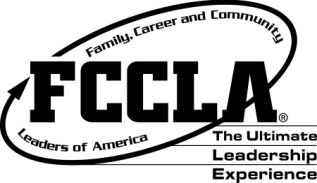
**BATH COUNTY HIGH SCHOOL**

Family & Consumer Sciences Department



**COURSE:** Culinary Arts II

**COURSE CODE:** 8276

**PREREQUISITE:** Culinary Arts I, Intro. CA

**TEACHER:** Mrs. Adaline Hodge  2014-15

**Suggested Grade Level:** 11 or 12

**DESCRIPTION:**

The Culinary Arts II curriculum provides students with continuing opportunities to acquire a comprehensive knowledge of the food service industry as well as to expand their technical skills. Students practice kitchen safety and sanitation, apply nutritional principles to food preparation and storage, perform a wide range of more advanced food-preparation techniques including garde manger and baking, refine their dining room serving skills, develop menus, perform on-site and off-site catered functions, and strengthen their business and math skills. The curriculum continues to place a strong emphasis on science and mathematics knowledge and skills. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year per National Restaurant Association Education Foundation ProStart National Certification requires students to:

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

Pass both ProStart Level 1 and ProStart Level 2 national tests

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. 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 electronic devices( phones, ipods, ipads, etc.) 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, 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 clean up 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. Walk to the right and use the right door to enter and leave the kitchen.
10. 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.

