

**Culinary Arts
Exploratory Program
Grade 9
CIP Code: 200401**

**McCann Technical High School
70 Hodges Crossroads
North Adams, MA. 01247**

Instructors:

**Patrick Cariddi
Kimberly Kaigle**

Developed: February 2011

Course Philosophy:

The philosophy of the Grade 9 Culinary Arts Exploratory Program at McCann Technical School is to provide a smooth transition for a middle school student to a vocational grade 9 student by providing introductory knowledge and training in the field of culinary arts. This course includes an introduction to sanitation and safety, proper tool and equipment use, introductory food preparation, support services, introductory baking, introductory dining room service, all of which is done in a variety of food service settings at a slow pace for an easy transition into the program. Students are encouraged to be productive, caring of the quality of their work, and responsible with equipment and supplies. The exploratory program also introduces the students to the hospitality industry. In addition to culinary art skills the program introduces related math and Skills USA employability skills, respect for class members, instructors, promoting a team environment, proper sanitation / personal hygiene, personal safety, as well as the safety of each guest.

The Hospitality Business is one of the largest industries in the United States. It is an ever changing field with unlimited opportunities for young people who have mastered the basic skills and have sufficient motivation and drive to always continue to expand their knowledge through industry work or further their hospitality education and training.

Course Description:

The grade nine exploratory courses in Culinary Arts are set up as an introduction to the program. The program is divided into two different 2 ½ day cycles called Tier I and Tier II. The first cycle Tier I includes all entering grade 9 students. The second part, Tier II is selected by the students' interest in the culinary arts program. Both Tier I and Tier II grade nine exploratory shop students are divided into two groups on the opposite week they are in academic classes. The group in shop is split between 2 instructional areas. One group is in our quantity food program which prepares and serves the school lunch under the direction of a shop/theory instructor and the cafeteria manager. The other group receives instruction in baking, buffet restaurant preparation, clearing, and greeting guests in the school restaurant. The grade 9 exploratory students participate in individual projects that are listed under the instructional activities to enhance their exploratory experience under the direction of the shop instructors and an instructional aide. The two groups are switched so they spend 50% of there time in both instructional areas.

The students also participate in the culinary arts theory instructional program. The students are taken from shop for one class period per day. The students are also given instruction as needed while on task in the shop area, this provides for a strong correlation between the shop and theory class to bridge the classes and provide optimum educational experiences for the students. The theory program also provides introduction to sanitation and safety training, knife skills, applied weights and measures, and career exploration.

Course Assessment Plan/Culinary Arts Grading Policy:

The Students are assessed in a variety of ways in the Culinary Arts program. They usually receive one homework assignment in their Tier I theory class. This assignment is reviewed on the following day, the theory instructor reviews the assignment and credit is granted if completed. Students also complete shop projects, and complete a summary at the end of tier I and Tier II exploratory programs. The exploratory rubric is used to also track the student's class ranking for shop placement.

EXPLORATORY RUBRIC

Please score the student in the following four categories by assigning a number in each category. For clarification, the categories are defined below.

	Excellent	Good	Fair	Poor
	10-11-12	7-8-9	4-5-6	1-2-3
Safety				
Conduct				
Participation				
Exploratory Theory				

Please enter the students total score (4-48) here: _____

Safety:

10-11-12: Follows all rules (90-100% of the time) for shop safety.

7-8-9: Follows most rules (80-89% of the time) for shop safety rules.

4-5-6: Follows shop safety rules 70-79% of time

1-2-3: Follows shop safety rules 69% or < of the time.

Conduct:

10-11-12: Demonstrates responsibility, respect, teamwork and willingness to try all shop assignments (0-1 warning issued)

7-8-9: Usually demonstrates (2-3 warnings issued) respect for instructors and equipment.

4-5-6: Needed daily reminders (4-5 warnings issued).

1-2-3: Student does not respect teachers, students, or facilities and equipment (more than 5 warnings issued)

Participation:

10-11-12: Student fully and actively (90-100% of the time) participates in and completes coursework and shop projects

7-8-9: Student participates in and completes most (76-89 %) coursework and shop projects

4-5-6: Student completed the minimum (65-75%) amount of course work and shop projects required

1-2-3: Student work does not meet (less than 65%) minimum requirements of course work and assigned projects

Exploratory theory:

10-11-12: Student achieved score of 90 or above

7-8-9: Students achieved scores of 80 -89

4-5-6: Student achieved score of 70 -79

1-2-3: Student achieved score of 69 or below

CULINARY ARTS GRADE 9 TIMELINE FOR PROGRAM ACTIVITIES SHOP/THEORY COURSE OUTLINE

- 1) Develop an understanding of the importance of sanitation and safety as well as be able to apply introductory skills in the Culinary Arts Exploratory Program.
- 2) Understand beginning knife skills, hand tool and equipment and operations emphasizing proper technique and safety.
- 3) Utilize weights and measures to demonstrate proper scaling and measurement techniques.
- 4) Develop an understanding of serving and portioning food to customers.
- 5) Develop the skills in how to understand a standardized recipe.
- 6) Develop the skills in introductory baking
- 7) Develop the skills in introductory food preparation.
- 8) Develop an understanding of the hospitality industry and career opportunities in the field.

GRADE 9 SHOP/THEORY COURSE OUTLINE

I. SANITATION & SAFETY

1. Demonstrate good personal hygiene/health practices.
2. Describe cross contamination and use of acceptable procedures when preparing and storing potentially hazardous foods.
3. List the majority of reasons for and recognize signs of food spoilage and contamination.
4. Demonstrate cleaning and sanitizing procedures for equipment and facilities.
5. Demonstrate proper waste disposal methods and recycling.
6. List common causes of typical accidents and injuries in the food service industry
7. Discuss appropriate emergency policies for kitchens and dining room

II. FOOD PREPARATION

1. Demonstrate knife skills and hand tool operations, emphasizing proper technique and **safety**.
2. Demonstrate how to read and follow a recipe.
3. Identify and demonstrate proper use of utensils, pots and pans.
4. Utilize weights and measures to demonstrate proper scaling and measurement techniques.
5. Identify and prepare various fruits
6. Identify and prepare various salads
7. Identify and prepare sandwiches
8. Prepare ethnic cuisine to include lasagna and pizza
9. Prepare Shepard Pie

III. BASIC BAKING

1. Identify equipment and utensils used in baking and discuss proper use and care.
2. Identify ingredients used in baking.
3. Demonstrate proper scaling and measurement techniques.
4. Produce a two crust apple pie
5. Produce a variety of types of cookies.

VI. DINING ROOM SERVICE

1. Demonstrate the general rules of table settings and service.
2. Discuss procedures for processing guest checks.

V. SKILLS USA V.I.C.A.

1. Describe what Skills USA is about.
2. Demonstrate the professionalism of a Skills USA student and employability skills
3. Discuss the Professional Development Program and begin level 1 for completion

Instructional Activities:

A combination of the lecture/discussion and demonstration teaching methods, followed by applied skills activities, is utilized in the grade 9 exploratory course of study. The instructor presents lecture covering all theories, principals and concepts relating to the topics in question. This is followed by demonstrations of the various skills that will be developed. Students are then given practical application activities with hands-on exercises. The Skills USA professional development program is a vehicle in which curricula integration is implemented. Students will be evaluated on these projects using our evaluation tool. The students participate in individual projects that correlate with the exploratory class units of instruction.

These include:

Proper kitchen and shop safety procedures

Proper kitchen sanitation and personal hygiene practices

Theory of weights & measures & applied weights and measures

Knife Skill instruction and training

Point of Service computer training and practice

Introductory Dining room service training and practice

Introduction to Baking to include Yeast dough's to include Pizza Dough, Cinnamon Buns, Quick Breads, Assorted Cookies, Apple Pies, Cakes

Introduction to Food preparation to include pizza, lasagna, shepards pie, salads, sandwiches, fruits, vegetables, starches,

Introduction to food service in a quantity food service program

Resources:

TEXTBOOKS: Culinary Essentials Textbook
Copyright © 2006 Glenco/McGraw-Hill
SkillsUSA
P.O. Box 3000 Leesburg, VA. 20177
Professional Development Program
P.O. Box 3000 Leesburg, VA. 20177

VIDEO TAPES: Sanitation conquering the germ

OTHER RESOURCES: Culinary Arts Recipe Files

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Course Philosophy:

The Grade 9 Culinary Arts Program at McCann Technical School is to provide a smooth transition from a middle school student to a vocational grade 9 student by providing introductory knowledge and training in the field of culinary arts to include a focus on sanitation and safety, proper tool and equipment use, introductory food preparation, support services, introductory baking, introductory dining room service, all of which is done in a variety of food service settings at a slower pace for an easy transition into the program. Students are encouraged to be productive, caring of the quality of their work, and responsible with equipment and supplies. The grade nine program introduces the students into the hospitality industry and to gain the stamina and introductory skills to be successful in the Culinary Arts program. In addition to culinary art skills the program emphasizes related math and the Skills USA Professional Development Program, focused use of time management, respect for class members, instructors, promoting a team environment, proper sanitation / personal hygiene, and there personal SAFETY as well as the safety of each guest. The Hospitality Business is one of the largest industries in the United States. It is an ever changing field with unlimited opportunities for young people who have mastered the basic skills and have sufficient motivation and drive to always continue to expand their knowledge through industry work or further their hospitality education and training.

Course Description:

The grade nine course in Culinary Arts is set up as a progressive program rather than by grade level. Units are repeated in both shop and theory in subsequent years with greater depth of the material. The grade nine shop students are divided into two groups on the opposite week they are in academic classes. The group in shop is split between 2 instructional areas. One group is in our quantity food program which prepares the school lunch and provides catering for all large school related functions under the direction of a shop/theory instructor and the cafeteria manager. The other group receives instruction in baking, a la Carte restaurant preparation, dining room service, coffee/bake shop operations. The grade 9 students participate in individual projects that are listed under the instructional activities to enhance their theory units under the direction of the shop instructors and an instructional aide. The two groups are switched so they spend 50% of there time in both instructional areas.

The students also participate in the culinary arts theory instructional program. The students are taken from shop for one class period per day. The students are also given instruction as needed while on task in the shop area, this provides for a strong correlation between the shop and theory class to bridge the classes and provide optimum educational experiences for the students. The theory program also provides educational field trips, guest speakers, guest chefs, food sampling and demonstrations, sanitation and haccp training, safety training, knife skills, equipment training, tool identity and proper use, and applied weights and measures

training. All grade nine students who are accepted to the school can enter the program. The grade nine students have the opportunity to sample the culinary arts program in two 2 ½ day exploratory classes. They are assessed during this period on performance, interest, safety consciousness, and general behavior. In case of over enrollment, candidates are selected according to their rank.

Course Syllabus:

The shop and theory curriculum is taught using the enclosed curriculum, utilizing the enclosed task listing in conjunction with the daily competency record. This is to provide the student with a measurable evaluation for them, to take the appropriate corrective action or successful completion of their task. These are tracked on the individual student’s competency profile for which they have for the entire length of the program. The shop and theory programs are taught to coincide with each other whenever possible to allow the students to better understand the skills we are instructing.

The Culinary Arts Program has achieved the American Culinary Federation’s Secondary Accreditation which is the national standard for secondary culinary arts programs in the United States.

The grade nine students after successfully completing their first year in the program are trained at a beginner level to be able to grasp the demands of the hospitality industry. The grade nine students will be able to perform basic sanitation and safety skills, have the ability to work in a team environment, basic knife skills, how to use the tools and operate the equipment, understand basic kitchen operations, perform basic serving procedures.

Course Assessment Plan:

For the Culinary Art students at McCann Technical High School the following assessment plan will be followed:

GRADING SYSTEM:

“Report cards are issued quarterly and serve as a guideline for students and their parents to measure achievement. Parents are encouraged to contact teachers and counselors to ensure a continuing participation in student progress. Courses are graded numerically in accordance with the following values.” (2010-2011 McCann Student Handbook)

97-100	A+
90-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
65-66	D
0-64	F

Culinary Arts Grading Policy:

The Students are assessed in a variety of ways in the Culinary Arts program. They usually receive homework on a daily basis in their Theory class and occasionally from shop. These assignments are reviewed on the following day, Instructors review these assignments and credit is granted if completed. Students also complete tests, quizzes, projects, and keep notebooks, daily assigned tasks, and are given a daily rubric in shop. The daily rubric is used to also track the student's competencies in his/her competency profiles. The students are graded daily in shop on a per assignment basis in theory class.

The following is a list of the percentages and categories that determine the student's shop/theory grade:

Category	Percent of grade
Weekly Shop grade	50%
Shop Attendance	10%
Skills USA projects	10%
Tests	9%
Homework	6%
Quizzes	4.5%
Notebook	4.5%
Theory Att./Participation	3%
Skills USA	3%
Total Shop/ Theory	100%

Culinary Arts Daily Rubric:

CULINARY ARTS COMPETENCY BASED VOCATIONAL EDUCATION

NAME: _____ GRADE: _____ DATE: _____

INDUSTRY STANDARDS	MON	TUES	WED	THUR	FRI	TASK
ABILITY TO COMPLETE STANDARDIZED TASK						MONDAY
COMPLETES TASK TO AN OUTSTANDING DEGREE 20 POINTS	20 POINTS	20 POINTS	20 POINTS	20 POINTS	20 POINTS	
COMPLETES TASK TO ACHIEVE AN ACCEPTED DEGREE 18 POINTS	18 POINT	18 POINT	18 POINT	18 POINT	18 POINT	
REQUIRED SOME ASSISTANCE TO UNDERSTAND AND ACHIEVE TASK 15 POINTS	15 POINT	15 POINT	15 POINT	15 POINT	15 POINT	
STUDENT COULD NOT PERFORM TASK WITHOUT COMPLETE ASSISTANCE 13	13 POINT	13 POINT	13 POINT	13 POINT	13 POINT	

