



Auburn School District

Course: Culinary Arts Beginning/Culinary Arts Advanced/Contract Study	Total Framework Hours up to: 540
CIP Code: 120503 <input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: August 2016
Career Cluster: Hospitality and Tourism	Cluster Pathway: Restaurant and Food/Beverage Services

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- The student will demonstrate safe food and handling skills by passing the King County Food Workers Card Assessment.
- The student will demonstrate safe hand washing procedures
- Students will demonstrate basic food safety first aid using role play situations that require assessment of the injury and appropriate treatment.
- Students will demonstrate proper food safety and sanitation practice in all food labs.
- The student will develop and use, within the day-to-day operation of the culinary kitchen, an HACCP flow chart (sanitation) that demonstrates the cause/effect relationship between food handling and serving.
- Students will participate in safety talks and lectures, and document safety practices in a log or journal. (HACCP, OSHA, L&I etc.)
- Students will take corrective action based on evidence gathered by instructors for continuous improvement of safety and sanitation practices. (HACCP, etc.)
- The student will pass a state-sanctioned food handler test, and demonstrate knowledge and understanding of food service safety, related vocabulary comprehension, and cause/effect relationships relative to food borne illness.
- The student will pass at 100% a proctored safety test, and demonstrate knowledge and understanding of safety practices in the food service facility, related vocabulary comprehension, and cause/effect relationships relative to proper use of utensils and equipment.
- All sanitation and safety procedures will be continuously applied and assessed in learning activities.
- Acting as a team leader, students will apply safety and sanitation procedures while managing purchasing and inventory systems.

Leadership Alignment:

- Students will obtain a Washington State Food Worker Card.
- The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
Lead Station Worker or Sanitation Supervisor Leadership Activity:
- The student will develop a safety/sanitation handbook that could be used in a food service establishment. Student develops a safety section in culinary portfolio and documents.
- The student will identify and analyze the characteristics of family, community, business, and industry leaders.
- The student will make an industry contact to arrange for an informational interview, a guest speaker or a field trip
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
- 4.A.1 Access information efficiently (time) and effectively (sources)
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- The food service workers will choose various options within the industry.
- Food service workers need and use ongoing career and training plans.
- The food service worker will do job searches throughout their career.

Standards and Competencies

**Culinary Arts Beginning
Unit 1: Food Safety and Sanitation**

Competencies

Total Learning Hours for Unit: 20

- Demonstrate waste disposal and recycling methods.
- Demonstrate ability to maintain necessary records to document time and temperature control employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.
- Determine factors that contribute to food borne illnesses.
- Demonstrate food handling and preparation techniques that prevent cross contamination between raw and read-to-eat foods and between animal or fish sources and other food products.
- Practice good personal hygiene/health procedures, and report symptoms of illness.
- Demonstrate safe procedures in the use, care, and storage of equipment.
- Demonstrate how to correctly wash dishes.
- Demonstrate proper equipment cleaning procedures.
- Arrange food product using "first in/first out" rotation system.

Aligned Washington State Standards

Educational Technology	1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.
English Language Arts Grades 9-10	RST--Key Ideas and Details (Standard 2)
Science	APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies. HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
NS FACSE	5.1 Analyze career paths within the facilities management and maintenance areas. 5.3 Demonstrate sanitation procedures for a clean and safe environment.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- The student will demonstrate proper tool identification by participating in kitchen tours and scavenger hunts.
- The student will demonstrate safe hand washing procedures
- Students will demonstrate basic food safety first aid using role play situations that require assessment of the injury and appropriate treatment.
- Students will demonstrate proper food safety and sanitation practice in all food labs.
- The student will develop and use, within the day-to-day operation of the culinary kitchen, an HACCP flow chart (sanitation) that demonstrates the cause/effect relationship between food handling and serving.
- Students will participate in safety talks and lectures, and document safety practices in a log or journal. (HACCP, OSHA, L&I etc.)
- Students will take corrective action based on evidence gathered by instructors for continuous improvement of safety and sanitation practices. (HACCP, etc.)
- The student will pass a state-sanctioned food handler test, and demonstrate knowledge and understanding of food service safety, related vocabulary

comprehension, and cause/effect relationships relative to food borne illness.

- The student will pass at 100% a proctored safety test, and demonstrate knowledge and understanding of safety practices in the food service facility, related vocabulary comprehension, and cause/effect relationships relative to proper use of utensils and equipment.
- All sanitation and safety procedures will be continuously applied and assessed in learning activities.
- Acting as a team leader, students will apply safety and sanitation procedures while managing purchasing and inventory systems.
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Leadership Alignment:

- Student groups will help inventory, organize and maintain all kitchen supplies and small equipment.
- Students will obtain a Washington State Food Worker Card.
- The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
Lead Station Worker or Sanitation Supervisor Leadership Activity:
- The students will work in teams to develop a safety/sanitation information page that could be used in a food service establishment.
- The student will identify and analyze the characteristics of family, community, business, and industry leaders.
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
- 4.A.1 Access information efficiently (time) and effectively (sources)
- The food service workers will choose various options within the industry and interview current employees and report to the class.
- Food service workers need and use ongoing career and training plans found in the career center.
- The food service worker will do job searches throughout their career.

