**BATH COUNTY HIGH SCHOOL**

Family & Consumer Sciences Department



**COURSE:** Culinary Arts Specialization

**COURSE CODE:** 8279

**PREREQUISITE:** Culinary Arts II

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

**Suggested Grade Level:** 12

**DESCRIPTION:**

The Culinary Arts Specialization curriculum provides students with continuing opportunities to obtain comprehensive knowledge of the food service industry as well as to expand their technical skills in a food service specialty. Students explore careers and refine their skills in implementing safety and sanitation standards, applying nutritional principles, planning menus, using business and math skills, and selecting and maintaining food service equipment. Depending on the options available in the locality, students specialize in **one** of the following four areas:

Baking and Pastry Food-Preparation Techniques

Catering/Banquet Food-Preparation Techniques

Restaurant Operation Techniques

Quantity Food-Preparation Techniques

The curriculum continues to place a strong emphasis on science and mathematics knowledge and skills as it emphasizes critical thinking, practical problem solving, and entrepreneurial opportunities within the field of culinary arts.

**GRADING:**

Tests, Workplace Readiness Quizzes, Labs, and projects will make up the grade. Lab work 50%, Workplace Readiness Daily/Weekly 15%, Projects and planning 35%/ Competencies must be completed with 80% accuracy or better to obtain a satisfactory rating. Student can be completing the work experience of 400 hours is necessary in the industry before certification is given in the senior year or before August of graduating year. Competency folders will be documented as CBE is completed.

**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.**
* 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 section 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 are allowed 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, charged laptop, and assignments.
* Follow directions the first time they are given

**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. **Horseplay is not tolerated in the kitchen. Zero Tolerance!!**
9. Remember to “Always Clean As You GO!”

**Discipline Policy:**

1. Student is told of the handbook policies.
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 Specialization**

**8279 - 36 weeks**

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**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**