POINTS STUDENT WAS UNABLE TO PERFORM TASK 11 POINTS	<u>11 POINT</u>	<u>11 POINT</u>	<u>11 POINT</u>	<u>11 POINT</u>	<u>11 POINT</u>	
ATTITUDE AS REQUIRED TO ACHIEVE INDUSTRY STANDARDS ATTITUDE WAS ABOVE AND BEYOND EXPECTATIONS 15 POINTS ATTITUDE WAS EXCELLENT & ACCEPTED CONSTRUCTIVE CRITICISM 10 POINTS ATTITUDE WAS POSITIVE & ACCEPTED SOME CONSTRUCTIVE CRITICISM 5 POINTS ATTITUDE WAS MARGINAL WITH IMPROVEMENT NEEDED 3 POINTS ATTITUDE WAS UNACCEPTABLE AND INTOLERABLE IN THE WORK ENVIRONMENT 0 POINTS	<u>15 POINTS</u> <u>10 POINT</u> <u>5 POINTS</u> <u>3 POINTS</u> <u>0 POINTS</u>	<u>15 POINTS</u> <u>10 POINT</u> <u>5 POINTS</u> <u>3 POINTS</u> <u>0 POINTS</u>	<u>15 POINTS</u> <u>10 POINT</u> <u>5 POINTS</u> <u>3 POINTS</u> <u>0 POINTS</u>	<u>15 POINTS</u> <u>10 POINT</u> <u>5 POINTS</u> <u>3 POINTS</u> <u>0 POINTS</u>	<u>15 POINTS</u> <u>10 POINT</u> <u>5 POINTS</u> <u>3 POINTS</u> <u>0 POINTS</u>	TUESDAY
TIME MANAGEMENT STUDENT TIMING WAS EXCELLENT AND EXCEEDED EXPECTATIONS 20 POINTS STUDENT TIMING WAS APPROPRIATE & HAD EXPECTED PERFORMANCE 18 POINTS STUDENT TIMING WAS ADEQUATE & HAD AVERAGE PERFORMANCE 15 POINTS STUDENT TIMING WAS SLOW & NEEDS IMPROVEMENT 13 POINTS STUDENT TIMING WAS UNACCEPTABLE & NO EFFORT WAS GIVEN 11 POINTS	<u>20 POINTS</u> <u>18 POINT</u> <u>15 POINT</u> <u>13 POINT</u> <u>11 POINT</u>	<u>20 POINTS</u> <u>18 POINT</u> <u>15 POINT</u> <u>13 POINT</u> <u>11 POINT</u>	<u>20 POINTS</u> <u>18 POINT</u> <u>15 POINT</u> <u>13 POINT</u> <u>11 POINT</u>	<u>20 POINTS</u> <u>18 POINT</u> <u>15 POINT</u> <u>13 POINT</u> <u>11 POINT</u>	<u>20 POINTS</u> <u>18 POINT</u> <u>15 POINT</u> <u>13 POINT</u> <u>11 POINT</u>	WEDNESDAY
SANITATION CLEANED ALL REQUIRED AREAS & EXCEEDED EXPECTATIONS 15 POINTS CLEANED ALL REQUIRED AREAS AS EXPECTED 10 POINTS CLEANED ALL REQUIRED AREAS AS REQUIRED WITH ASSISTANCE 5 POINTS CLEANED ALL REQUIRED AREAS POORLY & NOT ACCEPTABLE 3 POINTS DID NOT CLEAN REQUIRED AREAS & CREATED A DANGEROUS SITUATION 0 POINTS	<u>15 POINTS</u> <u>10 POINT</u> <u>5 POINTS</u> <u>3 POINTS</u> <u>0 POINTS</u>	<u>15 POINTS</u> <u>10 POINT</u> <u>5 POINTS</u> <u>3 POINTS</u> <u>0 POINTS</u>	<u>15 POINTS</u> <u>10 POINT</u> <u>5 POINTS</u> <u>3 POINTS</u> <u>0 POINTS</u>	<u>15 POINTS</u> <u>10 POINT</u> <u>5 POINTS</u> <u>3 POINTS</u> <u>0 POINTS</u>	<u>15 POINTS</u> <u>10 POINT</u> <u>5 POINTS</u> <u>3 POINTS</u> <u>0 POINTS</u>	THURSDAY
PERSONAL HYGIENE PERSONAL CLEANLINESS EXCEEDED EXPECTATIONS 15 POINTS PERSONAL CLEANLINESS WAS APPROPRIATE 10 POINTS PERSONAL CLEANLINESS WAS MARGINAL 5 POINTS PERSONAL CLEANLINESS WAS POOR & NEEDS IMPROVEMENT 3 POINTS PERSONAL CLEANLINESS WAS & UNACCEPTABLE & UNHEALTHY 0 POINTS	<u>15 POINTS</u> <u>10 POINT</u> <u>5 POINTS</u> <u>3 POINTS</u> <u>0 POINTS</u>	<u>15 POINTS</u> <u>10 POINT</u> <u>5 POINTS</u> <u>3 POINTS</u> <u>0 POINTS</u>	<u>15 POINTS</u> <u>10 POINT</u> <u>5 POINTS</u> <u>3 POINTS</u> <u>0 POINTS</u>	<u>15 POINTS</u> <u>10 POINT</u> <u>5 POINTS</u> <u>3 POINTS</u> <u>0 POINTS</u>	<u>15 POINTS</u> <u>10 POINT</u> <u>5 POINTS</u> <u>3 POINTS</u> <u>0 POINTS</u>	FRIDAY

TURN OVER

INDUSTRY STANDARDS	MON	TUES	WED	THUR	FRI
SAFETY STUDENTS FOLLOWS & EXCEEDS ALL SAFETY PROCEDURES FOR THEMSELVES & OTHERS 15 POINTS	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>
STUDENTS FOLLOWS ALL SAFETY PROCEDURES TO EXPECTED PERFORMANCE 10 POINTS	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>
STUDENTS FOLLOWS ALL SAFETY PROCEDURES TO NEEDED PERFORMANCE 5 POINTS	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>
STUDENTS DOES NOT FOLLOWS ALL SAFETY PROCEDURES UNACCEPTABLE PERFORMANCE 3 POINTS	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>

STUDENTS DOES NOT FOLLOWS SAFETY PROCEDURES TO A DANGER TO HIM/HERSELF AND OTHERS _____ 0 POINTS	0 POINTS	0 POINTS	0 POINTS	0 POINTS	0 POINTS
Total Daily Score 100 Points Possible					
ATTENDANCE					
STUDENT WAS ON TIME AND PRESENT FOR THE ENTIRE DAY _____ 15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS
STUDENT WAS NOT ON TIME BUT PRESENT DURING THE DAY _____ 10 POINTS	10 POINT	10 POINT	10 POINT	10 POINT	10 POINT
STUDENT WAS ON TIME AND DISMISSED DURING THE DAY _____ 5 POINTS	5 POINTS	5 POINTS	5 POINTS	5 POINTS	5 POINTS
STUDENT WAS NOT ON TIME AND PRESENT FOR THE SOME OF THE DAY _____ 3 POINTS	3 POINTS	3 POINTS	3 POINTS	3 POINTS	3 POINTS
STUDENT WAS NOT PRESENT FOR THE OF THE DAY _____ 0 POINTS	0 POINTS	0 POINTS	0 POINTS	0 POINTS	0 POINTS

STUDENT GOALS FOR THE NEXT WEEK: (TO BE COMPLETED BY STUDENT)

STUDENT SIGNATURE: _____ DATE: _____

INSTRUCTOR SIGNATURE: _____ DATE: _____

FINAL EXAMINATIONS:

“Final examinations must be taken when scheduled. A grade of “0” will be given for any examination missed unless previously approved by the Principal. Final examinations will be by course title for all students. No exemptions will be given.

**CULINARY ARTS GRADE 9 TIMELINE FROR PROGRAM ACTIVITIES
SHOP/THEORY COURSE OUTLINE**

First Quarter

Exploratory Program This course is designed to:

- 1) Introduction to Basic Sanitation & Safety Skills
- 2) Introduction to applied weights and measures
- 3) Introduction to food garnishing and presentation
- 4) Introduction of basic culinary terminology
- 5) Introduction to hospitality industry careers
- 6) Introduction to basic baking
- 7) Introduction to tools and equipment
- 8) Introduction to quantity food preparation

Second, Third & Fourth Quarter,

This course is designed to:

- 1) Provide the students with a basic understanding of sanitation, safety, tools and equipment;
- 2) Develop basic culinary terminology
- 3) Provide the students with basic baking
- 4) Develop an understanding of and application of applied weights and measures
- 5) Provide an understanding of basic food preparation skills
- 6) Provide an understanding of dining room service.
- 7) Understand what Skills USA professional development program is about and the students will begin level 1.

CULINARY ARTS CURRICULUM GRADE 9 SHOP/ THEORY COURSE OUTLINE

COURSE OUTLINE

I. SANITATION & SAFETY

1. Identify the Hazard Analysis Critical Control Point (HACCP) during all food handling processes as a method for minimizing the risk of foodborne illness.
2. Identify microorganisms which are related to food spoilage and foodborne illnesses; describe their requirements and methods for growth.
3. Describe symptoms common to foodborne illnesses and how illness can be prevented.
4. Demonstrate good personal hygiene/health practices.
5. Describe cross contamination and use of acceptable procedures when preparing and storing potentially hazardous foods.
6. List the majority of reasons for and recognize signs of food spoilage and contamination.
7. Outline the requirements for proper receiving and storage of both raw and prepared food.
8. Describe current types of cleaners and sanitizers and their proper use.
9. Develop cleaning and sanitizing schedule and procedures for equipment and facilities.
10. Identify proper waste disposal methods and recycling.
11. Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards.
12. List common causes of typical accidents and injuries in the food service industry and outline a safety management program.
13. Discuss appropriate emergency policies for kitchens and dining room injuries.
14. Describe appropriate types and use of fire extinguishers used in food service area.
15. Outline laws and rules of the regulatory agencies governing sanitation and safety in food service operation.

III. FOOD PREPARATION

1. Demonstrate knife skills, hand tool and equipment operations, emphasizing proper technique and **safety**.
2. Demonstrate how to read and follow a recipe.
3. Identify and demonstrate proper use of utensils, pots and pans.
4. Utilize weights and measures to demonstrate proper scaling and measurement techniques.
5. Identify and prepare various fruits
6. Identify and prepare various salads

7. Identify and prepare sandwiches

IV. BASIC BAKING

1. Define baking terms.
2. Identify equipment and utensils used in baking and discuss proper use and care.
3. Demonstrate proper selection of equipment and utensils for specific application.
4. Identify ingredients used in baking.
5. Demonstrate proper scaling and measurement techniques.
6. Apply basic math skill to recipe conversions.
7. Describe properties and list functions of various ingredients.
8. Prepare crusty, soft and specialty yeast products.
9. Prepare quickbreads.
10. Produce a variety of types of pies and tarts.
11. Produce a variety of types of cookies.
12. Prepare creams, custards, puddings and related sauces.
13. Discuss the application of mixes and other labor saving products.
14. Prepare a variety of fillings and toppings for pastries and baked goods.

V. DINING ROOM SERVICE

1. Demonstrate the general rules of table settings and service.
2. Describe the functions of dining service.
3. Discuss procedures for processing guest checks.
4. Discuss sales techniques for service personnel including menu knowledge and suggestive selling.

VI. SKILLS USA

1. Describe what Skills USA is about and the role of it in America
2. Demonstrate the professionalism of a Skills USA student
3. Discuss what Skills USA can provide me as a member
4. Identify the Professional Development Program and begin level 1 for completion

Standards

Massachusetts Vocational Technical Educational Curriculum Framework Learning Standards for Year Course: Grade 9

Massachusetts Vocational Technical Education Framework Hospitality & Tourism Cluster Culinary Arts

Course Curriculum Topic	Standard
1) Provide the students with a basic understanding of sanitation, safety, tools and equipment;	1.A Define health and safety regulations: 1.A.01a Identify and apply OSHA and other health and safety regulations that apply to specific tasks and jobs in the occupational area 1.A.02a Identify and apply EPA and other environmental protection regulations that apply to specific

	<p>tasks and jobs in the occupational area</p> <p>1.A.03a Identify and apply Right-To-Know (Hazard Communication Policy) and other communicative regulations that apply to specific tasks and jobs in the occupational area</p> <p>1.A.04a Explain procedures for documenting and reporting hazards to appropriate authorities</p> <p>1.A.05a List penalties for non-compliance with appropriate health and safety regulations</p> <p>1.A.06a Identify contact information for appropriate health and safety agencies and resources</p> <p>1.A.07c Outline laws and rules of the regulatory agencies governing sanitation and safety</p> <p>1.B Demonstrate health and safety practices:</p> <p>1.B.01a Identify, describe and demonstrate the effective use of Material Safety Data Sheets (MSDS)</p> <p>1.B.03a Identify, describe and demonstrate personal, shop and job site safety practices and procedures</p> <p>1.B.04a Demonstrate safe dress and use of relevant safety gear and personal protective equipment (PPE), including wrist rests, adjustable workspaces and equipment, gloves, boots, earplugs, eye protection, and breathing apparatus</p> <p>1.B.05a Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics</p> <p>1.B.09a Illustrate proper handling and storage practices, including working with hazardous materials, disposal, and recycling</p> <p>1.B.10a Demonstrate proper workspace cleaning procedures</p> <p>1.C Demonstrate responses to situations that threaten health and safety</p> <p>1.C.02a Describe the importance of emergency preparedness and an emergency action plan</p> <p>1.C.03a Illustrate procedures used to handle emergency situations and</p>
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- accidents, including identification, reporting, response, evacuation plans, and follow-up procedures
- 1.D Orientation to sanitation and safety**
- 1.D.01c Identify the Hazard Analysis Critical Control Point (HAACP) during all food handling processes as a method for minimizing the risk of food borne illness.
- 1.D.02c Identify microorganisms related to food spoilage and illnesses; and describe their requirements and methods for growth
- 1.D.03c Describe symptoms common to food borne illnesses and how illness can be prevented
- 1.D.04c Conduct a sanitation self-inspection and identify modifications for compliance with standards
- 1.D.05c Outline compliance requirements of sanitation and health inspections
- 1.D.06c Show exemplary appearance and hygiene
- 1.D.07c Describe cross contamination and use of acceptable procedures when preparing and storing potentially hazardous foods.
- 1.D.08c List the reasons for and recognize signs of food spoilage and contamination
- 1.D.09c Outline the requirements for receiving and storage of raw and prepared foods
- 1.E Identify chemicals and uses in food service**
- 1.E.01c Describe types of cleaners and sanitizers and their proper use
- 1.E.02c Develop cleaning and sanitizing schedule and procedures for equipment and facilities
- 2.A Orientation to Food Service**
- 2.A.01c Demonstrate hand tool and equipment operation, emphasizing technique
- 2.A.02c Define terminology used in food service
- 2.A.03c Discuss the application of labor saving products
- 2.A.04c
- 2.A.05 Identify liquid measures
- 2.A.06 Identify dry measures

	<p>2.A.07 Explain <i>mise en place</i></p> <p>2.A.08 Read, analyze, and follow a standard recipe</p> <p>2.A.09 Identify ingredients used for cooking and baking</p> <p>2.A.10 Demonstrate safe knife skills</p>
2) Culinary terminology	<p>2.A Orientation to Food Service</p> <p>2A.02c Define terminology used in food service</p>
3) Provide the students with basic baking	<p>2.V Orientation to Baking</p> <p>2.V.01 Identify ingredients used for baking</p> <p>2.V.02 Describe properties and list function of ingredients</p> <p>2.V.03 Measure and weigh ingredients for baking</p> <p>2.V.04 Define baking terms</p> <p>2.V.05 Identify equipment and utensils used in baking and discuss use and care</p> <p>2.V.06 Demonstrate selection of equipment and utensils for specific application</p> <p>2.V.07 Discuss the application of mixes and other labor saving products</p> <p>2.V.08 Identify mixing methods used in baking</p> <p>2.W Prepare baked goods</p> <p>2.W.01 Identify various baked goods, including yeast-raised products, quick-breads, muffins, pies, pie-dough products, cakes, cookies,</p> <p>2.W.02</p> <p>2.W.03 Prepare, bake, and finish lean dough products</p> <p>2.W.04</p> <p>2.W.05 Prepare, bake, and finish rolled-in products</p> <p>2.W.06 Prepare, bake, and finish quick-breads, biscuits, and muffins</p> <p>2.W.07 Prepare, bake, and finish pie dough and pie dough products</p> <p>2.W.08 Prepare, bake, and finish fat-type cakes</p> <p>2.W.09</p> <p>2.W.10 Prepare, bake, and finish a cookies using different make-up methods</p> <p>2.W.11</p> <p>2.X Prepare frostings and finish baked goods</p> <p>2.X.01 Identify various types of frostings</p>