**Culinary Arts Advanced-CS
Unit 1: Food Safety and Sanitation**

Competencies

Total Learning Hours for Unit: 15-15

- Demonstrate waste disposal and recycling methods.
- Demonstrate ability to maintain necessary records to document time and temperature control employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.
- Determine factors that contribute to food borne illnesses.
- Demonstrate food handling and preparation techniques that prevent cross contamination between raw and read-to-eat foods and between animal or fish sources and other food products.
- Practice good personal hygiene/health procedures, and report symptoms of illness.
- Demonstrate safe procedures in the use, care, and storage of equipment.
- Demonstrate how to correctly wash dishes.
- Demonstrate proper equipment cleaning procedures.
- Arrange food product using "first in/first out" rotation system.

Aligned Washington State Standards

Educational Technology

1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.

**English Language Arts
Grades 9-10**

RST--Key Ideas and Details (Standard 2)

Science

APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
HS-LS2-7
Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

NS FACSE	<p>5.1 Analyze career paths within the facilities management and maintenance areas.</p> <p>5.1.1 Explain the roles and functions of individuals engaged in facilities management and maintenance careers.</p> <p>5.3 Demonstrate sanitation procedures for a clean and safe environment.</p> <p>5.3.1 Analyze the various types of cleaning methods and their environmental effects.</p>
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COMPONENTS AND ASSESSMENTS

- Performance Assessments:**
- The student will develop posters to identify potentially hazardous working conditions and provide alternatives to assist in prevention of such hazards.
 - Advanced students will do presentations for the beginning classes on items selected from the competencies list
 - Students will analyze their work experiences and skill level by creating a career portfolio that includes, but is not limited to the following: a personal biography, resume, and job application.
 - Students will research and then compare and contrast 3 food service jobs in relationship to their own skills development, their plans for a food service career and the lifestyle they want to enjoy.
 - Students will conduct a real or mock interview elaborating on skills, goals, and decisions made concluding with a summary of their work to date and prediction for the future.
 - Students who are CTSO members (or other approved leadership) may expand this assessment to include Regional and State event competitions.
 - Using a variety of resources the student will research one aspect of the hospitality industry, comparing and contrasting it to others, and evaluating and analyzing the opportunities within that career path. The student will elaborate on their research by giving an original presentation (display, video production, Power Point presentation, etc.).
 - Students will use applied thinking skills to demonstrate and teach classmates the proper use of a selected piece of equipment.
 - Students will apply decision-making and planning skills to demonstrate proper use of equipment, this must include demonstration and explanation, variety of uses, all safety issues. Related math and science principles must be clear to the targeted audience.
 - Students will develop and use a competency performance rubric for assessing the proper and efficient use of equipment, hand tools, and utensils.
 - Students will perform at a level 3 or better when assessed using the rubric, demonstrating persistence to reach these goals.
 - Given a food service situation students will demonstrate correct use of appropriate equipment.

 - **Relevance to Work:**
 - Food service workers work efficiently and accurately to perform tasks required of them.
 - Food service workers benefit the business through correct use and care of all equipment.
 - Food service workers benefit the business through cost awareness in food preparation and by preventing waste

- Leadership Alignment:**
- Students will obtain a First Aid card.
 - The student will identify and analyze the characteristics of family, community, business, and industry leaders.
 - The student will make an industry contact to arrange for an informational interview, a guest speaker or a field trip
 - Skills USA Program (or Catering events)
 - 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.
 - Peer Teaching (a piece of equipment or tool)
 - 2.C.5 Reflect critically on learning experiences and processes
 - 3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
 - 8.A.1 Set goals with tangible and intangible success criteria
 - 10.A.2 Prioritize, plan and manage work to achieve the intended result
 - 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
- 4.A.1 Access information efficiently (time) and effectively (sources)
- The food service workers will choose various options within the industry.
- Food service workers need and use ongoing career and training plans.
- The food service worker will do job searches throughout their career.

Standards and Competencies

**Culinary Arts Beginning
Unit 2: Food Service Equipment**

Competencies

Total Learning Hours for Unit: 10

- Demonstrate skills in knife, tool, and equipment handling.
- Identify and use the following equipment: pots and pans, processing equipment, cooking equipment, measuring equipment, hand tools, and refrigeration equipment.
- Practice correct use and care of equipment
- Operate all kitchen equipment safely.

- Competency performance levels are defined as follows:
 - Level 1 – Has some knowledge, but cannot perform the task.
 - Level 2 – Needs assistance to perform the task.
 - Level 3 – Performs the task with little or no assistance.
 - Level 4 – Able to teach the task.

Aligned Washington State Standards

**English Language Arts
Grades 9-10**

L--Vocabulary Acquisition and Use (Standard 6)

Science

PS2I: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure.
 HS-LS2-7
 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

NS FACSE

8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.
 8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.
 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- The student will develop posters to identify potentially hazardous working conditions and provide alternatives to assist in prevention of such hazards.
- Students will use applied thinking skills to demonstrate and teach classmates the proper use of a selected piece of equipment.
- Students will apply decision-making and planning skills to demonstrate proper use of equipment, this must include demonstration and explanation, variety of uses, all safety issues. Related math and science principles must be clear to the targeted audience.