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| **827936 weeks** | **Culinary Arts SpecializationTASKS/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. |   |   |
|   | **Implementing Kitchen Safety and Sanitation** |
| Required | 37 | Implement the Hazard Analysis & Critical Control Points (HACCP) system during all food-handling processes. |   |   |
| Required | 38 | Maintain a Material Safety Data Sheets (MSDS) book for a facility. |   |   |
| Required | 39 | Create a sanitation inspection checklist for use in identifying any modifications necessary for compliance with standards. |   |   |
| Required | 40 | Monitor cleaning and sanitizing procedures. |   |   |
| Required | 41 | Develop a schedule for sanitation and safety in accordance with laws, regulations, and ordinances governing them. |   |   |
| Required | 42 | Describe appropriate procedures for protecting consumers who have common food allergies. |   |   |
|   | **Applying Nutritional Principles** |
| Required | 43 | Adapt recipes for special dietary needs. |   |   |
| Required | 44 | Produce food products to meet customers' specific dietary requirements (e.g., those imposed by allergies or chronic illnesses). |   |   |
| Required | 45 | Demonstrate cooking and holding techniques that ensure maximum retention of nutrients and quality. |   |   |
|   | **Planning Menus** |
| Required | 46 | Create a menu for a food service establishment, including menu pricing. |   |   |
| Required | 47 | Develop a purchase order based on a menu. |   |   |
| Required | 48 | Develop a production schedule based on a menu. |   |   |
|   | **Using Business and Math Skills** |
| Required | 49 | Perform a theoretical food cost percentage, based on overall inventory. |   |   |
| Required | 50 | Determine food costs and recipe yields. |   |   |
| Required | 51 | Explain the components of a profit-and-loss statement. |   |   |
| Required | 52 | Estimate the cost of labor, based on production. |   |   |
| Required | 53 | Identify the regulations governing the issuance of a standard business license. |   |   |
| Required | 54 | Summarize the insurance requirements for the operation of a food service business. |   |   |
| Required | 55 | Maintain financial records for a business. |   |   |
|   | **Selecting and Maintaining Food Service Equipment** |
| Required | 56 | Select equipment for various food service operations. |   |   |
| Required | 57 | Clean equipment used in production. |   |   |
| Required | 58 | Store equipment used in production. |   |   |
| Required | 59 | Maintain equipment used in production. |   |   |
| Required | 60 | Identify the characteristics of sources of energy used for cooking. |   |   |
|   | **Exploring Careers** |
| Required | 61 | Identify various sources of employment opportunities. |   |   |
| Required | 62 | Identify entry-level positions in the food service industry. |   |   |
| Required | 63 | Identify career-progression options. |   |   |
| Required | 64 | Identify postsecondary education opportunities. |   |   |
| Required | 65 | Create a career portfolio. |   |   |
| Optional | 66 | Complete an admission application for a postsecondary institution. |   |   |
|   | **SPECIALIZATION OPTION 1: Applying Baking and Pastry-Preparation Techniques** |
| Required | 67 | Demonstrate mise en place for baking and pastry. |   |   |
| Required | 68 | Describe the relationship between the use of proper ingredients and high-quality results. |   |   |
| Required | 69 | Identify common baking and pastry-preparation errors. |   |   |
| Required | 70 | Prepare a variety of yeast-leavened products. |   |   |
| Required | 71 | Prepare a variety of baked goods, using laminated products. |   |   |
| Required | 72 | Prepare a variety of quick breads. |   |   |
| Required | 73 | Produce a variety of cakes, using different mixing methods. |   |   |
| Required | 74 | Prepare a variety of frostings/icings. |   |   |
| Required | 75 | Finish cakes and pastries, using a variety of frostings/icings. |   |   |
| Required | 76 | Decorate cakes for special occasions. |   |   |
| Required | 77 | Prepare a variety of pies and tarts, using various types of scratch-made crusts. |   |   |
| Required | 78 | Prepare advanced mousses, creams, custards, and puddings. |   |   |
| Required | 79 | Prepare advanced dessert sauces. |   |   |
| Required | 80 | Prepare a variety of frozen desserts. |   |   |
| Required | 81 | Prepare a variety of pâte à choux desserts. |   |   |
| Required | 82 | Demonstrate dessert presentation and plating, using a variety of techniques. |   |   |
|   | **SPECIALIZATION OPTION 2: Applying Catering/Banquet Food-Preparation Techniques** |
| Required | 83 | Demonstrate planning and setup for catering events. |   |   |
| Required | 84 | Demonstrate mise en place for catering. |   |   |
| Required | 85 | Produce consistent classical cuts, using the appropriate knife for each. |   |   |
| Required | 86 | Produce bulk quantities of products for a catering display. |   |   |
| Required | 87 | Demonstrate garde manger techniques. |   |   |
| Required | 88 | Produce various types of box lunches. |   |   |
| Required | 89 | Prepare large quantities of food, using standard recipes and applying various cooking methods. |   |   |
| Required | 90 | Prepare the classical sauces. |   |   |
| Required | 91 | Prepare a variety of breads and bakery items in large quantities. |   |   |
| Required | 92 | Prepare a variety of dessert products in large quantities. |   |   |
|   | **SPECIALIZATION OPTION 3: Applying Restaurant-Operation Techniques** |
| Required | 93 | Demonstrate mise en place for the restaurant kitchen. |   |   |
| Required | 94 | Demonstrate the types of table settings and service. |   |   |
| Required | 95 | Describe the functions of dining service. |   |   |
| Required | 96 | Explain training procedures for dining room staff. |   |   |
| Required | 97 | Describe point-of-sale procedures. |   |   |
| Required | 98 | Produce consistent classical cuts, using the appropriate knife for each. |   |   |
| Required | 99 | Produce menu items, using fruits, vegetables, and/or starches. |   |   |
| Required | 100 | Produce bulk quantities of products for a catering display. |   |   |
| Required | 101 | Prepare á la carte meals, using the different cooking methods. |   |   |
| Required | 102 | Prepare the classical sauces. |   |   |
| Required | 103 | Prepare a variety of breads and bakery items in large quantities. |   |   |
| Required | 104 | Prepare a variety of dessert products in large quantities. |   |   |
|   | **SPECIALIZATION OPTION 4: Applying Quantity Food-Preparation Techniques** |
| Required | 105 | Demonstrate mise en place for large-quantity food preparation. |   |   |
| Required | 106 | Identify factors that influence the use of convenience foods. |   |   |
| Required | 107 | Produce consistent classical cuts, using the appropriate knife for each. |   |   |
| Required | 108 | Produce bulk quantities of products for a catering display. |   |   |
| Required | 109 | Prepare large quantities (e.g., 50 or more servings) of fruits, vegetables, starches, and other foods. |   |   |
| Required | 110 | Prepare large quantities using standardized recipes and applying multiple cooking methods. |   |   |
| Required | 111 | Prepare the classical sauces. |   |   |
| Required | 112 | Prepare a variety of breads and bakery items in large quantities. |   |   |
| Required | 113 | Prepare a variety of dessert products in large quantities. |   |   |

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