

## CULINARY ARTS III

### COURSE DESCRIPTION

*Culinary Arts III* is the third level of Culinary Arts and it serves as a capstone course. It, too, prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to apply the marketable culinary arts skills they have acquired by assuming increasingly responsible positions, including participation in a cooperative education experience.

*It is strongly recommended that administration and guidance follow the scope and sequence and course recommendations as listed.*

**Recommended:** Culinary Arts I, Culinary Arts II

**Recommended Credits:** 2

**Recommended Grade Level:** 12<sup>th</sup>

**Number of Competencies:** 68

## CULINARY ARTS III

### STANDARDS

- 1.0** Students will perform safety examinations and maintain safety records.
- 2.0** Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.
- 3.0** Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the workplace.
- 4.0** Students will identify skills, certifications, and experience required for careers in the hospitality, tourism, and foodservice industries.
- 5.0** Students will examine and apply the principles of food sanitation and safety in foodservice operations and kitchen environments to achieve a nationally recognized food safety certification.
- 6.0** Students will demonstrate and master commercial food preparation of all menu categories to produce a variety of food products.
- 7.0** Students will discuss and practice Garde Manger.
- 8.0** Students will demonstrate and master the commercial preparation of all fundamental bakery categories to produce a variety of baked, pastry, and dessert products.
- 9.0** Students will identify and apply practices required for menu planning and development, purchasing and receiving, cost control and analysis, and marketing functions in quality food service operations.
- 10.0** Students will identify and apply basic nutritional information on the effects of the structures and functions of nutrients before, during, and after food preparation and processing.
- 11.0** Students will identify and apply dining room operations.
- 12.0** Students will identify and demonstrate practices required for commercial food service operations management.

## CULINARY ARTS III

### **STANDARD 1.0**

Students will perform safety examinations and maintain safety records.

### **LEARNING EXPECTATIONS**

The student will:

- 1.1** Demonstrate a positive attitude regarding safety practices and issues.
- 1.2** Use and inspect personal protective equipment.
- 1.3** Inspect, maintain, and employ safe operating procedures with tools and equipment, such as hand and power tools, ladders, scaffolding, and lifting equipment.
- 1.4** Demonstrate continuous awareness of potential hazards to self and others and respond appropriately.
- 1.5** Assume responsibilities under HazCom (Hazard Communication) regulations.
- 1.6** Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies to protect coworkers and bystanders from hazards.
- 1.7** Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
- 1.8** Demonstrate appropriate related safety procedures.
- 1.9** Pass with 100 % accuracy a written examination relating to safety issues
- 1.10** Pass with 100% accuracy a performance examination relating to safety.
- 1.11** Maintain a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 1.1A** Is attentive during safety discussions.
- 1.1B** Actively seeks information about safe procedures.
- 1.1C** Responds positively to instruction, advice, and correction regarding safety issues.
- 1.1D** Does not deliberately create or increase hazards, such as by horseplay, practical jokes, or creating distractions.
- 1.1E** Reports to school or work physically ready to perform to professional standards, such as rested, or not impaired by medications, drugs, alcohol, etc.
- 1.2** Selects, inspects, and uses the correct personal protective equipment for the assigned task.
- 1.3A** Inspects power tools for intact guards, shields, insulation, and other protective devices.
- 1.3B** Inspects extension cords for the presence of a functional ground connection, prior to use.
- 1.3C** Operates and maintains tools in accordance with manufacturer's instructions and as required by regulation or company policy.
- 1.4A** Is observant of personnel and activities in the vicinity of the work area.
- 1.4B** Warns nearby personnel, prior to starting potentially hazardous actions.
- 1.5A** When asked to use a new hazardous material, retrieves MSDSs (material safety data sheets), and identifies the health hazards associated with the new material.

- 1.5B** Reports hazards found on the job site to the supervisor.
- 1.6A** Erects shields, barriers, and signage to protect coworkers and bystanders prior to starting potentially hazardous tasks.
- 1.6B** Provides and activates adequate ventilation equipment as required by the task.
- 1.7A** Reports all injuries to self to the immediate supervisor.
- 1.7B** Reports observed unguarded hazards to their immediate supervisor.
- 1.8A** Complies with personal assignments regarding emergency assignments.
- 1.9A** Passes with 100% accuracy a written examination relating specifically to content area.
- 1.10A** Passes with 100% accuracy a performance examination relating specifically to welding tools, equipment and supplies.
- 1.11A** Maintains a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.

