CULINARY ARTS II

Course Title: Culinary Arts II  Course Number: 83002
Department: Career and Technical Education-Family and Consumer Sciences  ADS Number: 05084257
Prerequisites: Successful completion of Culinary Arts I
Length of Course: One Year  Credit/PRI Area: .50 Per Semester/Elective or Practical Arts  Grade Level(s): 10-12

Important Notes:
A laboratory fee is required. Students may be required to participate in fund raising activities to cover field trip and competition expenses.

COURSE DESCRIPTION:
Culinary Arts II is designed for the student who is interested in extending his/her culinary skills. Culinary Arts II expands upon the basic skills learned in Culinary Arts I. Areas of study include, but are not limited to, safety and sanitation, use of equipment, international cuisine, nutrition, meal patterns, and careers in food service areas. Increasingly complex food preparation techniques are developed. Teamwork, application of literacy skills, and curriculum integration are an integral part of the course.

References in parentheses following each performance standard refer to and are aligned with the National FACS Standards (NS) and NM Career Readiness Standards (CR).
STRATEGIES:
The "Illustrations" column provides exemplars of the performance standards strategies and best practices suggested by the Culinary Arts teachers in the Albuquerque Public Schools.

ASSESSMENTS:
Laboratory evaluations, written tests, class participation, rubrics, projects, teacher observation.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

*Discovering Food and Nutrition* - Glencoe. Excellent for ESL and challenged readers

*Food for Today* - Glencoe

*Guide to Good Foods* - Goodheart Wilcox. Good regional/international cuisine. Excellent support materials

SUGGESTED TITLES WEB SITES:

Cookbooks: Any and all


Industry sources: Beef Council, Dairy Council. Most individual products have councils.


Web sites: Foodtv.com; Epicurious.com; Monarch.gsu.edu/nutrition (This one offers the Pyramid and information on nutrition in 37 languages); About.com

Approved by HSCA: April, 1998
**STRAND I: SAFETY AND SANITATION**
**CONTENT STANDARD:** The student regularly utilizes correct safety and sanitation procedures within the Culinary Arts environment.

**BENCHMARK:** The student identifies Hazard Analysis Critical Control Points (i.e., HACCP) standards and procedures.

<table>
<thead>
<tr>
<th>GRADE 10-12</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Understands and decodes the acronym HACCP (i.e., Hazard Analysis Critical Control Points) (CR-4D; NS-8.2, 9.2).</td>
<td>Note: Illustrations include suggested activities for attaining each performance standard. A check (√) refers to a key feature to look for while assessing student performance. 1-3. The student uses the HACCP system to evaluate various kitchen scenarios (e.g., food handling and storage, preparation, and safety situations). √ use of system throughout the year √ understanding of the HACCP system</td>
</tr>
<tr>
<td>2.</td>
<td>Orders the seven steps of HACCP (CR-4D: NS-8.2, 9.2).</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Applies the seven steps of HSCCP (CR-4D: NS-8.2, 9.2).</td>
<td></td>
</tr>
</tbody>
</table>
**STRAND II:** EQUIPMENT

**CONTENT STANDARD:** The student integrates knowledge, skills, and practices required for the use of culinary equipment.

**BENCHMARK:** The student properly selects equipment for specific production tasks.

<table>
<thead>
<tr>
<th>GRADE 10-12</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Distinguishes appropriate equipment and utensils needed to prepare a specified recipe (CR-3A; NS-8.3).</td>
<td>1,2. The student completes a lab plan that includes lab duties (e.g., manager, cook), food preparation jobs (e.g., assembling dry ingredients), necessary equipment needed, nutritive value of recipe, and evaluation of the process and the product. The student then implements the above lab plan, including the proper use, care, and storage of equipment and utensils. √ presence of all required components √ assessment √ understanding of nutrients √ appropriate use and care of equipment and utensils √ proper selection of equipment and utensils</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrates the proper use and care of equipment and utensils needed to prepare a specific menu (CR-3A; NS-8.3).</td>
<td></td>
</tr>
</tbody>
</table>
**STRAND III:** FOOD PREPARATION  
**CONTENT STANDARD:** The student evaluates factors that affect food from production through consumption.

**BENCHMARK:** The student implements principles related to the identification, selection, storage, preparation, and presentation of complex and/or culturally unique foods.

