Career & Technical Education

Curriculum Alignment

# Culinary II

# CULINARY ARTS II

## Course Description:

In this course, students resume progress in pursuing competencies in food production and services. Orientation to the food service industry and development of food preparation skills are reinforced. Food service management functions are introduced. More in-depth information is provided and higher levels of skills are taught. Time is provided for work based learning opportunities. Leadership development will be provided through the Family, Career and Community Leaders of America.

| **Grade Level:** 11-12 | **Credits:** 1.0 – 3.0 |
|---|---|

## Technical Content / Process

### Students will:

1. assess importance of global food production and food service technologies.
2. research the roles and function of individuals engaged in food production and food service careers.
3. demonstrate personal and interpersonal skills that enhance working relationships and obtaining jobs.
4. demonstrate use of current technology required by the industry.
5. practice culinary skills through work based learning opportunities.
6. demonstrate knowledge of quality customer service.
7. outline steps in establishing an entrepreneurial business such as catering.
8. demonstrate knowledge of cost analysis and its relationship to profit.
9. demonstrate use of equipment, tools and supplies required by the industry.
10. demonstrate knowledge of factors that contribute to food borne illnesses.
11. practice food service safety and sanitation procedures.
12. demonstrate proper weighing and measuring techniques.
13. practice grooming and dress requirements of the industry.
14. maintain tools and equipment following safety procedures and OSHA requirements.
15. practice basic safety and first aid/CPR skills.
16. use computer based menu systems to create menu layout and design.
17. prepare quantities of food and evaluate cooking applications.
18. prepare quantities of food and evaluate baking applications.
19. prepare a variety of hot and cold beverages.
20. practice inventory procedures including first in/first out concept, date markings and specific record keeping.
21. distinguish between specific American, English, French and Russian service including place setting and napkin folding techniques.
22. analyze roles of employees in the front/back of the house operations.
23. plan, prepare and serve a variety of meals and special events (ex. Brunch, receptions, teas, luncheon and dinner parties).
24. manage the planning, preparation, service, clean-up, and evaluation a variety of meals and special events in the role of student manager for in-school events or outside worksite events.
25. present food proposals or banquet event orders to clients with effective marketing techniques.
26. design and use garnishing and display techniques to create a food display for various occasions and events.
27. project profit and loss including labor, food, capital, and other costs.
28. update employability portfolio.
29. apply math, science and communication skills within technical content.
30. demonstrate employability and social skills relevant to the career cluster.
31. utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.

## Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Academic Standards
- Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Course Title **Culinary Arts II** Grade Levels 11-12 Credit Value 1.0 - 3.0

Description In this course, students resume progress in pursuing competencies in food production and services. Orientation to the food service industry and development of food preparation skills are reinforced. Food service management functions are introduced. More in-depth information is provided and higher levels of skills are taught. Time is provided for work-based learning opportunities. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Prerequisites Foods and Nutrition, Culinary Arts I

Click here for Additional Resources

Unit Title The Food Service Industry

## Technical Content

1. Assess importance of global food production and food service technologies
2. Research the roles and functions of indidviduals engaged in food production and food servcie careers.
3. Demonstrate personal and interpersonal skills that enhance working relationships and obtaining jobs.
4. Demonstrate use of current technology required by the industry.
6. Demonstrate knowledge of quality customer service.
7. Outline steps in establishing an entrepreneurial business such as catering.
13. Practice grooming and dress requirements of the industry.
21. Distinguish between specific American, English, French and Russian service including place setting and napkin folding techniques.
22. Analyze roles of employees in the front/back of the house operations.
28. Update employability and social skills relevant to the career cluster.
29. Apply math, science and communication skills within technical content.