<ul style="list-style-type: none"> • Students will develop and use a competency performance rubric for assessing the proper and efficient use of equipment, hand tools, and utensils. • Students will perform at a level 3 or better when assessed using the rubric, demonstrating persistence to reach these goals. • Given a food service situation students will demonstrate correct use of appropriate equipment. • Relevance to Work: <ul style="list-style-type: none"> • Food service workers work efficiently and accurately to perform tasks required of them. • Food service workers benefit the business through correct use and care of all equipment. • Food service workers benefit the business through cost awareness in food preparation and by preventing waste 	
Leadership Alignment: <ul style="list-style-type: none"> • Students will obtain a First Aid card. • Skills USA Program (or Catering events) • 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow. • Peer Teaching (a piece of equipment or tool) • 2.C.5 Reflect critically on learning experiences and processes • 3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) • 8.A.1 Set goals with tangible and intangible success criteria • 10.A.2 Prioritize, plan and manage work to achieve the intended result 	
Standards and Competencies	
Culinary Arts Advanced-CS	
Unit 2: Food Service Equipment - Preventing Accidents and Injuries	
Competencies	Total Learning Hours for Unit: 15-15
<ul style="list-style-type: none"> • Examine factors that contribute to maintaining safe and healthy work and community environments. • Demonstrate skills in knife, tool, and equipment handling. • Demonstrate proper safety method used for typical/standard culinary equipment. • Record hazardous situations accurately and communicate to appropriate authorities • Competency performance levels are defined as follows: <ul style="list-style-type: none"> • Level 1 – Has some knowledge, but cannot perform the task. • Level 2 – Needs assistance to perform the task. • Level 3 – Performs the task with little or no assistance. • Level 4 – Able to teach the task. 	
Aligned Washington State Standards	
English Language Arts Grades 9-10	SL--Presentation of Knowledge and Ideas (Standard 4)
Science	INQE: essence of scientific investigation involves the development of a theory or conceptual model that can generate testable predictions.
NS FACSE	8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment. <ul style="list-style-type: none"> 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements. 8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements. 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- The student will demonstrate proper measurement techniques by participating in measurement stations.
- The student will demonstrate using proper measurements and reading standardized recipes by completing various cooking labs and completing a competency performance rubric.
Having determined the recipe yield needed, the student will convert (increase or decrease) a recipe, analyze and make recipe ingredient adjustments, and determine modifications in preparation. The student will test the recipe for conversion success.
 - Students will develop and use a competency performance rubric (which includes all framework columns) for assessing the proper and efficient use of recognized standard preparation methods.

Leadership Alignment:

- Student workers will apply proper cooking methods and present food aesthetically to achieve desired results.
- Skills USA Program (or replace with individual leadership)
- Table Service Competition
- Commercial Baking
- 1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals.
- 2.2 The student will demonstrate knowledge of conflict resolution & challenge management.
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
- 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.
- 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.
- 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.
- 1.B.1 Develop, implement and communicate new ideas to others effectively
- 2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- 7.B.2 Deal positively with praise, setbacks and criticism

Standards and Competencies

Culinary Arts Beginning Unit 3: Kitchen Basics

Competencies

Total Learning Hours for Unit: 20

- Use proper measurement.
- Demonstrate standard recipe use
- Reduce a recipe.
- Increase a recipe.
- Demonstrate food presentation techniques.
- Apply the fundamental of time and temperature to cooking, cooling, and reheating of a variety of foods.
- Utilize weights and measures to demonstrate proper scaling and measurement techniques.

Aligned Washington State Standards

<p>English Language Arts Grades 9-10</p>	<p>RST--Range of Reading and Level of Text Complexity (Standard 10) Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. READING IN SCIENCE/TECH 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements</p>
<p>Math</p>	<p>NQA- Reason quantitatively and use units to solve problems (Standard 1,3) Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. 8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations</p>
<p>Science</p>	<p>PS21: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure. APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies. HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.</p>
<p>NS FACSE</p>	<p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- The student will demonstrate proper knife skills through various knife cut labs.
- The student will properly identify how to use and maintain equipment by presenting culinary equipment presentations to the class.
- The student will demonstrate proper measurement techniques by participating in measurement stations.
- The student will demonstrate using proper measurements and reading standardized recipes by completing various cooking labs and completing a competency performance rubric.
- Having determined the recipe yield needed, the student will convert (increase or decrease) a recipe, analyze and make recipe ingredient adjustments, and determine modifications in preparation. The student will test the recipe for conversion success.
- Students will develop and use a competency performance rubric (which includes all framework columns) for assessing the proper and efficient use of recognized standard preparation methods.

Relevance to Work:

- Food service workers present food aesthetically and quickly.
- Recipe alteration (increasing/decreasing) is a critical and necessary industry skills for cooks and chefs.
- Food service workers apply proper cooking method to achieve desired results.
- Food service workers recognize the proper use of convenience, value-added, further processed or par cooked items.
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Leadership Alignment:

- Student groups will help inventory, organize and maintain all kitchen supplies and small equipment.
- Skills USA Program (or replace with individual leadership)
- Table Service Competition
- Culinary Arts
- Commercial Baking
- 1.6 The student will demonstrate self-advocacy skills by achieving planned, individual goals.

