



*Prepares Students for College and Careers*

# ▲ Culinary Arts II

## COURSE CODES:

▲ ROP 64035    ▲ WUHSD 0000    ▲ ERUSD AT501    ▲ State (CALPADS) 8021

**Course Leads to:** Post-Secondary Education  
**Industry Sector:** Hospitality, Tourism, and Recreation  
**Career Pathway:** Food Service and Hospitality - 201  
**Classroom Hours:** 180  
**Work Based Learning:** 180 (optional)

**Course Level:** Capstone

**Approved Textbook/Curriculum:** None

POST-SECONDARY EDUCATION	INDUSTRY CERTIFICATIONS	EMPLOYMENT
Articulation with College      No Dual Enrollment with College    No UC Approved a-g elective credit   No	CA Food Handler's Card	<b>Related Careers (O*NET)</b>  29-1031.00    Dietitians and Nutritionists 29-2051.00    Dietetic Technicians 35-2012.00    Cooks, Institution and Cafeteria 35-9011.00    Dining Room and Cafeteria Attendants and Bartender Helpers
COLLEGE MAJORS	NEXT STEPS	
Agriculture, General Culinary Arts Family and Consumer Sciences Food Science Hospitality Administration and Management Nutrition Sciences	ROP International Cuisine Internship Post-Secondary Education Employment	

### Prerequisites:

Successful completion of ROP Culinary Arts I with 80% or better and have a CA Food Handler's Card is required.

### Course Description:

Culinary Arts II is the next course following Culinary I. The focus is centered on Management skills, marketing, advance presentations, menu development, hospitality. The student advances training in kitchen safety and sanitation practices, food terminology and proper measuring while demonstrating more advanced food preparation techniques. Students demonstrate the ability to create a recipe and adjust the yield, also able to explain the benefits of eating a variety of foods from each recommended food group. Students will participate in the planning, costing, preparation, serving, storage and critique of meals in project based learning.

Integrated throughout the course are standards for Career Ready Practice and Academic Content Standards which include: appropriate technical skills and academic knowledge; communication skills; career planning; applied technology; critical thinking and problem solving; personal health and financial literacy; citizenship, integrity, ethical leadership and effective management; work productively while integrating cultural and global competence; creativity and innovation; reliable research strategies, and environment, social and economic impacts of decisions.

## **COURSE OUTLINE**

### **I. ORIENTATION**

- A. Introduce course and facilities
- B. Discuss syllabus and major objectives
- C. Explain attendance, grading, classroom procedures, code of conduct
- D. Complete course safety requirements/test

### **II. CAREERS IN FOOD SERVICE AND HOSPITALITY**

- A. Research and understand various occupations within the food service industry sector
- B. Identify the personal qualifications necessary to work in the food service/hospitality industry sector
- C. Explore the advantages and disadvantages of food service/hospitality employment
- D. Examine future trends in the industry sector
- E. Discuss environmentally-sound practices and sustainability within the industry sector

### **III. PREPARING FOR COLLEGE AND CAREERS**

- A. Review and Discuss California CTE Model Curriculum Standards for Career Ready Practice
- B. Create an Education Plan and a Career Plan aligned with personal goals
- C. Create a Resumé
- D. Create a Career Portfolio
- E. Complete a handwritten/hand-printed Job Application neatly, legibly and with no corrections or mistakes
- F. Practice a professional job interview
- G. Write Evening of Excellence Essay

### **IV. SAFETY AND SANITATION**

- A. Understand and apply principles of food safety and sanitation
- B. Identify national, state, and local agencies responsible for both safety and sanitation
- C. Demonstrate proper safety and sanitation practices
- D. Demonstrate proper hand-washing technique
- E. Discuss micro-organisms and food-borne illnesses
- F. Understand how to prevent slips, trips, and falls
- G. Demonstrate the concept of FIFO (first in, first out)
- H. Identify and explain critical temperatures

### **V. KNIVES AND SMALL TOOLS**

- A. Identify basic knives and small tools and their uses
- B. Understand proper maintenance and storage of knives and small tools
- C. Understand proper knife safety and sharpening
- D. Demonstrate basic knife skills and cutting techniques
- E. Understand basic knife handling skills with a Chef's knife
- F. Understand table setting and service etiquette
- G. Identify basic kitchen tools and equipment