	<p>and icings</p> <p>2.X.02 Prepare a variety of frostings and icings</p> <p>2.X.03 Prepare baked goods to be finished</p> <p>2.X.04 Frost cakes and pastries</p> <p>2.X.05 Make borders and floral designs for decorated cakes</p> <p>2.X.06</p>
4) Develop an understanding of and application of applied weights and measures	<p>2.A Orientation to Food Service</p> <p>2.A.05 Identify liquid measures</p> <p>2.A.06 Identify dry measures</p> <p>2.V Orientation to Baking</p> <p>2.V.03 Measure and weigh ingredients for baking</p>
5) Provide an understanding of basic food preparation skills	<p>2.J Prepare fruits and vegetables</p> <p>2.J.01 Identify commonly served fruits and vegetables</p> <p>2.J.02 Prepare fruits and vegetables for various cooking methods</p> <p>2.J.03 Prepare fruits and vegetables for serving raw</p> <p>2.K Prepare grains, legumes, and starches</p> <p>2.K.01 Identify grains, legumes, rice, and pasta</p> <p>2.K.02 Prepare and cook grains</p> <p>2.K.03 Prepare and cook legumes</p> <p>2.K.04 Prepare and cook rice</p> <p>2.K.05 Prepare and cook pasta</p> <p>2.K.06 Prepare and cook potatoes</p> <p>2.L Prepare various marinades, salads, and dressings</p> <p>2.L.01 Identify ingredients used for salads</p> <p>2.L.02 Prepare basic green salad</p> <p>2.L.03 Prepare specialty salads</p> <p>2.S Prepare sandwiches</p> <p>2.S.01 Identify types of sandwiches</p> <p>2.S.02 Prepare basic and specialty sandwiches</p> <p>2.T Prepare Breakfast Meats, Eggs, Cereals, and Batter Products</p> <p>2.T.05 Prepare batter products</p>
6) Provide an understanding of dining room service.	<p>2.D Performing Dining Room/Room Service Activities</p> <p>2.D.01c Set up tables for service</p> <p>2.D.02c Set up various dining room stations for service (e.g. beverages, condiments, bread, salads, etc)</p> <p>2.D.04c Set up and garnish desserts</p> <p>2.D.06c Perform duties of dining room</p>

	<p>attendant</p> <p>2.D.07c Prepare and maintain restaurant and work stations for dining room service</p> <p>2.D.08c Operate a Point Of Sale system</p> <p>2.D.09c Identify the sequence/steps of service</p> <p>2.D.13c Perform the duties of a cashier</p> <p>2.E Performing host or hostess duties</p> <p>2.E.02c Demonstrate procedures used to greet and seat customers</p> <p>2.E.03c Explain methods used to accommodate customers</p> <p>2.E.06c Re-set tables for service</p>
<p>7) Understand what Skills U.S.A. professional development program is about and the students will begin level 1</p>	<p>4.A Develop employability skills to secure and keep employment in chosen field</p> <p>4.A.01a Evaluate industries, organizations, and careers based on multiple sources of research and information</p> <p>4.A.02a Assess interest areas to determine potential career pathways, including career ladders</p> <p>4.A.08a Demonstrate employability skills needed to get and keep a job</p> <p>4.B Communicate in multiple modes to address needs within the career and technical field</p> <p>4.B.01a Apply strategies to enhance effectiveness of all types of communications in the workplace</p> <p>4.B.02a Apply reading skills and strategies to work-related documents</p> <p>4.B.03a Locate information from books, journals, magazines, and the Internet</p> <p>4.B.04a Apply basic writing skills to work-related communication</p> <p>4.B.05a Write work-related materials</p> <p>4.B.06a Explain information presented graphically</p> <p>4.B.07a Use writing/publishing/presentation applications</p> <p>4.B.08a Apply basic skills for work-related oral communication</p> <p>4.B.09a</p> <p>4.B.10a Lead formal and informal group discussions</p> <p>4.B.11a Demonstrate effective negotiation and conflict management</p> <p>4.B.12a Apply active listening skills to obtain and clarify information</p>

	<p>4.B.13a Communicate with others in a diverse workforce</p> <p>4.B.14c</p> <p>4.B.15c Give directions to a frenzied, stressed, upset guest/customer without insult or conflict</p> <p>4.B.16c Identify complexities and discrepancies in information</p> <p>4.B.17c Write specific steps for applying information learned to task or new situation</p> <p>4.B.18c Write set of directions for others sharing information learned and applying that to task or new situation</p> <p>4.C Solve problems using critical thinking</p> <p>4.C.01a Demonstrate skills used to define and analyze a given problem</p> <p>4.C.02a Explain the importance and dynamics of individual and teamwork approaches of problem solving)</p> <p>4.D Demonstrate positive work behaviors</p> <p>4.D.09a Explain the importance of taking pride in work accomplished and extrinsic and intrinsic motivators that can be used to increase pride</p> <p>4.D.10a Value the importance of professionalism, including reliability, honesty, responsibility, and ethics</p> <p>4.D.11a Demonstrate a respect for diversity and its benefit to the workplace</p>
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Culinary Arts Embedded Academics

3.A English Language Arts

VTE #	Acad #	Standard
3.A.03	2.4	Integrate relevant information gathered from group discussions and interviews for reports.
3.A.04	13.19	Identify and use knowledge of common graphic features (charts, maps, diagrams).
3.A.08	2.5	Summarize in a coherent and organized way information and ideas learned from a focused discussion.

VTE #	Acad #	Standard
3.A.11	22.10	Use all conventions of standard English when writing and editing.
3.A.14	4.27	Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed.

3.B Mathematics

VTE #	Acad #	Standard
3.B.02c	8.N.1	Compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents.

3.C Science and Engineering/Technology

VTE #	Acad #	Standard
3.C.01c	1	Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object.
3.C.02c	1.4	Distinguish between chemical and physical changes.

Instructional Activities:

A combination of the lecture/discussion and demonstration teaching methods, followed by applied skills activities, is utilized in grade 9 for this course of study. Students maybe asked to prepare for lecture/discussions by reading or viewing appropriate material and/or conducting research into the topic in question. The instructor then presents lecture covering all theories, principals and concepts relating to the topic in question. This is followed by demonstrations of the various skills that will be developed. Students are then given practical application activities with hands-on exercises. The Skills USA professional development program are vehicles in which curricula integration are implemented. Students will be evaluated on these projects using our evaluation tool. Students must achieve a minimum proficiency in each task before the instructor will complete the competency on their individual competency profile. The students participate in individual projects that correlate with the theory class units of instruction Such as:

Proper kitchen and shop safety procedures

Proper kitchen sanitation and personal hygiene practices

Theory of weights & measures & applied weights and measures

Introduction to haccp and the flow of food in a food service operation

Knife Skill instruction and training

Perform a shop sanitation inspection

Team work exercises in theory

Point of Service computer training and practice

Introductory Dining room service training and practice

Introduction to Baking to include Yeast dough's, Quick Breads, Cookies, Pies, Cakes

Introduction to Finishing Desserts to include glazes, frostings, cake decorating, displaying baked goods for sale

Pastry Art: Gingerbread House project

Introduction to Food preparation to include salads, sandwiches, fruits, vegetables, starches

Skills USA Knife Skills Competition

The program is show cased at all grades levels in these areas:

Public Restaurant

Catering School Special Events: i.e. Advisory Board Dinner, Honor Society Dinner, all other special functions

Annual Gourmet Dinner

McCann Show Case to Success

Skills USA annual competitions

Resources:

TEXTBOOKS: Culinary Essentials Textbook
Copyright @ 2006 Glenco/McGraw-Hill
Culinary Essentials Lab Manual
Copyright @ 2006 Glenco/McGraw-Hill
Culinary Essentials Study Guide
Copyright @ 2006 Glenco/McGraw-Hill
Food Preparation Textbook
Copyright @1988 American Technical Publishers
The Bakers Manual
Copyright @ 1972 Ahrens Publishing Company
Skills U.S.A.
P.O. Box 3000 Leesburg, VA. 20177
Professional Development Program
P.O. Box 3000 Leesburg, VA. 20177

VIDEO TAPES: Serv-Safe Video Series Part 1 through 6
Sanitation Conquering the germ
Kitchen Safety preventing falls, burns, and machine injuries
Culinary Arts Food Preparation Video

OTHER RESOURCES: Culinary Arts Recipe Files
Culinary Essentials Recipe file
Culinary Essentials Equipment Cards
ACF Secondary Accreditation guidelines

**Culinary Arts
Grade 10
CIP Code: 200401**

**McCann Technical High School
70 Hodges Crossroads
North Adams, MA. 01247**

Instructors:

**Patrick Cariddi
Kimberly Kaigle**

Revised: February 2011

Course Philosophy:

The Grade 10 Culinary Arts Program at McCann Tech is to provide knowledge and training in the field of culinary arts to include basic food preparation, support services, complete baking with theory & practical applications, complete dining room service, all which is done in a variety of food service settings, and the experiences to perform in a work environment. Students are encouraged to be productive, caring of the quality of their work, and responsible with equipment and supplies. The grade ten program advances their industry knowledge to allow students to gain confidence in their abilities to become employable in entry level positions in the industry. In addition to culinary art skills the program emphasizes related math and Skills USA Professional Development Program, focused use of time management, respect for class members, instructors, promoting a team environment, proper sanitation / personal hygiene, and there personal SAFETY as well as the guest.

The Hospitality Business is one of the largest industries in the United States. It is an ever changing field with unlimited opportunities for a young person who has mastered the basic skills and has sufficient motivation and drives to always continue to expand their knowledge through industry or further their hospitality education and training.

A unique feature of the hospitality industry is that one can enter at any level of training and educational background and find employment in a variety of entry level positions the grade ten students become more proficient in their hospitality training.

It must be said however, that what ever level of aspiration, this field is not just for anybody and everybody. There are still long hours, weekend and holiday work in most establishments. Workers must have physical and emotional stamina to be able to work in close quarters in a team environment at a pace suitable to the demands of the volume of the business. The hospitality industry has many levels of employment.

Course Description:

The grade ten course in Culinary Arts is set up as a progressive program. Units are repeated in both shop and theory in subsequent years with greater depth of the material. The grade ten shop students are divided into two groups on the opposite week they are in academic classes. The group in shop is split between 2 instructional areas. One group is in our quantity food program which prepares the school lunch and provides catering for all large school related functions under the direction of a shop/theory instructor and the cafeteria manager. The other group receives instruction in baking, a la Carte restaurant preparation, dining room service, coffee/bake shop operations. The grade 10 students participate in individual projects that are listed under the instructional activities to enhance their theory units under the direction of the shop instructors and an instructional aide. The two groups are switched so they spend 50% of there time in both instructional areas.

The students also participate in the culinary arts theory instructional program. The students are taken from shop for one class period per day. The students are also given instruction as needed while on task in the shop area, this provides for a strong correlation between the shop

and theory class to bridge the classes and provide optimum educational experiences for the students. The theory program also provides educational field trips, guest speakers, guest chefs, food sampling and demonstrations.

Course Syllabus:

The shop and theory curriculum is taught using the enclosed curriculum, utilizing the enclosed task listing in conjunction with the daily competency record. This is to provide the student with a measurable evaluation for them, to take the appropriate corrective action or successful completion of their task. These are tracked on the students competency profile for which they have for the entire length of the program. The grade ten shop and theory programs are taught to coincide with each to allow the students to better understand the skills we are instructing.

The Culinary Arts Program has achieved the American Culinary Federation’s Secondary Accreditation which is the national standard for secondary culinary arts programs in the United States.

There is a large scope of job opportunities in the hospitality industry. We provide a curriculum that entitles our grade 10 students to be successful in entry level employment.

Course Assessment Plan:

For the Culinary Art students at McCann Technical High School the following assessment plan will be followed:

GRADING SYSTEM:

“Report cards are issued quarterly and serve as a guideline for students and their parents to measure achievement. Parents are encouraged to contact teachers and counselors to ensure a continuing participation in student progress. Courses are graded numerically in accordance with the following values.” (2010-2011 McCann Student Handbook)

97-100	A+
90-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
65-66	D
0-64	F

Culinary Arts Grading Policy:

The Students are assessed in a variety of ways in the Culinary Arts program. They usually receive homework on a daily basis in their Theory class and occasionally from shop. These assignments are reviewed by the Instructors on the following day and granted credit if completed. Students also complete test, quizzes, projects, notebooks, daily assigned tasks and are given a daily rubric in shop. The daily rubric is used to also track the students competencies in their competency profiles. The students are graded daily in shop on a per assignment basis in theory class.

The following is a list of the percentages and categories that determine the students shop/ theory grade:

Weekly Shop grade:	50 %	Notebook:	4.5%
Shop Attendance:	10%	Theory Att./Participation:	3%
Skills USA projects:	10%	Skills USA	<u>3%</u>
Test :	9%	Total Shop/ Theory	100%
Homework:	6%		
Quizzes:	4.5%		

Culinary Arts Daily Rubric:

CULINARY ARTS COMPETENCY BASED VOCATIONAL EDUCATION

NAME: _____ GRADE: _____ DATE: _____

INDUSTRY STANDARDS	MON	TUES	WED	THUR	FRI	TASK
ABILITY TO COMPLETE STANDARDIZED TASK COMPLETES TASK TO AN OUTSTANDING DEGREE <u>20 POINTS</u> COMPLETES TASK TO ACHIEVE AN ACCEPTED DEGREE <u>18 POINTS</u> REQUIRED SOME ASSISTANCE TO UNDERSTAND AND ACHIEVE TASK <u>15 POINTS</u> STUDENT COULD NOT PERFORM TASK WITHOUT COMPLETE ASSISTANCE <u>13 POINTS</u> STUDENT WAS UNABLE TO PERFORM TASK <u>11 POINTS</u>	<u>20 POINTS</u>	<u>20 POINTS</u>	<u>20 POINTS</u>	<u>20 POINTS</u>	<u>20 POINTS</u>	MONDAY
ATTITUDE AS REQUIRED TO ACHIEVE INDUSTRY STANDARDS ATTITUDE WAS ABOVE AND BEYOND EXPECTATIONS <u>15 POINTS</u> ATTITUDE WAS EXCELLENT & ACCEPTED CONSTRUCTIVE CRITICISM <u>10 POINTS</u> ATTITUDE WAS POSITIVE & ACCEPTED SOME CONSTRUCTIVE CRITICISM <u>5 POINTS</u> ATTITUDE WAS MARGINAL WITH IMPROVEMENT NEEDED <u>3 POINTS</u> ATTITUDE WAS UNACCEPTABLE AND INTOLERABLE IN THE WORK ENVIRONMENT <u>0 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	TUESDAY
TIME MANAGEMENT STUDENT TIMING WAS EXCELLENT AND EXCEEDED EXPECTATIONS <u>20 POINTS</u> STUDENT TIMING WAS APPROPRIATE &	<u>20 POINTS</u>	<u>20 POINTS</u>	<u>20 POINTS</u>	<u>20 POINTS</u>	<u>20 POINTS</u>	WEDNESDAY

HAD EXPECTED PERFORMANCE 18 POINTS STUDENT TIMING WAS ADEQUATE & HAD AVERAGE PERFORMANCE 15 POINTS STUDENT TIMING WAS SLOW & NEEDS IMPROVEMENT 13 POINTS STUDENT TIMING WAS UNACCEPTABLE & NO EFFORT WAS GIVEN 11 POINTS	18 POINT	18 POINT	18 POINT	18 POINT	18 POINT	
SANITATION CLEANED ALL REQUIRED AREAS & EXCEEDED EXPECTATIONS 15 POINTS CLEANED ALL REQUIRED AREAS AS EXPECTED 10 POINTS CLEANED ALL REQUIRED AREAS AS REQUIRED WITH ASSISTANCE 5 POINTS CLEANED ALL REQUIRED AREAS POORLY & NOT ACCEPTABLE 3 POINTS DID NOT CLEAN REQUIRED AREAS & CREATED A DANGEROUS SITUATION 0 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	THURSDAY
PERSONAL HYGIENE PERSONAL CLEANLINESS EXCEEDED EXPECTATIONS 15 POINTS PERSONAL CLEANLINESS WAS APPROPRIATE 10 POINTS PERSONAL CLEANLINESS WAS MARGINAL 5 POINTS PERSONAL CLEANLINESS WAS POOR & NEEDS IMPROVEMENT 3 POINTS PERSONAL CLEANLINESS WAS & UNACCEPTABLE & UNHEALTHY 0 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	FRIDAY

TURN OVER

INDUSTRY STANDARDS	MON	TUES	WED	THUR	FRI
SAFETY STUDENTS FOLLOWS & EXCEEDS ALL SAFETY PROCEDURES FOR THEMSELVES & OTHERS 15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS
STUDENTS FOLLOWS ALL SAFETY PROCEDURES TO EXPECTED PERFORMANCE 10 POINTS	10 POINT	10 POINT	10 POINT	10 POINT	10 POINT
STUDENTS FOLLOWS ALL SAFETY PROCEDURES TO NEEDED PERFORMANCE 5 POINTS	5 POINTS	5 POINTS	5 POINTS	5 POINTS	5 POINTS
STUDENTS DOES NOT FOLLOWS ALL SAFETY PROCEDURES UNACCEPTABLE PERFORMANCE 3 POINTS	3 POINTS	3 POINTS	3 POINTS	3 POINTS	3 POINTS
STUDENTS DOES NOT FOLLOWS SAFETY PROCEDURES TO A DANGER TO HIM/HERSELF AND OTHERS 0 POINTS	0 POINTS	0 POINTS	0 POINTS	0 POINTS	0 POINTS
Total Daily Score 100 Points Possible					
ATTENDANCE STUDENT WAS ON TIME AND PRESENT FOR THE ENTIRE DAY 15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS
STUDENT WAS NOT ON TIME BUT PRESENT DURING THE DAY 10 POINTS	10 POINT	10 POINT	10 POINT	10 POINT	10 POINT
STUDENT WAS ON TIME AND DISMISSED DURING THE DAY 5 POINTS	5 POINTS	5 POINTS	5 POINTS	5 POINTS	5 POINTS
STUDENT WAS NOT ON TIME AND PRESENT FOR THE SOME OF THE DAY 3 POINTS	3 POINTS	3 POINTS	3 POINTS	3 POINTS	3 POINTS
STUDENT WAS NOT PRESENT FOR THE OF THE DAY 0 POINTS	0 POINTS	0 POINTS	0 POINTS	0 POINTS	0 POINTS

STUDENT GOALS FOR THE NEXT WEEK: (TO BE COMPLETED BY STUDENT)

STUDENT SIGNATURE: _____ DATE: _____

INSTRUCTOR SIGNATURE: _____ DATE: _____

FINAL EXAMINATIONS:

“Final examinations must be taken when scheduled. A grade of “0” will be given for any examination missed unless previously approved by the Principal. Final examinations will be by course title for all students. No exemptions will be given.

