

# 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://tnskillsusa.com/">http://tnskillsusa.com/</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/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/education/career-and-technical-education/student-industry-certification.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/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html">https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.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 & 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 conferences that promote career development such as DECA Career Pathways and Career Development Conferences
- 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.decatn.org/>, Tennessee FCCLA at <https://www.tennesseefccla.org/>, and Tennessee SkillsUSA at [skillsusatn.org](https://www.skillsusatn.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** | 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 2-4** | 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 5-14** | On-the-job training at a local restaurant or other commercial kitchen facility in food and bakery 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 15-16** | Virtual exchange with professionals from the foodservice industry to develop students' mastery of foodservice sustainability practices and procedures.
- **Standards 17-18** | 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 19** | Virtual exchanges with professionals from the foodservice industry to illustrate the various business models available within the foodservice industry.
- **Standard 20** | Integrated project with multiple interactions with foodservice professionals to develop students' mastery of how to draft and pitch a business proposal in the foodservice industry.
- **Standards 21-26** | 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 industry career paths. 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 toward the planning and catering of an event approved by the instructor. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. **In addition to implementing the following standards, the course should include a suggested 30 hours spent in a commercial kitchen laboratory.**

## Work-Based Learning Framework

Internship standards outlined below may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>. The Tennessee Department of Education provides a Personalized Learning Plan template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

## Program of Study Application

This is the final course in the *Culinary Arts* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Hospitality & Tourism

website at: <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html>.

## 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) 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
  - d. Personal and social skills

## Safety & Sanitation

- 2) Analyze the concepts and principles of the Hazard Analysis and Critical Control Points (HACCP) program approach to food safety from the Food and Drug Administration (FDA) and United States Department of Agriculture (USDA) in relation to meats and seafood. Demonstrate the concepts and principles in the foodservice setting to ensure food safety when working with meats and seafood.
- 3) Research the state laws and rules that govern foodservice businesses, including catering operations, from the Tennessee Department of Health (TDH). Demonstrate adherence to all applicable laws in the course of completing the capstone project.
- 4) Compile, practice, and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify, review, and demonstrate common laboratory safety procedures, including but not limited to prevention and control procedures and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in the student portfolio.

## 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.

### *Fish & Shellfish*

- 5) Identify the major types of shellfish and finfish (saltwater and freshwater) used in commercial foodservice, citing research from government resources such as the United States Department of Agriculture (USDA) Food List or the United States Food and Drug Administration (FDA) approved list. Summarize guidelines from sources such as the United States Department of Agriculture (USDA) Food Fact sheets for assessing the quality and freshness of finfish and shellfish.
- 6) Analyze the National Oceanic and Atmospheric Administration (NOAA) inspection and grading procedures for finfish and shellfish. From the research, 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 and seek additional research to clarify unfamiliar products.
- 7) Create a diagram/graphic of the different fabrication forms that chefs may work with in a commercial kitchen. Summarize the various moist-heat and dry-heat cooking methods from a collection of seafood recipes. Research the principles of finfish and shellfish cookery using culinary journals and magazines. Select the best cooking method for certain finfish and shellfish, and be able to explain to a potential customer, client, or supervisor how the cooking method achieves the desired flavor profile, texture, and presentation.
- 8) Create an entrée menu listing for a finfish or shellfish dish to be served in a restaurant. The entrée listing should reflect the use of local products and connections to a certain region. Craft an accompanying explanatory text discussing the use of the local products and connection to the region.

### **Bakeshop Preparation**

#### *Cakes*

- 9) Categorize the different types of cakes by identifying their mixing methods (i.e., creaming and sponge), the functions of their ingredients, and the methods for preparing the pan for baking. Compile a collection of cake recipes into an index. Select one recipe to demonstrate the preparation method for a group, using proper culinary terminology to narrate and explain the procedure.
- 10) Summarize from recipes and culinary textbooks the steps to follow when assembling a multilayer cake. Identify and use the kitchen tools needed to successfully practice the skill. Using resources ranging from baking blogs to industry magazines, investigate current trends in finishing and decorating cakes. Craft an essay presenting claims and counterclaims concerning the best method for assembling a multilayer cake.

