# FCS image.JPG BATH COUNTY HIGH SCHOOL

## Family & Consumer Sciences Department



**COURSE:** Culinary Arts I

**COURSE CODE:** 8275

**PREREQUISITE:** None

**TEACHER:** Mrs. Adaline Hodge  2016-17

**DESCRIPTION:**

The Culinary Arts I curriculum provides students with the foundations for a comprehensive knowledge of the food service industry and with opportunities to build technical skills. Students examine and practice basic rules and procedures related to kitchen and food safety, kitchen sanitation procedures, and emergency measures. Students explore the purchasing and receiving of goods and study fundamental nutritional principles and guidelines. As they explore food-preparation techniques, students practice applying these techniques to the preparation and serving of basic food products. The curriculum places a strong emphasis on science and mathematics knowledge and skills. Workplace readiness skills are required with this course. The ProStart® curriculum written by the National Restaurant Association allows for student credentialing. Students will have the opportunity to earn national certification from the National Restaurant Association Education Foundation if they choose.

ProStart National Certification requires students to:

Complete both year 1 and year 2 ProStart with a minimum grade of a C

Pass both ProStart Level 1 and ProStart Level 2 national exams

Be employed in an approved foodservice/hospitality/lodging internship site

* + 400 work hours verified with pay stubs by August 15th at the end of the students’ senior year
	+ Have 70% of the student competency checklist items checked off by industry mentor and ProStart instructor

**GRADING:**

Tests, Workplace Readiness Quizzes, Labs, and projects will make up the grade. Tests will be 25%, Quizzes 10%, Lab work 50%, Workplace Readiness Daily/Weekly 15%. Competencies must be completed with 80% accuracy or better to obtain a satisfactory rating. The ProStart® Exam will be a separate exam at the end of the school term. Work experience of 400 hours is necessary in the industry before certification is given in the senior or second year.

**REQUIREMENTS:**

Attendance is required and may be required **after school** for a few activities. Aprons or uniforms will be worn and will be provided by the department. We will launder items in class.

* Appearance will be neat and professional. **Proper shoes are required in the kitchen for you to enter.**
* The student will pay for items broken through intentional misuse**.**
* The BCHS handbook rules will prevail.
* It is very important that you be on time! Tardiness slows us all down.
* It is the student’s responsibility to get make up work and to ask the teacher for assignments.
* **FCCLA membership is encouraged** to take advantage of the many programs for recognition.
* A notebook will be required for the class. A pocket folder is helpful for handouts.

**CLASS EXPECTATIONS:**

* Respect administration, faculty and staff and fellow students.
* No cell phones should be used during class
* Respect the learning environment (do not be disruptive, etc.)
* Be in the classroom on time and be dismissed by the teacher.
* Be prepared for class with books, materials, and assignments.
* Follow directions the first time they are given
* Bring your charged laptop as assigned to class.

**KITCHEN RULES:**

1. Be in the kitchen only when assigned.
2. Do not use any equipment unless you have received training on its care and use.
3. No jackets are to be worn when working in the kitchen.
4. Hair restraints and aprons or lab jackets must be worn in the kitchen.
5. Closed toe shoes must be worn in the kitchen.
6. The job is not complete until the cleanup is finished and all things are put away properly.
7. Wash hands in the hand-washing sink upon entry to the kitchen.
8. **Zero Tolerance!! For Horseplay in the kitchen and not being on task.**
9. Remember to “Always Clean As You GO!”

**Discipline Policy:**

1. Student is told of the policies in the handbook.
2. Students are reminded of the BCHS Culinary Arts Expectations.
3. Mini-Behavioral Reports will be recorded for minor offenses. Student will be informed of this report as it is recorded.

**Class Competency Record:**

**2016/2017 Student Competency Record**

**Culinary Arts I**

**8275 - 36 weeks, 280 hours**

|  |  |  |
| --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Student** |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**School Year** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**School** |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Teacher Signature** |

Traditional letter or numerical grades do not provide adequate documentation of student achievement in competency-based education; therefore, the Virginia Standards for CBE require a recording system to provide information about competencies achieved to employer, student-employee, and teacher. The Student Competency Record provides a means for keeping track of student progress. Ratings are assigned by the teacher for classroom competency achievement and by the teacher-coordinator in conjunction with the training sponsor when competence is evaluated on the job.

Tasks/competencies designated "Required" are considered essential statewide and are required of all students. In some courses, all tasks/competencies have been identified as required. Tasks/competencies marked "Optional" are considered optional; they and/or additional tasks/competencies may be taught at the discretion of the school division. Tasks/competencies marked with an asterisk (\*) are considered sensitive, and teachers should obtain approval by the school division before teaching them.**Note: Students with an Individualized Education Program (IEP) or an Individualized Student Alternative Education Plan (ISAEP) will be rated, using the following scale, only on the competencies identified in their IEP or ISAEP.**Students will be expected to achieve a **satisfactory rating** (one of the three highest marks) on the Student Competency Record (SCR) rating scale on at least 80% of the required (essential) competencies in a CTE course.