**CULINARY ARTS GRADE 10 TIMELINE FROR PROGRAM ACTIVITIES
SHOP/THEORY COURSE OUTLINE**

First, Second, Third & Forth Quarters:

This course is designed to:

- 1) provide the students with a basic understanding of cooking methods and techniques, vegetables, potatoes, salads and salad dressings, appetizers;
- 2) basic culinary terminology
- 3) continue to develop the students baking skills
- 4) develop an understanding of and application of recipe yield adjustment
- 5) continue to develop an understanding of basic food preparation skills
- 6) continue to develop skills in dining room service.
- 7) continue with Skills USA professional development program the students will complete level 2
- 8) 10 hour OSHA certification training

**CULINARY ARTS CURRICULUM
GRADE 10 SHOP/ THEORY COURSE OUTLINE**

COURSE OUTLINE

I. FOOD PREPARATION

1. Demonstrate knife skills, hand tool and equipment operations, emphasizing proper technique and **safety**.
2. Utilize weights and measures to demonstrate proper scaling and measurement

techniques.

3. Identify and prepare various fruits
4. Identify and prepare various salads
 - A: Meat Salads
 - B: Seafood Salads
 - C: Vegetables Salads
 - D: Fruit Salads
 - E: Pasta Salads
 - F: Gelatin Salads
 - G: Mixed Green Salads.
5. Identify and prepare various dressings, and marinades:
 - A: Oil and Vinegar
 - B: Mayonnaise Based
 - C: Cooked Dressings
 - D: Marinades
6. Identify and prepare sandwiches
7. Discuss and Demonstrate a variety of moist and dry heat cooking methods
8. Identify and use herbs, spices, oils and vinegars.
9. Identify and prepare vegetables
 - A: Green Vegetables
 - B: Yellow Vegetables
 - C: White Vegetables
 - D: Red Vegetables
 - E: Potatoes
10. Identify and prepare Appetizers:
 - A: Canapés
 - B: Hor d'oeuvres Hot and Cold
 - C: Cocktails and Relishes
11. Discuss the application of convenience, value added, further processed or par cooked food items.

II GARDE MANAGER

1. Identify tools and equipment used in garde manager, emphasizing safety and sanitation procedures.
2. Demonstrate basic garnishes.
3. Prepare gelatins.

III. BASIC BAKING

1. Demonstrate proper selection of equipment and utensils for specific application.
2. Demonstrate proper scaling and measurement techniques.
3. Apply basic math skill to recipe conversions.
4. Prepare crusty, soft and specialty yeast products.
5. Prepare quickbreads.
6. Produce a variety of types of pies and tarts.
7. Produce a variety of types of cookies.
8. Prepare creams, custards, puddings and related sauces.
9. Prepare a variety of fillings and toppings for pastries and baked goods.
10. Prepare a variety of cakes and continue to decorate cakes and pastries

IV. NUTRITION

1. Evaluate diets in terms of the recommended dietary allowances

V. DINING ROOM SERVICE

1. Demonstrate the general rules of table settings and service.
2. Demonstrate procedures for processing guest checks.
3. Discuss sales techniques for service personnel including menu knowledge and suggestive selling.
4. Demonstrate an understanding of guest service and customer relations, including handling of difficult situations and accommodations for the disabled.
5. Explain inter-relationships and work flow between dining room and kitchen operations

VI. BUSINESS AND MATH SKILLS

1. Perform basic math functions food service operations.
2. Demonstrate process of recipe yield adjustment.
3. Describe preparation of a guest check.
4. Perform calculations using current technology (i.e. computers, calculator).

VII. SKILLS USA

1. Organize and prioritize professional and personal goals
2. Demonstrate the professionalism of a Skills USA student
3. Complete the Professional Development Programs level 2 for completion
4. Compete in local competition and beyond

VIII. OSHA TRAINING

1. Participate in On-line OSHA training
2. Demonstrate proper knowledge of general industry OSHA training.
Complete and understand all required training modules

Massachusetts Vocational Technical Education Framework Hospitality & Tourism Cluster Culinary Arts

Course Curriculum Topic	Standard
1) Provide the students with a basic understanding of cooking methods and techniques, vegetables, potatoes, salads and salad dressings, appetizers;	2.I Describe cooking methods
	2.I.01 Identify cooking methods
	2.I.02 Demonstrate baking/roasting
	2.I.03 Demonstrate braising
	2.I.04 Demonstrate broiling
	2.I.05 Demonstrate deep-frying
	2.I.06 Demonstrate grilling
	2.I.07 Demonstrate griddling
	2.I.08 Demonstrate pan-frying
	2.I.09 Demonstrate poaching
	2.I.10 Demonstrate sautéing
	2.I.11 Demonstrate steaming
	2.I.12 Demonstrate stewing
	2.J Prepare fruits and vegetables
2.J.01 Identify commonly served fruits and vegetables	
2.J.02 Prepare fruits and vegetables for various cooking methods	
2.J.03 Prepare fruits and vegetables for serving raw	

	<p>2.K Prepare grains, legumes, and starches</p> <p>2.K.01 Identify grains, legumes, rice, and pasta</p> <p>2.K.02 Prepare and cook grains</p> <p>2.K.03 Prepare and cook legumes</p> <p>2.K.04 Prepare and cook rice</p> <p>2.K.05 Prepare and cook pasta</p> <p>2.K.06 Prepare and cook potatoes</p> <p>2.L Prepare various marinades, salads, and dressings</p> <p>2.L.01 Identify ingredients used for salads</p> <p>2.L.02 Prepare basic green salad</p> <p>2.L.03 Prepare specialty salads</p> <p>2.L.04 Identify the characteristics of various oils and vinegars</p> <p>2.L.05 Prepare marinades</p> <p>2.L.06 Prepare basic and specialty salad dressings</p> <p>2.T Prepare Breakfast Meats, Eggs, Cereals, and Batter Products</p> <p>2.T.01 Identify breakfast foods</p> <p>2.T.02 Prepare breakfast meats</p> <p>2.T.03 Prepare eggs</p> <p>2.T.04 Prepare cereals</p> <p>2.T.05 Prepare batter products</p> <p>2.T Orientation to Garde Manger, hors d'oeuvres, and appetizers</p> <p>2.U.01 Identify tools and equipment used in garde manger</p> <p>2.U.02 Prepare fruit and vegetable garnishes</p> <p>2.U.03 Present food using various buffet techniques</p> <p>2.U.04 Prepare hot and cold appetizers</p> <p>2.U.05 Prepare hot and cold hors d'oeuvres</p>
2) Culinary terminology	<p>2.A Orientation to Food Service</p> <p>2A.02c Define terminology used in food service</p>
3) Continue to develop the students baking skills	<p>2.V Orientation to Baking</p> <p>2.V.01 Identify ingredients used for baking</p> <p>2.V.02 Describe properties and list function of ingredients</p> <p>2.V.03 Measure and weigh ingredients for baking</p> <p>2.V.04 Define baking terms</p> <p>2.V.05 Identify equipment and utensils used in baking and discuss use</p>

- and care
- 2.V.06 Demonstrate selection of equipment and utensils for specific application
 - 2.V.07 Discuss the application of mixes and other labor saving products
 - 2.V.08 Identify mixing methods used in baking

2.W Prepare baked goods

- 2.W.01 Identify various baked goods, including yeast-raised products, quick-breads, muffins, pies, pie-dough products, cakes, cookies, and paté-a-choux
- 2.W.02 Multiply and reduce a recipe for baked goods
- 2.W.03 Prepare, bake, and finish lean dough products
- 2.W.04 Prepare, bake, and finish rich dough products
- 2.W.05 Prepare, bake, and finish rolled-in products
- 2.W.06 Prepare, bake, and finish quick-breads, biscuits, and muffins
- 2.W.07 Prepare, bake, and finish pie dough and pie dough products
- 2.W.08 Prepare, bake, and finish fat-type cakes
- 2.W.09 Prepare, bake, and finish egg-foam cakes
- 2.W.10 Prepare, bake, and finish a cookies using different make-up methods
- 2.W.11 Prepare, bake, and finish pâte-à-choux based desserts

2.X Prepare frostings and finish baked goods

- 2.X.01 Identify various types of frostings and icings
- 2.X.02 Prepare a variety of frostings and icings
- 2.X.03 Prepare baked goods to be finished
- 2.X.04 Frost cakes and pastries
- 2.X.05 Make borders and floral designs for decorated cakes
- 2.X.06 Inscribe a cake

2.Y Prepare desserts

- 2.Y.01 Identify non-baked desserts commonly created in a bakery
- 2.Y.02 Prepare and cook custards and fillings

	2.Y.03 Prepare specialty desserts 2.Y.04 Prepare plated desserts
4) develop an understanding of and application of recipe yield adjustment	2A Orientation to Food Service 2.A.08 Read, analyze, and follow a standard recipe 2.W Prepare baked goods 2.W.02 Multiply and reduce a recipe for baked goods
5) Continue to develop an understanding of basic food preparation skills	2.I Describe cooking methods 2.Y.05 Identify cooking methods 2.Y.06 Demonstrate baking/roasting 2.Y.07 Demonstrate braising 2.Y.08 Demonstrate broiling 2.Y.09 Demonstrate deep-frying 2.Y.10 Demonstrate grilling 2.Y.11 Demonstrate griddling 2.Y.12 Demonstrate pan-frying 2.Y.13 Demonstrate poaching 2.Y.14 Demonstrate sautéing 2.Y.15 Demonstrate steaming 2.Y.16 Demonstrate stewing 2.J Prepare fruits and vegetables 2.J.04 Identify commonly served fruits and vegetables 2.J.05 Prepare fruits and vegetables for various cooking methods 2.J.06 Prepare fruits and vegetables for serving raw 2.K Prepare grains, legumes, and starches 2.K.07 Identify grains, legumes, rice, and pasta 2.K.08 Prepare and cook grains 2.K.09 Prepare and cook legumes 2.K.10 Prepare and cook rice 2.K.11 Prepare and cook pasta 2.K.12 Prepare and cook potatoes 2.L Prepare various marinades, salads, and dressings 2.U.06 Identify ingredients used for salads 2.U.07 Prepare basic green salad 2.U.08 Prepare specialty salads 2.U.09 Identify the characteristics of various oils and vinegars 2.U.10 Prepare marinades 2.U.11 Prepare basic and specialty salad dressings 2.O Prepare soups 2.O.01 Identify soups 2.O.02 Prepare thick soups

	<p>2.O.03 Prepare clear soups 2.O.04 Prepare specialty soups</p> <p>2.P Prepare various types of meat 2.P.02 Cut and prepare meats for cooking methods</p> <p>2.Q Prepare various types of seafood 2.Q.02 Cut and prepare seafood for cooking methods</p> <p>2.R Prepare various types of poultry 2.R.02 Cut and prepare poultry for cooking methods</p> <p>2.S Prepare sandwiches 2.S.01 Identify types of sandwiches 2.S.02 Prepare basic and specialty sandwiches</p> <p>2.T Prepare Breakfast Meats, Eggs, Cereals, and Batter Products 2.T.02 Prepare breakfast meats 2.T.03 Prepare eggs 2.T.05 Prepare batter products</p>
6) Continue to develop skills in dining room service.	<p>2.D Performing Dining Room/Room Service Activities</p> <p>2.D.01c Set up tables for service 2.D.02c Set up various dining room stations for service (e.g. beverages, condiments, bread, salads, etc) 2.D.04c Set up and garnish desserts 2.D.06c Perform duties of dining room attendant 2.D.07c Prepare and maintain restaurant and work stations for dining room service 2.D.08c Operate a Point Of Sale system 2.D.09c Identify the sequence/steps of service 2.D.10c Identify and perform all methods of service 2.D.11c Set up and break down a hot and cold buffet 2.D.13c Perform the duties of a cashier</p> <p>2.E Performing host or hostess duties 2.E.02c Demonstrate procedures used to greet and seat customers 2.E.03c Explain methods used to accommodate customers 2.E.06c Re-set tables for service</p>
7) Continue with Skills USA professional development program the students will complete	4.A Develop employability skills to secure and keep employment in chosen field

level 2	<p>4.A.01a</p> <p>4.A.02a Assess interest areas to determine potential career pathways, including career ladders</p> <p>4.A.03a Develop a career plan with alternatives</p> <p>4.A.04a Complete job applications and related employment documents (e.g. W-4)</p> <p>4.A.05a</p> <p>4.A.06a Apply job search skills to seek, evaluate, apply for, and accept employment</p> <p>4.A.07a Demonstrate good interviewing skills</p> <p>4.A.08a Demonstrate employability skills needed to get and keep a job</p> <p>4.A.09a Assess alternative occupational choices (e.g. working conditions, benefits, and opportunities to change)</p> <p>4.A.10c Explain the importance of networking</p> <p>4.B Communicate in multiple modes to address needs within the career and technical field</p> <p>4.B.01a Apply strategies to enhance effectiveness of all types of communications in the workplace</p> <p>4.B.02a Apply reading skills and strategies to work-related documents</p> <p>4.B.03a Locate information from books, journals, magazines, and the Internet</p> <p>4.B.04a Apply basic writing skills to work-related communication</p> <p>4.B.05a Write work-related materials</p> <p>4.B.06a Explain information presented graphically</p> <p>4.B.07a Use writing/publishing/presentation applications</p> <p>4.B.08a Apply basic skills for work-related oral communication</p> <p>4.B.09a Explain proper telephone etiquette and skills</p> <p>4.B.10a Lead formal and informal group discussions</p> <p>4.B.11a Demonstrate effective negotiation and conflict management</p> <p>4.B.12a Apply active listening skills to obtain and clarify information</p>
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	<p>4.B.13a Communicate with others in a diverse workforce</p> <p>4.B.14c Use correct phone etiquette</p> <p>4.B.15c Give directions to a frenzied, stressed, upset guest/customer without insult or conflict</p> <p>4.B.16c Identify complexities and discrepancies in information</p> <p>4.B.17c Write specific steps for applying information learned to task or new situation</p> <p>4.B.18c Write set of directions for others sharing information learned and applying that to task or new situation</p> <p>4.C Solve problems using critical thinking</p> <p>4.C.01a Demonstrate skills used to define and analyze a given problem</p> <p>4.C.02a Explain the importance and dynamics of individual and teamwork approaches of problem solving</p> <p>4.C.03a Describe methods of researching and validating reliable information relevant to the problem</p> <p>4.C.04a Explain strategies used to formulate ideas, proposals and solutions to problems</p> <p>4.C.05a Select potential solutions based on reasoned criteria</p> <p>4.C.06a Implement and evaluate solution(s)</p> <p>4.D Demonstrate positive work behaviors</p> <p>4.D.08a Explain the importance of setting goals and demonstrate the ability to set, reach, and evaluate goals</p> <p>4D.09a Explain the importance of taking pride in work accomplished and extrinsic and intrinsic motivators that can be used to increase pride</p> <p>4.D.10a Value the importance of professionalism, including reliability, honesty, responsibility, and ethics</p> <p>4.D.11a Demonstrate a respect for diversity and its benefit to the workplace</p>
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Culinary Arts Embedded Academics

3.A English Language Arts

VTE #	Acad #	Standard
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VTE #	Acad #	Standard
3.A.04	13.19	Identify and use knowledge of common graphic features (charts, maps, diagrams).
3.A.08	2.5	Summarize in a coherent and organized way information and ideas learned from a focused discussion.
3.A.11	22.10	Use all conventions of standard English when writing and editing.
3.A.14	4.27	Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed.