- Black Box Team Competition or equivalent
- 2.2 The student will demonstrate knowledge of conflict resolution & challenge management.
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
- 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.
- 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.
- 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.
- 1.B.1 Develop, implement and communicate new ideas to others effectively
- 2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- 7.B.2 Deal positively with praise, setbacks and criticism

Standards and Competencies

**Culinary Arts Advanced and CS
Unit 3: Kitchen Basics -Tools and Equipment**

Competencies

Total Learning Hours for Unit: 15-15

- Demonstrate skills in knife, tool, and equipment handling.
- Identify and use the following equipment: pots and pans, processing equipment, cooking equipment, measuring equipment, hand tools, and refrigeration equipment.
- Practice correct use and care of equipment
- Operate all kitchen equipment safely
- Use proper measurement.
- Demonstrate standard recipe use
- Reduce a recipe.
- Increase a recipe.
- Demonstrate food presentation techniques.

<ul style="list-style-type: none"> • Apply the fundamental of time and temperature to cooking, cooling, and reheating of a variety of foods. • Utilize weights and measures to demonstrate proper scaling and measurement techniques. • Create standardized recipes. • Manage amounts of food to meet needs of customers, clients 	
Aligned Washington State Standards	
English Language Arts Grades 9-10	L--Vocabulary Acquisition and Use (Standard 6)
Science	<p>PS21: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure. APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies. HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.</p>
Math	<p>NQA- Reason quantitatively and use units to solve problems (Standard 1,3) Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. 8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations</p>
NS FACSE	<p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</p>

COMPONENTS AND ASSESSMENTS	
Performance Assessments:	
<ul style="list-style-type: none"> • The student will demonstrate leadership skills by presenting a recipe review extended learning project to their class. • Students will complete their portfolio, to include samples of best recipes and work. • Groups of students will plan and present a simulation/role play of employee interview and orientation, training, and evaluation. • Advanced students will present their career portfolio to a panel of industry experts for entry into the industry and/or post-secondary training, summarizing their work to date and list goals for the future. 	

Leadership Alignment:

- Students will participate in leadership roles within the kitchen and classroom. Each student will act as the “head chef” and lead their group members in assigned tasks.
- Job Interview
- Job Skill Demo
- Extemporaneous Speaking
- 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.
- The student will participate in a range of personal and team building activities:
- Informational interviews
- Portfolio development
- Culminating project
- Peer evaluation
- 3.3 The student will understand their role, participate in and evaluate community service and service learning activities.

2nd and 3rd year students will take a leadership role in following items, placing the calls, setting up the trips and working with the presenters.

- The student will participate as a member of a culinary arts-specific committee, e.g.,
- Safety Committee
- Marketing Committee
- Field Trip Committee
- Guest Speaker Committee
- Fundraising Committee
- These committees will be run using the same procedures as Skills associations and with Roberts Rules.

- 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed

- Students will adopt a community service project and do a presentation to their advisory board or school administration.
- 8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise
- 10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:
- 10.B.1.h Be accountable for results

Standards and Competencies

**Culinary Arts Beginning through Contract Study
Unit 4: Team Building and Leadership Skills**

Competencies

Total Learning Hours for Unit:10-10-10

- Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- Demonstrate leadership skills and abilities in the workplace and community.

Aligned Washington State Standards

Educational Technology

1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.

**English Language Arts
Grades 9-10**

SL--Presentation of Knowledge and Ideas (Standard 4, 5)

Science	SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.
NS FACSE	10.3 Apply concepts of quality service to assure customer satisfaction.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- The student will demonstrate proper food preparation techniques by participating in various food labs and using a competency performance rubric for assessing the proper and efficient use of recognized standard preparation methods and procedures.
- Students will perform food preparation techniques at a level 3 or better in each food preparation category according to a recognized competency standard
- Students will set goals to carry out and incorporate into their final portfolio, a meal planning and preparation extended learning project. The project shall include such steps/elements as planning, purchasing, preparation, documentation, cost analysis, and evaluation. A minimum of 3 courses is required, e.g., appetizer, entrée, starch, cooked vegetable, dessert.
- Students will develop and use a competency performance rubric (in each food preparation category) for assessing the application of recognized standard preparation procedures. Students will perform at a level 3 or better when assessed using the rubric, demonstrating persistence to reach these goals.

Leadership Alignment:

- Students will prepare food for various restaurant menus, kitchen lab activities, and catering events, working in groups to cost out and create timelines, preparation tasks and delivery of food to customers.
- Produce Results
- 10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:
- 10.B.1.a Work positively and ethically
- 10.B.1.b Manage time and projects effectively
- 10.B.1.c Multi-task

Standards and Competencies

Culinary Arts Beginning/Advanced Unit 5: Food Preparation Techniques

Competencies

Total Learning Hours for Unit: 40-35

- Demonstrate a variety of cooking methods including roasting and baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, working, convection, micro waving, and other emerging technologies.
- Prepare breakfast meats, eggs, cereals, and batter products / sandwiches, canapés, and appetizers / salads, dressings, marinades, and spices / fruits, vegetables, and starches / stocks, soups, and sauces / baked goods and desserts
- Apply recognized/standards procedures for Quick Breads, Yeast products, breakfast cookery, Salads & dressings, Garnishing, and Pasta
- Apply recognized/standards procedures for sandwiches, fruits/vegetables, seasoning, rice, and stock/soup/sauce
- Demonstrate food presentation techniques.
- Verify standards for food quality

