<table>
<thead>
<tr>
<th>Course Title</th>
<th>Culinary Arts II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Approval Date</td>
<td>July 21, 2016</td>
</tr>
</tbody>
</table>

**Course Rationale**

The hospitality and foodservice industry is one of the largest, fastest-growing industries in the nation, employing more people than any other private-sector industry in the United States. The ProStart Program is a School-to-Career program. It is a nationally recognized program designed by the Educational Foundation of the National Restaurant Association available to students. The Culinary II course is the second level in a sequence leading to an industry recognized certification. Students explore the food industry and advance food preparation skills. Students: a) construct meaning to related nutrition and food economics; b) communicate effectively about food and nutrition products and services; c) use critical thinking skills to solve problems related to health and wellness; d) make educated decisions regarding the purchasing, safety, sanitation and preparation of food products; e) investigate career options in the hospitality and foodservice industry.

**Course Description**

Culinary Arts II is a continuation of Culinary I providing the opportunity for the students to build upon skills in the hospitality and restaurant industry. This course prepares students to continue with the ProStart program. Culinary I information will be reviewed and additional material will be introduced including customer service, management, equipment, stocks, soups and sauces, fruits and vegetables and more advanced food preparation skills. Lab experiences will be provided throughout the semester in order to reinforce these skills. Science, math, technology, resource management and communication skills are reinforced in this course. Students will be introduced to Family Career and Community Leaders of America (FCCLA) which is the co-curricular career and technical student organization (CTSO) associated with Family & Consumer Sciences (FACS). This course is the second course of a three course sequence leading to a Technical Skills Assessment. The third course is Culinary III.

Careers include: dietician, hotel and restaurant manager, food photographer or writer, server, culinologist, food stylist, event planner, scientist, pastry chef, food scientist, etc.
*The ProStart Program is a School-to-Career program. It is a nationally recognized program designed by the Educational Foundation of the National Restaurant Association available to students.*

### WSD Overarching Essential Questions

**Students will consider…**

- What are careers that interest me?
- What employability skills do I possess?
- How do I utilize critical thinking to assess, analyze and answer questions or solve a problem?
- How does the course content, that I am learning in the classroom, relate to the real-world?
- What does a good problem solver do?
- How do I effectively communicate with others in verbal, nonverbal and/or written forms?
- How do I make a positive impact in my family, community, and career?

### WSD Overarching Enduring Understandings

**Students will understand that…**

- Critical and creative thinking skills are used to address problems in families, communities, and career environments.
- Solving practical problems requires knowledge of core content, knowing how and when to use the knowledge and exploring innovative ways to extend the content.
- Life and resource management, employability skills, and career learning are critical for personal success.
- Accepting responsibility for one’s actions is important for success in family and work life.
- A variety of resources are used to analyze data to solve problems, support scientific arguments and explore concepts.
- Authentic experiences are used to develop deeper understanding of the concepts under study.
- Information is obtained and shared through verbal, nonverbal and written communication.
- Multiple representations of data are created, interpreted and utilized in order to draw conclusions.

### Overarching Course Learning Goals

**Students will know or be able to…**

- Use appropriate communication skills.
- Use critical thinking skills to solve practical problems related to food preparation.

[Link to Culinary Arts II Overarching Learning Goals and Scales](#)
## Units

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<td>Breakfast Food and Sandwiches</td>
<td>Stocks, Soups and Sauces</td>
<td>Fruits and Vegetables</td>
<td>Professionalism in the Food Industry - Communication and Management</td>
<td>Building a Successful Career</td>
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</tbody>
</table>

[Link to Culinary Arts II Unit Learning Goals and Scales](#)
# Unit 1

**Unit Title:** Equipment and Techniques  
**Course:** Culinary Arts II  

**Brief Summary of Unit:** Students are introduced to advanced industry recognized food service equipment. Students use critical thinking and collaboration skills to prepare a variety of food products. (Level 1 - CH 5.1, 5.2, 5.3)

**Approximate Time Frame:** 3 weeks

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## Transfer Goal

*Students will be able to independently use their learning to…*

- think critically and use employability skills to communicate and problem solve within a team setting.

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## Meaning

### Essential Questions

*Students will consider…*

- Why is it important to use proper equipment?  
- Why is it necessary to read the directions on a recipe?  
- What is the difference between home equipment and commercial equipment?

