The Bottom Line Running Restaurants*, National Restaurant Association
- National and Tennessee Restaurant Associations
- *Restaurant Info Abstracts*, National Restaurant Association
- *Restaurant USA Magazine*, National Restaurant Association
- The Tennessee Hospitality Education Center
- Web Sites:
 - www.restaurant.org
 - www.info@dineout.org
 - www.edfound.org
 - www.foodsafetycouncil.org/
 - www.h-b-a.org
 - www.hbainfo@foodtrain.org
 - www.nsf.org
 - www.fujitsu.co.jp/
 - <http://foodnet.fic.ca/>
 - <http://www.fenpublishing.com/>
 - www.cfbe.org
 - <http://fse.tamu.edu/>

Vocational Student Organizations, Web Sites, and Publications

Career Connections Manual, Family, Career and Community Leaders of America
Families First Manual, Family, Career and Community Leaders of America
Family, Career and Community Leaders of America
Leaders At Work, Family, Career and Community Leaders of America
Leadership Handbook, SkillsUSA, Inc.
Parliamentary Procedure at a Glance, National SkillsUSA
Power of One Manual, Family, Career and Community Leaders of America
Professional Development Program, National SkillsUSA
Public Speaking: A Guide for Local, State, and National Officers, National SkillsUSA
SkillsUSA Championships Technical Standards, SkillsUSA
SkillsUSA

STAR Events Manual, Family, Career and Community Leaders of America
Teacher's Tool Kit, SkillsUSA, Inc.
The Meeting Kit, National SkillsUSA

Web Sites:

www.fcclainc.org

www.skillsusa.org

Additional Resources:

College Representatives

Robert's Rules of Order, *Robert, et. al., Perseus Books Newly Revised, 9th Edition*