Aligned Washington State Standards

English Language Arts Grades 9-10

RST--Key Ideas and Details (Standard 3)
RST--Range of Reading and Level of Text Complexity (Standard 10)

Math	<p>NQA- Reason quantitatively and use units to solve problems (Standard 3) Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. 8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p>
NS FACSE	<p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. 8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. 10.3 Apply concepts of quality service to assure customer satisfaction.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- The student will demonstrate safe food preparations and service during service opportunities and gather evidence of customer satisfaction.
- Students will set goals to carry out and incorporate into their final portfolio, a meal planning and preparation extended learning project. The project shall include such steps/elements as planning, purchasing, preparation, documentation, cost analysis, and evaluation. A minimum of 3 courses is required, e.g., appetizer, entrée, starch, cooked vegetable, dessert.

Students will develop and use a competency performance rubric (in each food preparation category) for assessing the application of recognized standard preparation procedures. Students will perform at a level 3 or better when assessed using the rubric, demonstrating persistence to reach these goals.

Relevance to Work:

- Recognized standard procedures for breakfast cookery are critical and necessary skills for chefs and breakfast cooks.
- Recognized standard procedures for sandwich, hors d'oeuvres and garnish preparation are critical and necessary skills for cooks.
- Seasoning use in food preparation is critical and necessary skill for cooks.
- Recognized standard procedures for salad, salad dressing and fruit preparation are critical and necessary skills for cooks.
- Recognized standard procedures for vegetable, pasta, and rice preparation are critical and necessary skills for cooks.
- Recognized standard procedures for stock, soup and sauce preparation are critical and necessary skills for chefs.
- Recognized standard procedures for meat cookery are critical and necessary skills for cooks.
- Recognized standard procedures for poultry and fish cookery are critical and necessary skills for cooks.
- The application of the fundamentals of baking science is a necessary and critical skill for chefs, bakers, and pastry cooks.
- Recognized standard procedures for quick bread and yeast products are critical and necessary skills for cooks
- Recognized standard procedures for dessert preparation are critical and necessary skills for cooks
- Recognized standard procedures for beverage preparation are critical and necessary skills for cooks.

Leadership Alignment:

- Students will prepare food for various restaurant menus, kitchen lab activities, and catering events, working in groups to cost out and create timelines, preparation tasks and delivery of food to customers.
- Skills USA Program (or other leadership like school catering events of sports banquets, School Board retreats, City Counsel gathering or Advisory dinners)
 - Job Demonstration
 - Baking Skills

- Table Service
- Culinary Arts
- The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.
- Peer Teaching
- The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.
- Production Area Lead Position, e.g.:
 - Sous chef
 - Dining Room Manager
 - Station Captain
- Produce Results
 - 10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - 10.B.1.a Work positively and ethically
 - 10.B.1.b Manage time and projects effectively
 - 10.B.1.c Multi-task

Standards and Competencies

Culinary Arts Contract Study
Unit 5: Preparing and Serving Safe Food

Competencies	Total Learning Hours for Unit: 35
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- Demonstrate professional plating, garnishing, and food presentation techniques.
- 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.
- Practice proper serving techniques to customers/clients during service opportunities.

Aligned Washington State Standards

English Language Arts Grades 9-10	RST--Key Ideas and Details (Standard 3) RST--Range of Reading and Level of Text Complexity (Standard 10)
Math	NQA- Reason quantitatively and use units to solve problems (Standard 3) Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. 8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
NS FACSE	8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. 8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. 10.3 Apply concepts of quality service to assure customer satisfaction.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- The student will demonstrate cost analysis techniques by completing a mock catering project that incorporates ingredients and cost analysis breakdown.
- Students will make an industry connection and conduct an informational interview and/or job shadow.
- Using a variety of resources, the student will analyze, design, and develop an “aspects of industry” project which shows an understanding of using and managing resource, e.g., the student will create a “mock” restaurant, catered event, community service project, “chef of the day,” etc. with supporting documentation to summarize their work and an evaluation of the process. Using a variety of presentation skills the student will present what they learned to classmates.
- Collection and analysis of data is critical for business success and must be learned by food service workers.
- The food service worker will understand the organization of receiving food through a check-in process.

Leadership Alignment:

- Students will develop an inventory schedule, cost analysis, and grocery orders for various activities that need to be accomplished in order to successfully operate and deliver food products to customers at the restaurant and through catering events.
 - 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.
 - 11.A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal
 - 11.A.3 Inspire others to reach their very best via example and selflessness
 - 11.A.4 Demonstrate integrity and ethical behavior in using influence and power
- Production Area Lead Position: lead positions practice relative resource management applicable to their position.
- 11.B.1 Act responsibly with the interests of the larger community in mind

Standards and Competencies

**Culinary Arts Beginning through Contract Study
Unit 6: Resource Management**

Competencies

Total Learning Hours for Unit: 20-20-20

- Collect/analyze inventory
- Practice inventory procedures including first in/first out concept, date markings, and specific record keeping.
- Apply principles of purchasing and receiving in food service operations

Aligned Washington State Standards

**English Language Arts
Grades 9-10**

RST--Craft and Structure (Standard 5)
RST--Integration of Knowledge and Ideas (Standard 7)
WHST--Research to Build and Present Knowledge (Standard 7)