### Understandings

*Students will understand that…*

- Using proper equipment and cooking methods leads to a quality product and efficiency in the kitchen.  
- Reading and following a standardized recipe is key to a successful and consistent product.
### Key Knowledge

**Students will know…**
- Vocabulary
  - bain-marie
  - scale balance scale/baker's scale
  - barding
  - basket method
  - bench scraper
  - blanquette
  - bouillabaisse
  - braising pan
  - brazier
  - carbonated beverage machine
  - carryover cooking
  - chafing dishes
  - channel knife
  - charbroiler
  - cheesecloth
  - China cap
  - chinois
  - combi-oven
  - conduction
  - convection
  - convection oven
  - convection steamers
  - countertop broiler
  - cuisson
  - daube
  - deck oven
  - deep-fat fryer / deep-frying
  - double-basket method
  - dough arm (hook)
  - espresso machine
  - estouffade (ess-too-FAHD)
  - fish poacher
  - fish scaler
  - flat beater paddle

### Key Skills

**Students will be able to…**
- Identify and explain categories of equipment used in the food industry.
- Identify and explain industry utilized equipment (e.g., cutters and mixers, steamers, broilers, ranges, griddles, fryers, and ovens, bain-marie, food warmer/steam table, hot-holding cabinet, coffee maker, tea maker, ice machine, hot box, chafing dishes, and espresso machines, receiving tables/area, scales, and utility carts).
- Apply flavor profiling techniques in food production (i.e., taste, texture, appearance, doneness, and temperature).
- Demonstrate creative/functional plating and garnishing.
- Collaborate and use critical thinking skills when using equipment for advanced food preparation techniques.
- Demonstrate proper mis en place, classic knife cuts, and preparation techniques per industry standards.
- fondue pot
- food mill
- food processors
- food warmer or steam table forged blade
- fricassée (frick-uh-SAY)
- garnish
- goulash (GOO-lish)
- granton
- griddle / griddling
- horizontal cutter mixer (HCM) hot box
- hotel broiler
- hotel pan
- hot-holding cabinet
- immersion blender
- induction burner
- infrared heat
- larding
- mandoline
- matelote (ma-tuh-LOAT)
- navarin (nav-ah-RAHN)
- open burner
- par-cooking
- paring knife
- parisienne
- pastry bag / pastry brush / pastry knife (paddle)
- paupiettes
- piping tools
- plating
- pressure steamer
- radiation
- ragout
- reach-in freezer / reach-in refrigerator
- receiving table/area
- ricer
- rivets
- rondeau
- rotary oven
- rotisserie (roe-TIS-er-ee)
- salamander
- sandwich spreader
- saucepan / sauce pot
- sautoir (saw-TWAHR):
○ scimitar (SIM-ah-tahr)
○ shallow poaching
○ shelving
○ shocking
○ single-side
○ skimmer
○ slicer
○ slow-roasting oven
○ smoker / smoking point
○ sous vide
○ speed racks
○ springform pans
○ steamer / steaming
○ steam-jacketed kettle
○ swimming method
○ tamis (TA mee)/drum sieve
○ tandoori oven
○ tea maker
○ thermocouple
○ tilting fry pan
○ utility carts
○ volume measures
○ walk-in freezer
○ walk-in refrigerator
○ wok burner
○ wok

<table>
<thead>
<tr>
<th>Standards Alignment</th>
</tr>
</thead>
</table>

### Show-Me Standards:

**Content Standards** -
CA1, SS6, S6

**Process Standards** -
1.1, 2.5, 2.6, 3.3, 3.8, 4.1, 4.6, 4.7, 4.8

### DESE Curriculum Profile for Culinary Arts ProStart:

**Competencies** -
8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6
## Unit 2

### Unit Title:
Breakfast Food and Sandwiches

### Course:
Culinary Arts II

### Brief Summary of Unit:
Students are introduced to proteins through dairy products, eggs, breakfast foods and drinks, and sandwiches. Students use critical thinking and collaboration skills to prepare dairy products, eggs, breakfast foods, drinks, and sandwiches. (Level 2 - CH 1)

### Approximate Time Frame:
4 weeks

## Transfer Goal

*Students will be able to independently use their learning to…*
- think critically and use employability skills to communicate and problem solve within a team setting.

