

**Hospitality and Tourism Career Cluster
Culinary Arts II
Course Number 20.53310**

Course Description:

As the third course in the Culinary Arts Pathway, the prerequisite for this course is Culinary Arts I. Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service industry as a proficient and well-rounded individual. Strong importance is given to refining hands-on production of the classic fundamentals in the commercial kitchen.

Course Standard 1

HOSP-CAII-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé

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Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss

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Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

HOSP-CAII-2

Identify skills, certifications, and experience required for careers in the hospitality, tourism and foodservice industries.

- 2.1 Identify various state and national culinary arts schools both public and private and requirements for admissions and cost for completion.
- 2.2 Review the various American Culinary Federation (ACF) levels of certification for chefs and list the requirements for certified culinarian, sous chef, executive chef, and pastry chef. Other related food-service tracks to research: restaurants (Georgia Restaurant Association - GRA), hotels (Georgia Hotel and Lodging Association - GHLA), nutrition (Greater Atlanta Dietetic Association - GADA), research (Research Chefs Association - RCA), culinary professionals (International Association of Culinary Professionals - IACP), and foodservice professionals (Society Foodservice Professionals - SFP).
- 2.3 Research the industry association that supports student's career choices and find the certification track for that career and list the levels of certification and requirements.
- 2.4 Identify and describe types of establishments, job titles, duties, employment opportunities, and benefits at local, state, and national levels for both chefs and food service managers.
- 2.5 Identify, describe, and discuss the roles, responsibilities, and various salaries the various members of a management team can earn.

Course Standard 3

HOSP-CAII-3

Demonstrate competency in the commercial food preparation of all menu categories to produce a variety of food products.

- 3.1 Define cuisine and identify elements and characteristics of each regional, ethnic, and international cuisines. Include cuisines such as but not limited to American Regional, French, Hispanic, Italian, and Asian.
- 3.2 Prepare cuisine recipes using a variety of menu category selections.
- 3.3 Fabricate chicken, fish, pork, and/or beef.
- 3.4 Prepare fabricated/purchased products of chicken, fish/shellfish, pork and beef using moist, dry heat and/or combination cooking methods.
- 3.5 Prepare beef/veal, poultry, fish/seafood stocks and utilize in the preparations of various sauces and soups.
- 3.6 Prepare espagnole sauce and demi glace.
- 3.7 Prepare a "glace" from prepared chicken stock.
- 3.8 Prepare a variety of soups including clear and cream, regional/international as well as cold vegetable and fruit soups.
- 3.9 Prepare and use in recipes a variety of grains such as couscous, barley, quinoa, and grits.
- 3.10 Prepare and use in recipes, such as black bean soup, a variety of legumes, including lentils, and split peas.
- 3.11 Prepare a wide variety of fresh vegetables using dry and moist cooking methods. Include beets, parsnips, carrots, cabbage, Brussels sprouts, greens (collards, kale, and spinach), asparagus, broccoli and peas."
- 3.12 Prepare various rice varieties using 1-2-3 method, pilaf method, and risotto method.
- 3.13 Prepare a variety of fresh pasta and appropriate complementary sauces.
- 3.14 Truss a chicken and roast and prepare sauces or gravies from pan drippings.
- 3.15 Prepare a variety of potatoes utilizing various recipes and various dry and moist heat cooking methods.

- 3.16 Identify and prepare a variety of fruits and tropical fruits utilizing various recipes and dry and moist heat cooking methods.

Course Standard 4

HOSP-CAII-4

Discuss and practice *Garde Manger*.

- 4.1 Identify various buffet display serving pieces to include polished trays, mirrors, vases, chafing dishes, table covers, china platters and bowls, floral and vegetables centerpieces, etc.
- 4.2 Research and identify various methods for preserving foods including the use of salt, hot and cold smoking, brining, pickling and drying and prepare a variety of canned items such as pickles, chutneys, salsas and relishes, as well as various recipes using smoked seafood.
- 4.3 Identify cheese classifications and compare by tasting variety of cheeses.
- 4.4 Research and prepare cheese and fruit displays.
- 4.5 Prepare fresh cheeses such as mozzarella and ricotta and use in a recipe.
- 4.6 Prepare a variety of salads using pastas, grains, rice, beans and legumes, fresh fruit and vegetables, seafood, poultry and meats and other proteins.
- 4.7 Identify and use appropriate fresh flowers and platter garnishes on display pieces.
- 4.8 Using vegetables and/or fruit create and present a centerpiece of floral themed carved garnishes and decorations. Include a variety of fruits and vegetables for flower carvings, such as tomato roses, radish flowers, onion flowers, and carrot carvings.
- 4.9 Create and display fruit baskets, including fresh and/or dried fruits.
- 4.10 Create and display a carved melon basket.
- 4.11 Research the art of charcuterie and the preparations of galantines, quenelles, pate, terrines, mousse, and force meats for sausage making and prepare a breakfast sausage.
- 4.12 Research ingredients, various preparation methods and legal requirements for sushi/sashimi and prepare sushi using cooked seafood, such as California rolls.
- 4.13 Research, prepare, and display hot and cold hors d'oeuvres and canapés.
- 4.14 Plan and execute a theme banquet to include table layout and design, and food presentation using platters, bowls, mirrors, chafers, etc. Menu should consist of items appropriate to the selected theme to include but not limited to hors d'oeuvres, canapes, relishes, salsas, chutneys, fruit & cheese displays, carved vegetable displays, salads and dressings and include examples of student display work in the table layout and design.