**...RATING SCALE...
1 - Can teach others
2 - Can perform without supervision
3 - Can perform with limited supervision
4 - Can perform with supervision
5 - Cannot perform**

|  |  |  |  |
| --- | --- | --- | --- |
| **827536 weeks, 280 hours** | **Culinary Arts ITASKS/COMPETENCIES** | **Date** | **Rating** |
|   | **Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills** |
| Required | 1 | Demonstrate positive work ethic. |   |   |
| Required | 2 | Demonstrate integrity. |   |   |
| Required | 3 | Demonstrate teamwork skills. |   |   |
| Required | 4 | Demonstrate self-representation skills. |   |   |
| Required | 5 | Demonstrate diversity awareness. |   |   |
| Required | 6 | Demonstrate conflict-resolution skills. |   |   |
| Required | 7 | Demonstrate creativity and resourcefulness. |   |   |
|   | **Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills** |
| Required | 8 | Demonstrate effective speaking and listening skills. |   |   |
| Required | 9 | Demonstrate effective reading and writing skills. |   |   |
| Required | 10 | Demonstrate critical-thinking and problem-solving skills. |   |   |
| Required | 11 | Demonstrate healthy behaviors and safety skills. |   |   |
| Required | 12 | Demonstrate an understanding of workplace organizations, systems, and climates. |   |   |
| Required | 13 | Demonstrate lifelong-learning skills. |   |   |
| Required | 14 | Demonstrate job-acquisition and advancement skills. |   |   |
| Required | 15 | Demonstrate time-, task-, and resource-management skills. |   |   |
| Required | 16 | Demonstrate job-specific mathematics skills. |   |   |
| Required | 17 | Demonstrate customer-service skills. |   |   |
|   | **Demonstrating Workplace Readiness Skills: Technology Knowledge and Skills** |
| Required | 18 | Demonstrate proficiency with technologies common to a specific occupation. |   |   |
| Required | 19 | Demonstrate information technology skills. |   |   |
| Required | 20 | Demonstrate an understanding of Internet use and security issues. |   |   |
| Required | 21 | Demonstrate telecommunications skills. |   |   |
|   | **Examining All Aspects of an Industry** |
| Required | 22 | Examine aspects of planning within an industry/organization. |   |   |
| Required | 23 | Examine aspects of management within an industry/organization. |   |   |
| Required | 24 | Examine aspects of financial responsibility within an industry/organization. |   |   |
| Required | 25 | Examine technical and production skills required of workers within an industry/organization. |   |   |
| Required | 26 | Examine principles of technology that underlie an industry/organization. |   |   |
| Required | 27 | Examine labor issues related to an industry/organization. |   |   |
| Required | 28 | Examine community issues related to an industry/organization. |   |   |
| Required | 29 | Examine health, safety, and environmental issues related to an industry/organization. |   |   |
|   | **Addressing Elements of Student Life** |
| Required | 30 | Identify the purposes and goals of the student organization. |   |   |
| Required | 31 | Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.  |   |   |
| Required | 32 | Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.  |   |   |
| Required | 33 | Identify Internet safety issues and procedures for complying with acceptable use standards.  |   |   |
|   | **Balancing Work and Family** |
| Required | 34 | Analyze the meaning of work and the meaning of family. |   |   |
| Required | 35 | Compare how families affect work life and how work life affects families. |   |   |
| Required | 36 | Identify management strategies for balancing work and family roles. |   |   |
|   | **Exploring Culinary Arts** |
| Required | 37 | Explore the history of culinary arts. |   |   |
| Required | 38 | Describe the role of food and foodways in the history of Virginia. |   |   |
| Required | 39 | Identify the duties and responsibilities of each member of the classical kitchen brigade. |   |   |
| Required | 40 | Investigate careers in the culinary arts and hospitality industries. |   |   |
|   | **Understanding Kitchen Safety and Sanitation** |
| Required | 41 | Describe the Hazard Analysis & Critical Control Points (HACCP) system. |   |   |
| Required | 42 | Identify microorganisms related to food contamination. |   |   |
| Required | 43 | Identify food-borne illnesses, including their causes and symptoms. |   |   |
| Required | 44 | Explain factors that make foods potentially hazardous. |   |   |
| Required | 45 | Explain safe food production, storage, and service procedures. |   |   |
| Required | 46 | Identify good personal hygiene and health practices. |   |   |
| Required | 47 | Identify common food allergies. |   |   |
| Required | 48 | Explain Material Safety Data Sheets (MSDS). |   |   |
| Required | 49 | Describe physical safety hazards in food service operations. |   |   |
| Required | 50 | Complete a daily sanitation inspection checklist. |   |   |
| Required | 51 | Follow a schedule and the standard procedures for cleaning and sanitizing equipment and facilities. |   |   |
| Required | 52 | Demonstrate the safe use of cleaners and sanitizers used within food service operations. |   |   |
| Required | 53 | Identify industry-standard waste disposal and recycling procedures. |   |   |
| Required | 54 | Describe accepted measures for pest control and eradication in the food service environment. |   |   |