### **VI. EQUIPMENT, POLICIES, AND PROCEDURES**

- A. Identify large kitchen equipment and their proper use
- B. Discuss and follow proper kitchen lab policies and procedures
- C. Understand the importance of a proper work station
- D. Identify and understand proper food preparation terms
- E. Discuss the use, advantages, and disadvantages of microwave use

### **VII. RECIPES, FORMULAS, COSTING, AND APPLIED BUSINESS**

- A. Understand terminology and vocabulary related to the food service and hospitality industry sector
- B. Understand basic food preparation skills
- C. Understand and interpret common recipes
- D. Demonstrate how to properly measure liquid and dry ingredients
- E. Understand how to troubleshoot and make replacements in a recipe
- F. Analyze recipes for efficiency and waste

## **COURSE OUTLINE**

- G. Estimate cost, yield, and portion sizes
- H. Understand the fundamentals of a business plan
- I. Examine inventory procedures in the food service industry for various business models
- J. Compare and contrast different food service business balance sheets

### **VIII. GARNISHES AND PLATING**

- A. Compare and contrast classical and modern plating designs
- B. Identify factors in creating plate design
- C. Understand the difference between “full cover” and other variations of plating
- D. Discuss plate presentation as it relates to the principles of design
- E. Understand the effects of mouthfeel on food evaluation
- F. Demonstrate basic garnishing techniques, including proper cutting techniques

### **IX. HERBS AND SPICES/ SALADS AND DRESSINGS**

- A. Understand the history of spices and their uses
- B. Identify various herbs and spices for specific applications
- C. Understand how to manipulate and combine flavors through the use of herbs and spices
- D. Identify the components of a salad
- E. Understand the types of salads
- F. Identify the types of greens
- G. Identify the basic dressing types
- H. Create dressing types based on knowledge of correct procedures and variations for menu use

### **X. SANDWICHES, COLD PANTRY, AND APPETIZERS**

- A. Identify culinary traditions and current trends in sandwiches and appetizers
- B. Identify common hot and cold sandwiches
- C. Understand production line concepts as they relate to sandwiches
- D. Discuss the purpose of appetizers
- E. Choose appetizers based on various client specifications

### **XI. CULINARY NUTRITION AND FOOD SCIENCE**

- A. Understand the government recommendations for nutrition (my plate) at various ages and stages of life
- B. Calculate calories and basic nutritional values
- C. Properly read food labels
- D. Understand the role metabolism plays in nutrition and the effect exercise has on it
- E. Update an outdated recipe with healthier alternatives
- F. Understand fat and its role in a healthy diet
- G. Investigate popular “diets” and meal plans for nutritional value and long-term effects
- H. Discuss organic, NON-GMO, and other trending food-growing trends and their effects on society

### **XII. MENUS AND MARKETING STRATEGIES**

- A. Develop an understanding of various types of menus and their purposes
- B. Understand basic marketing strategies and how they affect the design of a menu
- C. Understand common menu vocabulary
- D. Evaluate menus from different food service businesses
- E. Understand how to design a menu
- F. Understand menu pricing
- G. Create a menu for a specific food service business

### **XIII. STOCKS, SOUPS, AND SAUCES**

- A. Identify basic stocks and their uses
- B. Identify the five mother sauces and their various uses
- C. Compare the basic types of soups, their bases, and their ingredients

### **XIV. EGGS, DAIRY, AND SHORT ORDER**

- A. Identify various types of eggs and how to purchase
- B. Discuss the various way eggs can be prepared
- C. Understand the function of eggs in recipes

## COURSE OUTLINE

- D. Compare and contrast the different varieties of milk
- E. Practice short order cooking techniques