## National Standards

8.1.3 - Summarize education and training requirements and opportunities for career paths in food production and services.
8.2.5 - Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
8.4.1 - Use computer based menu systems to develop and modify menus.
8.5.2 - Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauting, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using
8.5.4 - Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
8.4.4 - Develop a variety of menu layouts, themes, and design styles.
8.6.2 - Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.
8.6.8 - Implement marketing plan for food service operations.
9.5.4 - Maintain test kitchen/ laboratory and related equipment and supplies.

## KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies
Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.
Employability Skills - Vocational Studies
Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.
Communication/Technology - Vocational Studies
Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

## English/Language Arts Standards

CC.9-10.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CC.11-12.W.6 Production and Distribution of Writing: 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.
CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence form literary or informational texts to support analysis, reflection, and research.

## Technical Literacy Standards

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.
Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*
CC.9-12.S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*

## 21st Century Skills and Knowledge

Financial, Economic, Business and Entrepreneurial Literacy
Global Awareness
Information Literacy

## KOSSA Standards

3002.AA.1 Utilize effective verbal and non-verbal communication skills
3002.AA.2 Participate in conversation, discussion, and group presentations
3002.AA.3 Communicate and follow directions/procedures
3002.AA.4 Communicate effectively with customers and co-workers
3002.AB.1 Locate and interpret written information
3002.AB.2 Read and interpret workplace documents
3002.AB.3 Identifies relevant details, facts, and specifications
3002.AB.4 Record information accurately and completely
3002.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation
3002.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
3002.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
3002.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
3002.AC.3 Implement effective decision-making skills
3002.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)

3002.AD.2 Solve problems using measurement skills (e.g., distance, weight, area, volume)
3002.AD.3 Make reasonable estimates
3002.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information
3002.AD.5 Use deductive reasoning and problem-solving in mathematics
3002.EC.1 Demonstrate appropriate dress and hygiene in the workplace
3002.EC.2 Use language and manners suitable for the workplace
3002.EC.3 Demonstrate polite and respectful behavior toward others
3002.EC.4 Demonstrate personal accountability in the workplace
3002.EC.5 Demonstrate pride in work
3002.EK.3 Identify and seek various job opportunities (e.g., volunteerism, internships, co-op, part-time/full-time employment)
3002.EK.4 Prepare a resume, letter of application, and job application
3002.EK.5 Prepare for a job interview (e.g., research company, highlight personal strengths, prepare questions, set-up a mock interview, dress appropriately)
3002.EK.6 Participate in a job interview
3002.EI.1 Recognize the importance of and demonstrate how to properly acknowledge customers/clients
3002.EI.2 Identify and address needs of customers/clients
3002.EI.3 Provide helpful, courteous, and knowledgeable service
3002.EI.4 Identify appropriate channels of communication with customers/clients (e.g., phone call, face-to-face, e-mail, website)
3002.EI.5 Identify techniques to seek and use customer/client feedback to improve company services
3002.EI.6 Recognize the relationship between customer/client satisfaction and company success
3002.EL.1 Acquire current and emerging industry-related information
3002.EL.2 Demonstrate commitment to learning as a life-long process and recognize learning opportunities
3002.EL.3 Seek and capitalize on self-improvement opportunities
3002.EL.5 Employ leadership skills to achieve workplace objectives (e.g., personal vision, adaptability, change, shared vision)
3002.EL.6 Recognize the importance of job performance evaluation and coaching as it relates to career advancement
3002.EL.7 Accept and provide constructive criticism
3002.EL.8 Describe the impact of the global economy on jobs and careers
3002.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning
3002.EM.2 Research and identify emerging technologies for specific careers
3002.EM.3 Select appropriate technological resources to accomplish work
3002.OA.1 Determine the roles and functions of individuals engaged in food production and services careers
3002.OA.2 Explore opportunities for employment and entrepreneurial endeavors
3002.OA.3 Examine education/training requirements and opportunities for career paths in food production and services
3002.OA.4 Examine the impact of food production and services occupations on local, state, national, and global economies
3002.OH.1 Determine the roles and functions of individuals engaged in food science, dietetics, and nutrition careers
3002.OH.3 Examine education and training requirements and opportunities for career paths in food science dietetics, and nutrition
3002.OK.3 Prepare food for presentation and assessment
3002.OQ.1 Determine how scientific and technical advances impact the nutrient content, availability, and safety of foods
3002.OQ.2 Assess how the scientific and technical advances in food processing storage, product development, and distribution impact nutrition and wellness
3002.OQ.3 Determine the impact of technological advances on selection, preparation, and home storage of foods
3002.OQ.4 Assess the effects of food science and technology on meeting nutritional needs
3002.OQ.5 Know the environmental impact of materials (e.g., solid, liquid, gaseous)
3002.OQ.6 Understand the effect of chemicals on humans and plants
3002.OQ.7 Apply and use scientific methods to solve problems
3002.OQ.8 Convert measurement units from metric to english
3002.OQ.9 Describe and explain chemical reactions including inhibitor
3002.OQ.10 Describe and explain the energy conversion process
3002.OQ.11 Describe and explain heat conduction/convection, insulation requirements, radiant heating/temperature, and converts Fahrenheit to Centigrade and vice-versa
3002.OQ.12 Describe the immune system, the digestive system, selected diseases, and the cause of weight gain/loss

