Culinary Arts II
Course Syllabus
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Course Description: Culinary Arts II is an applied-knowledge course to prepare students for careers in the culinary field as a personal chef, caterer, executive chef, and food and beverage manager. Upon completion of this course, proficient students will have an understanding of commercial kitchen safety and sanitation, menu planning, food presentation, purchasing and inventory, preparation skills, cooking principles, and food preparation. Students will gain experience in commercial food production and service operations, while preparing for further training at the post secondary level. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequences of course. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.

Course Objective: The students will demonstrate understanding of the underlying concepts through successfully completing activities, labs, and projects related to the course. Activities/projects will require students to draw upon basic academic skills in math, English, science, and reading. Students will engage in activities, experiences, and assessments that will require them to evaluate, synthesize, analyze, and demonstrate knowledge.

Class Rules: **Attitude is Everything**

- Be Respectful
  - Listen and stay seated when someone is talking.
  - Respect the rights and property of others.
- Be Responsible
  - Bring all needed materials to class.
  - Be in your seat and ready to work when the bell rings. On lab days come to class ready to start.
  - **Absolutely NO HORSEPLAY!!**
- Be Ready
  - Follow directions and ask questions as needed.
  - Obey all school rules. (See student Handbook)

If a student breaks a rule, the following consequences will occur:

- First time student breaks a rule: Teacher warning
- Second time student breaks a rule: Parental contact
- Third time student breaks a rule: Office Referral

This class is based on many labs with high skills that move quickly. Safety and sanitation is a major concern in lab**. If students do not follow safety guidelines and continue to be disruptive he or she will immediately given a discipline referral.**

Safety Guidelines:
Proper safety attire is required. When in labs students must wear appropriate attire including closed-toe shoes or shoes with holes in them, an apron must be worn, and no loose or baggy clothing will be permitted. Hair must be off the collar (tied back). Male students must be clean-shaven.

Attendance:
Excellent attendance is a must for this class. Students will fall behind in skills that build on other lab skills if they miss labs each week. Students must preform and move quickly as they are graded on the skills they are learning.

- If you are absent it is your responsibility to get your missed work.
- As per school policy you have the number of days absent to turn in any missing work. Any work not turned in on time will result in a grade point deduction.
- If you are absent on a test or quiz day, please see the instructor to schedule a time for make up.

Demonstrations:
When "DEMO" is called during production time, all students are to stop what they are doing and go to the demo area. You will be responsible for information given during demonstrations and be tested on that material.

Grading System:
Student assessments will be achieved by a point system, with points assigned to each assignment, test, or activity divided by the points accumulated.

Grades are taken from the following types of work:

- Tests
- Quizzes
- Homework and class assignments
- Worksheets
- Collages/Posters
- Class participation
- Labs – **absence from lab must be made up with a written assignment to be determined by teacher**
- Lab participation
- Research papers
- Project Based Learning

Lab work will include in-class labs as well as extra-curricular labs. A schedule will be provided for you in advance. You will be expected to make the necessary arrangements to participate.

Possible extra credit/bonus points may be earned throughout the year and will be added onto the total points accumulated.

Lab Grade:
I will be noticing the following items in each student's lab grades:

1. Mise en place (everything in its place)
2. Sanitation, not only at the workstations but during clean up
3. **Lab participation**
4. Teamwork

Course Standards:

Safety and Sanitation

1) Summarize the different ways that cross-contamination can occur in the kitchen, citing sources from the U.S. Department of Health and Human Services or other federal guidelines. (TN Reading 1, 6; TN Writing 6)

2) Identify the steps for sanitizing food-contact surfaces in the kitchen, citing evidence from textbooks, regulations, or similar collections of best practices. Compare and contrast the different types of sanitizing (i.e. heat and chemical) and distinguish when each type should be used. In small groups, inspect the classroom kitchen using the Food Service Establishment Inspection Report for the Tennessee Department of Heath. (TN Reading 3, 9)

3) Compile, practice, and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify, review, and demonstrate common laboratory safety procedures, including but not limited to prevention and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in student portfolio. (TN Reading 3)

Menu Planning
4) Compare and contrast the main types of menu (market menu, a la carte, static menu, cycle menu, and table d'hote) and synthesize basic planning principles for a variety of different restaurant menus. Apply menu-planning principles to create a menu for an assigned concept, following recommendations in state truth-in-menu guidelines, or in the Nutrition Labeling and Education Act (NLEA). (TN Reading 2, 9; TN Writing 4, 5)

5) Analyze the elements that affect food cost and labor cost in foodservice operations, citing examples from real companies. Demonstrate working knowledge of costing a recipe and predicting labor cost percentages. (TN Reading 1, 7; TN Writing 2, 4; TN Math N-Q)

6) Evaluate the different methods and formulas (going rate, prix fixe, markup, and food cost percentage) that foodservice operations use to calculate the price of dishes. (TN Math N-Q)

Presentation
7) Research and describe the plating principles that guide platter and buffet presentation, including color, height, focal point, temperature, and proportion. Apply plating principles throughout the course to design attractive platter presentations. (TN Reading 1; TN Math N-Q)

8) From recipe research, create a list of commonly used edible garnishes. (TN Reading 1; TN Writing 7)

