

# KPBSD Culinary Arts II Curriculum – 2017

Industry Standards									
<p><b>National Standards for Family and Consumer Sciences Education</b></p> <ol style="list-style-type: none"> <li>1. Analyze opportunities for employment and entrepreneurial endeavors. 8.1.2</li> <li>2. Create an employment portfolio for use when applying for internships, work-based learning opportunities, food science, food technology, dietetics, and nutrition careers. 8.1.5, 9.1.5</li> <li>3. Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. 8.2.1</li> <li>4. Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products. 8.2.7</li> <li>5. Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements. 8.3.3</li> <li>6. Demonstrate procedures for safe and secure storage of equipment and tools. 8.3.5</li> <li>7. Identify a variety of types of equipment for food processing, cooking, holding,</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #e0e0e0; text-align: center;">Transfer Goals</th> </tr> </thead> <tbody> <tr> <td colspan="2"> <p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>Demonstrate proficiency and quality work within a professional kitchen.</li> <li>Make lifelong nutritional choices that promote a healthy lifestyle.</li> <li>Prepare for employment within the food industry.</li> </ul> </td> </tr> <tr> <th colspan="2" style="background-color: #e0e0e0; text-align: center;">Meaning</th> </tr> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;"><b>ENDURING UNDERSTANDINGS</b></p> <p>Students will understand...</p> <ul style="list-style-type: none"> <li>All necessary background knowledge for safe kitchen practices and safe food handling learned in Culinary I and how and when to apply it.</li> <li>There are numerous career paths available within the food industry, each with their own required background training and education.</li> <li>Creating a portfolio is an excellent way to prepare for employment. 8.1.2, 8.1.5, 9.1.5</li> <li>The importance of developing and maintaining professional relationships and employability skills. 8.6.6</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b></p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>What does a safe kitchen look like? 8.2.7</li> <li>What types of education and training are required for different career paths available in the food industry? 8.1.2, 8.1.5, 9.1.5</li> <li>What does a quality portfolio for employment in the food industry look like? 8.1.5, 9.1.5</li> <li>How can I be a productive employee or employer? 8.6.6</li> </ul> </td> </tr> </tbody> </table>	Transfer Goals		<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>Demonstrate proficiency and quality work within a professional kitchen.</li> <li>Make lifelong nutritional choices that promote a healthy lifestyle.</li> <li>Prepare for employment within the food industry.</li> </ul>		Meaning		<p style="text-align: center;"><b>ENDURING UNDERSTANDINGS</b></p> <p>Students will understand...</p> <ul style="list-style-type: none"> <li>All necessary background knowledge for safe kitchen practices and safe food handling learned in Culinary I and how and when to apply it.</li> <li>There are numerous career paths available within the food industry, each with their own required background training and education.</li> <li>Creating a portfolio is an excellent way to prepare for employment. 8.1.2, 8.1.5, 9.1.5</li> <li>The importance of developing and maintaining professional relationships and employability skills. 8.6.6</li> </ul>	<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b></p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>What does a safe kitchen look like? 8.2.7</li> <li>What types of education and training are required for different career paths available in the food industry? 8.1.2, 8.1.5, 9.1.5</li> <li>What does a quality portfolio for employment in the food industry look like? 8.1.5, 9.1.5</li> <li>How can I be a productive employee or employer? 8.6.6</li> </ul>
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<p>storing, and serving, including hand tools and small ware. 8.3.6</p> <p>8. Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs. (8.4)</p> <p>9. Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.5.1</p> <p>10. Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.3</p> <p>11. Demonstrate professional plating, garnishing, and food presentation techniques. 8.5.12</p> <p>12. Apply the procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance reviewing, and terminating of employees. 8.6.6</p> <p><b>Alaska Standards Alignment:</b>  <a href="#">Culinary Arts II</a></p>	<b>Acquisition</b>	
	<p>Students will know...</p> <ul style="list-style-type: none"> <li>• All background knowledge for safe kitchen practices and safe food handling learned in Culinary I.</li> <li>• Various opportunities for employment and entrepreneurial endeavors. 8.1.2</li> <li>• Requirements for an employment portfolio. 8.1.5, 9.1.5</li> <li>• Procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance reviewing, and terminating of employees. 8.1.5, 9.1.5</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• Analyzing opportunities for employment and entrepreneurial endeavors. 8.1.2</li> <li>• Identifying characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. 8.2.1</li> <li>• Demonstrating safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods. 8.2.7</li> <li>• Demonstrating procedures for cleaning and sanitizing equipment to meet industry standards and OSHA requirements. 8.3.3</li> <li>• Demonstrating procedures for safe and secure storage of equipment and tools. 8.3.5</li> <li>• Identifying a variety of types of equipment used in a commercial kitchen. 8.3.6</li> <li>• Demonstrating menu planning principles and techniques based on standardized recipes to meet customer needs. 8.4</li> <li>• Utilizing weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.3</li> <li>• Demonstrating professional plating, garnishing, and food presentation techniques. 8.5.12</li> <li>• Applying the procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance reviewing, and terminating of employees. 8.6.6</li> </ul>

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<b>Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Professionalism	Prostart
Culinary Techniques	Hands-on laboratories with evaluation rubrics

  

<b>Resources</b>
<a href="http://www.nasafacs.org/national-standards-and-competencies.html">http://www.nasafacs.org/national-standards-and-competencies.html</a> <a href="#">Nutrition Standards</a> <a href="#">Culinary Standards</a> <a href="#">Food Science Standards</a>