**Learning Targets - Click here to view Sample Learner Activities**

Research the importance of global food production.
Access the importance of food service technologies.
Research the roles and functions of individuals engaged in food production and food service careers.
Demonstrate the personal skills that enhance working relationships and assist with obtaining a job.
Demonstrate the use of current technology required by industry.
Practice industry grooming and dress requirements.
Analyze the roles of employees in the front of the house operations.
Analyze the roles of employees in the back of the house operations.
Distinguish between specific American, English, French, and Russian service including place setting and napkin folding.
Update employability portfolio from Culinary I course.

Course Title **Culinary Arts II** Grade Levels 11-12 Credit Value 1.0 - 3.0

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Prerequisites Foods and Nutrition, Culinary Arts I

Click here for Additional Resources

Unit Title Safety & Sanitation

## Technical Content

10. Demonstrate knowledge of factors that contribute to food bourne illnesses
11. Practice food service safety and sanitation procedures.
14. Maintain tools and equipment following safety procedures and OSHA requirements.
15. Practice basic safety and first aid/CPR skills.
20. Practice inventory procedures including first in/first out concept, date markings and specific record keeping.
29. Apply math, science and communication skills within technical content.

## National Standards

8.1.1 - Explain the roles, duties, and functions of individuals engaged in food production and services careers.
8.2.1 - Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention
8.2.2 - Employ food service management safety/sanitation program procedures, including CPR and first aid.
8.2.5 - Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
8.2.7 - Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and
8.6.2 - Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.
8.3.2 - Maintain tools and equipment following safety procedures and OSHA requirements.
9.2.3 - Implement industry standards for documenting, investigating, and reporting food born illnesses.
9.2.4 - Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.

## KY Academic Standards (Big Idea)

Employability Skills - Vocational Studies
Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.
Safety (Health Education) - Practical Living
Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

## English/Language Arts Standards

CC.9-10.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence form literary or informational texts to support analysis, reflection, and research.

## Technical Literacy Standards

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.
Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.
Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