Math

Ratios and Proportional Reasoning
7- Analyze proportional relationships and use them to solve real-world and mathematical problems.
The Number System
7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.
8- Know that there are numbers that are not rational, and approximate them by rational numbers
Expressions and Equations
7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Science	ES2D: The Earth does not have infinite resources; increasing human consumption impacts the natural processes that renew some resources and it depletes other resources including those that cannot be renewed.
NS FACSE	<p>5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities.</p> <p>5.2.1 Apply housekeeping standards and procedures.</p> <p>5.2.2 Operate cleaning equipment and tools.</p> <p>5.2.3 Manage use of supplies.</p> <p>5.2.4 Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces.</p> <p>5.2.5 Perform facilities maintenance based on established standards.</p> <p>5.2.6 Analyze energy efficient methods.</p> <p>5.2.7 Demonstrate quality services in keeping with customer expectations.</p> <p>10.3 Apply concepts of quality service to assure customer satisfaction.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- The students will demonstrate healthy cooking techniques by modifying recipes with healthier ingredients and by altering cooking methods through food substitutions. Students will evaluate healthy food alternatives to develop menu planning for specific nutritional needs.

- 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.
- As part of the culinary arts retail operation, the student will produce nutritional items daily.
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- 8.A.3 Utilize time and manage workload efficiently

Leadership Alignment:

- Students will prepare food for various restaurant menus, kitchen lab activities, and catering events, working in groups to cost out and create timelines, preparation tasks and delivery of food to customers.
- 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.
- As part of the culinary arts retail operation, the student will produce nutritional items daily.
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- 8.A.3 Utilize time and manage workload efficiently
- 1.5 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

Standards and Competencies

**Culinary Arts Beginning
Unit 7: Nutrition and Menu Planning**

Competencies

Total Learning Hours for Unit: 20

- Apply menu-planning principles to develop and modify menus.
- Determine menu prices utilizing proper cost controls.
- Describe the characteristics, functions and sources of the major nutrients.
- Do menu layout and design.
- Design themes, time lines, budgets, and agendas.

Aligned Washington State Standards

English Language Arts Grades 9-10	L--Knowledge of Language (Standard 4) WHST--Research to Build and Present Knowledge (Standard 7)
Science	APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.
NS FACSE	9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries. 9.1.4 Analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies. 10.3 Apply concepts of quality service to assure customer satisfaction.
Math	NQA- Reason quantitatively and use units to solve problems (Standard 2) Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. 8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

2nd and 3rd year students will move beyond the beginning standards

- The student will demonstrate menu planning principles by creating menus that provide customers with restaurant menu options that are visually appealing and specific to the theme of the service.
- 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.
- As part of the culinary arts retail operation, the student will produce nutritional items daily.
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- 8.A.3 Utilize time and manage workload efficiently
- * Catering for varied clients with differing nutritional needs.
- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 2.C.5 Reflect critically on learning experiences and processes
- 4.B.1 Use information accurately and creatively for the issue or problem at hand

Leadership Alignment:

- Students will prepare food for various restaurant menus, kitchen lab activities, and catering events, working in groups to cost out and create timelines, preparation tasks and delivery of food to customers.
- 2nd and 3rd year students will move beyond the beginning standards**
- The student will demonstrate menu planning principles by creating menus that provide customers with restaurant menu options that are visually appealing and specific to the theme of the service.
- * Catering for varied clients with differing nutritional needs.
- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 2.C.5 Reflect critically on learning experiences and processes
- 4.B.1 Use information accurately and creatively for the issue or problem at hand

Standards and Competencies

**Culinary Arts Advanced/CS
Unit 7: Nutrition and Meal Planning**

Competencies

Total Learning Hours for Unit: 20-20

- Apply menu-planning principles to develop and modify menus.
- Determine menu prices utilizing proper cost controls.
- Describe the characteristics, functions and sources of the major nutrients.
- Do menu layout and design.
- Design themes, time lines, budgets, and agendas.
- Food service worker will benefit business in the areas of menu variety, product quality, and customer satisfaction
- Food service worker will apply proper cooking and storage for nutrient retention
- Food service worker will identify common food allergies
- Food service worker will recognize contemporary nutritional concerns such as vegetarianism, heart healthy menus, and religious dietary laws

Aligned Washington State Standards

**English Language Arts
Grades 9-10**

L--Knowledge of Language (Standard 4)
WHST--Research to Build and Present Knowledge (Standard 7)

Science

APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.

NS FACSE	<p>9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.</p> <p>9.1.4 Analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies.</p> <p>10.3 Apply concepts of quality service to assure customer satisfaction.</p>
Math	<p>NQA- Reason quantitatively and use units to solve problems (Standard 2)</p> <p>Ratios and Proportional Reasoning</p> <p>7- Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>The Number System</p> <p>7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.</p> <p>8- Know that there are numbers that are not rational, and approximate them by rational numbers</p> <p>Expressions and Equations</p> <p>7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- The student will demonstrate professionalism through positive customer interactions and service during lab prep opportunities and catering events. Students will be evaluated based upon employability skills, taking initiative, and leading student groups with positive management and job responsibilities.
- In a real or role-play situation, students will demonstrate service procedures and operations of the culinary arts field and gather evidence of customer satisfaction.
- The student will apply/use recognized service procedures and operations in the culinary arts retail operation.

