

# Culinary Arts IV

<b>Primary Career Cluster:</b>	Hospitality & Tourism
<b>Course Contact:</b>	<a href="mailto:CTE.Standards@tn.gov">CTE.Standards@tn.gov</a>
<b>Course Code(s):</b>	C16H09
<b>Prerequisite(s):</b>	<i>Culinary Arts I</i> (C16H06), <i>Culinary Arts II</i> (C16H07), and/or <i>Culinary Arts III</i> (C16H08)
<b>Credit:</b>	1
<b>Grade Level:</b>	12
<b>Focus Elective - Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality & Tourism courses.
<b>POS Concentrator:</b>	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
<b>Programs of Study and Sequence:</b>	This is the fourth and final course in the <i>Culinary Arts</i> program of study.
<b>Aligned Student Organization(s):</b>	Family, Career and Community Leaders of America (FCCLA): <a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a>  SkillsUSA: <a href="http://www.skillsusatn.org/">http://www.skillsusatn.org/</a>
<b>Promoted Tennessee Student Industry Credentials:</b>	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit <a href="https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html">https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html</a> .
<b>Teacher Endorsement(s):</b>	(050 and 060), (050 and 453), (051 and 060), (051 and 453), (154 and 155), (450 and 060), (450 and 453), 562, 563, 564, 566, 730
<b>Required Teacher Certifications/Training:</b>	ServSafe Food Manager, National Registry of Food Safety Professionals, Certified Culinary Educator (CCE) Certification, or Certified Secondary Culinary Educator (CSCE) Certification
<b>Teacher Resources:</b>	<a href="https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html</a>  Best for All Central: <a href="https://bestforall.tnedu.gov/">https://bestforall.tnedu.gov/</a>

## Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

### Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, DECA and FCCLA Fall Leadership Camps, FCCLA District STAR Events, SkillsUSA State Leadership and Skills Conference, and the DECA Emerging Leader Summit to engage with peers, demonstrate logical thought processes, and develop industry specific skills that involve teamwork and project management.
- Participate in FCCLA and SkillsUSA career competitive events that highlight career development, including career investigation, interviewing, job skills demonstrations, career pathways showcases, and employment application process (ADA).
- Participate in DECA competitive events such as Food Marketing, Quick Serve Restaurant Management Series, Restaurant and Food Service Management, and Virtual Business Challenge – Restaurant.
- Participate in FCCLA and SkillsUSA competitive events such as Applied Math for Culinary Management, Baking and Pastry, Culinary Arts, Food Innovations, Nutrition and Wellness, Commercial Baking, and Culinary Arts.

For more ideas and information, visit Tennessee DECA at <https://www.tndeca.org/>, Tennessee FCCLA at <https://www.tennesseefccla.org/>, and Tennessee SkillsUSA at [skillsusatn.org](https://www.skillsusa.org/).

### Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1** | On-the-job training at a local restaurant or other commercial kitchen facility throughout the course for students to develop mastery of course standards.
- **Standards 2.1-2.3** | Workplace tours and job shadowing at local restaurants or other commercial kitchen facilities to facilitate students' understanding of safety and sanitation in the foodservice industry and provide students with hands-on experience.
- **Standards 3.1-4.6** | On-the-job training at a local restaurant or other commercial kitchen facility in food and bakeshop preparation, including finfish and shellfish, cakes, custards, and buttercreams, as part of recommended 30 hours in commercial kitchen laboratory and/or compensated internship connected to curriculum at a local restaurant or other foodservice provider.
- **Standards 5.1-5.2** | Virtual exchange with professionals from the foodservice industry to develop students' mastery of foodservice sustainability practices and procedures.
- **Standards 6.1-6.2** | On-the-job training at a local restaurant or commercial kitchen facility for students to develop successful job materials, particularly resumes and interview practice required for position in the foodservice industry.
- **Standard 7.1** | Virtual exchanges with professionals from the foodservice industry to illustrate the various business models available within the foodservice industry.
- **Standards 8.2-8.4** | Integrated project with multiple interactions with foodservice and hospitality management professionals to develop students' mastery of drafts, proposing, and then putting together a catering event for a mock client as part of their final capstone requirement.