## 21st Century Skills and Knowledge

Health Literacy
Environmental Literacy

## KOSSA Standards

3002.AA.1 Utilize effective verbal and non-verbal communication skills
3002.AA.3 Communicate and follow directions/procedures
3002.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
3002.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
3002.AC.3 Implement effective decision-making skills
3002.EN.1 Assume responsibility for safety of self and others
3002.EN.2 Follow safety guidelines in the workplace
3002.OB.1 Determine pathogens found in food and their role in causing illness
3002.OB.2 Employ food service management safety/sanitation program procedures
3002.OB.3 Use knowledge of systems for documenting, investigating, and reporting food-borne illness
3002.OB.4 Use Hazard Analysis Critical Control Point (HACCP) principles and procedures to minimize the risks of food-borne illness
3002.OB.5 Practice good personal hygiene/health procedures and report symptoms of illness
3002.OB.6 Demonstrate proper receiving and storage of both raw and prepared foods
3002.OB.7 Demonstrate food handling and preparation techniques that prevent cross contamination between raw and ready-to-eat foods, between animal or fish sources, and other food products
3002.OB.8 Examine current types and proper uses of cleaning materials and sanitizers
3002.OB.9 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials
3002.OB.10 Demonstrate waste disposal and recycling methods
3002.OB.11 Demonstrate ability to maintain necessary records to document time and temperature control, maintenance of equipment, and other elements of food preparation, storage, and presentation
3002.OC.1 Operate tools and equipment following procedures and OSHA requirements
3002.OC.2 Maintain tools and equipment following safety procedures and OSHA requirements
3002.OC.3 Demonstrate procedures for cleaning and sanitizing equipment
3002.OC.4 Examine efficiency of equipment purchases based on long-term business needs, specific regulations, and codes related to foods
3002.OC.5 Demonstrate procedures for storage of equipment and tools
3002.OC.6 Apply and use laboratory techniques safely
3002.OF.2 Practice inventory procedures including first in/first out concept, date markings, and record keeping

**Learning Targets - Click here to view Sample Learner Activities**

Demonstrate knowledge of factors that contribute to foodborne illnesses.
Practice foodservice safety and sanitation procedures.
Maintain tools and equipment following safety procedures and OSHA requirements.
Practice safety and first aid / CPR skills.
Practice inventory procedures, including FIFO (First In, First Out), date marking, and specific record keeping.

Course Title **Culinary Arts II** Grade Levels 11-12 Credit Value 1.0 - 3.0

Description In this course, students resume progress in pursuing competencies in food production and services. Orientation to the food service industry and development of food preparation skills are reinforced. Food service management functions are introduced. More in-depth information is provided and higher levels of skills are taught. Time is provided for work-based learning opportunities. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Prerequisites Foods and Nutrition, Culinary Arts I

Click here for Additional Resources

Unit Title Commercial Tools & Equipment

## Technical Content

9. Demonstrate use of equipment, tools and supplies required by the industry.
12. Demonstrate proper weighing and measuring techniques.
29. Apply math, science and communication skills within technical content.

## National Standards

8.3.1 - Operate tools and equipment following safety procedures and OSHA requirements.
8.3.2 - Maintain tools and equipment following safety procedures and OSHA requirements.
8.3.3 - Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
8.3.4 - Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.
8.3.5 - Demonstrate procedures for safe and secure storage of equipment and tools.
8.3.6 - Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.
8.4.7 - Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.
8.5.1 - Demonstrate professional skills in safe handling of knives, tools, and equipment.
8.5.2 - Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauting, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using
9.5.4 - Maintain test kitchen/ laboratory and related equipment and supplies.

## KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies
Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.
Employability Skills - Vocational Studies
Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.
Safety (Health Education) - Practical Living
Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

## English/Language Arts Standards

CC.9-10.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CC.11-12.W.6 Production and Distribution of Writing: 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.
CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence form literary or informational texts to support analysis, reflection, and research.

## Technical Literacy Standards

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 11-12 / #6 – Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## 21st Century Skills and Knowledge

Critical Thinking and Problem Solving

## KOSSA Standards

3002.AA.3 Communicate and follow directions/procedures
3002.AD.2 Solve problems using measurement skills (e.g., distance, weight, area, volume)
3002.OD.3 Examine food equipment needed for menus
3002.OK.4 Maintain test kitchen/laboratory and related equipment and supplies

## Learning Targets - Click here to view Sample Learner Activities

Demonstrate use of equipment, tools, and supplies used in the culinary industry.
Demonstrate proper weighing and measuring techniques used in the culinary industry.