3.B Mathematics

VTE #	Acad #	Standard
3.B.02c	8.N.1	Compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents.
3.B.04c		Perform basic accounting functions (totals, sums, averages, cost analysis)
3.B.06c		Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.

3.C Science and Engineering/Technology

VTE #	Acad #	Standard
3.C.01c	1	Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object.
3.C.02c	1.4	Distinguish between chemical and physical changes.

Instructional Activities:

A combination of the lecture/discussion and demonstration teaching methods, followed by applied skills activities, is utilized in 10 grade for this course of study. Students maybe asked to prepare for lecture/discussions by reading or viewing appropriate material and/or conducting research into the topic in question. The instructor then presents lecture covering all theories, principals and concepts relating to the topic in question. This is followed by demonstrations of the various skills that will be developed. Students are then given practical application activities with hands-on exercises. The Skills USA professional development program are vehicles in which curricula integration are implemented. Students will be evaluated on these projects using our evaluation tool. Students must achieve a minimum proficiency in each task before the instructor will complete the competency on their individual competency profile. The students participate in individual projects that correlate with the theory class units of instruction Such as:

Rich Dough: Puff Pastry Dough, Brioche

Lean Dough: Fancy Soft & Hard Rolls
Quick Bread: Irish Soda Bread, Biscuit Projects, Apple, Banana, & Pumpkin Quickbreads
Cakes: Sponge, Angel Food, Genoise, Chiffon, Pound, Basic Cake Decorating
Assorted Cookies: Drop, Bar, Specialty
Fillings: Apple Filling, Pastry Cream
Pies: Single & Double Crust with various fillings
Desserts: Pate Choux
Pastry Art: Gingerbread House project
OSHA 10 hour on-line Training
Skills USA Food & Beverage Competition
The program is show cased at all grades levels in these areas:
Public Restaurant
Catering School Special Events: i.e. Advisory Board Dinner, Honor Society Dinner, all other special functions
Annual Gourmet Dinner
McCann Show Case to Success
Skills USA annual competitions

Resources:

TEXTBOOKS:

Culinary Essentials Textbook
Copyright @ 2006 Glenco/McGraw-Hill
Culinary Essentials Lab Manual
Copyright @ 2006 Glenco/McGraw-Hill
Culinary Essentials Study Guide
Copyright @ 2006 Glenco/McGraw-Hill
Food Preparation Textbook
Copyright @ 1988 American Technical Publishers
The Bakers Manual
Copyright @ 1972 Ahrens Publishing Company
Skills U.S.A.
P.O. Box 3000 Leesburg, VA. 20177
Professional Development Program
P.O. Box 3000 Leesburg, VA. 20177
Cooks Ingredients Book
Copyright @ 1980 Dorling Kindersley Limited
The Art of Garde Manger
Copyright @ 1988 The Culinary Institute of America

VIDEO TAPES: Wait staff training series parts 1 through 4 from Educational Foundation National Restaurant Assoc. :
American Culinary Federation Principals & Processes of Cooking parts 1, 2, and 3
Le Cordon Bleu Appetizers
Le Cordon Bleu Salads

OTHER RESOURCES: Culinary Arts Recipe Files
Culinary Essentials Recipe file
ACF Secondary Accreditation guidelines
Career Safe OSHA 10 hour General Industry online program

**Culinary Arts
Grade 11
CIP Code: 200401**

**McCann Technical High School
70 Hodges Crossroads
North Adams, MA. 01247**

Instructors:

**Patrick Cariddi
Kimberly Kaigle**

Revised: February 2011

Course Philosophy:

The grade eleven Culinary Arts Program at McCann Tech is to provide knowledge and training in the field of culinary arts to include food preparation, support services, applied baking skills, applied dining room service, all which is done in a variety of food service settings, and the experiences to perform in a work environment. Students are encouraged to be productive, caring of the quality of their work, and responsible with equipment and supplies. The grade eleven program advances their culinary skills and introduces the students into leadership roles which allows the students to gain confidence in their abilities to become a leader with a focus on being employed in the hospitality industry. In addition to culinary art skills the program emphasizes related math and Skills USA Professional Development Program, focused use of time management, respect for class members, instructors, promoting a team environment, proper sanitation / personal hygiene, and there personal SAFETY as well as the guest.

The Hospitality Business is one of the largest industries in the United States. It is an ever changing field with unlimited opportunities for a young person who has mastered the basic skills and has sufficient motivation and drive to always continue to expand their knowledge through industry or further their hospitality education and training.

The grade eleven students become more responsible and proficient in their hospitality training which allows them employment opportunities in many areas of the industry.

It must be said however, that what ever level of aspiration, this field is not just for anybody and everybody. There are still long hours, weekend and holiday work in most establishments. Workers must have physical and emotional stamina to be able to work in close quarters in a team environment at a pace suitable to the demands of the volume of the business. The hospitality industry has many levels of employment.

Course Description:

The grade eleven course in Culinary Arts is set up as a progressive program. Units are repeated in both shop and theory in subsequent years with greater depth of the material. The grade eleven shop students are divided into two groups on the opposite week they are in academic classes. The group in shop is split between 2 instructional areas. One group is in our quantity food program which prepares the school lunch and provides catering for all large school related functions under the direction of a shop/theory instructor and the cafeteria manager. The other group receives instruction in baking, a la Carte restaurant preparation, dining room service, coffee/bake shop operation. The grade eleven students participate in individual projects that are listed under the instructional activities to enhance their theory units under the direction of the shop instructors and an instructional aide. The two groups are switched so they spend 50% of there time in both instructional areas.

The students also participate in the culinary arts theory instructional program. The students are taken from shop for one class period per day. The students are also given instruction as needed while on task in the shop area, this provides for a strong correlation between the shop

and theory class to bridge the classes and provide optimum educational experiences for the students. The theory program also provides educational field trips, guest speakers, guest chefs, food sampling and demonstrations, theory knowledge on Breakfast Cookery, Stocks, Soups and Sauces preparation, Meats, Seafood and poultry inspecting, grading, methods of fabrication, market forms and cookery, basic yield testing procedures.

Course Syllabus:

The shop and theory curriculum is taught using the enclosed curriculum, utilizing the enclosed task listing in conjunction with the daily competency record. This is to provide the student with a measurable evaluation for them, to take the appropriate corrective action or successful completion of their task. These are tracked on the students competency profile for which they have for the entire length of the program. The grade eleven shop and theory programs are taught to coincide with each other whenever possible to allow the students to better understand the skills we are instructing.

The Culinary Arts Program has achieved the American Culinary Federation’s Secondary Accreditation which is the national standard for secondary culinary arts programs in the United States.

There is a large scope of job opportunities in the hospitality industry. We provide a curriculum that entitles our grade 11 students to enhance their leadership skills, be employable and productive in the food service industry.

Course Assessment Plan:

For the Culinary Art students at McCann Technical High School the following assessment plan will be followed:

GRADING SYSTEM:

“Report cards are issued quarterly and serve as a guideline for students and their parents to measure achievement. Parents are encouraged to contact teachers and counselors to ensure a continuing participation in student progress. Courses are graded numerically in accordance with the following values.” (2010-2011 McCann Student Handbook)

97-100	A+
90-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
65-66	D
0-64	F

Culinary Arts Grading Policy:

The Students are assessed in a variety of ways in the Culinary Arts program. They usually receive homework on a daily basis in their Theory class and occasionally from shop. These assignments are reviewed by the Instructors on the following day and granted credit if completed. Students also complete test, quizzes, projects, notebooks, daily assigned tasks and are given a daily rubric in shop. The daily rubric is used to also track the students competencies in their competency profiles. The students are graded daily in shop on a per assignment basis in theory class.

The following is a list of the percentages and categories that determine the students shop/ theory grade:

Weekly Shop grade: 50 %	Notebook: 4.5%
Shop Attendance: 10%	Theory Att./Participation: 3%
Skills USA projects: 10%	Skills USA 3%
Test : 9%	Total Shop/ Theory 100%
Homework: 6%	
Quizzes: 4.5%	

Culinary Arts Daily Rubric:

CULINARY ARTS COMPETENCY BASED VOCATIONAL EDUCATION

NAME: _____ GRADE: _____ DATE: _____

INDUSTRY STANDARDS	MON	TUES	WED	THUR	FRI	TASK
ABILITY TO COMPLETE STANDARDIZED TASK COMPLETES TASK TO AN OUTSTANDING DEGREE 20 POINTS COMPLETES TASK TO ACHIEVE AN ACCEPTED DEGREE 18 POINTS REQUIRED SOME ASSISTANCE TO UNDERSTAND AND ACHIEVE TASK 15 POINTS STUDENT COULD NOT PERFORM TASK WITHOUT COMPLETE ASSISTANCE 13 POINTS STUDENT WAS UNABLE TO PERFORM TASK 11 POINTS	20 POINTS	20 POINTS	20 POINTS	20 POINTS	20 POINTS	MONDAY
ATTITUDE AS REQUIRED TO ACHIEVE INDUSTRY STANDARDS ATTITUDE WAS ABOVE AND BEYOND EXPECTATIONS 15 POINTS ATTITUDE WAS EXCELLENT & ACCEPTED CONSTRUCTIVE CRITICISM 10 POINTS ATTITUDE WAS POSITIVE & ACCEPTED SOME CONSTRUCTIVE CRITICISM 5 POINTS ATTITUDE WAS MARGINAL WITH IMPROVEMENT NEEDED 3 POINTS ATTITUDE WAS UNACCEPTABLE AND INTOLERABLE IN THE WORK ENVIRONMENT 0 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	TUESDAY
TIME MANAGEMENT STUDENT TIMING WAS EXCELLENT AND EXCEEDED EXPECTATIONS 20 POINTS STUDENT TIMING WAS APPROPRIATE &	20 POINTS	20 POINTS	20 POINTS	20 POINTS	20 POINTS	WEDNESDAY

HAD EXPECTED PERFORMANCE 18 POINTS STUDENT TIMING WAS ADEQUATE & HAD AVERAGE PERFORMANCE 15 POINTS STUDENT TIMING WAS SLOW & NEEDS IMPROVEMENT 13 POINTS STUDENT TIMING WAS UNACCEPTABLE & NO EFFORT WAS GIVEN 11 POINTS	18 POINT	18 POINT	18 POINT	18 POINT	18 POINT	
SANITATION CLEANED ALL REQUIRED AREAS & EXCEEDED EXPECTATIONS 15 POINTS CLEANED ALL REQUIRED AREAS AS EXPECTED 10 POINTS CLEANED ALL REQUIRED AREAS AS REQUIRED WITH ASSISTANCE 5 POINTS CLEANED ALL REQUIRED AREAS POORLY & NOT ACCEPTABLE 3 POINTS DID NOT CLEAN REQUIRED AREAS & CREATED A DANGEROUS SITUATION 0 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	THURSDAY
PERSONAL HYGIENE PERSONAL CLEANLINESS EXCEEDED EXPECTATIONS 15 POINTS PERSONAL CLEANLINESS WAS APPROPRIATE 10 POINTS PERSONAL CLEANLINESS WAS MARGINAL 5 POINTS PERSONAL CLEANLINESS WAS POOR & NEEDS IMPROVEMENT 3 POINTS PERSONAL CLEANLINESS WAS & UNACCEPTABLE & UNHEALTHY 0 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	FRIDAY

TURN OVER

INDUSTRY STANDARDS	MON	TUES	WED	THUR	FRI
SAFETY STUDENTS FOLLOWS & EXCEEDS ALL SAFETY PROCEDURES FOR THEMSELVES & OTHERS 15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS
STUDENTS FOLLOWS ALL SAFETY PROCEDURES TO EXPECTED PERFORMANCE 10 POINTS	10 POINT	10 POINT	10 POINT	10 POINT	10 POINT
STUDENTS FOLLOWS ALL SAFETY PROCEDURES TO NEEDED PERFORMANCE 5 POINTS	5 POINTS	5 POINTS	5 POINTS	5 POINTS	5 POINTS
STUDENTS DOES NOT FOLLOWS ALL SAFETY PROCEDURES UNACCEPTABLE PERFORMANCE 3 POINTS	3 POINTS	3 POINTS	3 POINTS	3 POINTS	3 POINTS
STUDENTS DOES NOT FOLLOWS SAFETY PROCEDURES TO A DANGER TO HIM/HERSELF AND OTHERS 0 POINTS	0 POINTS	0 POINTS	0 POINTS	0 POINTS	0 POINTS
Total Daily Score 100 Points Possible					
ATTENDANCE STUDENT WAS ON TIME AND PRESENT FOR THE ENTIRE DAY 15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS
STUDENT WAS NOT ON TIME BUT PRESENT DURING THE DAY 10 POINTS	10 POINT	10 POINT	10 POINT	10 POINT	10 POINT
STUDENT WAS ON TIME AND DISMISSED DURING THE DAY 5 POINTS	5 POINTS	5 POINTS	5 POINTS	5 POINTS	5 POINTS
STUDENT WAS NOT ON TIME AND PRESENT FOR THE SOME OF THE DAY 3 POINTS	3 POINTS	3 POINTS	3 POINTS	3 POINTS	3 POINTS
STUDENT WAS NOT PRESENT FOR THE OF THE DAY 0 POINTS	0 POINTS	0 POINTS	0 POINTS	0 POINTS	0 POINTS

STUDENT GOALS FOR THE NEXT WEEK: (TO BE COMPLETED BY STUDENT)

STUDENT SIGNATURE: _____ DATE: _____

INSTRUCTOR SIGNATURE: _____ DATE: _____

FINAL EXAMINATIONS:

“Final examinations must be taken when scheduled. A grade of “0” will be given for any examination missed unless previously approved by the Principal. Final examinations will be by course title for all students. No exemptions will be given.