**2014/2015 Student Competency Record**

**Culinary Arts II**

**8276 - 36 weeks, 280 hours**

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| --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Student** |  | 2014-15**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year** |
| \_Bath County High School\_\_\_\_\_\_\_\_\_\_\_\_\_  **School** |  | \_Adaline S. Hodge\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **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 Plan (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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| --- | --- | --- | --- | --- |
| **8276 36 weeks, 280 hours** | **Culinary Arts II TASKS/COMPETENCIES** | | **Date** | **Rating** |
|  | **Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills** | | | |
|  | 1 | Demonstrate positive work ethic. |  |  |
|  | 2 | Demonstrate integrity. |  |  |
|  | 3 | Demonstrate teamwork skills. |  |  |
|  | 4 | Demonstrate self-representation skills. |  |  |
|  | 5 | Demonstrate diversity awareness. |  |  |
|  | 6 | Demonstrate conflict-resolution skills. |  |  |
|  | 7 | Demonstrate creativity and resourcefulness. |  |  |
|  | **Demonstrating Workplace Readiness Skills: Professional Knowledge and Skills** | | | |
|  | 8 | Demonstrate effective speaking and listening skills. |  |  |
|  | 9 | Demonstrate effective reading and writing skills. |  |  |
|  | 10 | Demonstrate critical-thinking and problem-solving skills. |  |  |
|  | 11 | Demonstrate healthy behaviors and safety skills. |  |  |
|  | 12 | Demonstrate an understanding of workplace organizations, systems, and climates. |  |  |
|  | 13 | Demonstrate lifelong-learning skills. |  |  |
|  | 14 | Demonstrate job-acquisition and advancement skills. |  |  |
|  | 15 | Demonstrate time-, task-, and resource-management skills. |  |  |
|  | 16 | Demonstrate job-specific mathematics skills. |  |  |
|  | 17 | Demonstrate customer-service skills. |  |  |
|  | **Demonstrating Workplace Readiness Skills: Technology Knowledge and Skills** | | | |
|  | 18 | Demonstrate proficiency with technologies common to a specific occupation. |  |  |
|  | 19 | Demonstrate information technology skills. |  |  |
|  | 20 | Demonstrate an understanding of Internet use and security issues. |  |  |
|  | 21 | Demonstrate telecommunications skills. |  |  |
|  | **Examining All Aspects of an Industry** | | | |
|  | 22 | Examine aspects of planning within an industry/organization. |  |  |
|  | 23 | Examine aspects of management within an industry/organization. |  |  |
|  | 24 | Examine aspects of financial responsibility within an industry/organization. |  |  |
|  | 25 | Examine technical and production skills required of workers within an industry/organization. |  |  |
|  | 26 | Examine principles of technology that underlie an industry/organization. |  |  |
|  | 27 | Examine labor issues related to an industry/organization. |  |  |
|  | 28 | Examine community issues related to an industry/organization. |  |  |
|  | 29 | Examine health, safety, and environmental issues related to an industry/organization. |  |  |
|  | **Addressing Elements of Student Life** | | | |
|  | 30 | Identify the purposes and goals of the student organization. |  |  |
|  | 31 | Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult. |  |  |
|  | 32 | Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects. |  |  |
|  | 33 | Identify Internet safety issues and procedures for complying with acceptable use standards. |  |  |
|  | **Balancing Work and Family** | | | |
|  | 34 | Analyze the meaning of work and the meaning of family. |  |  |
|  | 35 | Compare how families affect work life and how work life affects families. |  |  |
|  | 36 | Identify management strategies for balancing work and family roles. |  |  |
|  | **Examining Sanitation and Safety** | | | |
|  | 37 | Explain how the Hazard Analysis & Critical Control Points (HACCP) system helps to minimize the risk of food-borne illness. |  |  |
|  | 38 | Implement corrective action for adulterated foods. |  |  |
|  | 39 | Explain preventive measures for food-borne illnesses. |  |  |
|  | 40 | Describe potentially hazardous foods. |  |  |
|  | 41 | Demonstrate safe food production, storage, and serving procedures. |  |  |
|  | 42 | Demonstrate good personal hygiene/health practices. |  |  |
|  | 43 | Demonstrate food handling procedures with regard to common food allergens. |  |  |
|  | 44 | Demonstrate use of Material Safety Data Sheets (MSDS). |  |  |
|  | 45 | Identify the safety and sanitation design and construction features of food production equipment and facilities. |  |  |
|  | 46 | Perform a sanitation inspection. |  |  |
|  | 47 | Develop a schedule for cleaning and sanitizing equipment and facilities. |  |  |
|  | 48 | Demonstrate the procedures for receiving and storing raw and prepared foods. |  |  |
|  | 49 | Demonstrate the procedures for receiving and storing cleaning supplies and chemicals. |  |  |
|  | 50 | Demonstrate industry-standard waste-disposal and recycling procedures. |  |  |
|  | 51 | Apply accepted measures for pest control and eradication in the food service environment. |  |  |
|  | 52 | Demonstrate emergency procedures for injuries in the food service environment. |  |  |
|  | 53 | Identify the different types of fire extinguishers and other methods of fire suppression. |  |  |
|  | 54 | Adhere to the laws and regulations governing sanitation and safety in the food service environment. |  |  |
|  | **Applying Nutritional Principles** | | | |
|  | 55 | Modify recipes to meet USDA nutritional guidelines. |  |  |
|  | 56 | Evaluate the impact of an individual’s eating patterns on wellness. |  |  |
|  | 57 | Demonstrate cooking and storage techniques that promote maximum retention of nutrients. |  |  |
|  | **Applying Advanced Food-Preparation Techniques** | | | |
|  | 58 | Demonstrate accurate and consistent knife cuts. |  |  |
|  | 59 | Demonstrate operation of hand tools and utensils. |  |  |
|  | 60 | Demonstrate operation of kitchen equipment. |  |  |
|  | 61 | Demonstrate selection and utilization of a variety of cookware for specific tasks. |  |  |
|  | 62 | Demonstrate roasting. |  |  |
|  | 63 | Demonstrate baking. |  |  |
|  | 64 | Demonstrate broiling. |  |  |
|  | 65 | Demonstrate grilling. |  |  |
|  | 66 | Demonstrate griddling. |  |  |
|  | 67 | Demonstrate sautéing. |  |  |
|  | 68 | Demonstrate pan frying. |  |  |
|  | 69 | Demonstrate deep frying. |  |  |
|  | 70 | Demonstrate poaching. |  |  |
|  | 71 | Demonstrate steaming. |  |  |
|  | 72 | Demonstrate boiling/simmering. |  |  |
|  | 73 | Demonstrate braising. |  |  |
|  | 74 | Demonstrate stewing. |  |  |
|  | 75 | Enhance food products, using herbs, spices, oils, vinegars, and condiments. |  |  |
|  | 76 | Identify the standard cuts and grades of meat. |  |  |
|  | 77 | Identify the purchase specifications of fish and shellfish. |  |  |
|  | 78 | Prepare stocks. |  |  |
|  | 79 | Prepare soups. |  |  |
|  | 80 | Prepare sauces. |  |  |
|  | 81 | Prepare fruits. |  |  |
|  | 82 | Prepare vegetables. |  |  |
|  | 83 | Prepare farinaceous products. |  |  |
|  | 84 | Demonstrate food-presentation techniques. |  |  |
|  | 85 | Identify the purposes of convenience and par-cooked food items. |  |  |
|  | **Applying Advanced Garde Manger Techniques** | | | |
|  | 86 | Prepare cold dips and relishes. |  |  |
|  | 87 | Prepare cold canapés and hors d’oeuvres. |  |  |
|  | 88 | Prepare marinades. |  |  |
|  | 89 | Demonstrate cold food-presentation techniques. |  |  |
|  | 90 | Produce edible, decorative pieces. |  |  |
|  | **Performing Baking Techniques** | | | |
|  | 91 | Select equipment and utensils used in baking. |  |  |
|  | 92 | Describe the properties and functions of baking ingredients. |  |  |
|  | 93 | Prepare yeast products. |  |  |
|  | 94 | Prepare pastries. |  |  |
|  | 95 | Prepare cakes. |  |  |
|  | 96 | Prepare creams, custards, puddings, and mousses. |  |  |
|  | 97 | Prepare dessert sauces. |  |  |
|  | 98 | Demonstrate dessert and baked goods presentation techniques. |  |  |
|  | **Serving in the Dining Room** | | | |
|  | 99 | Demonstrate table service etiquette. |  |  |
|  | 100 | Demonstrate the types of table service. |  |  |
|  | **Developing Menus** | | | |
|  | 101 | List the basic principles of menu development for a food service establishment. |  |  |
|  | 102 | Apply principles of menu design to create a menu, including item descriptions. |  |  |
|  | 103 | Apply the principles of nutrition to menu development. |  |  |
|  | 104 | Explain the importance and impact of product mix and check average. |  |  |
|  | 105 | Describe various cuisines and their relationship to customer preferences and expectations. |  |  |
|  | **Using Business and Math Skills** | | | |
|  | 106 | Perform recipe conversions to meet different yields. |  |  |
|  | 107 | Process an electronic guest check. |  |  |
|  | 108 | Calculate recipe costs. |  |  |
|  | 109 | Determine pricing for menu items. |  |  |
|  | 110 | Identify factors that contribute to profit and loss. |  |  |
|  | **Performing Catered Functions** | | | |
|  | 111 | Demonstrate performance of an on-site catered function. |  |  |
|  | 112 | Demonstrate performance of an off-site catered function. |  |  |
|  | 113 | Identify the components of a customer contract. |  |  |