<table>
<thead>
<tr>
<th>GRADE 10-12</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
</table>
| 1.          | Understands and implements different recipe formats (e.g., narrative, action, standard, Internet, family) (CR - 1D, 1E-3D; NS-8.4). | 1. The student downloads a recipe from the Internet, determines its current format, and rewrites it in another format.  
✓ accuracy  
✓ elements of effective writing |
| 2.          | Applies appropriate food preparation procedures (CR - 1D, 1E-3A, 3D; NS-9.6). | 2. When given a list of ingredients that includes amounts to be used but does not include directions for use, the student successfully prepares an edible food product.  
✓ quality of final product |
| 3.          | Understands the relationship between particular foods and place of origin (e.g., climate, religion, economics) (CR-1E; NS- 8.4). | 3–6. As part of a group, the student prepares a presentation (e.g., PowerPoint, video, brochure) on a particular country. The presentation includes information on the history, geography, religion, influences of food choices, etc. The group teaches the information to the class, utilizing a variety of techniques (e.g., worksheets, puzzles, games, quizzes). A culturally unique recipe of the country is prepared and presented by the group.  
✓ individual participation  
✓ all required components  
✓ effectiveness of presentation  
✓ quality of food product |
| 4.          | Compares and contrasts foods common to particular cultures (CR-1B; NS-8.4, 9.3). | |
| 5.          | Prepares complex foods unique to a particular region/culture (e.g., French soufflé, German strudel, potato latkes) (CR-1E; NS-9.3). | |
| 6.          | Presents foods in a culturally appropriate manner (CR-1E; NS-9.6). | |
**STRAND IV: NUTRITION**

**CONTENT STANDARD:** The student demonstrates the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families throughout one’s lifetime.

**BENCHMARKS:**

A. The student examines physical, emotional, social, psychological, and cultural components of individual and family wellness.

B. The student analyzes the nutritional needs of an individual and/or small group in order to plan, prepare, and deliver foods appropriate for particular lifestyles.

<table>
<thead>
<tr>
<th>GRADE 10-12</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Applies various dietary guidelines in planning to meet nutrition and wellness needs (CR-1E; NS-9.3, 9.4, 9.6).</td>
<td>1,2. The student keeps a three-day diet record and compares his/her diet to one or more dietary guidelines (e.g., Recommended Nutrient Intakes, Recommended Dietary Allowances, Food Guide Pyramid). The student prepares a written summary reviewing his/her findings and makes recommendations for improvement. √ clarity √ assessment</td>
</tr>
<tr>
<td>2.</td>
<td>Identifies dietary factors that increase the risk of disease and applies strategies to create a healthier diet (CR-1E; 5E; NS-9.3, 9.4, 9.6).</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Identifies special nutritional needs related to pregnancy, lactation, infancy, early childhood, teen years, aging, vegetarianism, and during illness (CR-1E; NS-9.3, 9.4, 9.6).</td>
<td>3. As part of a group, the student uses a variety of resources (e.g., textbook, web sites, books, newspaper or magazine articles) to determine the special needs of a specific population group assigned by the teacher. Each student group presents information that includes: an outline of nutritional needs of the assigned population; identification of nutritional risks most often associated with the group; psychological, cultural, and social factors that might interfere with meeting nutritional needs; and suggestions of how to meet nutritional needs of that population group. √ variety of resources √ required components √ understanding of nutritional needs</td>
</tr>
<tr>
<td>4.</td>
<td>Recognizes how cultural influences affect the preparation and nutrient intake of individuals and families (CR-1E; NS-8.4, 9.3).</td>
<td>4. Looking at two typical menus, one Chinese and one American, the student contrasts the two and explains how the Chinese ingredients and food preparation compares to the American ingredients and cooking methods (e.g., wok/stirfry/steam with rice/little meat vs. bake/braise with steak/baked potatoes/cake). √ similarities and differences √ cultural influences</td>
</tr>
</tbody>
</table>
**STRAND V: CAREER SKILLS**

**CONTENT STANDARD:** The student integrates knowledge, skills, and practices required for culinary careers.

**BENCHMARKS:**

A. The student examines career paths within the field of foods.

B. The student assesses knowledge and skills, delegates responsibilities, and evaluates team performance in a commercial setting.

<table>
<thead>
<tr>
<th>GRADE 10-12</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
</table>
| 1.          | Describes general career areas in the field of foods (CR-1A; NS-8.1, 9.1). | 1. Using a variety of technology, the student researches and presents three career opportunities (e.g., food photographer, wine taster, food artist) in a food-related field. Included in the presentation are educational, training, and skill requirements for the selected careers and possible future job availability.  
✓ use of technology  
✓ required components  
✓ effective presentation |
| 2.          | Evaluates specific jobs and responsibilities for a food production team (CR-1B, 1D, 2B, 4A, 5A-F; NS-8.1, 9.1). | 2. The student uses a rubric to evaluate products made by classmates, justifying assessment whenever necessary.  
✓ adherence to rubric guidelines |