**CULINARY ARTS GRADE 11 TIMELINE FOR PROGRAM ACTIVITIES
SHOP/THEORY COURSE OUTLINE**

First, Second, Third & Forth Quarters:

This course is designed to:

- 1) Provide the students with a basic understanding of breakfast cookery, stocks and soups, sauces and gravies, various meats, poultry, various seafood’s, Starches and farinaceous products
- 2) Culinary terminology
- 3) Develop the students leadership skills
- 4) Develop an understanding of and application of product yield testing
- 5) Continue to develop an understanding of advanced food preparation skills
- 6) Develop skills in dining room service leadership.
- 7) Continue with Skills USA professional development program the students will complete level 3 and 4.

**CULINARY ARTS CURRICULUM
GRADE 11 SHOP/ THEORY COURSE OUTLINE**

COURSE OUTLINE

I. FOOD PREPARATION

1. Demonstrate knife skills, hand tool and equipment operations, emphasizing proper technique and **safety**.

2. Utilize weights and measures to demonstrate proper scaling and measurement techniques.
3. Identify and prepare breakfast meats, eggs, cereals, and batter products.
4. Identify and prepare various stocks:
 - A: Brown Stock
 - B: Neutral Stock
 - C: Fish Stock
5. Identify and prepare various soups
 - A: Clear Soups
 - B: Thickened Soups
 - C: Specialty Soups
 - D: Cold Soups
6. Identify and prepare various sauces:
 - A: Espagnole Sauce (brown sauce)
 - B: Bechamel Sauce (cream sauce)
 - C: Veloute Sauce (fricassee sauce)
 - D: Tomato Sauce
 - E: Hollandaise sauce
 - F: Small Sauces
 - G: Butter sauces & Compound Butters
 - H: Cold Sauces
7. Demonstrate a variety of moist and dry heat cooking methods
8. Demonstrate the use of herbs, spices, oils and vinegars.
9. Identify and prepare various meats:
 - A: Beef
 - B: Veal
 - C: Pork
 - D: Lamb
10. Identify and prepare various Poultry:
 - A: Whole Chickens: Fabricate and Prepare
 - B: Turkey: Prepare
 - C: Duck: Discuss and View Video
 - D: Game Birds: Discuss and View Video
11. Identify and prepare various Seafood's:
 - A: Fish:
 - 1) Round Fish: Fillet, Fabricate and Prepare
 - 2) Flat Fish: Fabricate and Prepare
 - B: Shellfish:
 - 1) Crustaceans: Fabricate and Prepare
 - 2) Mollusk: Fabricate and Prepare
12. Identify and prepare various starches and farinaceous items:
 - A: Pastas
 - B: Legumes
 - C: Rice's
13. Demonstrate food presentation techniques.
14. Prepare and Discuss the application of convenience, value added, further processed or precooked food items.

II GARDE MANGER

1. Demonstrate the use of tools and equipment used in garde manger, emphasizing safety and sanitation procedures.
2. Demonstrate the proper use of plate garnishes.

III. BASIC BAKING

1. Demonstrate proper selection of equipment and utensils for specific application.

2. Demonstrate proper scaling and measurement techniques.
3. Apply basic math skill to recipe conversions.
4. Demonstrate the ability to prepare bakery product
5. Demonstrate the ability to prepare cakes and to decorate cakes and pastries

IV. NUTRITION

1. Discuss and demonstrate cooking techniques and storage principles for maximum retention of nutrients in foods.

V. DINING ROOM SERVICE

1. Demonstrate an understanding of guest service and customer relations, including handling of difficult situations and accommodations for the disabled.
2. Perform the inter-relationships and establish work flow between dining room and kitchen operations

VI. BUSINESS AND MATH SKILLS

1. Perform basic math functions food service operations.
2. Demonstrate process of recipe yield adjustment.
3. Demonstrate the process of and perform food product yield testing.
4. Perform calculations using current technology (i.e. computers, calculator).

VI. HUMAN RELATIONS MANAGEMENT

1. Describe the process of effective employability skills through communication skills.
2. Describe leadership styles and analyze when each is most appropriate.
3. Describe the supervisor's role in decision-making, problem solving and delegation of duties.
4. Discuss necessity of change and the process of effective change.
5. Analyze ways of dealing with stress in the workplace.
6. Discuss time management and other organizational management techniques.

VII. SKILLS USA

1. Utilize professional and personal goals to achieve in school
2. Demonstrate the professionalism of a Skills USA student
3. Complete the Professional Development Programs level 3 and 4 for completion
4. Compete in local competition and beyond

Massachusetts Vocational Technical Education Framework Hospitality & Tourism Cluster Culinary Arts

Course Curriculum Topic	Standard
1) Provide the students with a basic understanding of stocks and soups, sauces and gravies, various meats, poultry, various seafood's, Starches and farinaceous products	2.M Prepare thickening agents
	2.M.01 Identify thickening agents
	2.M.02 Prepare types of roux
	2.M.03 Prepare starch-based thickeners
	2.N Prepare stocks and sauces
	2.N.01 Identify types of stock
	2.N.02 Prepare brown, white, fish, and vegetable stock
2.N.03 Identify types of sauces	
2.N.04 Prepare mother/leading sauces	

	<p>2.N.05 Prepare small sauces 2.N.06 Prepare non-roux-based sauces</p> <p>2.O Prepare soups 2.O.01 Identify soups 2.O.02 Prepare thick soups 2.O.03 Prepare clear soups 2.O.04 Prepare specialty soups</p> <p>2.P Prepare various types of meat 2.P.01 Identify various cuts and types of meat 2.P.02 Cut and prepare meats for cooking methods</p> <p>2.Q Prepare various types of seafood 2.Q.01 Identify various cuts and types of seafood 2.Q.02 Cut and prepare seafood for cooking methods</p> <p>2.R Prepare various types of poultry 2.R.01 Identify various cuts and types of poultry 2.R.02 Cut and prepare poultry for cooking methods</p> <p>2.K Prepare grains, legumes, and starches 2.K.01 Identify grains, legumes, rice, and pasta 2.K.02 Prepare and cook grains 2.K.03 Prepare and cook legumes 2.K.04 Prepare and cook rice 2.K.05 Prepare and cook pasta 2.K.06 Prepare and cook potatoes</p>
2) Culinary terminology	<p>2.A Orientation to Food Service 2A.02c Define terminology used in food service</p>
3) Develop the students leadership skills	<p>4.A Develop employability skills to secure and keep employment in chosen field 4.A.08.A Demonstrate employability skills needed to get and keep a job</p> <p>4.B Demonstrate positive work behaviors 4.B.01a Identify time management and task prioritization skills 4.B.02a Explain the importance of following workplace etiquette/protocol 4.B.03a Demonstrate willingness to learn and further develop skills 4.B.04a Demonstrate self-management skills 4.B.05a List causes of stress and effective stress management techniques 4.B.06a Describe the importance of having a positive attitude and techniques</p>

	<p>that boost morale</p> <p>4.B.07a Show initiative by coming up with unique solutions and taking on extra responsibilities</p> <p>4.B.08a Explain the importance of setting goals and demonstrate the ability to set, reach, and evaluate goals</p> <p>4.B.09a Explain the importance of taking pride in work accomplished and extrinsic and intrinsic motivators that can be used to increase pride</p> <p>4.B.10a Value the importance of professionalism, including reliability, honesty, responsibility, and ethics</p> <p>4.B.11a Demonstrate a respect for diversity and its benefit to the workplace</p>
4) Develop an understanding of and application of product yield testing	<p>2A Orientation to Food Service</p> <p>2.A.08 Read, analyze, and follow a standard recipe</p>
5) Continue to develop an understanding of advanced food preparation skills	<p>2.I Describe cooking methods</p> <p>2.I.01 Identify cooking methods</p> <p>2.I.02 Demonstrate baking/roasting</p> <p>2.I.03 Demonstrate braising</p> <p>2.I.04 Demonstrate broiling</p> <p>2.I.05 Demonstrate deep-frying</p> <p>2.I.06 Demonstrate grilling</p> <p>2.I.07 Demonstrate griddling</p> <p>2.I.08 Demonstrate pan-frying</p> <p>2.I.09 Demonstrate poaching</p> <p>2.I.10 Demonstrate sautéing</p> <p>2.I.11 Demonstrate steaming</p> <p>2.I.12 Demonstrate stewing</p> <p>2.J Prepare fruits and vegetables</p> <p>2.J.01 Identify commonly served fruits and vegetables</p> <p>2.J.02 Prepare fruits and vegetables for various cooking methods</p> <p>2.J.03 Prepare fruits and vegetables for serving raw</p> <p>2.K Prepare grains, legumes, and starches</p> <p>2.K.07 Identify grains, legumes, rice, and pasta</p> <p>2.K.08 Prepare and cook grains</p> <p>2.K.09 Prepare and cook legumes</p> <p>2.K.10 Prepare and cook rice</p> <p>2.K.11 Prepare and cook pasta</p> <p>2.K.12 Prepare and cook potatoes</p> <p>2.L Prepare various marinades, salads, and dressings</p> <p>2.L.01 Identify ingredients used for salads</p>

- 2.L.02 Prepare basic green salad
- 2.L.03 Prepare specialty salads
- 2.L.04 Identify the characteristics of various oils and vinegars
- 2.L.05 Prepare marinades
- 2.L.06 Prepare basic and specialty salad dressings

2.M Prepare thickening agents

- 2.M.04 Identify thickening agents
- 2.M.05 Prepare types of roux
- 2.M.06 Prepare starch-based thickeners

2.N Prepare stocks and sauces

- 2.N.07 Identify types of stock
- 2.N.08 Prepare brown, white, fish, and vegetable stock
- 2.N.09 Identify types of sauces
- 2.N.10 Prepare mother/leading sauces
- 2.N.11 Prepare small sauces
- 2.N.12 Prepare non-roux-based sauces

2.O Prepare soups

- 2.O.05 Identify soups
- 2.O.06 Prepare thick soups
- 2.O.07 Prepare clear soups
- 2.O.08 Prepare specialty soups

2.P Prepare various types of meat

- 2.P.03 Identify various cuts and types of meat
- 2.P.04 Cut and prepare meats for cooking methods

2.Q Prepare various types of seafood

- 2.Q.03 Identify various cuts and types of seafood
- 2.Q.04 Cut and prepare seafood for cooking methods

2.R Prepare various types of poultry

- 2.R.03 Identify various cuts and types of poultry
- 2.R.04 Cut and prepare poultry for cooking methods

2.S Prepare sandwiches

- 2.S.01 Identify types of sandwiches
- 2.S.02 Prepare basic and specialty sandwiches

2.T Prepare Breakfast Meats, Eggs, Cereals, and Batter Products

- 2.T.02 Prepare breakfast meats
- 2.T.03 Prepare eggs
- 2.T.05 Prepare batter products

<p>6) Develop skills in dining room service leadership</p>	<p>2.D Performing Dining Room/Room Service Activities</p> <p>2.D.01c Set up tables for service</p> <p>2.D.02c Set up various dining room stations for service (e.g. beverages, condiments, bread, salads, etc)</p> <p>2.D.04c Set up and garnish desserts</p> <p>2.D.06c Perform duties of dining room attendant</p> <p>2.D.07c Prepare and maintain restaurant and work stations for dining room service</p> <p>2.D.08c Operate a Point Of Sale system</p> <p>2.D.09c Identify the sequence/steps of service</p> <p>2.D.10c Identify and perform all methods of service</p> <p>2.D.11c Set up and break down a hot and cold buffet</p> <p>2.D.13c Perform the duties of a cashier</p> <p>2E Performing host or hostess duties</p> <p>2.E.02c Demonstrate procedures used to greet and seat customers</p> <p>2.E.03c Explain methods used to accommodate customers</p> <p>2.E.06c Re-set tables for service</p>
<p>7) Continue with Skills USA professional development program the students will complete level 3 and 4.</p>	<p>4.C Solve problems using critical thinking</p> <p>4.C.01a Demonstrate skills used to define and analyze a given problem</p> <p>4.C.02a Explain the importance and dynamics of individual and teamwork approaches of problem solving</p> <p>4.C.03a Describe methods of researching and validating reliable information relevant to the problem</p> <p>4.C.04a Explain strategies used to formulate ideas, proposals and solutions to problems</p> <p>4.C.05a Select potential solutions based on reasoned criteria</p> <p>4.C.06a Implement and evaluate solution(s)</p> <p>4.D Demonstrate positive work behaviors</p> <p>4.D.10a Value the importance of professionalism, including reliability, honesty, responsibility, and ethics</p> <p>4.D.11a Demonstrate a respect for diversity and its benefit to the workplace</p>

Culinary Arts Embedded Academics

3.A English Language Arts

VTE #	Acad #	Standard
3.A.04	13.19	Identify and use knowledge of common graphic features (charts, maps, diagrams).
3.A.08	2.5	Summarize in a coherent and organized way information and ideas learned from a focused discussion.
3.A.11	22.10	Use all conventions of standard English when writing and editing.
3.A.14	4.27	Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed.

3.B Mathematics

VTE #	Acad #	Standard
3.B.02c	8.N.1	Compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents.
3.B.04c		Perform basic accounting functions (totals, sums, averages, cost analysis)

3.C Science and Engineering/Technology

VTE #	Acad #	Standard
3.C.01c	1	Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object.
3.C.02c	1.4	Distinguish between chemical and physical changes.

Instructional Activities:

A combination of the lecture/discussion and demonstration teaching methods, followed by applied skills activities, is utilized in all grade levels for this course of study. Students maybe asked to prepare for lecture/discussions by reading or viewing appropriate material and/or conducting research into the topic in question. The instructor then presents lecture covering all theories, principals and concepts relating to the topic in question. This is followed by demonstrations of the various skills that will be developed. Students are then given practical application activities with hands-on exercises to include training on our point of sale computer operations which is up to industry standards.

The Skills USA professional development programs are vehicles in which curricula integration are implemented. Students will be evaluated on these projects using our evaluation tool. Students must achieve a minimum proficiency in each task before the instructor will complete the competency on their individual competency certificate. The students participate in individual projects that correlate with the theory class units of instruction Such as:

Breakfast food preparation to include Omelets, Eggs, Eggs Benedict, Meats, grilled foods

Clear soup preparation to include Consommé & French Onion soup
Thick soup preparation to include Clam Chowder & Cream Soups
Basic Sauce preparation to include Velouté, Béchamel, Espagnole, Tomato Sauce,
Meat Fabrication to include eye of the round steaks, pork loin boneless cutlets
Poultry Fabrication to include whole chicken breakdown into quarters and eighths, de-boning chicken breast
Seafood Fabrication to include round fish filleting and portioning
Skills USA Culinary Competition (meal preparation)
The program is show cased at all grades levels in these areas:
Public Restaurant
Catering School Special Events: i.e. Advisory Board Dinner, Honor Society Dinner, all other special functions
Annual Gourmet Dinner
McCann Show Case to Success
Skills USA annual competitions

Resources:

TEXTBOOKS: Culinary Essentials Textbook
Copyright @ 2006 Glenco/McGraw-Hill
Culinary Essentials Lab Manual
Copyright @ 2006 Glenco/McGraw-Hill
Culinary Essentials Study Guide
Copyright @ 2006 Glenco/McGraw-Hill
Food Preparation Textbook
Copyright @ 1988 American Technical Publishers
The Bakers Manual
Copyright @ 1972 Ahrens Publishing Company
Skills U.S.A.
P.O. Box 3000 Leesburg, VA. 20177
Professional Development Program
P.O. Box 3000 Leesburg, VA. 20177
National Meat Buyers Guide
Copyright @ 1976 National Association of Meat Purveyors
Cooks Ingredients Book
Copyright @ 1980 Dorling Kindersley Limited
Fish Encyclopedia
Copyright @ 1977 A.J. McClane and Arie deZanger
The New Professional Chef
Copyright @ 1991 Van Nostrand Reinhold

VIDEO TAPES: American Culinary Federation Principals & Processes
of Cooking parts 1, 2, and 3
Culinary Arts Food Preparation Video

American Culinary Federation Beef
Beef Basics part 1, Beef Cuts part 2
American Culinary Federation Sauces
Le Cordon Bleu Meats

Le Cordon Bleu Poultry
Le Cordon Bleu Seafood
RMI Productions Stock Preparation
RMI Productions Methods of sectioning a whole Chicken
Culinary Food Preparation East Coast Fish

OTHER RESOURCES: Culinary Arts Recipe Files
Culinary Essentials Recipe file
ACF Secondary Accreditation guidelines

**Culinary Arts
Grade 12
CIP Code: 200401**

**Charles H. McCann Technical High School
70 Hodges Crossroads
North Adams, MA. 01247**

Instructors:

**Patrick Cariddi
Kimberly Kaigle**

Revised: February 2011

Course Philosophy:

The grade twelve Culinary Arts Program at McCann Tech is to provide knowledge and training in the field of culinary arts to include applied food preparation, support services, applied baking, introduction to dining room management applied service, all which is done in a variety of food service settings, and the experiences to perform in a work environment. Students are encouraged to be productive, caring of the quality of their work, and responsible with equipment and supplies. The grade twelve program applies their culinary and baking skills to provide leadership in working with younger students, which allows the students to gain confidence in their skills. This allows our grade twelve students to focus on being effective leaders while transitioning into the hospitality work force as a productive employee or continuing their education in hospitality industry. In addition to culinary art skills the program emphasizes related math and Skills USA Professional Development Program, focused use of time management, respect for class members, instructors, promoting a team environment, proper sanitation / personal hygiene, and there personal SAFETY as well as the guest.