## Course Description

*Culinary Arts IV* is the capstone course in the *Culinary Arts* program of study intended to prepare students for careers such as banquet cook, catering assistant, event planning assistant, and many other entry-level food and beverage careers. Course content reinforces the components of commercial kitchen safety and sanitation, food presentation, bakeshop preparation skills, sustainability practices, professionalism, and business opportunities. Upon completion of this course, proficient students will have applied the full range of knowledge and skills acquired in this program of study to the planning and catering of an instructor-approved event. Students will create artifacts to include in their portfolios. **The course should also include a suggested 30 hours in a commercial kitchen laboratory.**

## Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

## Course Standards

### 1. Personalized Learning Plan

- 1.1 Personalized Learning Plan: A student will have a **Personalized Learning Plan** that identifies their long-term goals, demonstrates how the work-based learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
  - a. application of academic and technical knowledge and skills (embedded in course standards),
  - b. career knowledge and navigation skills,
  - c. 21st century learning and innovation skills, and
  - d. personal and social skills.

### 2. Food Safety & Sanitation

- 2.1 HACCP, FDA, & USDA: Analyze the concepts and principles of the **Hazard Analysis and Critical Control Points (HACCP)** from the **Food and Drug Administration (FDA)** and **United States Department of Agriculture (USDA)** for meats and seafood.
- 2.2 Foodservice Business State Laws & Rules: Research the **state laws and rules** that govern foodservice businesses, including catering operations, from the **Tennessee Department of Health (TDH)**. Adhere to all applicable laws while completing the capstone project.
- 2.3 Safety & Sanitation Procedures: Practice and critique **safety and sanitation procedures** related to handling, preparing, storing, and serving food. Demonstrate common laboratory safety procedures, including prevention and control procedures and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy.

### 3. Food Preparation

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

- 3.1 Shellfish & Finfish: Identify the major types of **shellfish** and **finfish** (saltwater and freshwater) used in commercial foodservice. Summarize guidelines for assessing the quality and freshness of finfish and shellfish.
- 3.2 NOAA Inspection & Grading Procedures: Analyze the **National Oceanic and Atmospheric Administration (NOAA)** inspection and grading procedures for **finfish** and **shellfish** and summarize how the products are graded, classified, and inspected. Examine the United States Food and Drug Administration’s (FDA) list of approved acceptable market names.
- 3.3 Fabrication Forms: Identify different **fabrication forms** that chefs may work with in a commercial kitchen. Summarize the various **moist-heat** and dry-heat cooking methods for seafood. Research the principles of finfish and shellfish cookery and select the best cooking method for certain finfish and shellfish. Explain to a potential customer, client, or supervisor how the cooking method achieves the desired flavor profile, texture, and presentation.
- 3.4 Entrée Menu Listing: Create an entrée menu listing for a **restaurant quality finfish or shellfish dish**. The entrée listing should reflect the use of local products and connections to a certain region.

### 4. Bakeshop Preparation

- 4.1 Cake Types: Categorize cakes by their **mixing methods** (e.g., creaming and sponge), the **ingredients**, and **pan preparation**. Compile a collection of cake recipes into an index and demonstrate the preparation method of one recipe for a group.
- 4.2 Multilayer Cake Assembly: Summarize the steps to follow a **multilayer cake** and identify and the necessary kitchen tools to successfully practice the skill. Investigate current trends in finishing and decorating cakes.
- 4.3 Custards & Foams: Compare types of **custards** (stirred and baked) and foams (whipped cream, meringue, mousse, and Bavarian crème) commonly used in commercial foodservice. Discuss how the preparation methods affect the **appearance, volume, and weight of foams**. Compile a collection of recipes that illustrates the diversity of custards and foams in the foodservice industry.
- 4.4 Buttercream: Research types of **buttercreams** (American and French) and the multistep process for preparing each. Compare the taste, structure, and composition of each. Create and revise the recipes for different buttercreams.
- 4.5 Dessert Sauces: Analyze different of **dessert sauces** (i.e., crème anglaise, chocolate, caramel, and fruit sauces) and the ingredients in each. Evaluate dessert dishes that may benefit from

the addition of various sauces. Demonstrate ability to prepare sauces from recipes, making modifications when needed and evaluate the sauces for proper appearance, flavor, and texture.

