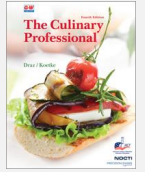
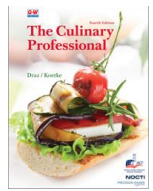


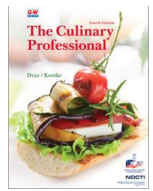
**Goodheart-Willcox
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To Georgia Department of Education
Hospitality and Tourism Career Cluster
Culinary Arts II
Course Number 20.53310**



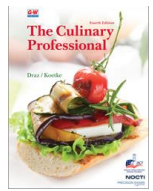
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| HOSP-CAII-2 | | |
| Demonstrate employability skills required by business and industry. | | |
| The following elements should be integrated throughout the content of this course. | | |
| 1.1 | Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. | 212, 229-230 |
| 1.2 | Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. | 174, 194, 220, 314, 316, 360, 536, 623, 656, 660, 706, 747 |
| 1.3 | Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. | 235-239 |
| 1.4 | Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. | 220-226 |
| 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. | 220-226 |
| 1.6 | Present a professional image through appearance, behavior and language. | 170, 239, 243, 252 |
| 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. | 227, 237, 247, 253, 851 |
| 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). | 226-227 |
| 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. | 226-227 |



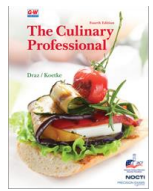
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| 2.4 | Identify and describe types of establishments, job titles, duties, employment opportunities, and benefits at local, state, and national levels for both chefs and food service managers. | 174-182 |
| 2.5 | Identify, describe, and discuss the roles, responsibilities, and various salaries the various members of a management team can earn. | 175-176, 183—185, 227, 240 |
| 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. | 843-868 |
| 3.2 | Prepare cuisine recipes using a variety of menu category selections. | 851-868 |
| 3.3 | Fabricate chicken, fish, pork, and/or beef. | 541, 546, 583 |
| 3.4 | Prepare fabricated/purchased products of chicken, fish/shellfish, pork and beef using moist, dry heat and/or combination cooking methods. | 541, 546, 583 |
| 3.5 | Prepare beef/veal, poultry, fish/seafood stocks and utilize in the preparations of various sauces and soups. | 447-479 |
| 3.6 | Prepare espagnole sauce and demi glace. | 446, 458 |
| 3.7 | Prepare a “glace” from prepared chicken stock. | 456-458, 877 |
| 3.8 | Prepare a variety of soups including clear and cream, regional/international as well as cold vegetable and fruit soups. | 472-477 |
| 3.9 | Prepare and use in recipes a variety of grains such as couscous, barley, quinoa, and grits. | 487-492 |



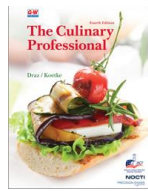
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| 3.10 | Prepare and use in recipes, such as black bean soup, a variety of legumes, including lentils, and split peas. | 441-442, 499-504, 861 |
| 3.11 | Prepare a wide variety of fresh vegetables using dry and moist cooking methods. Include beets, parsnips, carrots, cabbage, Brussels sprouts, greens (collards, kale, and spinach), asparagus, broccoli and peas.” | 434-443 |
| 3.12 | Prepare various rice varieties using 1-2-3 method, pilaf method, and risotto method. | 499-504 |
| 3.13 | Prepare a variety of fresh pasta and appropriate complementary sauces. | 505-508 |
| 3.14 | Truss a chicken and roast and prepare sauces or gravies from pan drippings. | 539-543 |
| 3.15 | Prepare a variety of potatoes utilizing various recipes and various dry and moist heat cooking methods. | 496-499 |
| 3.16 | Identify and prepare a variety of fruits and tropical fruits utilizing various recipes and dry and moist heat cooking methods. | 370-403 |
| HOSP-CAI-4 | | |
| Demonstrate basic knowledge in business and culinary math skills. | | |
| 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. | 662-663, 774-775 |
| 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. | 134, 439, 632-633, 648, 835-836 |
| 4.3 | Identify cheese classifications and compare by tasting variety of cheeses. | 148, 470, 861 |
| 4.4 | Research and prepare cheese and fruit displays. | 344 |



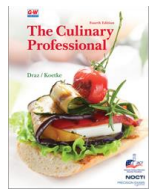
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| 4.5 | Prepare fresh cheeses such as mozzarella and ricotta and use in a recipe. | 358, 360-361, 608-610, |
| 4.6 | Prepare of variety of salads using pastas, grains, rice, beans and legumes, fresh fruit and vegetables, seafood, poultry and meats and other proteins. | 317-318, 325-327 |
| 4.7 | Identify and use appropriate fresh flowers and platter garnishes on display pieces. | 336-337, 399-401, 652-655, 651-665 |
| 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. | 661-665 |
| 4.9 | Create and display fruit baskets, including fresh and/or dried fruits. | 401-402 |
| 4.10 | Create and display a carved melon basket. | 76, 395, 400, 653 |
| 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. | 344, 631, 648 |
| 4.12 | Research ingredients, various preparation methods and legal requirements for sushi/sashimi and prepare sushi using cooked seafood, such as California rolls. | 343, 848 |
| 4.13 | Research, prepare, and display hot and cold hors d'oeuvres and canapés. | 341-343, 348, 362-364, 366-367, |
| 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. | 662, 773-775, 760, 776 |



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| 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. | 121-123, 667-678 |
| 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: <ul style="list-style-type: none"> • 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; brownies, cookies (7 types or classifications); • cream cheesecakes; • cakes and icings; • yeast breads and rolls; and • gelatin (powder and sheet) products), such as Bavarians | 685-699, 703-745 |
| 5.3 | Demonstrate the proper procedure for melting chocolate and use in recipes. | 735, 739 |
| 5.4 | Demonstrate proper procedure for tempering chocolate and making decorative garnishes and candies. | 131, 399, 462, 651-652, 729, 735 |
| 5.5 | Research principles of dessert presentation and plating and present all recipe preparations for proper plating in order to maximize visual appeal. | 656-658, 661, 674-675, 704, 715, 726-727 |
| 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. | 749-750, 755-766 |
| 6.2 | Explain the role of quality service and how customer satisfaction directly affects the success of a food-service establishment. | 175, 749-750 |



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| 6.3 | Demonstrate the similarities and differences between American, French, English, Russian, and self-service styles of dining. | 755-756 |
| 6.4 | Describe and demonstrate tableside preparations, including a la' minute dishes, carving meats, slicing desserts, and salad preparations. | 756 |
| 6.5 | Describe various procedures for processing guest checks, including point of sale (POS) terminals. | 764, 767-768 |
| 6.6 | Describe sales techniques and practices for food service personnel, including menu knowledge and suggestive selling. | 761-762 |
| 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. | 175, 189, 802 |
| 7.2 | Identify general requirements to start up the conceptual restaurant, including but not limited to the following: <ul style="list-style-type: none"> • 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; Funds needed for startup expenses including investments for | 18, 37, 106-108, 161, 189-190, 240, 247, 251, 793 843-848, 851-868 |



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| | kitchen/dish room equipment, building construction or renovations, dining room furniture and fixtures; small wares, i.e. China, glassware, flatware, serving; <ul style="list-style-type: none"> • Budget to include revenues, food costs, labor costs and employee insurance expenses, and other costs; • Profit or loss projections; and • Return on Investment (ROI). | |
| 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). | 233 |
| 8.2 | Explain how participation in FCCLA can promote lifelong responsibility for community service, professional growth and development. | 233 |
| 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. | 233 |
| 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. | 233 |