The Hospitality Business is one of the largest industries in the United States. It is an ever changing field with unlimited opportunities for a young person who has mastered the basic skills and has sufficient motivation and drive to always continue to expand their knowledge through industry or further their hospitality education and training.

The grade twelve students become proficient in their hospitality training which allows them to have an easy transition into the hospitality industry or continue on with their hospitality education.

It must be said however, that what ever level of aspiration, this field is not just for anybody and everybody. There are still long hours, weekend and holiday work in most establishments. Workers must have physical and emotional stamina to be able to work in close quarters in a team environment at a pace suitable to the demands of the volume of the business. The hospitality industry has many levels of employment. The Chef and other Managers need advanced training to be able to perform all the responsibilities needed for them to be successful in the hospitality industry of the global economy of today.

Course Description:

The grade twelve course in Culinary Arts is set up as transitional and progressive program. Units are repeated in shop and theory in subsequent years with greater depth of the material. The grade twelve shop students are divided into two groups on the opposite week they are in academic classes. The group in shop is split between 2 instructional areas. One group is in our quantity food program which prepares the school lunch and provides catering for all large school related functions under the direction of a shop/theory instructor and the cafeteria manager. The other group receives instruction in baking, a la Carte restaurant preparation, diningroom service, coffee/bake shop operation. The grade twelve students participate in individual and group projects that are listed under the instructional activities to enhance their

abilities under the direction of the shop instructor and an instructional aide. The two groups are switched so they spend 50% of their time in both instructional areas.

The students also participate in the culinary arts theory instructional program. The students are taken from shop for one class period per day. The students are also given instruction as needed while on task in the shop area, this provides for a strong correlation between the shop and theory class to bridge the classes and provide optimum educational experiences for the students. The theory program also provides educational field trips, guest speakers, guest chefs, food sampling and demonstrations, Banquet & Buffet Catering, theory knowledge on food service management to include: marketing, human resource management, inventories and inventory control, purchasing methods, Cost control techniques, Menu development, Serv-safe manager training, Resume updating and career planning, senior projects on world cuisine.

Course Syllabus:

The shop and theory curriculum is taught using the enclosed curriculum, utilizing the enclosed task listing in conjunction with the daily competency record. This is to provide the student with a measurable evaluation for them, to take the appropriate corrective action or successful completion of their task. These are tracked on the students competency profile for which they have for the entire length of the program. The shop and theory programs are taught to coincide with each other whenever possible to allow the students to better understand the skills we are instructing.

The Culinary Arts Program has achieved the American Culinary Federation's Secondary Accreditation which is the national standard for secondary culinary arts programs in the United States.

There is a large scope of job opportunities in the hospitality industry. We provide a curriculum that entitles our grade twelve students to successfully transition into being gainfully employed and continue their training in the hospitality industry.

Course Assessment Plan:

For the Culinary Art students at McCann Technical High School the following assessment plan will be followed:

GRADING SYSTEM:

"Report cards are issued quarterly and serve as a guideline for students and their parents to measure achievement. Parents are encouraged to contact teachers and counselors to ensure a continuing participation in student progress. Courses are graded numerically in accordance with the following values." (2010-2011 McCann Student Handbook)

97-100	A+
90-96	A
90-93	A-
87-89	B+
84-86	B

80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
65-66	D
0-64	F

Culinary Arts Grading Policy:

The Students are assessed in a variety of ways in the Culinary Arts program. They usually receive homework on a daily basis in their Theory class and occasionally from shop. These assignments are reviewed by the instructors on the following day and granted credit if completed. Students also complete test, quizzes, projects, notebooks, daily assigned tasks and are given a daily rubric in shop. The daily rubric is used to also track the students competencies in their competency profiles. The students are graded daily in shop on a per assignment basis in theory class.

The following is a list of the percentages and categories that determine the students shop/ theory grade:

Weekly Shop grade: 50 %	Notebook: 4.5%
Shop Attendance: 10%	Theory Att./Participation: 3%
Skills USA projects: 10%	Skills USA 3%
Test : 9%	Total Shop/ Theory 100%
Homework: 6%	
Quizes: 4.5%	

Culinary Arts Daily Rubric:

CULINARY ARTS COMPETENCY BASED VOCATIONAL EDUCATION

NAME: _____ GRADE: _____ DATE: _____

INDUSTRY STANDARDS	MON	TUES	WED	THUR	FRI	TASK
ABILITY TO COMPLETE STANDARDIZED TASK COMPLETES TASK TO AN OUTSTANDING DEGREE 20 POINTS	20 POINTS	20 POINTS	20 POINTS	20 POINTS	20 POINTS	MONDAY
COMPLETES TASK TO ACHIEVE AN ACCEPTED DEGREE 18 POINTS	18 POINT	18 POINT	18 POINT	18 POINT	18 POINT	
REQUIRED SOME ASSISTANCE TO UNDERSTAND AND ACHIEVE TASK 15 POINTS	15 POINT	15 POINT	15 POINT	15 POINT	15 POINT	
STUDENT COULD NOT PERFORM TASK WITHOUT COMPLETE ASSISTANCE 13 POINTS	13 POINT	13 POINT	13 POINT	13 POINT	13 POINT	
STUDENT WAS UNABLE TO PERFORM TASK 11 POINTS	11 POINT	11 POINT	11 POINT	11 POINT	11 POINT	
ATTITUDE AS REQUIRED TO ACHIEVE INDUSTRY STANDARDS ATTITUDE WAS ABOVE AND BEYOND EXPECTATIONS 15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	15 POINTS	TUESDAY
ATTITUDE WAS EXCELLENT & ACCEPTED						

CONSTRUCTIVE CRITICISM _____ 10 POINTS ATTITUDE WAS POSITIVE & ACCEPTED	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>	
SOME CONSTRUCTIVE CRITICISM _____ 5 POINTS ATTITUDE WAS MARGINAL WITH	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>	
IMPROVEMENT NEEDED _____ 3 POINTS ATTITUDE WAS UNACCEPTABLE	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>	
AND INTOLERABLE IN THE WORK ENVIRONMENT _____ 0 POINTS	<u>0 POINTS</u>	<u>0 POINTS</u>	<u>0 POINTS</u>	<u>0 POINTS</u>	<u>0 POINTS</u>	
TIME MANAGEMENT STUDENT TIMING WAS EXCELLENT AND EXCEEDED EXPECTATIONS _____ 20 POINTS	<u>20 POINTS</u>	<u>20 POINTS</u>	<u>20 POINTS</u>	<u>20 POINTS</u>	<u>20 POINTS</u>	WEDNESDAY
STUDENT TIMING WAS APPROPRIATE & HAD EXPECTED PERFORMANCE _____ 18 POINTS	<u>18 POINT</u>	<u>18 POINT</u>	<u>18 POINT</u>	<u>18 POINT</u>	<u>18 POINT</u>	
STUDENT TIMING WAS ADEQUATE & HAD AVERAGE PERFORMANCE _____ 15 POINTS	<u>15 POINT</u>	<u>15 POINT</u>	<u>15 POINT</u>	<u>15 POINT</u>	<u>15 POINT</u>	
STUDENT TIMING WAS SLOW & NEEDS IMPROVEMENT _____ 13 POINTS	<u>13 POINT</u>	<u>13 POINT</u>	<u>13 POINT</u>	<u>13 POINT</u>	<u>13 POINT</u>	
STUDENT TIMING WAS UNACCEPTABLE & NO EFFORT WAS GIVEN _____ 11 POINTS	<u>11 POINT</u>	<u>11 POINT</u>	<u>11 POINT</u>	<u>11 POINT</u>	<u>11 POINT</u>	
SANITATION CLEANED ALL REQUIRED AREAS & EXCEEDED EXPECTATIONS _____ 15 POINTS	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	THURSDAY
CLEANED ALL REQUIRED AREAS AS EXPECTED _____ 10 POINTS	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>	
CLEANED ALL REQUIRED AREAS AS REQUIRED WITH ASSISTANCE _____ 5 POINTS	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>	
CLEANED ALL REQUIRED AREAS POORLY & NOT ACCEPTABLE _____ 3 POINTS	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>	
DID NOT CLEAN REQUIRED AREAS & CREATED A DANGEROUS SITUATION 0 POINTS	<u>0 POINTS</u>	<u>0 POINTS</u>	<u>0 POINTS</u>	<u>0 POINTS</u>	<u>0 POINTS</u>	
PERSONAL HYGIENE PERSONAL CLEANLINESS EXCEEDED EXPECTATIONS _____ 15 POINTS	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	FRIDAY
PERSONAL CLEANLINESS WAS APPROPRIATE _____ 10 POINTS	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>	
PERSONAL CLEANLINESS WAS MARGINAL _____ 5 POINTS	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>	
PERSONAL CLEANLINESS WAS POOR & NEEDS IMPROVEMENT _____ 3 POINTS	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>	
PERSONAL CLEANLINESS WAS & UNACCEPTABLE & UNHEALTHY _____ 0 POINTS	<u>0 POINTS</u>	<u>0 POINTS</u>	<u>0 POINTS</u>	<u>0 POINTS</u>	<u>0 POINTS</u>	

TURN OVER

INDUSTRY STANDARDS	MON	TUES	WED	THUR	FRI
SAFETY STUDENTS FOLLOWS & EXCEEDS ALL SAFETY PROCEDURES FOR THEMSELVES & OTHERS _____ 15 POINTS	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>
STUDENTS FOLLOWS ALL SAFETY PROCEDURES TO EXPECTED PERFORMANCE _____ 10 POINTS	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>
STUDENTS FOLLOWS ALL SAFETY PROCEDURES TO NEEDED PERFORMANCE _____ 5 POINTS	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>
STUDENTS DOES NOT FOLLOWS ALL SAFETY PROCEDURES UNACCEPTABLE PERFORMANCE _____ 3 POINTS	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>
STUDENTS DOES NOT FOLLOWS SAFETY PROCEDURES TO A DANGER TO HIM/HERSELF AND OTHERS _____ 0 POINTS	<u>0 POINTS</u>	<u>0 POINTS</u>	<u>0 POINTS</u>	<u>0 POINTS</u>	<u>0 POINTS</u>
Total Daily Score 100 Points Possible					
ATTENDANCE STUDENT WAS ON TIME AND PRESENT FOR THE ENTIRE DAY _____ 15 POINTS	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>	<u>15 POINTS</u>

STUDENT WAS NOT ON TIME BUT PRESENT DURING THE DAY _____ 10 POINTS	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>	<u>10 POINT</u>
STUDENT WAS ON TIME AND DISMISSED DURING THE DAY _____ 5 POINTS	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>	<u>5 POINTS</u>
STUDENT WAS NOT ON TIME AND PRESENT FOR THE SOME OF THE DAY _____ 3 POINTS	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>	<u>3 POINTS</u>
STUDENT WAS NOT PRESENT FOR THE OF THE DAY _____ 0 POINTS	<u>0 POINTS</u>	<u>0 POINTS</u>	<u>0 POINTS</u>	<u>0 POINTS</u>	<u>0 POINTS</u>

STUDENT GOALS FOR THE NEXT WEEK: (TO BE COMPLETED BY STUDENT)

STUDENT SIGNATURE: _____ DATE: _____

INSTRUCTOR SIGNATURE: _____ DATE: _____

Senior Projects:

“Senior Projects must be presented when scheduled. A grade of “0” will be given for any project / presentation missed unless previously approved by the Principal. Senior projects will be accepted by principal, shop & theory instructors, ELA instructors for all students. No exemptions will be given. .”(2010-2011 McCann Student Handbook)

The Senior Project will be counted as a fifth marking period in the students’ final grade for their Culinary Arts course.

**CULINARY ARTS GRADE 12 TIMELINE FROR PROGRAM ACTIVITIES
SHOP/THEORY COURSE OUTLINE**

First, Second, Third & Forth Quarters:

This course is designed to:

- 1) Provide the students with a basic understanding of applied nutrition
- 2) Advanced garde manger, menu planning,
- 3) Culinary terminology
- 4) Prepare for the transition from student to employee in human relations management
- 5) Develop an understanding of and application of calculating food and beverage cost, inventory control, calculating labor cost, recipe costing, menu price development
- 6) Apply all food preparation skills to a food operation
- 7) Apply all skills in dining room service
- 8) Participate in the National Restaurant Association Serv-Safe course

- 9) Understand the overall concept of purchasing and receiving practices
- 10) Continue with Skills USA professional development program the students will complete level 5.

CULINARY ARTS CURRICULUM GRADE 12 SHOP/ THEORY COURSE OUTLINE

COURSE OUTLINE

I. FOOD PREPARATION

1. Demonstrate knife skills, hand tool and equipment operations, emphasizing proper technique as well as **sanitation and safety**.
2. Demonstrate and continue to develop the skills of food preparation in all areas of a food service establishment

II GARDE MANGER

1. Demonstrate the use of tools and equipment used in garde manger, emphasizing safety and sanitation procedures.
2. Demonstrate the proper use of all garnishes.
3. Demonstrate food presentation techniques, i.e. platters, bowls and plates.
4. Produce decorative pieces in include fruit and vegetable carvings and accompaniments.
5. Create an understanding of utilizing foods: textures, colors, natural shapes
6. Identify and prepare ice carvings and learn safe and proper presentation techniques

III. NUTRITION

1. Discuss contemporary nutritional concerns such and vegetarianism, heart healthy menus and religious dietary laws.
2. Discuss and demonstrate cooking techniques and storage principles for maximum retention of nutrients in foods.

IV. MENU PLANNING

1. List basic menu planning principles
2. Identify principles of menu layout and design
3. Create menu item descriptions following established truth-in-menu guidelines
4. Apply principles of nutrition to menu development
5. Determine menu prices utilizing proper cost controls
6. Discuss importance of product mix, check average and their impact on profit contribution.

V. BUSINESS AND MATH SKILLS

1. Calculate food, beverage and cost percentages.
2. Calculate labor cost and percentages.
3. Demonstrate the process of recipe costing.
4. Determine selling price of menu items
5. Organize and calculate the processes of an inventory and inventory control
6. Perform calculations using current technology (i.e. computers, calculator)..

