

Culinary Arts II

Primary Career Cluster:	Hospitality & Tourism
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C16H07
Prerequisite(s):	<i>Culinary Arts I</i> (C16H06)
Credit:	1
Grade Level:	10
Focus Elective - Graduation Requirements:	This course satisfies one credit of three credits required for an elective focus when taken in conjunction with other Hospitality & Tourism courses.
POS Concentrator:	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.
Programs of Study and Sequence:	This is the second course in the <i>Culinary Arts</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ SkillsUSA: http://tnskillsusa.com/
Promoted Tennessee Student Industry Credentials:	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 https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	(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
Required Teacher Certifications/Training:	ServSafe Food Manager, National Registry of Food Safety Professionals, Certified Culinary Educator (CCE) Certification, or Certified Secondary Culinary Educator (CSCE) Certification
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html Best for All Central: https://bestforall.tnedu.gov/

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 showcase, 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.

- **Standards 1.1-1.3** | Workplace tours and job shadowing of 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 2.1-2.3** | Workplace tours and job shadowing of local restaurants or commercial kitchen facilities to develop students' mastery of restaurant menu planning, including menu types and labor costs in pricing.
- **Standards 3.1-3.2** | On-the-job training as part of recommended 30 hours in commercial kitchen laboratory to master skills in platter and buffet presentation and garnishing.

- **Standards 4.1-4.3** | Technical mentoring through online interactions with foodservice industry professionals to develop students' mastery of purchasing and receiving / inventory and storage in the foodservice industry.
- **Standards 6.1-6.2** | On-the-job training as part of recommended 30 hours in commercial kitchen laboratory to develop mastery of various knife cuts and food preparation methods.
- **Standards 6.3-6.11** | On-the-job training in various methods of food preparation, including fruits, vegetables, stocks, and soups, 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.

Course Description

Culinary Arts II is an applied-knowledge course to prepare students for careers in the culinary field as a prep cook, line cook, catering assistant, and many other entry-level food and beverage occupations. Students will gain experience in commercial food production and service operations, while preparing for further training in the culinary arts program of study at the secondary and postsecondary levels. Upon completion of this course, proficient students will have a working knowledge of commercial kitchen safety and sanitation, menu planning, food presentation, purchasing and inventory, cooking principles, and food preparation. Students will create artifacts to include in their portfolios. **The course should also include a suggested 30 hours in a commercial kitchen laboratory.**

Course Standards

1. Food Safety & Sanitation

- 1.1 Cross-Contamination: Summarize the different ways that **cross-contamination** can occur in the kitchen. Write a script and create a video or public service announcement explaining how to prevent cross-contamination in the kitchen.
- 1.2 Sanitizing Surfaces: Identify the steps for **sanitizing food-contact surfaces** in the kitchen, Compare different **sanitizing methods** (e.g., heat and chemical) and determine when to use each method. Inspect the classroom kitchen using the Food Service Establishment Inspection Report from the Tennessee Department of Health.
- 1.3 Safety & Sanitation Procedures: Identify, practice, and critique **safety** and **sanitation procedures** related to handling, preparing, storing, and serving food. 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.

2. Menu Planning

- 2.1 Menu Types & Planning Principles: Compare the main types of **menus** (market menu, a la carte, static menu, cycle menu, and table d'hôtel) and synthesize **basic planning principles** for different restaurant menus. Apply menu planning principles to create a menu for an

assigned concept, incorporating appropriate service style, cuisine, and atmosphere when crafting the menu.

2.2 Food & Labor Costs: Analyze the elements that affect food cost and labor cost in foodservice operations. Demonstrate working knowledge of **costing a recipe** and **predicting labor cost percentages**. Formulas include:

- a. Calculating Per Pound Unit Cost ($\text{Price per Case} \div \text{Number of pounds in case} = \text{Per Pound}$)
- b. Calculating Per Ounce Unit Cost ($\text{Price per Pound} \div 16 \text{ ounces} = \text{Cost per Ounce}$)
- c. Calculating Per Piece Unit Cost ($\text{Cost} \div \text{Number of Pieces} = \text{Cost per Piece}$)
- d. Calculating Total Cost ($\text{Number of Units} \times \text{Unit Price} = \text{Total Cost}$)
- e. Calculating Edible Portion (EP) Price ($\text{As Purchased [AP] Cost} \div \text{Yield Percentage} = \text{Edible Portion [EP] Price}$)
- f. Calculating Yield Percentage ($\text{Edible Portion [EP]} \div \text{As Purchased [AP]} \times 100 = \text{Yield Percentage}$)
- g. Calculating Labor Cost ($\text{Labor Cost} \div \text{Food Sales} = \text{Labor Cost Percentage}$)

2.3 Calculating Dish Prices: Evaluate the different methods and formulas (e.g., going rate, prix fixe, markup, and food cost percentage) that foodservice operations use to calculate the **price of dishes**. Select the correct formulas to calculate the menu price for an assigned dish. Formulas include:

- a. Markup ($\text{Food Cost} + \text{Markup} = \text{Menu Price}$)
- b. Food Cost Percentage ($\text{Food Cost per Portion} \div \text{Standard Food Cost Percentage} = \text{Menu Price}$)

3. Food Presentation

3.1 Platter & Buffet Presentation: Research and describe the **plating principles** that guide platter and buffet presentation, including color, height, focal point, temperature, and proportion. Apply plating principles throughout the course to design attractive platter and plate presentations.

3.2 Edible Garnishes: Generate a list of commonly used **edible garnishes** and create a cheat sheet of principles to remember when deciding which garnish should accompany a dish. Examples of principles include dish temperature, functional appearance, and using garnishes sparingly.

4. Food Purchasing, Receiving, and Storing

4.1 Food Price & Quality: List the factors (e.g., environmental, economic, social, and/or government regulations) that influence **food prices** and **quality**. Analyze the **purchasing methods** (e.g., bids, purchase orders, requisition, and sales quotes) that foodservice operations use to order supplies.

4.2 Receiving & Storage of Food Products: Summarize the requirements for proper **receiving** and **storage of food products**. Identify proper procedures for receiving and storing food products, including both raw and prepared foods, attending to temperature and product rotation.

4.3 Foodservice Management & Software: Investigate **technological advances** in **foodservice management software**, including inventory databases and employee time keeping systems. Create a basic inventory system for easy reference of par stock, recipes, ordering, and receiving of items.

5. Cooking Principles

5.1 Cooking Method Classifications: Define the **three classifications of cooking methods** (i.e. combination, dry, and moist) and cite an example of each. Discuss how heat is transferred by conduction, convection, and radiation.

5.2 Overcooked/Undercooked Foods: Select **three pieces of food** (e.g., a piece of chicken, apple, or potato) to determine what happens when that food is overcooked or undercooked using a certain cooking method. Outline the physical change in appearance, flavor, texture, weight, and moisture of each food.

6. 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.

6.1 Cuts: Compare and contrast the size and shape of **cuts** used in commercial kitchens. Practice performing different cuts using the correct steps corresponding to each. Cuts include:

- a. Brunoises
- b. Chiffonade
- c. Dice
- d. Julienne
- e. Mince
- f. Rondelle

Execute proper safety and cutting techniques when using knives in the lab.

6.2 Fruits & Fruit Classifications: Research **fruit classifications** and cite an example fruit for each classification. Categorize the **purchasing grades** for fruits, noting the primary growing season and explaining the different types available to consumers.

6.3 Fruit Preparation & Cooking: Summarize the **steps to prepare and/or cook fruits** when preparing dishes, displays, and garnishes. Draw on basic **chemistry principles** to explain

the oxidation process and the importance of acidulation when preparing certain fruit dishes. Select a fruit recipe and modify the recipe to incorporate fruits currently in season.

6.4 Vegetables & Commonly Used Vegetables: Identify the **vegetables** most used in **commercial foodservice** and describe the **anatomy** and **use** of each. Evaluate the **quality factors** when selecting vegetables, including growing seasons and regions, available forms of purchase, and vegetable gradings. Compile standardized recipes that demonstrate the diverse cooking methods for vegetables in foodservice settings.

6.5 Vegetable Cooking Methods: Summarize various **moist-heat** and **dry-heat cooking methods** from the collection of standardized recipes compiled in the previous standard. Research the principles of vegetable cookery to identify the factors that affect the flavor, texture, color, and retention of nutrients in cooked vegetables. Select the best cooking method for a chosen vegetable.

6.6 Vegetables & Acid/Alkaline Solutions: Determine the **role of acid** and **alkaline solutions** in a vegetable's color during the cooking process.

6.7 Stock Ingredients & Production: Summarize various ingredients' roles in the **production of stocks** (e.g., white stock, brown stock, broth/bouillon, vegetable stock, and fish stock) and list of steps when making **stocks** and **bases**. Compare the characteristics of the stocks, cooking times, and ingredients' contributions to the flavor profile. Make a stock and evaluate its quality .

6.8 Soups: Compare **soups** (e.g., clear soups, thick soups, and specialty soups). Follow and modify **soup recipes** to create various soups for a menu. Discuss the advantages and disadvantages of serving different types of soups for certain menus.

6.9 Mother & Derivative Sauces: Synthesize the characteristics of the **mother sauces** and **derivative sauces**. Identify how to choose a **thickening agent** when preparing different sauces. Create a recipe for a sauce and prepare that sauce.

6.10 Starches: Synthesize different **starches** in commercial kitchens, including, for example, potatoes, grains, corn, rice, and wheat. Identify how the starch content determines **botanical differences** among starches and influences their selection for dishes. Compile standardized recipes that demonstrate the diversity of starches in foodservice settings.

6.11 Fresh & Dry Pasta: Compare the differences in appearance, flavor, and texture of **fresh pasta** and **dry pasta**. Select a **fresh pasta recipes** and modify to create an original multistep recipe, demonstrating proper safety techniques throughout.

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

- Safety and Sanitation assignment
- Sample menu

- Collection of recipes
- Receiving and storing manual
- Cooking principle results
- Cheat sheets
- Research papers
- Pictures of skills

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.