Leadership Alignment:

- Students will employ job-readiness skills in work habits/attitudes, commitment to quality, quantity of work, and attendance and punctuality.
- Customer Service
 - 8.A.1 Set goals with tangible and intangible success criteria
 - 8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
 - 3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level.
- The student will participate in a project that markets the culinary arts program with the oversight of advisory board members as evaluators.
 - 9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
 - 10.A.2 Prioritize, plan and manage work to achieve the intended result

Standards and Competencies

Culinary Arts Beginning

Unit 8: Customer Service and Relations

Competencies

Total Learning Hours for Unit: 20

- Demonstrate work ethics and professionalism.
- Demonstrate quality customer service that exceeds expectations.
- Demonstrate ways to organize and delegate responsibilities.
- Demonstrate processes for cooperating, compromising, and collaborating

Aligned Washington State Standards

English Language Arts Grades 9-10	WHST--Text Types and Purposes (Standard 1)
NS FACSE	<p>10.3 Apply concepts of quality service to assure customer satisfaction.</p> <p>10.3.1 Apply industry standards for service methods that meet expectations of guests or customers.</p> <p>10.3.2 Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction.</p> <p>10.3.4 Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will demonstrate service procedures and operations of the culinary arts field and gather evidence of customer satisfaction.
- The student will demonstrate professionalism through positive customer interactions and service during lab prep opportunities and catering events. Students will be evaluated based upon employability skills, taking initiative, and leading student groups with positive management and job responsibilities.
- A competency performance rubric will be used to assess the student's proper and efficient use of dining room service procedures and operations. Students will perform at a level 3 or better when assessed using the rubric, demonstrating persistence to reach these goals.
- The student will analyze, sequence and implement a plan for an activity scheduled as part of the culinary arts retail operation.
- A competency performance rubric will be used to assess the student's management of banquet procedures and set-up. Students will perform at a level 3 or better when assessed using the rubric, demonstrating persistence to reach these goals.

Leadership Alignment:

- Students will employ job-readiness skills in work habits/attitudes, commitment to quality, quantity of work, and attendance and punctuality.
- Customer Service
 - 8.A.1 Set goals with tangible and intangible success criteria
 - 8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
 - 3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level.
- The student will participate in a project that markets the culinary arts program with the oversight of advisory board members as evaluators.
 - 9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
 - 10.A.2 Prioritize, plan and manage work to achieve the intended result

Standards and Competencies

**Culinary Arts Advanced/CS
Unit 8: Customer Service**

Competencies	Total Learning Hours for Unit: 20-20
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- Demonstrate work ethics and professionalism.
- Demonstrate quality customer service that exceeds expectations.
- Demonstrate quality services that exceed the expectations of customers.
- Apply strategies for resolving complaints.
- Demonstrate the roles of decision making and problem solving in reducing and managing conflict.
- Demonstrate proper guest check writing.

Aligned Washington State Standards

English Language Arts Grades 9-10	SL--Comprehension and Collaboration (Standard 1)
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Math	<p>NQA- Reason quantitatively and use units to solve problems (Standard 3) Ratios and Proportional Reasoning 7- Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. 8- Know that there are numbers that are not rational, and approximate them by rational numbers Expressions and Equations 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p>
NS FACSE	<p>10.6 Demonstrate management of recreation, leisure, and other programs and events. 10.6.1 Coordinate client inquiries and requests. 10.6.2 Design themes, time lines, budgets, agendas, and itineraries. 10.6.3 Organize locations, facilities, suppliers, and vendors for specific services. 10.6.4 Prepare for distribution of event materials. 10.6.5 Demonstrate skills related to promoting and publicizing events.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- The student will develop cover letters, resumes, and complete job applications to demonstrate job seeking skills in the hospitality industry. Students will analyze their work experiences and skill level by creating a career portfolio that includes, but is not limited to the following: a personal biography, resume, and job application.
- Students will research and then compare and contrast 3 food service jobs in relationship to their own skills development, their plans for a food service career and the lifestyle they want to enjoy.
- Students will conduct a real or mock interview elaborating on skills, goals, and decisions made concluding with a summary of their work to date and prediction for the future.
- Students who are CTSO members (or other approved leadership) may expand this assessment to include Regional and State event competitions.
- Using a variety of resources the student will research one aspect of the hospitality industry, comparing and contrasting it to others, and evaluating and analyzing the opportunities within that career path. The student will elaborate on their research by giving an original presentation (display, video production, Power Point presentation, etc.).