Course Title **Culinary Arts II** Grade Levels 11-12 Credit Value 1.0 - 3.0

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Prerequisites Foods and Nutrition, Culinary Arts I

Click here for Additional Resources

Unit Title Cooking Applications

## Technical Content

17. Prepare quantities of food and evaluate cooking applications.
19. Prepare a variety of hot and cold beverages.
23. Plan, prepare and serve a variety of meals and special events (ex. brunch, receptions, teas, luncheon and dinner parties)
29. Apply math, science and communication skills within technical content.

## National Standards

8.2.7 - Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and

8.3.5 - Demonstrate procedures for safe and secure storage of equipment and tools.

8.5.4 - Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.

8.5.2 - Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautÃ©ing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using

8.6.2 - Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.

8.5.12 - Demonstrate professional plating, garnishing, and food presentation techniques.

## KY Academic Standards (Big Idea)

Nutrition (Health Education) - Practical Living

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

## English/Language Arts Standards

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## Technical Literacy Standards

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 11-12 / #6 – Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.
Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.
Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## Mathematics Standards

CC.9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*

CC.9-12.S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*

## 21st Century Skills and Knowledge

ICT (Information, Communications, and Technology) Literacy
Creativity and Innovation
Critical Thinking and Problem Solving
Collaboration
Communication

## KOSSA Standards

3002.AA.3 Communicate and follow directions/procedures
3002.AA.4 Communicate effectively with customers and co-workers
3002.AD.2 Solve problems using measurement skills (e.g., distance, weight, area, volume)
3002.EC.1 Demonstrate appropriate dress and hygiene in the workplace
3002.ED.1 Plan and follow a work schedule
3002.EN.2 Follow safety guidelines in the workplace
3002.OE.1 Demonstrate skills in knife, tool, and equipment handling
3002.OE.2 Demonstrate a variety of cooking methods: roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, woking, convection, microwaving, and other emerging technologies
3002.OE.3 Utilize weights and measures to demonstrate proper scaling and measurement technique
3002.OE.4 Apply the fundamentals of time and temperature to cooking, cooling, and reheating of foods
3002.OE.5 Prepare various meats, seafood, and poultry
3002.OE.6 Prepare various stocks, soups, and sauces
3002.OE.7 Prepare various fruits, vegetables, starches, and farinaceous items
3002.OE.8 Prepare various salads, dressings, and spices
3002.OE.9 Prepare sandwiches, canapés, and appetizers
3002.OE.10 Prepare baked goods and desserts
3002.OE.11 Prepare breakfast meats, eggs, cereals, and batter products
3002.OE.12 Demonstrate food presentation techniques

3002.OE.13 Examine the applicability of convenience food items
3002.OI.1 Determine nutrient requirements across the life span addressing the diversity of people, culture, and religions
3002.OI.2 Appraise and interpret nutritional data
3002.OI.3 Assess principles to maximize nutrient retention in prepared foods
3002.OI.4 Monitor recipe/formula proportions and modifications for food production
3002.OI.6 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs
3002.OL.4 Create standardized recipes
3002.OL.5 Manage amounts of food to meet the needs of customers/clients

## Learning Targets - Click here to view Sample Learner Activities

Prepare quantities of food and evaluate applications at the culinary industry level.
Prepare different varieties of  hot and cold beverages known in the culinary industry.
Plan, prepare, and serve a variety of meals and special events for in-school and/or outside worksite events.

Course Title **Culinary Arts II** Grade Levels 11-12 Credit Value 1.0 - 3.0

Description In this course, students resume progress in pursuing competencies in food production and services. Orientation to the food service industry and development of food preparation skills are reinforced. Food service management functions are introduced. More in-depth information is provided and higher levels of skills are taught. Time is provided for work-based learning opportunities. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Prerequisites Foods and Nutrition, Culinary Arts I

Click here for Additional Resources

Unit Title Baking & Pastry Applications

## Technical Content

18. Prepare quantities of food and evalute baking/pastry applications.
29. Apply math, science and communication skills within technical content.