### *Custards, Foams & Buttercreams*

- 11) Compare and contrast the different 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 illustrating the diversity of custards and foams in the foodservice industry.
- 12) Research the two types of buttercream (American and French) and the multistep process for preparing each. In a taste test/observation, compare the taste, structure, and composition of each. Create and continually revise the recipes for different types of buttercream.

### *Desserts Sauces & Frozen Desserts*

- 13) Citing evidence from a variety of recipes and/or culinary textbooks, analyze the different types of dessert sauces (i.e., crème anglaise, chocolate, caramel, and fruit sauces) and the role of the ingredients used in each. Evaluate a range of dessert dishes that may benefit from the addition of various sauces. Demonstrate ability to prepare sauces from recipes, making modifications when needed. Evaluate the sauces for proper appearance, flavor, and texture.
- 14) Using print or digital resources, discuss the qualities of frozen desserts, citing examples of each. Evaluate a frozen dessert recipe, analyzing the choice of ingredients. Outline any proposed modifications, including substitute ingredients.

### **Sustainability in the Kitchen**

- 15) 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 the impact it has had on the business.
- 16) Research the importance of sustainable practices in the foodservice industry. Create a plan to reduce foodservice waste and to minimize the impact on the environment. The plan should focus especially on reducing water and conserving energy.

### **Professionalism, Ethics, and 21st Century Skills**

- 17) Search for the resumes of professional chefs and foodservice professionals retrieved from the websites of institutions, organizations, or professional networks. Discuss what is typically included in the resumes of foodservice professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.
- 18) Participate in a mock interview. Prior to the interview, prepare a paper that includes the following: tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. Upon completion of the interview, write a thank you letter to the interviewer in a hand-written or email format.

## Business Opportunities

- 19) Compare and contrast types of business ownership models, including at minimum the following: sole proprietorships, partnerships, small businesses, cooperatives, limited liability corporations, and corporations. In a narrative referencing foodservice examples, explain the organizational structure of each model and describe its advantages and disadvantages to both owner and customer.
- 20) Investigate methods for reducing costs in the commercial kitchen, including but not limited to investments in energy-saving technologies, bulk purchasing strategies, and buying local. Using supporting graphic illustrations and calculations, 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.

## Capstone Project

- 21) Evaluate which foodservice strategies are appropriate for certain events (i.e., banquets, receptions, lunches, etc.). Compare and contrast successful strategies used by event planning and catering companies, drawing on profiles of these companies and other evidence from industry magazines, blogs, news articles, or textbooks. As part of the class capstone project, investigate potential clients for a catering event, and collaboratively determine which client would be appropriate, 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.
- 22) Collaboratively, develop a *professionalism* evaluation rubric with performance indicators for each of the following professional attributes and use it to evaluate course assignments and personal work:
  - a. Attendance/punctuality
  - b. Professional dress and behavior
  - c. Positive attitude
  - d. Collaboration
  - e. Honesty
  - f. Respect
  - g. Responsibility
  - h. Appropriate technology useShare the rubric with the client for evaluation purposes as part of the capstone project.
- 23) Research how event planning and catering companies submit proposals to potential clients, and compare and contrast sample proposals in a variety of formats. Determine the central components necessary for any foodservice-related proposal (e.g., a projected budget). Develop an original event proposal, as approved by the instructor. The proposal should include at minimum 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
- 24) Present the event proposal to the client, asking for feedback and recommendations. Analyze the feedback and recommendations to justify any changes to the event proposal, citing evidence from the initial presentation. Submit the final event proposal for approval, documenting all changes made.
- 25) 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. In a personal journal entry, document the capstone experience, drawing on the connections between the project and course content.
- 26) Compile and interpret the evaluation rubric and feedback from the client, reading the results closely to allow for critical analysis and reflection. Upon conclusion of the capstone project, craft a reflection paper discussing the experience and its impact on career growth. Use technology to create a class presentation showcasing highlights, challenges, and lessons learned from the capstone.

## Portfolio

- 27) 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.