



Department of Teaching & Learning
Parent/Student Course Information

Culinary Arts II
(VO 8276)
Three Credits, One Year
Grade 12

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Culinary Arts is a two-year program for aspiring chefs. Culinary Arts II is the second year in the sequence. Students study quantity cooking, baking, cake decorating, sanitation procedures, and restaurant service and management. Each class operates a restaurant during school hours in the food service area. Students also participate in authentic work experiences in the community as their internship.

CERTIFICATION

National Restaurant Association Education Foundation: ServSafe Certification

National Restaurant Association Education Foundation: ProStart Foundations, Level I & II

National Occupational Competency Testing Institute: Commercial Baking

STUDENT ORGANIZATION

Family, Career and Community Leaders of America (FCCLA)

FCCLA is a national career and technical student organization that promotes personal growth and leadership through Family and Consumer Sciences education. As part of the FACS curriculum, the FCCLA framework helps students develop character, think creatively and critically, and prepare for careers through practical knowledge and specific skills.

PREREQUISITE

Culinary Arts I

OPTIONS FOR NEXT COURSE

None

REQUIRED STUDENT TEXTBOOK

Introduction to Culinary Arts, 2007

COMPETENCIES FOR CULINARY ARTS II

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.

Implementing Kitchen Safety and Sanitation

- 37 Implement the Hazard Analysis & Critical Control Points (HACCP) system during all food-handling processes.
- 38 Maintain a Material Safety Data Sheets (MSDS) book for a facility.
- 39 Create a sanitation inspection checklist for use in identifying any modifications necessary for compliance with standards.
- 40 Monitor cleaning and sanitizing procedures.
- 41 Develop a schedule for sanitation and safety in accordance with laws, regulations and ordinances governing them.
- 42 Describe appropriate procedures for protecting consumers who have common food allergies.

Applying Nutritional Principles

- 43 Adapt recipes for special dietary needs.
- 44 Produce food products to meet customers' specific dietary requirements (e.g., those imposed by allergies or chronic illnesses).
- 45 Demonstrate cooking and holding techniques that ensure maximum retention of nutrients and quality.

Planning Menus

- 46 Create a menu for a food service establishment, including menu pricing.
- 47 Develop a purchase order based on a menu.
- 48 Develop a production schedule based on a menu.

Using Business and Math Skills

- 49 Perform a theoretical food cost percentage, based on overall inventory.
- 50 Determine food costs and recipe yields.
- 51 Explain the components of a profit-and-loss statement.
- 52 Estimate the cost of labor, based on production.
- 53 Identify the regulations governing the issuance of a standard business license.
- 54 Summarize the insurance requirements for the operation of a food service business.
- 55 Maintain financial records for a business.

Selecting and Maintaining Food Service Equipment

- 56 Select equipment for various food service operations.
- 57 Clean equipment used in production.
- 58 Store equipment used in production.
- 59 Maintain equipment used in production.
- 60 Identify the characteristics of sources of energy used for cooking.

Exploring Careers

- 61 Identify various sources of employment opportunities.
- 62 Identify entry-level positions in the food service industry.
- 63 Identify career-progression options.
- 64 Identify postsecondary education opportunities.
- 65 Create a career portfolio.

66 Complete an admission application for a postsecondary institution.

Applying Baking and Pastry-Preparation Techniques

- 67 Demonstrate *mise en place* for baking and pastry.
- 68 Describe the relationship between the use of proper ingredients and high-quality results.
- 69 Identify common baking and pastry-preparation errors.
- 70 Prepare a variety of yeast-leavened products.
- 71 Prepare a variety of baked goods, using laminated products.
- 72 Prepare a variety of quick breads.
- 73 Produce a variety of cakes, using different mixing methods.
- 74 Prepare a variety of frostings/icings.
- 75 Finish cakes and pastries, using a variety of frostings/icings.
- 76 Decorate cakes for special occasions.
- 77 Prepare a variety of pies and tarts, using various types of scratch-made crusts.
- 78 Prepare advanced mousses, creams, custards and puddings.
- 79 Prepare advanced dessert sauces.
- 80 Prepare a variety of frozen desserts.
- 81 Prepare a variety of *pâte à choux* desserts.
- 82 Demonstrate dessert presentation and plating, using a variety of techniques.

Applying Catering/Banquet Food-Preparation Techniques

- 83 Demonstrate planning and setup for catering events.
- 84 Demonstrate *mise en place* for catering.
- 85 Produce consistent classical cuts, using the appropriate knife for each.
- 86 Produce bulk quantities of products for a catering display.
- 87 Demonstrate garden manger techniques.
- 88 Produce various types of box lunches.
- 89 Prepare large quantities of food, using standard recipes and applying various cooking methods.
- 90 Prepare the classical sauces.
- 91 Prepare a variety of breads and bakery items in large quantities.
- 92 Prepare a variety of dessert products in large quantities.

Applying Restaurant-Operation Techniques

- 93 Demonstrate *mise en place* for the restaurant kitchen.
- 94 Demonstrate the types of table settings and service.
- 95 Describe the functions of dining service.
- 96 Explain training procedures for dining room staff.
- 97 Describe point-of-sale procedures.
- 98 Produce consistent classical cuts, using the appropriate knife for each.
- 99 Produce menu items, using fruits, vegetables and/or starches.
- 100 Produce bulk quantities of products for a catering display.
- 101 Prepare *à la carte* meals, using the different cooking methods.
- 102 Prepare the classical sauces.
- 103 Prepare a variety of breads and bakery items in large quantities.
- 104 Prepare a variety of dessert products in large quantities.

Applying Quantity Food-Preparation Techniques

- 105 Demonstrate mise en place for large-quantity food preparation.
- 106 Identify factors that influence the use of convenience foods.
- 107 Produce consistent classical cuts, using the appropriate knife for each.
- 108 Produce bulk quantities of products for a catering display.
- 109 Prepare large quantities (e.g., 50 or more servings) of fruits, vegetables, starches and other foods.
- 110 Prepare large quantities using standardized recipes and applying multiple cooking methods.
- 111 Prepare the classical sauces.
- 112 Prepare a variety of breads and bakery items in large quantities.
- 113 Prepare a variety of dessert products in large quantities.

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For further information please call (757) 263-1070.

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