### **SAMPLE PERFORMANCE TASKS**

These are sample projects of the type and scale recommended to address one or more of the learning expectations for this standard. Other projects can be used at the instructor's discretion.

- Conduct a practice drill simulating a hazardous solvent spill in which an emergency action plan is to be implemented.
- Instruct a visitor to obviously approach the vicinity of a student conducting a hazardous activity and note the level of awareness demonstrated by the student.

### **INTEGRATION LINKAGES**

SkillsUSA, *Professional Development Program*; SkillsUSA; Communications and Writing Skills; Teambuilding Skills; Research; Language Arts; Sociology; Psychology; Math; English IV; Social Studies; Problem Solving; Interpersonal Skills; Employability Skills; Critical-Thinking Skills; Secretary's Commission on Achieving Necessary Skills (SCANS); Chamber of Commerce; Colleges; Universities; Technology Centers; Secretary's Commission on Achieving Necessary Skills (SCANS)

## **CULINARY ARTS III**

### **STANDARD 2.0**

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

### **LEARNING EXPECTATIONS**

The student will:

- 2.1** Cultivate positive leadership skills.
- 2.2** Participate in the student organization directly related to their program of study as an integral part of classroom instruction.
- 2.3** Assess situations, apply problem-solving techniques and decision-making skills within the school, community, and workplace.
- 2.4** Participate as a team member in a learning environment.
- 2.5** Respect the opinions, customs, and individual differences of others.
- 2.6** Build personal career development by identifying career interests, strengths, and opportunities.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 2.1A** Demonstrates character and leadership using creative-and critical-thinking skills.
- 2.1B** Uses creative thought process by “thinking outside the box.”
- 2.2A** Relates the creed, purposes, motto, and emblem of their student organization, directly related to personal and professional development.
- 2.2B** Plans and conducts meetings and other business according to accepted rules of parliamentary procedure.
- 2.3A** Makes decisions and assumes responsibilities.
- 2.3B** Analyzes a situation and uses the Professional Development Program or career technical student organization materials directly related to the student’s program of study to resolve it.
- 2.3C** Understands the importance of learning new information for both current and future problem solving and decision making.
- 2.4A** Organizes committees and participates in functions.
- 2.4B** Cooperates with peers to select and organize a community service project.
- 2.5A** Researches different customs and individual differences of others.
- 2.5B** Interacts respectfully with individuals of different cultures, gender, and backgrounds.
- 2.5C** Resolves conflicts and differences to maintain a smooth workflow and classroom environment.
- 2.6A** Creates personal career development by identifying career interests, strengths, and opportunities.
- 2.6B** Identifies opportunities for career development and certification requirements.
- 2.6C** Plans personal educational paths based on available courses and current career goals.
- 2.6D** Creates a resumé that reflects student’s skills, abilities, and interests.

## **SAMPLE PERFORMANCE TASKS**

- Create a leadership inventory and use it to conduct a personal assessment.
- Participate in various career technical student organizations' programs and/or competitive events.
- Implement an annual program of work.
- Prepare a meeting agenda for a specific career technical student organization monthly meeting.
- Attend a professional organization meeting.
- Develop a program of study within their career opportunities.

## **INTEGRATION LINKAGES**

SkillsUSA, *Professional Development Program*; SkillsUSA; Communications and Writing Skills; Teambuilding Skills; Research; Language Arts; Sociology; Psychology; Math; English IV; Social Studies; Problem Solving; Interpersonal Skills; Employability Skills; Critical-Thinking Skills; Secretary's Commission on Achieving Necessary Skills (SCANS); Chamber of Commerce; Colleges; Universities; Technology Centers; Secretary's Commission on Achieving Necessary Skills (SCANS)

## CULINARY ARTS III

### **STANDARD 3.0**

Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the work place.