- 4.6 Frozen Dessert Qualities: Discuss the qualities of **frozen desserts**. Evaluate a frozen dessert recipe and outline any proposed modifications, including substitute ingredients.

## 5. Sustainability in the Kitchen

- 5.1 Green, Responsible, & Sustainable Designs: Research the principles of **green design**, **responsible design**, and **sustainable design** in the commercial kitchen setting. Examine how a foodservice establishment has successfully implemented one of these principles and discuss its impact on the business.
- 5.2 Sustainable Practices: Research the importance of **sustainable practices** in the foodservice industry. Create a plan to reduce **foodservice waste** and minimize environmental impact, particularly reducing water and conserving energy.

## 6. Food Service Career Development

- 6.1 Professional Resumes: Analyze **resumes** of **professional chefs** and **foodservice professionals**. Create a resume for a food service industry career.
- 6.2 Mock Interview: Participate in a **mock interview**. Identify **tips on dress** and **grooming**, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures, including a thank you letter to the interviewer.

## 7. Business Opportunities

- 7.1 Business Ownership Models: Compare **business ownership models**, including sole proprietorships, partnerships, small businesses, cooperatives, limited liability corporations, and corporations. Explain the **organizational structure** of each model and describe its advantages and disadvantages to both owner and customer.
- 7.2 Cost Reduction Methods: Investigate **methods for reducing costs** in the commercial kitchen, including investments in energy-saving technologies, bulk purchasing strategies, and buying local. Develop a **proposal for a mock client or manager**, outlining how the business can save money while also adhering to its mission, without compromising the quality of food or service.

## 8. Capstone Project

- 8.1 Foodservice Strategies: Evaluate appropriate **foodservice strategies event planning and catering companies use for certain events** (e.g., banquets, receptions, lunches, etc.). As part of the class capstone project, investigate potential clients for a catering event and determine the appropriate client given classroom constraints. Potential clients could include, for example, a local non-profit or community organization, a parent-teacher association, student government association, sports team, and more.

8.2 Event Planning & Catering Proposals: Research how event planning and catering companies submit **proposals** to potential clients and compare sample proposals in various formats. Determine the **central components** necessary for any foodservice-related proposal (e.g., a projected budget). Develop an original event proposal, including at least the following:

- a. Introduction
- b. Theme of event
- c. Timeline of planning
- d. Appropriate tablewares, linens, and decorations
- e. Menu
- f. Budget/cost analysis
- g. Professionalism evaluation rubric

8.3 Event Proposal Presentation: Present the **event proposal to the client for feedback** and recommendations. Analyze the feedback and recommendations to justify any changes to the event proposal. Submit the final event proposal for approval, documenting all changes.

8.4 Event Proposal Execution: Using the final approved event proposal, execute the **timeline** to demonstrate teamwork, problem-solving, and decision-making skills. Work collaboratively to ensure that the needs and expectations of the client are met for the event. Document the capstone experience, drawing on the connections between the project and course content.

## 9. Portfolio

9.1 Portfolio: Update the **portfolio** started in *Culinary Arts I* to demonstrate **mastery of skills and knowledge** acquired throughout the full *Culinary Arts* program of study and applied in the final course. The portfolio should reflect thoughtful assessment and evaluation of the progression of work, exhibiting personal and professional growth in the culinary field.

### The following artifacts will reside in the student's portfolio:

- Safety and Sanitation assignments
- Fish and shellfish artifacts
- Recipes
- Photos of food product
- Bakeshop artifacts
- Sustainability assignment
- Professionalism artifacts
- Capstone project artifacts

## Standards Alignment Notes

\*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.