Leadership Alignment:

- Students will create a personal portfolio to present for future career opportunities. (Creating resumes and cover letters)
- The student will identify and analyze the characteristics of family, community, business, and industry leaders.
- The student will make an industry contact to arrange for an informational interview, a guest speaker or a field trip
 - 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
 - 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
 - 4.A.1 Access information efficiently (time) and effectively (sources)

Standards and Competencies

Culinary Arts Beginning through Contract Study
Unit 9: Hospitality Industry

Competencies		Total Learning Hours for Unit: 20-15-15
<ul style="list-style-type: none"> • Examine potential career choices to determine the knowledge, skills, and attitudes associated with each. • Explore opportunities for employment and entrepreneurial endeavors. • Examine education and training requirements and opportunities for career paths in food production and services. • Develop an understanding of the hospitality industry/career opportunities in the field. 		
<i>Aligned Washington State Standards</i>		
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.	
English Language Arts Grades 9-10	SL--Presentation of Knowledge and Ideas (Standard 6) WHST--Production and Distribution of Writing (Standards 4 and 6)	
Science	APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.	
NS FACSE	10.1 Analyze career paths within the hospitality, tourism and recreation industries. 10.1.1 Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers. 10.1.2 Analyze opportunities for employment in hospitality, tourism, and recreation careers. 10.1.3 Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers. 10.1.4 Analyze the impact of hospitality occupations on local, state, national, and global economies. 10.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in hospitality, tourism, and recreation careers	

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- The student will demonstrate proper dining service during service operations and gather evidence of customer satisfaction.
- The student will apply/use recognized service procedures and operations in the culinary arts retail operation.

Leadership Alignment:

- Students will participate in restaurant service during lunch multiple times a week for multiple months each semester.

Standards and Competencies

**Culinary Arts : Advanced - Contract Study
Unit 10: Dining and Service**

Competencies

Total Learning Hours for Unit: 5-5

- H1 Practice recognized dining room service procedures and operation
 H1.1 Know and demonstrate responsibilities of dining room team: server, bus person/dra, cashier, host/hostess, dining room manager
 H1.3 Using american service set a complete restaurant cover
 H1.4 Understand and demonstrate proper sanitation of the dining room
 H1.5 Identify and perform a side work duty list
 H1.7 Demonstrate proper seating procedures
 H1.9 Demonstrate proper guest check writing.
- Know and demonstrate responsibilities of dining room team: server, bus person, cashier, host/hostess, dining room manager
 - Understand and demonstrate proper sanitation of the dining room Math NQA- Reason quantitatively and use units to solve problems (Standard 3)
 - Ratios and Proportional Reasoning
 - 7- Analyze proportional relationships and use them to solve real-world and mathematical problems.
 - The Number System
 - 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.
 - 8- Know that there are numbers that are not rational, and approximate them by rational numbers
 - Expressions and Equations
- 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Aligned Washington State Standards

**English Language Arts
Grades 9-10**

SL--Presentation of Knowledge and Ideas (Standard 4)

Math

NQA- Reason quantitatively and use units to solve problems (Standard 3)
 Ratios and Proportional Reasoning
 7- Analyze proportional relationships and use them to solve real-world and mathematical problems.
 The Number System
 7- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.
 8- Know that there are numbers that are not rational, and approximate them by rational numbers
 Expressions and Equations
 7- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

NS FACSE

- 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

- 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
- 8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
- 10.3 Apply concepts of quality service to assure customer satisfaction.
- Identify and perform a side work duty list
- Demonstrate proper food and beverage service.
- Practice recognized banquet procedures and set-up
- Operation of cash register or POS (point of sale) computer system
- 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
- 8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
- 10.3 Apply concepts of quality service to assure customer satisfaction.
- Identify and perform a side work duty list
- Demonstrate proper food and beverage service.
- Practice recognized banquet procedures and set-up
- Operation of cash register or POS (point of sale) computer system

COMPONENTS AND ASSESSMENTS**Performance Assessments:**

- Students will demonstrate the proper procedure for making and serving hot and cold beverages during restaurant service.

Leadership Alignment:

- Students will participate in restaurant service during lunch multiple times a week for multiple months each semester.

Standards and Competencies**Culinary Arts Serve Advanced/CS
Unit 11: Hot and Cold Beverage Service****Competencies****Total Learning Hours for Unit: 5-5**

- Demonstrate proper food and beverage service.
- Demonstrate work ethics and professionalism.
- Demonstrate quality customer service that exceeds expectations.

Aligned Washington State Standards**English Language Arts
Grades 9-10**

RST--Key Ideas and Details (Standard 3)
RST--Range of Reading and Level of Text Complexity (Standard 10)

Math

NQA- Reason quantitatively and use units to solve problems (Standard 3)

NS FACSE

10.3 Apply concepts of quality service to assure customer satisfaction.
10.3.1 Apply industry standards for service methods that meet expectations of guests or customers.
10.3.2 Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction.
10.3.4 Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.

COMPONENTS AND ASSESSMENTS**Performance Assessments:**

- Students will create a resume, cover letter, and complete a job application in preparation for mock interviews.

Leadership Alignment:

- Students will create a personal portfolio to present for future career opportunities. (Creating resumes and cover letters)

Standards and Competencies**Culinary Arts Advanced/CS
Unit 12: Job Skills****Competencies****Total Learning Hours for Unit: 5-5**

- Demonstrate transferable and employability skills in community and workplaces.
- Demonstrate job seeking and job keeping skills.
- Develop an understanding of the hospitality industry/career opportunities in the field.
- Discuss/evaluate industry trends as they relate to career opportunities and the future of the industry.

Aligned Washington State Standards

Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.
English Language Arts Grades 9-10	SL--Presentation of Knowledge and Ideas (Standard 6) WHST--Production and Distribution of Writing (Standards 4 and 6)

21st Century Skills

Check those that students will demonstrate in this course:

<p>LEARNING & INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively 	<p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others
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