### **LEARNING EXPECTATIONS**

The student will:

- 3.1** Assume responsibility for accomplishing classroom assignments and workplace goals within accepted time frames.
- 3.2** Develop advanced study skills.
- 3.3** Demonstrate and use written and verbal communication skills.
- 3.4** Read and understand technical documents such as regulations, manuals, reports, forms, graphs, charts, and tables.
- 3.5** Apply the foundations of mathematical principles such as algebra, geometry, and advanced math to solve problems.
- 3.6** Apply basic scientific principles and methods to solve problems and complete tasks.
- 3.7** Understand computer operations and related applications to input, store, retrieve, and output information as it relates to the course.
- 3.8** Research, recognize, and understand the interactions of the environment and *green* issues as they relate to the course work and to a global economy.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 3.1A** Uses appropriate time management to achieve goals.
- 3.1B** Arrives at school on time each day.
- 3.1C** Completes assignments and meets deadlines.
- 3.2A** Assesses current personal study skills.
- 3.2B** Demonstrates advanced note-taking ability.
- 3.2C** Formulates appropriate study strategies for given tasks.
- 3.3A** Communicates ideas, information, and messages in a logical manner.
- 3.3B** Fills out forms, reports, logs, and documents to comply with class and project requirements.
- 3.4A** Reads and understands technical documents and uses industry jargon, acronyms, and terminology appropriately.
- 3.4B** Recognizes the meaning of specialized words or phrases unique to the career and industry.
- 3.5A** Utilizes computation in adding, subtracting, multiplying, and dividing of whole numbers, fractions, decimals, and percents.
- 3.5B** Chooses the right mathematical method or formula to solve a problem.
- 3.5C** Performs math operations accurately to complete classroom and lab tasks.
- 3.6A** Understands scientific principles critical to the course.
- 3.6B** Applies scientific principles and technology to solve problems and complete tasks.
- 3.6C** Has knowledge of the scientific method (e.g., identifies the problem, collects information, forms opinions, and draws conclusions).

- 3.7A** Uses basic computer hardware (e.g., PCs, printers) and software to perform tasks as required for the course work.
- 3.7B** Understands capabilities of computers and common computer terminology (e.g., program, operating system).
- 3.7C** Applies the appropriate technical solution to complete tasks.
- 3.7D** Inputs data and information accurately for the course requirements.
- 3.8A** Researches and recognizes *green* trends in career area and industry.
- 3.8B** Examines current environmentally friendly trends.
- 3.8C** Applies sustainability practices by understanding processes that are non-polluting, conserving of energy and natural resources, and economically efficient.

### **SAMPLE PERFORMANCE TASKS**

- Examine and compile different learning styles for portfolios.
- Create calendars containing all activities and obligations for one month. Discusses how to handle conflicting or competing obligations then complete daily and weekly plans showing tasks, priorities, and scheduling.
- Complete self-assessments of study habits.
- Compute precise and exact measurements.
- Explore study strategies for different subjects and tasks then analyze two homework assignments and select the best strategies for completing them.
- Create “life maps” showing necessary steps or “landmarks” along the path to personal, financial, educational, and career goals.
- Take notes during counselor classroom visits and work in small groups to create flow charts of the path options.
- List attitudes that lead to success then rate individually in these areas. Work together to suggest strategies for overcoming the weaknesses identified own and partners’ self-assessments then share with the class the strategies developed.
- Research the Inter
- net and other technology to collect and analyze data concerning climate change.
- Keep a data file of alternative energy sources and the sources’ impact on the environment.
- Develop a recycling project at home or for the school environment.

### **INTEGRATION LINKAGES**

SkillsUSA, *Professional Development Program*; SkillsUSA; Communications and Writing Skills; Teambuilding Skills; Research; Language Arts; Sociology; Psychology; Math; English IV; Social Studies; Problem Solving; Interpersonal Skills; Employability Skills; Critical-Thinking Skills; Secretary’s Commission on Achieving Necessary Skills (SCANS); Chamber of Commerce; Colleges; Universities; Technology Centers; Secretary’s Commission on Achieving Necessary Skills (SCANS)

## **CULINARY ARTS III**

### **STANDARD 4.0**

Students will identify skills, certifications, and experience required for careers in the hospitality, tourism and foodservice industries.