| Required | 55 | Explain the classes of fires and the method of extinguishing each. |   |   |
| Required | 56 | List the regulatory agencies and the laws and regulations that govern sanitation and safety in the food service environment. |   |   |
|   | **Exploring the Purchasing and Receiving of Goods** |
| Required | 57 | List the requirements for receiving and storing raw foods, prepared foods, and dry goods. |   |   |
| Required | 58 | Conduct an inventory of food and nonfood items.  |   |   |
| Required | 59 | Explain the use of regulations for inspecting and grading foods. |   |   |
| Required | 60 | Explain formal and informal purchasing methods. |   |   |
| Required | 61 | Describe the purpose of a requisition. |   |   |
| Required | 62 | Describe market fluctuations and their effect on product cost.  |   |   |
| Required | 63 | Explain the legal and ethical considerations of purchasing.  |   |   |
| Required | 64 | Describe the importance of product specifications. |   |   |
| Required | 65 | Evaluate received foods to determine conformity with user’s product specifications and agreed-upon price. |   |   |
| Required | 66 | Describe the steps of receiving and storing cleaning supplies and chemicals.  |   |   |
|   | **Understanding Nutritional Principles** |
| Required | 67 | Explain USDA nutritional guidelines. |   |   |
| Required | 68 | Explain the concepts of energy balance. |   |   |
| Required | 69 | Describe the nutritional components of food. |   |   |
| Required | 70 | Evaluate personal diets, using the recommended dietary allowances. |   |   |
| Required | 71 | Explain cooking and storage techniques that promote maximum retention of nutrients. |   |   |
|   | **Applying Food-Preparation Techniques** |
| Required | 72 | Identify hand tools and utensils used in food preparation. |   |   |
| Required | 73 | Demonstrate basic knife skills. |   |   |
| Required | 74 | Identify operation of kitchen equipment. |   |   |
| Required | 75 | Identify uses of a variety of cookware. |   |   |
| Required | 76 | Describe the components of a standardized recipe. |   |   |
| Required | 77 | Demonstrate following a standardized recipe. |   |   |
| Required | 78 | Explain the dry heat cooking method. |   |   |
| Required | 79 | Explain the moist heat cooking method. |   |   |
| Required | 80 | Explain the combination cooking method. |   |   |
| Required | 81 | Demonstrate scaling and measuring techniques for measuring weight. |   |   |
| Required | 82 | Demonstrate scaling and measuring techniques for measuring volume. |   |   |
| Required | 83 | Describe uses of herbs, spices, oils, vinegars, and condiments. |   |   |
| Required | 84 | Identify types of red meat and their utilizations. |   |   |
| Required | 85 | Identify types of poultry and their utilizations. |   |   |
| Required | 86 | Identify types of fish and their utilizations. |   |   |
| Required | 87 | Identify types of shellfish and their utilizations. |   |   |
| Required | 88 | Explain the preparation methods and common pairings of stocks, soups, and sauces. |   |   |
| Required | 89 | Identify fruits, vegetables, and farinaceous items, including their utilizations. |   |   |
| Required | 90 | Identify breakfast meats. |   |   |
| Required | 91 | Identify different egg products. |   |   |
| Required | 92 | Identify hot breakfast cereals. |   |   |
| Required | 93 | Identify batter products. |   |   |
| Required | 94 | Prepare breakfast meats. |   |   |
| Required | 95 | Prepare eggs in a variety of ways. |   |   |
| Required | 96 | Prepare hot breakfast cereals. |   |   |
| Required | 97 | Prepare batter products. |   |   |
|   | **Exploring Garde Manger Techniques** |
| Required | 98 | Prepare cold salads. |   |   |
| Required | 99 | Prepare cold dressings. |   |   |
| Required | 100 | Prepare cold sandwiches. |   |   |
|   | **Exploring Baking Fundamentals** |
| Required | 101 | Define baking terms. |   |   |
| Required | 102 | Identify basic equipment and utensils used in baking. |   |   |
| Required | 103 | Identify the ingredients used in baking and their functions. |   |   |
| Required | 104 | Prepare quick breads. |   |   |
| Required | 105 | Prepare pies and tarts. |   |   |
| Required | 106 | Prepare cookies. |   |   |
|   | **Serving in the Dining Room** |
| Required | 107 | Describe the types of table service and table settings. |   |   |
| Required | 108 | Demonstrate communication with diverse types of customers. |   |   |
| Required | 109 | Serve beverages. |   |   |
|   | **Using Business and Math Skills** |
| Required | 110 | Demonstrate recipe conversion, using conversion factors and formulas. |   |   |
| Required | 111 | Process a handwritten guest check. |   |   |
| Required | 112 | Identify types of dining establishments. |   |   |
| Required | 113 | Demonstrate effective procedures for marketing to customers. |   |   |
| Required | 114 | Describe the interrelationships and workflow between dining room and kitchen operations. |   |   |
|   | **Investigating the Food Service Industry** |
| Required | 115 | Describe the scope of the food service industry within the hospitality industry. |   |   |
| Required | 116 | Identify professional food service organizations.  |   |   |

|  |  |
| --- | --- |
|   |  **Locally Developed Tasks/Competencies** |
|   |   |  |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |