

CULINARY ARTS II

Curriculum Content Frameworks

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Curriculum Content Framework

CULINARY ARTS II

Grade Levels:
CIP Code:

Prerequisites:

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Unit I: Sauces 12 Hours

Terminology: Sauces, small sauces, leading sauces, demi glace, puree soup, Cold sauce, hot sauce, espagnole, Salsa, gravy, classified butter, béchamel, Velourte, hollandaise, coulis, beurre blanc, roux, beurre rouge, thickening agent, stock, gelatinization, reduction, strain, monter au beurre, chinois, cream sauce, beurre manie, Béarnaise, emulsification.

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Define terms related to the making of sauces.		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] 1.3.3
1.2 Demonstrate knowledge of hot sauces	1.2.1 Review understanding of a roux and how they are made	Foundation	Reading Listening Science	Applies/Understands technical words that pertain to subject [1.3.6] Listens to follow directions [1.2.6] Applies knowledge to complete a practical task [1.4.3]
	1.2.2 List and discuss the types of ingredients used in making sauces.	Foundation	Reading Speaking	Analyzes and applies what has been read to specific task [1.3.2] Comprehends written information and applies it to a task [1.3.8] Communicates a thought, idea, or fact in spoken form [1.5.5] Participants in conversation, discussion, and group

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
				presentations [1.5.8]
	1.2.3 Identify the five basic types of sauces	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
	1.2.4 Prepare each of the mother sauces	Foundation	Reading Listening	Analyzes and applies what has been read to specific task [1.3.2] Comprehends written specifications and applies it to a task [1.3.9] Follows written directions [1.3.13] Listens to follow directions [1.2.6]
	1.2.5 List and discuss the various small sauces.	Foundation	Listening Reading	Listens for content [1.2.3] Comprehends written information for main ideas [1.3.7]
	1.2.6 Identify and prepare a variation of each of the mother sauces.	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2] Comprehends written information for main ideas [1.3.7]
1.3 Develop an understanding of cold sauces.	1.3.1 Identify some types of cold sauces.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	1.3.2 Collect recipes for various cold sauces and discuss possible uses.	Foundation	Listening Reading	Comprehends ideas and concepts related to Culinary Arts [1.2.1] Follows written directions [1.3.13]
	1.3.3 Prepare a variety of cold sauces and use them in a dish.	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]

Unit II: Garde-Manger 20 Hours

Terminology: cold closed sandwich, basic cold sandwich, multi-decker cold sandwich, tea sandwich, cold open-faced sandwich, smorbrod, wrap sandwich, BLT, Croquet Monsieur, deli, fluffernutter, French dip, Gyro, patty melt, po' boy, Reuben, spread, filling

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Define terms related to cold sandwiches.		Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2] Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Organizes information into an appropriate format [1.6.10]
2.2 Identify the three primary sandwich components.	2.2.1 List criteria for selecting breads. 2.2.2 Differentiate among types of spreads and fillings.	Foundation	Writing	Composes and creates document-letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
			Speaking	Asks questions to clarify information [1.5.3] Asks questions to obtain information [1.5.4]
2.3 Explain the hand tools used in sandwich production.	2.3.1 Demonstrate appropriate uses for spatulas, spreaders, portion scoops, knives and cutting boards in sandwich making.	Thinking	Decision Making	Comprehends ideas and concepts related to Culinary Arts II [4.2.2] Evaluates information/data to make best decision [4.2.5]
		Foundation	Speaking	Applies/Uses technical terms as

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
				appropriate to audience [1.5.2]
2.4 Identify accompaniments for cold sandwiches.	2.4.1 List food items which are appropriate sandwich accompaniments.	Foundation	Writing	Composes and creates document-letters, manuals, reports, proposals, graphs, flows charts, etc.[1.6.8]
2.5 Describe quality sandwich preparation.	2.5.1 Discuss methods for sandwich sanitation.	Foundation	Speaking	Asks questions to obtain information [1.5.4]
	2.5.2 Demonstrate techniques for sandwich mise en place.	Thinking	Creative Thinking	Communicates a thought, idea, or fact in spoken form [1.5.5] Prepares presentation based on subject research, interviews, surveys [4.1.10]
			Problem Solving	Comprehends ideas and concepts related to [4.4.1]
2.6 Determine proper amounts of ingredients for large quantity sandwich service.	2.6.1 Prepare sandwiches for the class using a variety of breads, spreads and fillings.	Foundation	Arithmetic/ Mathematics	Applies computation skills to Culinary Arts II [1.1.5]
		Interpersonal Skills	Teamwork	Uses quantitative data to construct logical explanations for real worlds situation [1.1.39] Adds and multiplies to prepare an inventory [1.1.40] Works effectively with others to

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
				reach a common goal [2.6.6]

Unit III: Advanced Meat Preparation 15 Hours

Terminology:

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Review basic meat cookery to include beef, veal, lamb, pork.		Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
3.2 Define advanced cooking terms with the correct definitions		Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Writing	Presents answers/conclusions in a clear in a clear and understandable form [1.6.13]
3.3. Identify cuts of beef	3.3.1 Demonstrate knowledge of beef cuts.	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Writing	Comprehends written specifications and applies them a task [1.3.9] Applies/Uses technical words and concepts [1.6.4]
			Speaking	Adapts presentation to audience [1.5.1] Participates in conversation, discussion, and group presentations

				[1.5.8]
3.4 Break down primal cuts of beef.	3.4.1 Trim a full beef tenderloin	Foundation Interpersonal Skills	Science Teamwork	Applies knowledge to complete a practical task [1.4.3] Determines quantities/measurements in English and metric units [1.4.15] Monitors variables in experiment [1.4.18] Works effectively with others to reach a common goal [2.6.6]
3.5 Assess various techniques and methods of beef preparation	3.5.1 Prepare various cuts of beef using both dry and moist cooking methods	Thinking Interpersonal Skills	Problem Solving Teamwork	Comprehends ideas and concepts related to Culinary Arts II [4.4.1] Works effectively with others to reach a common goal [2.6.6]
3.6 Identify cuts of veal.	3.6.1 Demonstrate knowledge of veal cuts	Foundation	Writing	Evaluates written information for appropriateness/content/clarity [1.6.9]
3.7 Breakdown primal cuts of veal.	3.7.1 Trim a veal loin into individual cuts	Foundation	Science	Determines quantities/measurements in English and metric units [1.4.15] Solves practical problems using scientific methods and techniques [1.4.23]

3.8 Assess various techniques and methods of veal preparation	3.8.1 Prepare various cuts of veal using the appropriate cooking method.	Thinking Interpersonal	Problem Solving Teamwork	Devises and implements a plan of action [4.4.3] Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
3.9 Identify cuts of lamb	3.9.1 Demonstrate knowledge of lamb cuts	Foundation	Writing	Evaluates written information for appropriateness/content/clarity [1.6.9]
3.10 Breakdown primal cuts of lamb	3.10.1 Trim a leg of lamb	Foundation	Science	Determines quantities/measurements in English and metric units [1.4.15] Monitors variables in experiment [1.4.18] Solves practical problems using scientific methods and techniques [1.4.23]

Terminology:

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.11 Assess various techniques and methods of lamb preparation.	3.11.1 Prepare various cuts of lamb using the appropriate cooking method.	Thinking Interpersonal	Problem Solving Teamwork	Comprehends ideas and concepts related to Culinary Arts II [4.4.1] Works effectively with others to reach a common goal [2.6.6]
3.12 Identify cuts of pork	3.12.1 Demonstrate knowledge of pork cuts	Foundation	Writing	Evaluates written information for appropriate format [1.6.9]
3.13 Breakdown pork primal cut	3.13.1 Trim a pork lion into individual cuts	Foundation	Science	Determines quantities/ measurements in English and metric units [1.4.15] Monitors variables in experiment [1.4.18] Solves practical problems using scientific methods and techniques [1.4.23]
3.14 Assess various techniques and methods of pork preparation	3.14.1 Prepare various cuts of pork using the appropriate cooking method.	Thinking Interpersonal	Problem Solving Teamwork	Comprehends ideas and concepts related to Culinary Arts II [4.4.1] Works effectively with others to reach a common goal [2.6.6]

Unit IV: Advanced Poultry Preparation 8 Hours

Terminology:

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Identify basic poultry cuts	4.1.1 Demonstrate knowledge of poultry cuts and how they differ with species.	Thinking	Decision Making	Comprehends ideas and concepts related to Culinary Arts II [4.2.2]
4.2 Cut up whole chicken	4.2.1 Prepare chicken parts for cooking by sectioning and deboneing	Foundation	Science	Applies knowledge to complete a practical task [1.4.3] Solves practical problems using scientific methods and techniques [1.4.23] Constructs model to depict basic concepts of Culinary Arts II [1.4.12]
4.3 Assess various techniques and methods of chicken preparation.	4.3.1 Prepare various cuts of chicken using advanced cooking techniques	Foundation	Science	Determines quantities/measurements in English and metric units [1.4.15] Monitors variables in experiment [1.4.18] Determines quantities/measurements in English and metric units [1.4.15]

Culinary Arts II

Unit 5: Fish and Shellfish

8 Hours

Terminology: fish, round fish, flat fish, mollusks, univalves, bivalves, cephalopods, crustaceans

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 Understand the structure and composition of fish & shellfish	5.1.1 Determine the classifications of fish and shellfish	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
		Thinking Skills	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
			Problem Solving	Tracks and evaluates results [4.4.10]
5.2 Identify a variety of fish and shellfish	5.2.1 Label the varieties of fish and shellfish	Interpersonal	Cultural Diversity	Works effectively with men and women from diverse backgrounds-ethnic, social, educational, etc. [2.25]
			Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
5.3 Purchase a fish according to your needs	5.3.1 In lab, determine factors to consider when selecting a fish or shellfish for purchase	Foundation	Mathematics	Creates tables, graphs, diagrams, and charts to convey quantitative information [1.1.18]
		Thinking	Knowing How To Learn	Uses available resources to apply new skills [4.3.6]
			Problem Solving	Tracks and evaluates results

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
				[4.4.10]
5.4 Demonstrate the way to fillet a fresh fish	5.4.1 In lab, practice techniques used to peel, segment, and shellfish	Foundation Interpersonal	Listening Teamwork	Listens to follow directions [1.2.6] Works effectively with others to reach a common goal [2.6.6]
5.5 Analyze various ways to cook fish and shellfish	5.5.1 In lab, practice a variety of cooking methods involving fish 5.5.2 Determine ways to test doneness when cooking fish and shellfish	Foundation Interpersonal Thinking	Reading Teamwork Problem Solving	Analyzes and applies what has been read to specific task [1.3.2] Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3] Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]
5.6 Determine ways to preserve and store fish and shellfish	5.6.1 Develop a class presentation using one method of preparing a fish fillet.	Foundation Personal	Speaking Writing Self Esteem	Communicates a thought, idea, or fact in spoken form [1.5.5] Speaks effectively using appropriate eye contact, gestures, and posture [1.5.11] Organizes information into an appropriate format [1.6.10] Presents positive image of personal attitudes and abilities

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
				[3.5.7]
5.7 Prepare fish for serving	5.7.1 Prepare a fish dish with garnishing in mind	Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]
5.8 Demonstrate ways to prepare shellfish for cooking	5.8.1 Practice cooking at least two types of shellfish	Foundation Thinking	Decision Making	Identifies relevant details, facts, and specifications [1.3.16] Composes and creates document-letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Evaluates information/data to make best decision [4.2.5]
5.9 Demonstrate ways to prepare fish for cooking and serving	5.9.1 Practice preparing fish using knife skills	Foundation	Science	Determines quantities/measurements in English and metric units [1.4.15] Monitors variables in experiment [1.4.18] Solves practical problems using scientific methods and techniques [1.4.23]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.10 Demonstrate ways to cook fish	5.10.1 Prepare fish using a variety of cooking methods	Foundation	Science	Measures dry and liquid supplies [1.4.17] Solves practical problems using scientific methods and techniques [1.4.23]

Unit 6: Candy Making 8 Hours

Terminology: sucrose, fructose, lactose, maltose, glucose, monosaccharide, disaccharides, polysaccharides, inversion, caramelization, crystallization, solution, concentration

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 Identify terms related to candy making		Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Listening	Listens for content [1.2.3]
6.2 Classify the types of sugars into monosaccharides and disaccharides	6.2.1 Differentiate the types of sugars and their source.	Foundation	Writing	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
		Thinking Skills	Know How To Learn	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]
6.3 Discuss the types of commercially available sugar products and they uses in making candy.	6.3.1 Create a chart describing the grades and granulations of commercially available sugar products	Foundation	Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
		Thinking Skills	Know How To Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.4 Identify syrups, molasses and honey and their use in candy making		Foundation	Reading Listening	Receives and interprets verbal messages [1.2.8] Applies information and concepts derived from printed materials [1.3.3]
6.5 Research the properties of sugars	6.5.1 Using current classroom technology, prepare a document discussing the following properties of sugars: solubility, melting point, absorption of moisture, fermentation, flavor	Foundation	Reading Writing Technology	Locates pertinent information in documents such as manuals, graphs, and schedules to perform [1.3.18] Acquires and processes scientific data [1.4.1] Produces neat, legible document from typewriter or computer [1.6.15]
6.6 Explain boiling point of sugar solutions	6.6.1 Discuss boiling points and how attitude may affect them 6.6.2 Prepare sugar solutions at different temperatures representing various stages of concentration (Ex. Thread, Soft ball, Firm ball)	Thinking Interpersonal Skills	Decision Making Problem Solving Teamwork	Describes/Explains scientific principals related to Culinary Arts II [1.4.14] Determines quantities/measurements in English and metric units [1.4.15] Works effectively with others to reach a common goal [2.6.6]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Foundation	Science	Solves practical problems using scientific methods and techniques [1.4.23]
6.7 Classify crystalline and non-crystalline candies	6.7.1 Develop a chart classifying fondant, fudge, brittles, caramels, taffy, and syrup by temperature and type	Foundation	Writing	Organizes information into an appropriate format [1.6.10]
			Reading	Adjusts reading strategy to purchase and type of reading (skimming and scanning) [1.3.1]
			Thinking	Comprehends written information and applies it to a task [1.3.8]
6.8 Evaluate various sugar or candy products	6.8.1 In Lab, prepare candy products	Thinking	Knowing How To Learn	1.3.8
		Foundation	Reading	Follows written directions [1.3.13]
			Listening	Uses appropriate materials and techniques as specified [1.3.20]
				Listens to follow directions [1.2.6]

Unit 7: Chocolate 8 Hours

Terminology: conching, tempering, unsweetened, bittersweet, semisweet, milk chocolate, sweetened chocolate, cocoa powder, bloomed chocolate, ganache

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 Identify terms relating to cooking with chocolate		Foundation	Writing	Writes appropriate entries [1.6.22]
8.2 Describe the history and types of chocolate	8.2.1 Illustrate the types of chocolate 8.2.2 Compare the types of chocolate, their source and uses	Thinking Foundation	Reasoning Writing	Sees relationship between two or more ideas, objects, or situations [4.5.5] Composes and creates document-letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Organizes information into an appropriate format [1.6.10]
8.3 List equipment commonly used when working with chocolate	8.3.1 Demonstrate use of equipment in a laboratory setting	Thinking	Knowing How To Learn	Follows written directions [1.3.13] 1.3.19