### **LEARNING EXPECTATIONS**

The student will:

- 4.1** Discuss and trace the differences and similarities of various types of international and regional cuisines.
- 4.2** Discuss pros and cons of various food service organizations (national, state, and local) and their relation to students and food service professionals.
- 4.3** Identify types of establishments, job titles, duties, employment opportunities, and benefits at local, state, and national levels.
- 4.4** Name, describe, and discuss the various food service styles and basic concepts of culinary management.
- 4.5** Identify, describe, and discuss the roles, responsibilities, and various salaries of supervising and the various aspects of the management team and describe various types of scheduling approaches.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 4.1** Discusses and traces the differences and similarities of various types of international and regional cuisines.
- 4.2** Discusses pros and cons of various food service organizations (national, state, and local) and their relation to students and food service professionals.
- 4.3** Identifies types of establishments, job titles, duties, employment opportunities, and benefits at local, state, and national levels.
- 4.4** Names, describes, and discusses the various food service styles and basic concepts of culinary management.
- 4.5** Identifies, describes, and discusses the roles, responsibilities, and various salaries of supervising and the various aspects of the management team and describes various types of scheduling approaches.

### **SAMPLE PERFORMANCE TASKS**

- Create an organizational chart for typical foodservice restaurant.
- Conduct interviews with professional foodservice staff.
- Discuss regional cuisines within our state.

## **INTEGRATION/LINKAGES**

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

## **CULINARY ARTS III**

### **STANDARD 5.0**

Students will examine and apply the principles of food sanitation and safety in foodservice operations and kitchen environments to achieve a nationally recognized food safety certification.

### **LEARNING EXPECTATIONS**

The student will:

- 5.1** Follow state and local sanitation and safety codes.
- 5.2** Demonstrate sanitary procedures in food receiving, sorting, storage, preparation, cooking, holding, cooling, reheating, and service.
- 5.3** Identify security measures for a facility, food, equipment, and personal safety.
- 5.4** Demonstrate proper use, care, and cleaning of commercial foodservice equipment and facilities.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 5.1** Follows state and local sanitation and safety codes.
- 5.2** Demonstrates sanitary procedures in food receiving, sorting, storage, preparation, cooking, holding, cooling, reheating, and service.
- 5.3** Identifies security measures for a facility, food, equipment, and personal safety.
- 5.4** Demonstrates proper use, care, and cleaning of commercial foodservice equipment and facilities.

### **SAMPLE PERFORMANCE TASKS**

- Follows proper sanitation and safety codes
- Discuss security measures taken by fast food restaurants.
- Uses proper cleaning materials and equipment.

### **INTEGRATION/LINKAGES**

Algebra, Math for Technology I & II, Economics, Computer Skills, Communication Skills, SCANS (Secretary's Commission on Achieving Necessary Skills), American Culinary Federation, Family and Consumer Sciences Education National Standards, SkillsUSA, Family, Career and Community Leaders of America

## **CULINARY ARTS III**

### **STANDARD 6.0**

Students will demonstrate and master commercial food preparation of all menu categories to produce a variety of food products.

### **LEARNING EXPECTATIONS**

The student will:

- 6.1** Identify and prepare regional, ethnic, and international cuisines.
- 6.2** Compare and contrast food items prepared using moist heat, dry heat, and combination cooking methods using various types of foodservice equipment, such as a range, oven, fryer, griddle, steamer, etc.
- 6.3** Fabricate and prepare various meats, poultry, and seafood using both moist and dry heat cooking methods.
- 6.4** Prepare stocks, soups, and sauces and matches with appropriate foods.
- 6.5** Prepare vegetables, fruits, and starches (pasta, grains, etc.) by using moist and dry heat cooking methods.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 6.1** Identifies and prepares regional, ethnic, and international cuisines.
- 6.2** Compares and contrasts food items prepared using moist heat, dry heat, and combination cooking methods using various types of foodservice equipment, such as a range, oven, fryer, griddle, steamer, etc.
- 6.3** Fabricates and prepares various meats, poultry, and seafood using both moist and dry heat cooking methods.
- 6.4** Prepares stocks, soups, and sauces and matches with appropriate foods.
- 6.5** Prepares vegetables, fruits, and starches (pasta, grains, etc.) by using moist and dry heat cooking methods.