Purchasing, Receiving, and Inventory & Storage
9) List the factors (i.e., environmental, economic, social, and/or government regulations) that influences food prices and quality, drawing on diverse resources and perspectives including recent news media. (TN Reading 2, 8; TN Writing 2, 9)

10) Summarize the requirements for proper receiving and storage of food products from the U.S. Department of Agriculture and other culinary resources. Develop a brief manual on proper procedure for receiving and storage of food products, including both raw and prepared foods, justifying recommendations specific to temperature and product rotation. (TN Reading 1, 3, 5; TN Writing 4, 6, 8)

11) Investigate technology advances in foodservice management softwares, including inventory databases and employee time keeping systems. (TN Reading 2, 6; TN Writing 6)

Preparation Skills
12) Compare and contrast the size and shape of different cuts used in commercial kitchen. Practice performing different cuts using the correct steps corresponding to each. (TN Reading 3)

Cooking Principles
13) Define the three classifications of cooking methods (combination, dry, and moist), citing and example of each. (TN Reading 2, 5, 9)

14) Select three pieces of a food (i.e., a piece of chicken, apple or potato). Form a hypothesis regarding what happens when the food is overcooked or undercooked using a certain cooking method. (TN Reading 3, 9; TN Writing 2)

Food Preparation
Food each of the following food types, prepare a "cheat sheet" to include as part of a food preparation index in the student portfolio. The index will address forms, preparation methods, classification and grading processes, receiving and storage practices, and a sample standardized recipe and photograph of the prepared dish. For each entry, draw on relevant culinary research and guidelines from regulatory agencies and organizations to support information included in the index.

Fruits
15) Research the classification of fruits and cite an example of a fruit from each classification commonly used in commercial foodservice, including those often mistaken as vegetables. (TN Reading 1, 4; TN Writing 9)

16) From recipes, summarize the steps to prepare and/or cook fruits when preparing dishes, displays, and garnishes. (TN Reading 3, 7; TN Writing 4, 9)

17) Write a research paper or conduct a research project on a current culinary topic or issue affecting the foodservice industry, using appropriate digital search resources and academic writing. (TN Reading 2, 6; TN Writing 7)

Vegetables
18) Distinguish among the most commonly used vegetables in commercial foodservice. For each vegetable examined, describe its anatomy and use based on information gathered in culinary textbooks. (TN Reading 1, 4; TN Writing 6)

19) Summarize various moist-heat and dry-heat cooking methods from the collection of standardized recipes gathered in standard 18. Research the principles of vegetable cookery using culinary journals and magazines to identify the factors that affect the flavor, texture, color and retention of nutrients in cooked vegetables. (TN Reading 1, 4; TN Writing 2, 9)

20) Form a hypothesis and design and conduct an experiment to determine the role of acid and alkaline solutions in a vegetable's color during the cooking process. (TN Reading 3, 4, 9; TN Writing 1, 7, 9)

Soups, Stocks & Sauces
21) Research and summarize the roles of a variety of ingredients in the production of stocks (i.e., white stock, brown stock, broth/bullion, vegetable stock, and fish stock). (TN Reading 1, 3, 4; TN Writing 2)

22) Compare and contrast the types of soups (i.e., clear soups, thick soups and specialty soups). Follow and continually modify soup recipes to create a variety of soups for a given menu. (TN Reading 3)

23) Synthesize the characteristics of the mother sauces and derivative sauces. Justify from culinary textbooks and other sources how to choose a thickening agent when preparing different sauces, citing evidence from recipes. (TN Reading 2, 3, 5; TN Writing 4)

Starches
24) Synthesize from culinary research the different types of starches used in commercial kitchens, including but not limited to potatoes, grains, corn, rice, and wheat. Identify how the starch content determines botanical differences among starches and influences how cooks select them for dishes. (TN Reading 1, 4)

25) Compare and contrast the differences in appearance, flavor, and texture of fresh pasta and dry pasta. (TN Reading 9; TN Writing 5)

Other policies:

- Late work: Students will receive # of days x 10% for any late assignment. Example An assignment that is three (3) days late would have a 30% point deduction for the total score. *Note: Deduction occur immediately after the deadline, and is based on days (not time)!
- Leaving the classroom: You will be allowed to leave the classroom 3 times per nine weeks. This includes bathroom, water, locker, and office visits. If you do not use all of your "passes" at the end of the semester they will be converted to 5 extra credit points each, for a total point value of 15 points. Being called to the office/principle or going to see the nurse will not count against you. When you leave the classroom please sign out on the white board by the door and take the appropriate colored clipboard. To be eligible for this extra credit student must not be absent more than 5 times per 9 weeks.
- Fire Drills: Exit the room to the left, walk straight to the set of double doors. When you get outside cross the street and line up on spot number **52.**
- All food prepared must be tasted, unless you are allergic to an item in the dish.
- Personal grooming is not allowed in class or in labs.
- Do not sit on desks or counters.
- No backpacks, purses or other bags on the tables or counters. Please hang them on the back of your chair.
- All computers must be put away unless the teacher tells you to take it out.

Wish List

- Paper goods such as paper plates, bowls forks or spoons
- Tissues
- Dish Soap
- Hand Soap