VI. HUMAN RELATIONS MANAGEMENT

1. Perform the supervisor's role in decision-making, problem solving and delegation of duties.

2. Utilize ways of dealing with stress in the workplace.
3. Apply time management and other organizational management techniques.
4. Discuss the Importance of training and cross training in the work place.
5. Discuss procedures of progressive discipline in the work place.
6. Discuss techniques for keeping ourselves motivated and other employees.
7. Outline current federal and state employment laws.

VII. PURCHASING AND RECEIVING

1. Discuss the market cycle of goods into a food service operation.
2. Describe the formal and informal purchasing methods (i.e. bid, phone, etc.)
3. Analyze market fluctuation and the effect of product cost.
4. Discuss legal and ethical considerations of purchasing.
5. Explain current regulations for inspecting and grading of meats, poultry, seafood, eggs, dairy products, fruits and vegetables.
6. Evaluate received goods to determine conformity with use specifications and agreed upon price.
7. Describe proper techniques of receiving and storing fresh, frozen, refrigerated and staple goods.
8. Explain proper receiving and storing of cleaning supplies, chemicals and non-food products.
9. Inventory food and non-food items on hand.
10. Explain the procedures for rotation of stock and for costing and evaluating.
11. Describe current computerized systems for purchasing and inventory control.
12. Describe the HACCP critical control points managed by the purchasing and receiving functions.

VIII. SKILLS USA

1. Utilize professional and personal goals to achieve in school
2. Demonstrate the professionalism of a Skills USA student
3. Complete the Professional Development Programs level 5 for completion
4. Compete in local competition and beyond

Standards

Massachusetts Vocational Technical Education Framework Hospitality & Tourism Cluster Culinary Arts

Course Curriculum Topic	Standard
1) Provide the students with a basic understanding of applied nutrition	2.H Basic Nutrition 2.H.02 Identify common food allergies and determine substitutions 2.H.06 Identify and prepare foods to meet special dietary needs
2) Advanced garde manger, menu planning	2.U Orientation to Garde Manger, hors d'oeuvres, and appetizers 2.U.01 Identify tools and equipment used in garde manger 2.U.02 Prepare fruit and vegetable garnishes 2.U.03 Present food using various buffet techniques 2.U.04 Prepare hot and cold appetizers 2.U.05 Prepare hot and cold hors d'oeuvres

3) Culinary terminology	2.A Orientation to Food Service 2A.02c Define terminology used in food service
4) Prepare for the transition from student to employee in human relations management	4.A Develop employability skills to secure and keep employment in chosen field 4.A.08.A Demonstrate employability skills needed to get and keep a job a
5) Develop an understanding of and application of calculating food and beverage cost, inventory control, calculating labor cost, recipe costing, menu price development	2.C Menu planning, ordering, receiving and storage 2.C.01c Plan a menu 2.C.02c Order food products 2.C.03c Receive, check, and store food 2.B Hospitality sales and marketing 2.B.01c Identify the basic principles of marketing 2.B.02c Perform methods of selling and advertising 2.B.06c Describe how customer needs influence marketing
6) Apply all food preparation skills to a food operation	2.I Describe cooking methods 2.I.01 Identify cooking methods 2.I.02 Demonstrate baking/roasting 2.I.03 Demonstrate braising 2.I.04 Demonstrate broiling 2.I.05 Demonstrate deep-frying 2.I.06 Demonstrate grilling 2.I.07 Demonstrate griddling 2.I.08 Demonstrate pan-frying 2.I.09 Demonstrate poaching 2.I.10 Demonstrate sautéing 2.I.11 Demonstrate steaming 2.I.12 Demonstrate stewing 2.J Prepare fruits and vegetables 2.J.01 Identify commonly served fruits and vegetables 2.J.02 Prepare fruits and vegetables for various cooking methods 2.J.03 Prepare fruits and vegetables for serving raw 2.K Prepare grains, legumes, and starches 2.K.01 Identify grains, legumes, rice, and pasta 2.K.02 Prepare and cook grains 2.K.03 Prepare and cook legumes 2.K.04 Prepare and cook rice 2.K.05 Prepare and cook pasta 2.K.06 Prepare and cook potatoes 2.L Prepare various marinades, salads, and

dressings

- 2.L.01 Identify ingredients used for salads
- 2.L.02 Prepare basic green salad
- 2.L.03 Prepare specialty salads
- 2.L.04 Identify the characteristics of various oils and vinegars
- 2.L.05 Prepare marinades
- 2.L.06 Prepare basic and specialty salad dressings

2.M Prepare thickening agents

- 2.M.01 Identify thickening agents
- 2.M.02 Prepare types of roux
- 2.M.03 Prepare starch-based thickeners

2.N Prepare stocks and sauces

- 2.N.01 Identify types of stock
- 2.N.02 Prepare brown, white, fish, and vegetable stock
- 2.N.03 Identify types of sauces
- 2.N.04 Prepare mother/leading sauces
- 2.N.05 Prepare small sauces
- 2.N.06 Prepare non-roux-based sauces

2.O Prepare soups

- 2.O.01 Identify soups
- 2.O.02 Prepare thick soups
- 2.O.03 Prepare clear soups
- 2.O.04 Prepare specialty soups

2.P Prepare various types of meat

- 2.P.01 Identify various cuts and types of meat
- 2.P.02 Cut and prepare meats for cooking methods

2.Q Prepare various types of seafood

- 2.Q.01 Identify various cuts and types of seafood
- 2.Q.02 Cut and prepare seafood for cooking methods

2.R Prepare various types of poultry

- 2.R.01 Identify various cuts and types of poultry
- 2.R.02 Cut and prepare poultry for cooking methods

2.S Prepare sandwiches

- 2.S.01 Identify types of sandwiches
- 2.S.02 Prepare basic and specialty sandwiches

2.T Prepare Breakfast Meats, Eggs, Cereals, and Batter Products

- 2.T.02 Prepare breakfast meats
- 2.T.03 Prepare eggs
- 2.T.05 Prepare batter products

<p>7) Apply all skills in dining room service</p>	<p>2.D Performing Dining Room/Room Service Activities</p> <p>2.D.01c Set up tables for service</p> <p>2.D.02c Set up various dining room stations for service (e.g. beverages, condiments, bread, salads, etc)</p> <p>2.D.04c Set up and garnish desserts</p> <p>2.D.06c Perform duties of dining room attendant</p> <p>2.D.07c Prepare and maintain restaurant and work stations for dining room service</p> <p>2.D.08c Operate a Point Of Sale system</p> <p>2.D.09c Identify the sequence/steps of service</p> <p>2.D.10c Identify and perform all methods of service</p> <p>2.D.11c Set up and break down a hot and cold buffet</p> <p>2.D.13c Perform the duties of a cashier</p> <p>2E Performing host or hostess duties</p> <p>2.E.02c Demonstrate procedures used to greet and seat customers</p> <p>2.E.03c Explain methods used to accommodate customers</p> <p>2.E.06c Re-set tables for service</p>
<p>8) Participate in the National Restaurant Association Serv-Safe course</p>	<p>1.A Define health and safety regulations:</p> <p>1.A.01a Identify and apply OSHA and other health and safety regulations that apply to specific tasks and jobs in the occupational area</p> <p>1.A.02a Identify and apply EPA and other environmental protection regulations that apply to specific tasks and jobs in the occupational area</p> <p>1.A.03a Identify and apply Right-To-Know (Hazard Communication Policy) and other communicative regulations that apply to specific tasks and jobs in the occupational area</p> <p>1.A.04a Explain procedures for documenting and reporting hazards to appropriate authorities</p> <p>1.A.05a List penalties for non-compliance</p>

	<p>with appropriate health and safety regulations</p> <p>1.A.06a Identify contact information for appropriate health and safety agencies and resources</p> <p>1.A.07c Outline laws and rules of the regulatory agencies governing sanitation and safety</p> <p>1.B Demonstrate health and safety practices:</p> <p>1.B.01a Identify, describe and demonstrate the effective use of Material Safety Data Sheets (MSDS)</p> <p>1.B.03a Identify, describe and demonstrate personal, shop and job site safety practices and procedures</p> <p>1.B.04a Demonstrate safe dress and use of relevant safety gear and personal protective equipment (PPE), including wrist rests, adjustable workspaces and equipment, gloves, boots, earplugs, eye protection, and breathing apparatus</p> <p>1.B.05a Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics</p> <p>1.B.09a Illustrate proper handling and storage practices, including working with hazardous materials, disposal, and recycling</p> <p>1.B.10a Demonstrate proper workspace cleaning procedures</p> <p>1.C Demonstrate responses to situations that threaten health and safety</p> <p>1.C.02a Describe the importance of emergency preparedness and an emergency action plan</p> <p>1.C.03a Illustrate procedures used to handle emergency situations and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures</p> <p>1.D Orientation to sanitation and safety</p> <p>1.D.01c Identify the Hazard Analysis Critical Control Point (HAACP) during all food handling processes as a method for minimizing the risk of food borne illness.</p> <p>1.D.02c Identify microorganisms related to food spoilage and illnesses; and describe their requirements and</p>
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	<p>methods for growth</p> <p>1.D.03c Describe symptoms common to food borne illnesses and how illness can be prevented</p> <p>1.D.04c Conduct a sanitation self-inspection and identify modifications for compliance with standards</p> <p>1.D.05c Outline compliance requirements of sanitation and health inspections</p> <p>1.D.06c Show exemplary appearance and hygiene</p> <p>1.D.07c Describe cross contamination and use of acceptable procedures when preparing and storing potentially hazardous foods.</p> <p>1.D.08c List the reasons for and recognize signs of food spoilage and contamination</p> <p>1.D.09c Outline the requirements for receiving and storage of raw and prepared foods</p> <p>1.E Identify chemicals and uses in food service</p> <p>1.E.01c Describe types of cleaners and sanitizers and their proper use</p> <p>1.E.02c Develop cleaning and sanitizing schedule and procedures for equipment and facilities</p>
<p>9) Understand the overall concept of purchasing and receiving practices</p>	<p>1.D Orientation to sanitation and safety</p> <p>1.D.07c Describe cross contamination and use of acceptable procedures when preparing and storing potentially hazardous foods.</p> <p>1.D.09c Outline the requirements for receiving and storage of raw and prepared foods</p> <p>2.C Menu planning, ordering, receiving and storage</p> <p>2.C.02c Order food products</p> <p>2.C.03c Receive, check, and store food</p>
<p>10) Continue with Skills USA professional development program the students will complete level 5.</p>	<p>4.B Communicate in multiple modes to address needs within the career and technical field</p> <p>4.B.01a Apply strategies to enhance effectiveness of all types of communications in the workplace</p> <p>4.B.02a Apply reading skills and strategies to work-related documents</p>

	<p>4.B.03a Locate information from books, journals, magazines, and the Internet</p> <p>4.B.04a Apply basic writing skills to work-related communication</p> <p>4.B.05a Write work-related materials</p> <p>4.B.06a Explain information presented graphically</p> <p>4.B.07a Use writing/publishing/presentation applications</p> <p>4.B.08a Apply basic skills for work-related oral communication</p> <p>4.B.09a Explain proper telephone etiquette and skills</p> <p>4.B.10a Lead formal and informal group discussions</p> <p>4.B.11a Demonstrate effective negotiation and conflict management</p> <p>4.B.12a Apply active listening skills to obtain and clarify information</p> <p>4.B.13a Communicate with others in a diverse workforce</p> <p>4.B.14c Use correct phone etiquette</p> <p>4.B.15c Give directions to a frenzied, stressed, upset guest/customer without insult or conflict</p> <p>4.B.16c Identify complexities and discrepancies in information</p> <p>4.B.17c Write specific steps for applying information learned to task or new situation</p> <p>4.B.18c Write set of directions for others sharing information learned and applying that to task or new situation</p>
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Culinary Arts Embedded Academics

3.A English Language Arts

VTE #	Acad #	Standard
3.A.01	19.21	Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.
3.A.02	24.4	Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:
3.A.03	2.4	Integrate relevant information gathered from group discussions and interviews for reports.
3.A.04	13.19	Identify and use knowledge of common graphic features (charts, maps, diagrams).

VTE #	Acad #	Standard
3.A.05	20.5	Use different levels of formality, style, and tone when composing for different audiences.
3.A.06	24.5	Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.
3.A.07	1.5	Identify and practice techniques such as setting time limits and deadlines for decision-making to improve productivity of group discussions.
3.A.08	2.5	Summarize in a coherent and organized way information and ideas learned from a focused discussion.
3.A.09	26.5	Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.
3.A.10	19.27	Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure.
3.A.11	22.10	Use all conventions of standard English when writing and editing.
3.A.12	24.6	Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources.
3.A.13	3.17	Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.
3.A.14	4.27	Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed.

3.B Mathematics

VTE #	Acad #	Standard
3.B.01		
3.B.02c	8.N.1	Compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents.
3.B.03c		
3.B.04c		Perform basic accounting functions (totals, sums, averages, cost analysis)
3.B.05c		Calculate for consumable (food/beverage), labor and daily operation costs and perform analysis for gross income/profit margins etc (utilize appropriate technology)
3.B.06c		Perform recipe yield and cost calculations and formulate menu pricing based on mathematical data (utilize appropriate technology)

3.C Science and Engineering/Technology

VTE #	Acad #	Standard
3.C.01c	1	Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object.
3.C.02c	1.4	Distinguish between chemical and physical changes.

Instructional Activities:

A combination of the lecture/discussion and demonstration teaching methods, followed by applied skills activities, is utilized in all grade levels for this course of study. Students may be asked to prepare for lecture/discussions by reading or viewing appropriate material and/or conducting research into the topic in question. The instructor then presents lecture covering all theories, principals and concepts relating to the topic in question. This is followed by demonstrations of the various skills that will be developed. Students are then given practical application activities with hands-on exercises to include training on our point of sale computer operations which is up to industry standards. The senior project and the Skills USA professional development program are vehicles in which curricula integration are implemented. Students will be evaluated on these projects using our evaluation tool. Students must achieve a minimum proficiency in each task before the instructor will complete the competency on their individual competency certificate. The students participate in individual projects that correlate with the theory class units of instruction Such as:

Create a restaurant Menu

Catering Theme Development

Advanced Garde Manger with food decorating & introductory ice carving techniques

Senior Project on World Cuisine to include research, menu development, recipe

development, purchasing needs, food preparation, food presentation, Class presentation,

Serv-Safe manager training

Applied Baking & presentation

Applied Food Preparation & presentation

The program is show cased at all grades levels in these areas:

Public Restaurant

Annual Senior Project

Catering School Special Events: i.e. Advisory Board Dinner, Honor Society Dinner, all other special functions

Annual Gourmet Dinner

McCann Show Case to Success

Skills USA annual competitions

Resources:

- TEXTBOOKS** Culinary Essentials Textbook
Copyright @ 2006 Glenco/McGraw-Hill
Culinary Essentials Lab Manual
Copyright @ 2006 Glenco/McGraw-Hill
Culinary Essentials Study Guide
Copyright @ 2006 Glenco/McGraw-Hill
Food Preparation Textbook
Copyright @ 1988 American Technical Publishers
The Bakers Manual
Copyright @ 1972 Ahrens Publishing Company
Skills U.S.A. Vocational Club of America
P.O. Box 3000 Leesburg, VA. 20177
Professional Development Program
P.O. Box 3000 Leesburg, VA. 20177
The New Professional Chef
Copyright @ 1991 Van Nostrand Reinhold
The Art of Garde Manger
Copyright @ 1988 The Culinary Institute of America
Ice Carving Made Easy
Copyright @ 1969 National Restaurant Association
Serv-Safe Fifth Addition
Copyright @ 2008 National Restaurant Association Education
Foundation

VIDEO TAPES: Serv-Safe DVD Series Part 1 through 6

OTHER RESOURCES: Culinary Arts Recipe Files
Culinary Essentials Recipe file
ACF Secondary Accreditation guidelines
National Restaurant Association Serv-Safe program