### **SAMPLE PERFORMANCE TASKS**

- Observe how a large food production operation distributes ingredients.
- Write specifications for ordering ingredients to prepare an assigned recipe.
- Make a list of your favorite moist heat and dry heat foods.

### **INTEGRATION/LINKAGES**

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

## **CULINARY ARTS III**

### **STANDARD 7.0**

Students will discuss and practice Garde Manger.

### **LEARNING EXPECTATIONS**

The student will:

- 7.1** Plan, prepare, and display hot and cold hors d'oeuvres, salads, sandwiches, relishes, canapés, garnishes, carvings, and decorations.
- 7.2** Plan and execute a theme banquet, including menu selection, banquet layout and design, and food presentation using platters, bowls, mirrors, etc.
- 7.3** Prepare various food art presentations using edible food products.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 7.1** Plans, prepares, and displays hot and cold hors d'oeuvres, salads, sandwiches, relishes, canapés, garnishes, carvings, and decorations.
- 7.2** Plans and executes a theme banquet, including menu selection, banquet layout and design, and food presentation using platters, bowls, mirrors, etc.
- 7.3** Prepares various food art presentations using edible food products.

### **SAMPLE PERFORMANCE TASKS**

- Prepare a vegetable tray.
- Prepare a sandwich tray.
- Prepare a tray of hors d'oeuvres.

### **INTEGRATION/LINKAGES**

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

## CULINARY ARTS III

### **STANDARD 8.0**

Students will demonstrate and master the commercial preparation of all fundamental bakery categories to produce a variety of baked, pastry, and dessert products.

### **LEARNING EXPECTATIONS**

The student will:

- 8.1** Demonstrate the proper principles of baking and identifying formulas used to increase and decrease recipes as well as baking ingredients.
- 8.2** Apply the proper principles of baking to custards, gelatin products, glazing tarts, crème brûlees, crème anglaises, holiday breads and cakes, pate a choux, chocolates, and tempering.
- 8.3** Demonstrate proper use, care, and cleaning of mixers, ovens, cutlery, scales, hand utensils, pots, and baking pans.
- 8.4** Demonstrate proper use and storage of baking supplies.
- 8.5** Identify, demonstrate, and use the proper procedures to weigh and measure dry and liquid baking ingredients, using the English or the metric system.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 8.1** Demonstrates the proper principles of baking and identifying formulas.
- 8.2** Applies the proper principles of baking to custards, gelatin products, glazing tarts, crème brûlees, crème anglaises, holiday breads and cakes, pate a choux, chocolates, and tempering.
- 8.3** Demonstrates proper use, care, and cleaning of mixers, ovens, cutlery, scales, hand utensils, pots, and baking pans.
- 8.4** Demonstrates proper use and storage of baking supplies.
- 8.5** Identifies, demonstrates, and uses the proper procedures to weigh and measure dry and liquid baking ingredients using the English or metric system.

### **SAMPLE PERFORMANCE TASKS**

- Bake a multilayer birthday cake and decorate.
- Describe various types of flour used in baking.
- Describe various sugars used in baking.

## **INTEGRATION LINKAGES**

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

## **CULINARY ARTS III**

### **STANDARD 9.0**

Students will identify and apply practices required for menu planning and development, purchasing and receiving, cost control and analysis, and marketing functions in quality food service operations.

### **LEARNING EXPECTATIONS**

The student will:

- 9.1** Demonstrate procedures for purchasing meat, poultry, fish, dairy, and staple items and describe proper techniques of receiving and storing fresh, frozen, refrigerated, and staple goods.
- 9.2** Analyze written specifications for a variety of food products and describe their importance on food and labor controls.
- 9.3** Explain proper receiving and storing of cleaning supplies, chemicals, and nonfood products.
- 9.4** Describe HACCP critical control points managed by the purchasing and receiving functions.
- 9.5** Identify and demonstrate standard procedures for calculating and controlling food, beverage, and labor costs.
- 9.6** Demonstrate the process of costing recipes and menu items.
- 9.7** Calculate recipe costs and pricing per portion (purchased and edible portion).
- 9.8** Discuss ethical issues related to purchasing and inventory control in a foodservice operation.
- 9.9** Identify the components of a marketing plan and analyze local area/marketing segment information.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 9.1** Demonstrates procedures for purchasing meat, poultry, fish, dairy, and staple items and describes proper techniques of receiving and storing fresh, frozen, refrigerated, and staple goods.
- 9.2** Analyzes written specifications for a variety of food products and describes their importance on food and labor controls.
- 9.3** Explains proper receiving and storing of cleaning supplies, chemicals, and nonfood products.
- 9.4** Describes HACCP critical control points managed by the purchasing and receiving functions.
- 9.5** Identifies and demonstrates standard procedures for calculating and controlling food, beverage, and labor costs.
- 9.6** Demonstrates the process of costing recipes and menu items.
- 9.7** Calculates recipe costs and pricing per portion (purchased and edible portion).
- 9.8** Discusses ethical issues related to purchasing and inventory control in a foodservice operation.
- 9.9** Identifies the components of a marketing plan and analyzes local area/marketing segment information.

### **SAMPLE PERFORMANCE TASKS**

- Gather menus from various restaurants and compare styles and prices.
- Discuss importance purchasing, receiving, and inventory control.
- Create a chart showing proper storage temperatures of various meats and vegetables.

### **INTEGRATION/LINKAGES**

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

## **CULINARY ARTS III**

### **STANDARD 10.0**

Students will identify and apply basic nutritional information on the effects of the structures and functions of nutrients before, during, and after food preparation and processing.

### **LEARNING EXPECTATIONS**

The student will:

- 10.1** Evaluate Recommended Dietary Allowances (RDAs) and the Food Guide Pyramid to plan meals.
- 10.2** Demonstrate food preparation techniques that conserve nutrients and make recipes more healthful.
- 10.3** Demonstrate food ingredient substitution techniques for various diets, such as food allergy, vegetarian, low-sodium, low fat, and reduced calorie.
- 10.4** Analyze the impact of food processing and preservation techniques on the nutritive value of food.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 10.1** Evaluates Recommended Dietary Allowances (RDAs) and the Food Guide Pyramid to plan meals.
- 10.2** Demonstrates food preparation techniques that conserve nutrients and make recipes more healthful.
- 10.3** Demonstrates food ingredient substitution techniques for various diets, such as food allergy, vegetarian, low-sodium, low fat, and reduced calorie.
- 10.4** Analyzes the impact food processing and preservation techniques have on the nutritive value of food.

### **SAMPLE PERFORMANCE TASKS**

- Discuss low-carb meals.
- Read labels from various canned foods and vegetables.
- Discuss nutritional value of fad diets.

### **INTEGRATION/LINKAGES**

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA, Serve Safe Standards, Tennessee Hospitality Education Center.

## **CULINARY ARTS III**

### **STANDARD 11.0**

Students will identify and apply dining room operations.

### **LEARNING EXPECTATIONS**

The student will:

- 11.1** List and describe the rules and responsibilities of all dining room personnel and explain the various types of service delivery, such as cafeteria, quick service, buffet, and table.
- 11.2** Explain the role of quality service and how customer satisfaction directly affects a foodservice establishment's success.
- 11.3** Demonstrate the similarities and differences between American, French, English, Russian, and self service styles of dining.
- 11.4** Describe and demonstrate tableside preparations such as a la' minute dishes, carving meats, and slicing desserts.
- 11.5** Describe various procedures for processing guest checks.
- 11.6** Describe sales techniques for food service personnel, including menu knowledge and suggestive selling.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 11.1** Lists and describes the rules and responsibilities of all dining room personnel and explains the various types of service delivery, such as cafeteria, quick service, buffet, and table.
- 11.2** Explains the role of quality service and the impact of customer satisfaction directly on the foodservice establishment's success.
- 11.3** Demonstrates the similarities and differences between American, French, English, Russian, and self-service styles of dining.
- 11.4** Describes and demonstrates tableside preparations, such as a la' minute dishes, carving meats, and slicing desserts.
- 11.5** Describes various procedures for processing guest checks.
- 11.6** Describes sales techniques for food service personnel, including menu knowledge and suggestive selling.

### **SAMPLE PERFORMANCE TASKS**

- Explain the duties of a maitre d'
- Role-play as customer and a waiter.
- Correctly operate a modern touch screen cash register and credit card machine.

## **INTEGRATION/LINKAGES**

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

## **CULINARY ARTS III**

### **STANDARD 12.0**

Students will identify and demonstrate practices required for commercial food service operations management.

### **LEARNING EXPECTATIONS**

The student will:

- 12.1** Identify general requirements to start up an on/off premise catering business, including but not limited to insurance, licensing, advertising, record maintenance, purchasing guidelines, and inventory storage.
- 12.2** Create and develop a concept restaurant's marketing plan, menu, facility layout, and design.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 12.1** Identifies general requirements to start up an on/off premise catering business, including but not limited to insurance, licensing, advertising, record maintenance, purchasing guidelines, and inventory storage.
- 12.2** Creates and develops a concept restaurant's marketing plan, menu, facility layout, and design.

### **SAMPLE PERFORMANCE TASKS**

- Research the Internet to find estimates to start a foodservice business.
- Create a floor plan for a foodservice business.
- Create a concept for a restaurant.

### **INTEGRATION/LINKAGES**

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

## CULINARY ARTS III

### SAMPLING OF AVAILABLE RESOURCES

#### **Industry Associations, Web Sites, and Publications**

- *ACCESS, Knowledge and Skill Competencies*, American Culinary Federation
- American Culinary Federation
- *Bread & Butter: The Bottom Line Running Restaurants*, National Restaurant Association
- National and Tennessee Restaurant Associations
- *Restaurant Info Abstracts*, National Restaurant Association
- *Restaurant USA Magazine*, National Restaurant Association
- The Tennessee Hospitality Education Center
- Web Sites:
  - [www.restaurant.org](http://www.restaurant.org)
  - [www.info@dineout.org](mailto:www.info@dineout.org)
  - [www.edfound.org](http://www.edfound.org)
  - [www.foodsafetycouncil.org/](http://www.foodsafetycouncil.org/)
  - [www.h-b-a.org](http://www.h-b-a.org)
  - [www.hbainfo@foodtrain.org](mailto:www.hbainfo@foodtrain.org)
  - [www.nsf.org](http://www.nsf.org)
  - [www.fujitsu.co.jp/](http://www.fujitsu.co.jp/)
  - <http://foodnet.fic.ca/>
  - <http://www.fenpublishing.com/>
  - [www.cfbe.org](http://www.cfbe.org)
  - <http://fse.tamu.edu/>

#### **Vocational Student Organizations, Web Sites, and Publications**

*Career Connections Manual*, Family, Career and Community Leaders of America  
*Families First Manual*, Family, Career and Community Leaders of America  
Family, Career and Community Leaders of America  
*Leaders At Work*, Family, Career and Community Leaders of America  
*Leadership Handbook*, SkillsUSA, Inc.  
*Parliamentary Procedure at a Glance*, National SkillsUSA  
*Power of One Manual*, Family, Career and Community Leaders of America  
*Professional Development Program*, National SkillsUSA  
*Public Speaking: A Guide for Local, State, and National Officers*, National SkillsUSA  
*SkillsUSA Championships Technical Standards*, SkillsUSA  
SkillsUSA  
*STAR Events Manual*, Family, Career and Community Leaders of America  
*Teacher's Tool Kit*, SkillsUSA, Inc.

*The Meeting Kit*, National SkillsUSA

Web Sites:

[www.fcclainc.org](http://www.fcclainc.org)

[www.skillsusa.org](http://www.skillsusa.org)

**Additional Resources:**

College Representatives

Robert's Rules of Order, *Robert, et. al., Perseus Books Newly Revised, 9<sup>th</sup> Edition*