## National Standards

8.2.5 - Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
8.2.7 - Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and
8.3.5 - Demonstrate procedures for safe and secure storage of equipment and tools.
8.5.2 - Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautÃ©ing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using
8.5.4 - Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
8.5.10 - Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
8.5.11 - Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
9.5.3 - Prepare food for presentation and assessment.
9.5.4 - Maintain test kitchen/ laboratory and related equipment and supplies.
9.5.6 - Conduct sensory evaluations of food products.
9.6.3Apply standards for food quality.

## KY Academic Standards (Big Idea)

Nutrition (Health Education) - Practical Living
Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.
Employability Skills - Vocational Studies
Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

## English/Language Arts Standards

CC.9-10.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CC.11-12.W.6 Production and Distribution of Writing: 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.
CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence form literary or informational texts to support analysis, reflection, and research.

## Technical Literacy Standards

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 11-12 / #6 – Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

## Mathematics Standards

CC.9-12.S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*
CC.9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*

## 21st Century Skills and Knowledge

ICT (Information, Communications, and Technology) Literacy
Creativity and Innovation
Critical Thinking and Problem Solving

## KOSSA Standards

3002.AA.3 Communicate and follow directions/procedures
3002.AA.4 Communicate effectively with customers and co-workers
3002.AD.2 Solve problems using measurement skills (e.g., distance, weight, area, volume)
3002.EL.3 Seek and capitalize on self-improvement opportunities
3002.EN.1 Assume responsibility for safety of self and others
3002.EN.2 Follow safety guidelines in the workplace
3002.OE.10 Prepare baked goods and desserts
3002.OE.12 Demonstrate food presentation techniques
3002.OE.13 Examine the applicability of convenience food items
3002.OL.4 Create standardized recipes
3002.OL.5 Manage amounts of food to meet the needs of customers/clients
3002.OK.3 Prepare food for presentation and assessment

## Learning Targets - Click here to view Sample Learner Activities

Prepare quantities of baked goods and evaluate baking and pastry applications at the culinary industry level.

Course Title **Culinary Arts II** Grade Levels 11-12 Credit Value 1.0 - 3.0

Description In this course, students resume progress in pursuing competencies in food production and services. Orientation to the food service industry and development of food preparation skills are reinforced. Food service management functions are introduced. More in-depth information is provided and higher levels of skills are taught. Time is provided for work-based learning opportunities. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Prerequisites Foods and Nutrition, Culinary Arts I

Click here for Additional Resources

Unit Title Work Based Learning

## Technical Content

5. Practice culinary skills through work based learning opportunities.
8. Demonstrate knowledge of cost analysis and its relationship to profit.
16. Use compter based menu systems to create menu layout and design.
24. Manage the planning, preparation, service, clean-up, and evaluation a variety of meals and special events in the role of student manager for in-school events or outside worksite events.
25. Present food proposals or banquet event orders to clients with effective marketing techniques.
26. Design and use garnishing and display techniques to create a food display for various occasions and events.
27. Project profit and loss including labor, food, capital, and other costs.
28. Update employability portfolio.
29. Apply math, science and communication skills within technical content.
30. Demonstrate employability and social skills relevant to the career cluster.
31. Utilize activities of the Family, Career and Community Leaders of Amerca student organization as an integral component of course content and leadership development

## National Standards

8.1.1 - Explain the roles, duties, and functions of individuals engaged in food production and services careers.
8.1.2 - Analyze opportunities for employment and entrepreneurial endeavors.
8.4.7 - Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.
8.4.1 - Use computer based menu systems to develop and modify menus.
8.2.7 - Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and
8.5.12 - Demonstrate professional plating, garnishing, and food presentation techniques.
8.6.8 - Implement marketing plan for food service operations.
8.7.1 - Analyze the role of quality service as a strategic component of exceptional performance.
8.5.2 - Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautÃ©ing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using
8.4.4 - Develop a variety of menu layouts, themes, and design styles.
8.6.2Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.

## KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies
Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.
Employability Skills - Vocational Studies
Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

## English/Language Arts Standards

CC.9-10.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CC.11-12.W.6 Production and Distribution of Writing: 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.
CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence form literary or informational texts to support analysis, reflection, and research.

## Technical Literacy Standards

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 11-12 / #6 – Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.
Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.
Writing / 11-12 / #6 – 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.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## Mathematics Standards

CC.9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
CC.9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*
CC.9-12.S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*

## 21st Century Skills and Knowledge

ICT (Information, Communications, and Technology) Literacy
Flexibility and Adaptability
Initiative and Self-Direction
Social and Cross-Cultural Skills
Productivity and Accountability
Leadership and Responsibility
Communication
Collaboration

## KOSSA Standards

3002.OF.1 Apply principles of purchasing and receiving in food service operations
3002.OF.2 Practice inventory procedures including first in/first out concept, date markings, and record keeping
3002.OF.3 Apply accounting principles in planning and forecasting profit and loss
3002.OF.4 Examine the areas of legal liability within the food service industry
3002.OF.5 Verify human resource policies including rules, regulations, laws and hiring/compensation/overtime
3002.OF.6 Apply the procedures involved in staff planning, recruiting, interviewing, selecting, and scheduling of employees
3002.OF.7 Conduct staff orientation, regular training/education, and on-the-job training/retraining
3002.OF.8 Implement marketing plan for food service operations
3002.OF.9 Design internal/external disaster plan
3002.OF.10 Identify the application of statistical processes
3002.OF.11 Understand and apply advanced concepts of data analysis and distributions
3002.OF.12 Understand and apply advanced concepts of probability and statistics
3002.OF.13 Calculate and evaluate basic statistical routines
3002.OF.14 Maintain receipts and disbursement records
3002.OF.15 Maintain inventory records
3002.OF.16 Explain the effect of quality on profit
3002.OF.17 Identify the effects of continuous quality improvement
3002.OK.1 Utilize various factors that affect food preferences in the marketing of food
3002.OK.2 Utilize data in statistical analysis in making development and marketing decisions
3002.OK.3 Prepare food for presentation and assessment
3002.OK.4 Maintain test kitchen/laboratory and related equipment and supplies
3002.OK.5 Implement procedures that affect quality product performance
3002.OK.6 Conduct sensory evaluations of food products
3002.OK.7 Conduct testing for safety of food products, utilizing available technology
3002.OG.1 Examine the role of service as a strategic component of performance
3002.OG.2 Demonstrate quality services, which exceed the expectations of customers
3002.OG.3 Examine the relationship between employees and customer satisfaction
3002.OG.4 Apply strategies for resolving complaints
3002.OG.5 Demonstrate sensitivity to diversity and individuals with special needs
3002.OI.1 Determine nutrient requirements across the life span addressing the diversity of people, culture, and religions
3002.OI.2 Appraise and interpret nutritional data
3002.OI.3 Assess principles to maximize nutrient retention in prepared foods
3002.OI.4 Monitor recipe/formula proportions and modifications for food production
3002.OI.5 Critique the selection of foods to promote a healthy lifestyle
3002.OI.6 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs
3002.OL.5 Manage amounts of food to meet the needs of customers/clients

## Learning Targets - Click here to view Sample Learner Activities

Manage the planning, preparation, service, clean-up, and evaluation of a variety of meals and special events.

Design and use garnishing techniques to create a food display for various occassions and events.

Present food proposals or banquet event orders (BEO's) to clients with effective marketing techniques.

Complete employability portfolio.

Project profit and loss including labor, food, capital and other costs.

Utilize activities from the FCCLA student organization as an integral part of course content and leadership development.