Course Standard 5

HOSP-CAII-5

Demonstrate and master the commercial preparation of all fundamental bakery categories to produce a variety of baked, pastry, and dessert products.

- 5.1 Demonstrate the proper principles of baking and identifying recipe formulas used to increase and decrease recipes, as well as baking ingredients.
- 5.2 Apply the proper principles of baking to recipes (Use recipes converted to the metric system of measure) including the following items, not limited to:
 - custards, crème brule, crème anglaise, ice creams, mousse (custard and gelatin); pate a choux (cream puffs and éclairs);
 - fruit coulis and sauces (caramel, chocolate);
 - cream, gelatin based and fruit pies with lattice and crumb toppings; fruit cobblers; fruit tarts;

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- brownies, cookies (7 types or classifications);
 - cream cheesecakes;
 - cakes and icings;
 - yeast breads and rolls; and
 - gelatin (powder and sheet) products), such as Bavarians.
- 5.3 Demonstrate the proper procedure for melting chocolate and use in recipes.
- 5.4 Demonstrate proper procedure for tempering chocolate and making decorative garnishes and candies.
- 5.5 Research principles of dessert presentation and plating and present all recipe preparations for proper plating in order to maximize visual appeal.

Course Standard 6

HOSP-CAII-6

Identify and apply dining room operations.

- 6.1 List and describe the rules and responsibilities of all dining room personnel, as well as the various types of service delivery such as cafeteria, quick service, buffet, and table.
- 6.2 Explain the role of quality service and how customer satisfaction directly affects the success of a food-service establishment.
- 6.3 Demonstrate the similarities and differences between American, French, English, Russian, and self-service styles of dining.
- 6.4 Describe and demonstrate tableside preparations, including a la minute dishes, carving meats, slicing desserts, and salad preparations.
- 6.5 Describe various procedures for processing guest checks, including point of sale (POS) terminals.
- 6.6 Describe sales techniques and practices for food service personnel, including menu knowledge and suggestive selling.

Course Standard 7

HOSP-CAII-7

Identify and create a conceptual food-service operation and identify the requirements needed for successful operation's management.

- 7.1 Create and develop a conceptual restaurant's theme, cuisine, menu, marketing plan/brochure, facility layout and interior design, restaurant name, and written menu based on principals of menu design and menu descriptions.
- 7.2 Identify general requirements to start up the conceptual restaurant, including but not limited to the following:
- Purveyors and availability of seasonal and cuisine related products;
 - Location of restaurant and restaurants in area competing for customers;
 - Kitchen equipment requirements based on menu;
 - Availability of property either land or existing buildings for restaurant;
 - Customer demographics;
 - Insurance, state and local licenses, health department requirements;
 - Advertising and marketing sources;
 - Employee pool availability/recruitment; salaries and wages; area cost of living;
 - Other employee related expenses, i.e. insurance costs, uniforms;
 - Fixed expenses, i.e. utilities, lease/mortgage costs, supplies, depreciation, advertising/marketing, paper and chemicals supplies;

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- Funds needed for startup expenses including investments for kitchen/dish room equipment, building construction or renovations, dining room furniture and fixtures; small wares, i.e. china, glassware, flatware, serving;
- Budget to include revenues, food costs, labor costs and employee insurance expenses, and other costs;
- Profit or loss projections; and
- Return on Investment (ROI).

Course Standard 8

HOSP-CAII-8

Examine how related student organizations are integral parts of career and technology education courses through leadership development, school, and community service projects and competitive events.

- 8.1 Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of Family, Career and Community Leaders of America (FCCLA).
- 8.2 Explain how participation in FCCLA can promote lifelong responsibility for community service, professional growth and development.
- 8.3. Explore the impact and opportunities FCCLA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.
- 8.4 Explore the local, state, and national opportunities available to students through participation in FCCLA including but not limited to conferences, competitions, community service, philanthropy, and other FCCLA activities.