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.4 Critique the unique properties of chocolate	8.4.1 Identify concerns when melting and cooking with chocolate 8.4.2 In laboratory setting demonstrate various methods of melting and tempering chocolate	Foundation	Science Teamwork	Applies/Uses scientific method [1.4.7] Analyzes and applies what has been read to specific task [1.3.2] Takes an interest in what others say and do [2.6.5]
8.5 Explain guidelines to follow when purchasing chocolate	8.5.1 Select recipes using various types of chocolate and prepare a market order recommending the brand and type of chocolate to be used	Foundation	Reading Writing	Applies information and concepts derived from printed materials [1.3.3] Determines what information is needed [1.3.10] Analyzes data, summarizes results, and makes conclusions [1.6.2] Completes form accurately [1.6.7] Organizes information into an appropriate format [1.6.10]
8.6 Evaluate preparation methods using chocolate	8.6.1 Prepare a variety of recipes using a variety of chocolate. 8.6.2 Judge the preparation and taste of prepared items	Thinking	Decision Making	Comprehends ideas and concepts related to Culinary Arts II [4.2.2] Evaluates information/data to make best decision [4.2.5]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Interpersonal Skills Workplace	Creative Thinking Group Effective Negotiation Teamwork	[4.2.7] Works to resolve conflict between two or more individuals [2.5.3] Contributes to group with ideas, suggestions, and effort [2.6.2] Takes an interest in what others say and do [2.6.5]
8.7 Explore chocolate uses in molds, dipping, and as garnishes	8.7.1 Use chocolate as a garnish, in a mold or for dipping	Thinking Skills	Creative Skills	Uses imagination to create something new [4.1.1] Combines ideas or information in new way [4.1.2]

Unit 8: Advanced Bakery and Pastries 48 Hours

Terminology:

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 Review basic yeast dough preparation	8.1.1	Foundation	Listening	Comprehends ideas and concepts related to Culinary Arts II [1.2.1]
8.2 Define advanced cooking terms with the correct definitions	8.2.1	Foundation	Reading	Adjusts reading strategy to purpose and type of reading (skimming and scanning) [1.3.1] Uses appropriate materials and techniques as specified [1.3.20]
8.3 Critique the advanced preparation of yeast dough	8.3.1 Prepare a variety of products from basic bread dough recipes 8.3.2 Prepare a variety of Danish dough products 8.3.3 Prepare a variety of sweet dough products 8.3.4 Prepare a variety of croissant dough products 8.3.5 Prepare a variety of fried dough	Foundation Interpersonal	Teamwork Science Reading	Comprehends ideas and concepts related to Culinary Arts II [2.6.1] Performs experiment as specified [1.4.20] Contributes to group with ideas, 2.6.2 2.6.6

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	products.			Uses appropriate materials and techniques as specified [1.3.20]
8.4 Critique the advanced preparation of quick breads	8.4.1 Prepare a variety of products from basic quick bread batter	Foundation Interpersonal	Science Leadership	Determines quantities/measurements in English and metric units [1.4.15] 2.4.23 2.2.5 Comprehends ideas and concepts related to Culinary Arts [2.6.1] 2.4.8
8.5 Critique the advanced preparation of pastry dough	8.5.1 Prepare a variety of pastry dough products	Foundation Interpersonal	Science Leadership	Determines quantities/measurements in English and metric units [1.4.15] Solves practical problems using scientific methods and techniques [1.4.23] 2.2.5 Comprehends ideas and concepts related to Culinary Arts [2.6.1]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
				2.4.8
8.6 Critique the advanced preparations of fillings	8.6 Prepare a variety of fillings	Foundation Interpersonal	Science Leadership	Determines quantities/ measurements in English and metric units [1.4.15] Solves practical problems using scientific methods and techniques [1.4.23] 2.25 Comprehends ideas and concepts related to Culinary Arts [2.6.1] Influences group behavior [2.4.8]
8.7 Critique the advanced preparation of cakes	8.7.1 Prepare a variety of torts and cakes	Foundation Interpersonal	Science Leadership	Determines quantities/ measurements in English and metric units [1.4.15] Solves practical problems using scientific methods and techniques [1.4.23] 2.25 Comprehends ideas and concepts related to Culinary Arts II [2.6.1] 2.4.8