### XV. GRAINS, PASTA, AND VEGETABLE SIDES

- A. Understand the role grains play in nutrition
- B. Identify various grains and their uses, such as rice, wheat, corn, quinoa, spelt, etc.
- C. Understand the different varieties of pasta and their uses and preparation techniques
- D. Demonstrate how to use various grains, pastas, and starches in main dishes and side dishes
- E. Explain the farm to table movement and the importance of local produce
- F. Understand how to prep, prepare and critique a wide variety of vegetables to implement as side dishes

### XVI. POULTRY AND MEAT

- A. Identify poultry and fowl product types
- B. Understand how to properly butcher and prepare poultry and fowl
- C. Demonstrate proper safety and sanitation techniques related to poultry
- D. Identify various cuts of veal, pork, and lamb wholesale and retail cuts
- E. Identify proper cooking techniques with appropriate meat cuts
- F. Understand how to properly store specific cuts of meat
- G. Compare and contrast various types of ground beef
- H. Understand beef wholesale and retail cuts and their yields
- I. Discuss current trends in farming and environmental and humane issues related to poultry and meat farming

### XVII. BAKERY, CAKES, PASTRY, AND DESSERTS

- A. Identify and understand proper use of basic bakery tools, supplies, and equipment
- B. Plan, prepare, and evaluate a variety of bakery and pastry products
- C. Discuss nutrition as it relates to cakes, pastries, and desserts
- D. Understand pie pastry technique
- E. Understand various types of dough and their purposes and uses
- F. Evaluate current trends in the pastry and dessert industries
- G. Practice plating and garnishing desserts according to client specifications

### XVIII. CULTURAL AND GLOBAL FOOD

- A. Discuss historically-significant food history and culture
- B. Identify regional food trends in the United States
- C. Compare and contrast food cultures around the globe

## PROJECT-BASED LEARNING

(NAME OF PROJECT) (PRESENTATION ON...)

- A. Research
- B. Outline
- C. First Draft
- D. Final Draft
- E. Presentation

## ESSENTIAL STANDARDS AND KEY ASSIGNMENTS INDUSTRY SECTOR: Hospitality, Tourism, and Recreation

### ESSENTIAL PATHWAY STANDARD - A1.0

KEY ASSIGNMENT

### ESSENTIAL PATHWAY STANDARD - A2.0

KEY ASSIGNMENT

**ESSENTIAL PATHWAY STANDARD – A3.0**

**KEY ASSIGNMENT**

**ESSENTIAL PATHWAY STANDARD – A4.0**

**KEY ASSIGNMENT**

**ESSENTIAL PATHWAY STANDARDS – A5.0**

**KEY ASSIGNMENT**

## CTE MODEL CURRICULUM STANDARDS FOR CAREER READY PRACTICE

- 1. Apply appropriate technical skills and academic knowledge.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.
- 2. Communicate clearly, effectively, and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
- 3. Develop an education and career plan aligned with personal goals.** Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
- 4. Apply technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
- 5. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.
- 6. Practice personal health and understand financial literacy.** Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.
- 7. Act as a responsible citizen in the workplace and the community.** Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.
- 8. Model integrity, ethical leadership, and effective management.** Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.
- 9. Work productively in teams while integrating cultural and global competence.** Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.
- 10. Demonstrate creativity and innovation.** Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.
- 11. Employ valid and reliable research strategies.** Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.
- 12. Understand the environmental, social, and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

## CTE ANCHOR STANDARDS—Common Core English Language Arts Alignment

### **1: Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector Anchor Standard

### **2: Communications Language Standard**

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6 Anchor Standard

### **3: Career Planning and Management Speaking and Listening Standard**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2 Anchor Standard

### **4: Technology Writing Standard**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. WS 11-12.6 Anchor Standard

### **5: Problem Solving and Critical Thinking Writing Standard**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7 Anchor Standard

### **6: Health and Safety Reading Standards for Science and Technical Subjects**

Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10 11-12.4 Anchor Standard

### **7: Responsibility and Flexibility Speaking and Listening Standard**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10 11-12.1 Anchor Standard

### **8: Ethics and Legal Responsibilities Speaking and Listening Standard**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d Anchor Standard

### **9: Leadership and Teamwork Speaking and Listening Standard**

Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b Anchor Standard

### **10: Technical Knowledge and Skills Writing Standard**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6 Anchor Standard

### **11: Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.