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.8 Critique the advanced preparation of frostings and toppings	8.8.1 Prepare a variety of frostings and toppings	Foundation Interpersonal	Science Leadership	1.4.15 1.4.23 2.25 Comprehends ideas and concepts related to Culinary Arts II [2.6.1] 2.4.8
8.9 Critique the advanced preparation of cookies	8.9.1 Prepare a variety of rolled and dropped cookies	Foundation Interpersonal	Science Leadership	1.4.15 1.4.23 2.25 Comprehends ideas and concepts related to Culinary Arts II [2.6.1] 2.4.8
8.10 Critique the preparation of pate a choux	8.10.1 Prepare a variety of products made from pate a choux	Foundation Interpersonal	Science Leadership	1.4.15 1.4.23 2.25 Comprehends ideas and concepts related to Culinary Arts II [2.6.1] 2.4.8
8.11 Critique decorated cakes	8.11.1 Decorate a variety of cakes using European and U.S. cake techniques	Foundation Interpersonal	Science Leadership	1.4.15 1.4.23 2.25 Comprehends ideas and concepts related to Culinary Arts II [2.6.1] 2.4.8
8.12 Critique the preparation of frozen desserts	8.12.1 Prepare a variety of frozen desserts	Foundation	Science	Determines quantities/measurements in English and metric units [1.4.15] Solves practical problems using scientific methods and techniques

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Interpersonal	Teamwork Leadership	[1.4.23] 2.2.5 Comprehends ideas and concepts related to Culinary Arts II [2.6.1] Influences group behavior [2.4.8]

Unit 9: Plating, Presentation and Garnishing 10 Hours

Terminology: garnish, vegetable peeler, butter cutter, zester, melon baller, tourne'e knife, channel knife, decorating spatula, paring knife, fluting knife, Parisienne scoop, service, presentation, composition, plate dusting, plating

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.1 Define terms related to plating, presentation and garnishing.		Foundation	Reading Writing	Analyzes and applies what has been read to specific task [1.3.2] Comprehends written information for main ideas [1.3.7] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
9.2 Identify common ingredients used in garnishing.	9.2.1 Describe garnish names.	Foundation	Speaking Reading	Asks questions to clarify information [1.5.3] Asks questions to obtain information [1.5.4] Applies/Understands technical words that pertain to subject [1.3.6]
9.3 Demonstrate proper techniques for garnishing.	9.3.1 Create a garnish for presentation.	Thinking	Knowing How to Learn	Applies new knowledge and skills to Culinary Arts [4.3.1] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.4 Explain basic principles of plate presentation.	9.4.1 Demonstrate proper service and presentation for food service. 9.4.2 Compare and contrast cutting and molding foods for visual appeal and creating garnishes.	Thinking	Knowing How to Learn Creative Thinking	Applies new knowledge and skills to Culinary Arts II [4.3.1] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3] Creates new design by applying specified criteria [4.1.3] Prepares presentation based on subject research, interviews, surveys [4.1.10]
9.5 Understand the selection of service ware.	9.5.1 Discuss how bowls, plates and platters affect visual appeal of serving food. 9.5.2 Create a chart for using specific types of serving pieces. 9.5.3 Identify various server tools and the correct way to stock a server station.	Foundation Thinking Skills	Listening Writing Decision Making	Comprehends ideas and concepts related to Culinary Arts II [1.2.1] Listens for content [1.2.3] Composes and creates document-letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Evaluates information/data to make best decision [4.2.5]

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Knowledge	Application	Skill Group	Skill	Description
9.6 Describe how to choose color, shape and texture of foods.	9.6.1 Practice with foods of varying color, shape and texture to create an attractive plate.	Thinking Skills	Creative Thinking	Creates new design by applying specified criteria [4.1.3] Finds new ways of dealing with existing problems/situations [4.1.5]
9.7 Identify proper food arrangements for plate composition.	9.7.1 List guidelines for arranging foods on a plate.	Foundation	Reading Writing	Analyzes and applies what has been read to specific task [1.3.2] Comprehends written information and applies it to a task [1.3.8] Analyzes data, summaries results, and makes conclusions [1.6.2]
9.8 Explain how to decorate a plate for presentation.	9.8.1 Practice plate dusting, garnishing a plate rim with herbs or spices and hippen masse.	Thinking Skills	Creative Thinking	Creates new design by applying specified criteria [4.1.3] Finds new ways of dealing with existing problems/situations [4.1.5]
9.9 Demonstrate the similarities and differences between service styles.	9.9.1 Compare and contrast the American, French, English, Russian and self-service styles.	Thinking Skills	Creative Thinking	Creates new design by applying specified criteria [4.1.3] Prepares presentation based on subject research, interviews, surveys [4.1.10]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.10 Describe various tableside preparations.	9.10.1 Practice preparations such as carving meats and slicing desserts.	Thinking Skills	Problem Solving	Comprehends ideas and concepts related to Culinary Arts II [4.4.1]

Unit 10: Career Opportunities 15 Hours

Terminology: Career Portfolio, Financial Aid, FAFSA, Letter of Recommendation, Scholarships, Tuition, Transcript

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.1 Identify terms related to Culinary Career Opportunities		Foundation	Reading Writing	Analyzes and applies what has been read to specific task [1.3.2] Organizes information into an appropriate format [1.6.10]
10.2 Describe personal qualities necessary for a career in culinary arts		Personal Management	Career Awareness	Analyzes own knowledge, skills, and ability [3.1.2]
10.3 Identify skills employers look for in an employee	10.3.1 List desirable qualities that employers look for in an employee	Personal Management	Career Awareness Work Ethic	Analyzes own knowledge, skills, and ability [3.1.2] Describes desirable worker characteristics [3.2.3] Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.4 Analyze the impact career choices have on individual and family life	10.4.1 View media or discuss case studies exploring the impact of career choices	Personal Management	Career Awareness Responsibility	Analyzes impact of work on individual and family life [3.1.1] Comprehends ideas and concepts related to Culinary Arts II [3.4.2]
10.5 Explore sources of education and training in the culinary arts field	10.5.1 Compare various educational institutions and evaluating the degrees offered, tuition, reputation, job placement and scholarships available	Personal Management	Career Awareness	Develops skills to locate, evaluate, and interpret career information [3.1.4] Identifies education and training needed to achieve goals [3.1.8]
10.6 Research various companies employing culinary arts professionals	10.6.1 Use internet to research various companies employing culinary arts professionals 10.6.2 Determine salaries, fringe benefits, job openings of various companies	Personal Management Thinking	Career Awareness Creative Thinking Seeing Things in The Minds Eye	Develops skills to locate, evaluate, and interpret career information [3.1.4] Combines ideas or information in new way [4.1.2] Imagines the flow of work activities from narrative descriptions [4.6.1]
10.7 Research a career in the culinary arts field	10.7.1 Use internet or other source to research a career	Personal Management	Career Awareness	Explores career opportunities [3.1.6] Develops skills to locate, evaluate, and interpret career information [3.1.4]

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.8 Devise a career plan for a culinary arts career	10.8.1 Develop personal career goals and make decisions related to a future career 10.8.2 Document career plan in career portfolio	Personal Management	Career Awareness Self Esteem	Establishes and implements a plan of action [3.1.5] Sets well-defines and realistic personal/career goals (short-term and long-term) [3.1.11] Presents positive image of personal attitudes and abilities [3.5.7] Presents positive personal references of education and work experience [3.5.8]