## Meaning

### Essential Questions

*Students will consider…*
- What do they eat for breakfast in different cultures?
- How do I cook eggs?
- How do I choose the right size of egg for a recipe?
- Which has more protein, a chicken egg or a chicken?
- How will eating breakfast help me perform better in school, work and sports?
- How do the components determine the type of sandwich?

### Understandings

*Students will understand that…*
- There are a variety of uses and preparation techniques for egg and dairy products.
- There are a variety of preparation methods and serving suggestions for sandwiches.
- Starting the day with breakfast is beneficial to provide the body with energy from protein and carbohydrates.
## Acquisition

<table>
<thead>
<tr>
<th>Key Knowledge</th>
<th>Key Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know…</strong></td>
<td><strong>Students will be able to…</strong></td>
</tr>
<tr>
<td>● Vocabulary</td>
<td>● Identify and demonstrate ways to keep dairy products safe (i.e.,</td>
</tr>
<tr>
<td>○ albumen</td>
<td>demonstrations, classroom lab, work experience, and/or home lab).</td>
</tr>
<tr>
<td>○ basted egg</td>
<td>● Identify and explain the components of milk and cream and their fat</td>
</tr>
<tr>
<td>○ black tea</td>
<td>contents.</td>
</tr>
<tr>
<td>○ bread</td>
<td>● Differentiate between butter and butter substitutes and recognize the</td>
</tr>
<tr>
<td>○ butter substitute</td>
<td>effect on food products.</td>
</tr>
<tr>
<td>○ canapé</td>
<td>● Compare and contrast different types of cheese for source, taste,</td>
</tr>
<tr>
<td>○ chalazaes</td>
<td>texture, texture, uses, fat content, etc.</td>
</tr>
<tr>
<td>○ clarified butter</td>
<td>● List and explain the characteristics of eggs, preparation techniques</td>
</tr>
<tr>
<td>○ club sandwich</td>
<td>and identify ways to keep them safe.</td>
</tr>
<tr>
<td>○ cold sandwich</td>
<td>● Collaborate and use critical thinking skills when planning and</td>
</tr>
<tr>
<td>○ crêpe</td>
<td>preparing a variety of recipes using proper cooking techniques. (e.g.,</td>
</tr>
<tr>
<td>○ curdling</td>
<td>pancakes, waffles, crêpes, and/or French toast, ham, hash, grits, cold</td>
</tr>
<tr>
<td>○ deep-fried sandwich</td>
<td>cereals, oatmeal and/or sausage, coffee, tea, and/or cocoa, and</td>
</tr>
<tr>
<td>○ filling</td>
<td>sandwiches).</td>
</tr>
<tr>
<td>○ French toast</td>
<td>● Explain the roles of the three components of a sandwich: bread, spread,</td>
</tr>
<tr>
<td>○ fried egg</td>
<td>and filling.</td>
</tr>
<tr>
<td>○ frittatas</td>
<td>● Identify the necessary tools and equipment to make sandwiches at a</td>
</tr>
<tr>
<td>○ green teas</td>
<td>sandwich station.</td>
</tr>
<tr>
<td>○ grilled</td>
<td>● List and explain the characteristics of eggs, preparation techniques</td>
</tr>
<tr>
<td>○ hard-cooked egg</td>
<td>and identify ways to keep them safe.</td>
</tr>
<tr>
<td>○ hashed brown potato</td>
<td>● Collaborate and use critical thinking skills when planning and</td>
</tr>
<tr>
<td>○ home fries</td>
<td>preparing a variety of recipes using proper cooking techniques. (e.g.,</td>
</tr>
<tr>
<td>○ homogenization</td>
<td>pancakes, waffles, crêpes, and/or French toast, ham, hash, grits, cold</td>
</tr>
<tr>
<td>○ hors d’oeuvre</td>
<td>cereals, oatmeal and/or sausage, coffee, tea, and/or cocoa, and</td>
</tr>
<tr>
<td>○ hot cocoa</td>
<td>sandwiches).</td>
</tr>
<tr>
<td>○ hydrogenate</td>
<td>● Explain the roles of the three components of a sandwich: bread, spread,</td>
</tr>
<tr>
<td>○ margarine</td>
<td>and filling.</td>
</tr>
<tr>
<td>○ mise en place</td>
<td>● Identify the necessary tools and equipment to make sandwiches at a</td>
</tr>
<tr>
<td>○ multi-decker sandwich</td>
<td>sandwich station.</td>
</tr>
<tr>
<td>○ omelet</td>
<td>● List and explain the characteristics of eggs, preparation techniques</td>
</tr>
<tr>
<td>○ open-faced hot sandwich</td>
<td>and identify ways to keep them safe.</td>
</tr>
<tr>
<td>○ over easy egg</td>
<td>● Collaborate and use critical thinking skills when planning and</td>
</tr>
<tr>
<td>○ pancake</td>
<td>preparing a variety of recipes using proper cooking techniques. (e.g.,</td>
</tr>
<tr>
<td>○ panini</td>
<td>pancakes, waffles, crêpes, and/or French toast, ham, hash, grits, cold</td>
</tr>
<tr>
<td>○ pasteurization</td>
<td>cereals, oatmeal and/or sausage, coffee, tea, and/or cocoa, and</td>
</tr>
</tbody>
</table>
- pizza
- Plugrá
- poached egg
- pooled eggs
- processed cheese
- pullman loaf
- quiche
- ramekins
- ripened cheese
- scrambled eggs
- shirred egg
- shocking
- smoke point
- soufflé
- submarine sandwich
- Swedish pancake
- tea sandwich
- tea
- trans fat
- unripened cheese
- waffle
- wrap sandwich
- yolk

### Standards Alignment

#### Show-Me Standards:

**Content Standards** -
EX. CA1, M1, M3, S8, FA1

**Process Standards** -
1.1, 2.5, 2.6, 3.3, 3.8, 4.1, 4.6, 4.7, 4.8

#### DESE Curriculum Profile for Culinary Arts ProStart:

**Competencies** -
8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5, 8.5.9, 8.5.11, 8.5.12, 8.5.13, 8.5.14, 8.5.15
## Unit 3

**Unit Title:** Stocks, Soups and Sauces  
**Course:** Culinary Arts II

**Brief Summary of Unit:** Students are introduced to stocks, soups, and sauces. Students use critical thinking and collaboration skills to prepare stocks, soups and sauces. (Level 1 - CH 6)

**Approximate Time Frame:** 4 weeks

## Transfer Goal

*Students will be able to independently use their learning to…*

- think critically and use employability skills to communicate and problem solve within a team setting.

## Meaning

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Understandings</th>
</tr>
</thead>
</table>
| *Students will consider…*  
- Why are there different types of soups, sauces, and stocks?  
- Can I make a stock from scratch?  
- How do I make my favorite sauce or soup?  
- Why does a professional chef choose particular soups, sauces and stocks for a meal?  
- What is the role of the saucier in the culinary world? | *Students will understand that…*  
- There are a variety of uses for soups, sauces, and stocks.  
- There are a variety of preparation methods for soup, sauces and stocks that require basic safe food handling techniques.  
- Stocks contain four essential parts: a major flavoring ingredient, liquid, aromatics, and mirepoix.  
- There are five classical grand/mother sauces that are the basis for most other sauces (i.e., béchamel, velouté, brown or espagnole sauce, tomato sauce, and hollandaise).  
- There are two basic kinds of soup, clear and thick. |
There are many unusual kinds of soup, including cold soups, such as gazpacho; fruit soups, such as winter melon; and vegetable-based soups, such as minestrone, gumbo, or borscht.

**Acquisition**

<table>
<thead>
<tr>
<th>Key Knowledge</th>
<th>Key Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know…</strong></td>
<td><strong>Students will be able to…</strong></td>
</tr>
<tr>
<td>• Vocabulary</td>
<td>• Collaborate and use critical thinking skills when planning and preparing soups, stocks and sauces (e.g., cold soups, such as gazpacho; fruit soups, such as winter melon; and vegetable-based soups, such as minestrone, gumbo, or borscht).</td>
</tr>
<tr>
<td>○ aromatics</td>
<td>○ Explain that stocks contain four essential parts: a major flavoring ingredient, liquid, aromatics, and mirepoix.</td>
</tr>
<tr>
<td>○ au jus</td>
<td>○ Explain the components and preparation of basic types of stock including: white stock, brown stock, fumet, court bouillon, glace, remouillage, and bouillon.</td>
</tr>
<tr>
<td>○ béchamel</td>
<td>○ Explain how and why to degrease stock.</td>
</tr>
<tr>
<td>○ bisque</td>
<td>○ Demonstrate the ways to cool stocks and soups properly.</td>
</tr>
<tr>
<td>○ bouillon</td>
<td>○ List the proper ingredients and prepare classic grand/mother sauces (i.e., béchamel, velouté, brown or espagnole sauce, tomato sauce, and hollandaise).</td>
</tr>
<tr>
<td>○ bouquet garni</td>
<td>○ Apply pairing techniques for sauces.</td>
</tr>
<tr>
<td>○ brown or espagnole sauce</td>
<td>○ Explain the preparation of the basic ingredients for broth, consomme, puree, clear, and cream soups.</td>
</tr>
<tr>
<td>○ brown stock</td>
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<tr>
<td>○ China cap</td>
<td></td>
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<tr>
<td>○ chinois</td>
<td></td>
</tr>
<tr>
<td>○ clarified</td>
<td></td>
</tr>
<tr>
<td>○ clear soups</td>
<td></td>
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<tr>
<td>○ compound butter</td>
<td></td>
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<tr>
<td>○ concassé</td>
<td></td>
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<tr>
<td>○ coulis</td>
<td></td>
</tr>
<tr>
<td>○ court bouillon</td>
<td></td>
</tr>
<tr>
<td>○ degreasing</td>
<td></td>
</tr>
<tr>
<td>○ demi-glace</td>
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<tr>
<td>○ foodborne pathogens</td>
<td></td>
</tr>
<tr>
<td>○ fumet</td>
<td></td>
</tr>
<tr>
<td>○ glace</td>
<td></td>
</tr>
<tr>
<td>○ grand sauces</td>
<td></td>
</tr>
<tr>
<td>○ hollandaise</td>
<td></td>
</tr>
<tr>
<td>○ jus</td>
<td></td>
</tr>
<tr>
<td>○ jus-lié</td>
<td></td>
</tr>
<tr>
<td>○ liaison</td>
<td></td>
</tr>
<tr>
<td>○ maître d'hôtel</td>
<td></td>
</tr>
<tr>
<td>○ mirepoix</td>
<td></td>
</tr>
<tr>
<td>○ oignon brûlé</td>
<td></td>
</tr>
<tr>
<td>Standards Alignment</td>
<td></td>
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<td>---------------------</td>
<td></td>
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<tr>
<td><strong>Show-Me Standards:</strong></td>
<td></td>
</tr>
<tr>
<td>Content Standards -</td>
<td></td>
</tr>
<tr>
<td>CA1, S5, S8,</td>
<td></td>
</tr>
<tr>
<td>Process Standards -</td>
<td></td>
</tr>
<tr>
<td>1.1, 2.5, 2.6, 3.3, 3.8, 4.1, 4.6, 4.7, 4.8</td>
<td></td>
</tr>
<tr>
<td><strong>DESE Curriculum Profile for Culinary Arts ProStart:</strong></td>
<td></td>
</tr>
<tr>
<td>Competencies -</td>
<td></td>
</tr>
<tr>
<td>8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5, 8.5.6, 8.5.7, 8.5.12, 8.5.13, 8.5.14, 8.5.15</td>
<td></td>
</tr>
</tbody>
</table>
**Wentzville School District**

**Stage 1 – Desired Results**

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### Unit 4

<table>
<thead>
<tr>
<th><strong>Unit Title:</strong></th>
<th>Fruits and Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course:</strong></td>
<td>Culinary Arts II</td>
</tr>
</tbody>
</table>

**Brief Summary of Unit:** Students are introduced to fruits and vegetables. Students use critical thinking and collaboration skills to prepare fruits and vegetables. (Level 1 - CH 9)

**Approximate Time Frame:** 4 weeks

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**Transfer Goal**

Students will be able to independently use their learning to…

- think critically and use employability skills to communicate and problem solve within a team setting.

---

**Meaning**

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will consider…</strong></td>
<td><strong>Students will understand that…</strong></td>
</tr>
<tr>
<td>• How do I prepare the many varieties of fruits and vegetables so people like them?</td>
<td>• There are a variety of uses for fruits and vegetables that are aesthetically appealing and taste good.</td>
</tr>
<tr>
<td>• How do I know my fruits and vegetables are good quality and safe to eat?</td>
<td>• There are a variety of preparation methods for fruits and vegetables to give them a particular texture.</td>
</tr>
<tr>
<td>• Why would I select a fruit or vegetable that is of highest quality and expensive?</td>
<td>• There are a variety of preparation methods for fruits and vegetables that require basic safe food handling techniques.</td>
</tr>
<tr>
<td>• Why is it important to eat a rainbow of different colored fruits and vegetables?</td>
<td>• The USDA grades fruits and vegetables similar to the way they grade meats.</td>
</tr>
<tr>
<td>• What are the foods that are nutrient dense and can reduce my risk of diseases and cancers?</td>
<td>• Our food supply is produced in a variety of ways (i.e., crop rotation, hydroponics, etc.).</td>
</tr>
</tbody>
</table>
## Key Knowledge

**Students will know…**
- **Vocabulary**
  - acids
  - alkalis
  - brassica
  - caramelization
  - compote
  - coulis
  - crudités
  - dicing
  - drupes
  - enzymatic
  - ethylene
  - field mixes
  - fructose
  - fruit
  - fungi
  - glazing
  - hydroponic
  - mesclun mix
  - mincing
  - parboiling
  - poaching
  - puréed
  - quality grades
  - root vegetables
  - sous vide
  - summer fruits
  - tempura
  - tropical fruits
  - tuber vegetables
  - vegetable

## Key Skills

**Students will be able to…**
- Identify and describe different classifications of fruits and vegetables.
- List factors that affect produce purchasing decisions.
- Identify procedures for storing fruits and vegetables for freshness and safety.
- Explain and demonstrate how to prevent enzymatic browning of fruit.
- Describe various farming techniques (e.g., crop rotation, hydroponics, etc.).
- Collaborate and use critical thinking skills when matching fruit and vegetables to appropriate cooking methods for labs.
- Collaborate and use critical thinking skills when planning and preparing fruits and vegetables.
### Standards Alignment

<table>
<thead>
<tr>
<th>Show-Me Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Standards -</td>
</tr>
<tr>
<td>CA1, M1, SS4, SS6, FA1</td>
</tr>
<tr>
<td>Process Standards -</td>
</tr>
<tr>
<td>1.1, 2.5, 2.6, 3.3, 3.8, 4.1, 4.6, 4.7, 4.8</td>
</tr>
</tbody>
</table>

**DESE Curriculum Profile for Culinary Arts ProStart:**

Competencies

8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.7, 8.5.8, 8.5.12, 8.5.13, 8.5.14, 8.5.15
Unit 5

Unit Title: Professionalism in the Food Industry - Communication and Management

Course: Culinary Arts II

Brief Summary of Unit: Students demonstrate professionalism and adhere to industry standards. Students use critical thinking and collaboration skills to distinguish the importance of personal etiquette and customer service levels. (Level I - Ch 7, 8)

Approximate Time Frame: 1 week

Transfer Goal

Students will be able to independently use their learning to…
- think critically and use employability skills to communicate and problem solve within a team setting.

Meaning

Essential Questions

Students will consider…
- Why is communication so important in the hospitality industry?
- What is professionalism in the hospitality field?
- What is professional learning?
- How do I advance in the food industry?
- What are the key components of different positions in the hospitality field?
- What are my rights as an employee?
- How do I solve problems at work?
- Should I complain about my job or say I am taking a “mental health day” via social media?

Understandings

Students will understand that…
- Communication is a key skill in the hospitality industry so that industry standards are met.
- Professionalism is important to advance in the food industry.
- Positions in the hospitality field have a variety of specific job descriptions and responsibilities.
- Employees possess rights and standards guided by the laws.
- Employers have specific expectations and guidelines to follow for employment.
- There are important guidelines for handling harassment claims that must be followed to avoid litigation.
<table>
<thead>
<tr>
<th>Key Knowledge</th>
<th>Key Skills</th>
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<tbody>
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<td><strong>Students will know…</strong></td>
<td><strong>Students will be able to…</strong></td>
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| ● Vocabulary | ● Describe the communication process, barriers to effective communication and essential skills for developing a strong team.  
● communication  
● credibility  
● empathy  
● feedback  
● interpersonal communication  
● listening  
● mission statement  
● organizational communication  
● vision statement  
● customers  
● action plan  
● bias  
● child labor laws  
● complainant  
● cover letters and résumés  
● cross-training  
● cultural tendencies  
● common beliefs  
● discrimination  
● diversity  
● empathy  
● employee manual  
● employee performance appraisal  
● Equal Employment Opportunity Commission (EEOC)  
● ethics  
● exempt positions  
● external motivation  
● goals  
● harassment  
● harassment-free environment  
● internal motivation  
● interpersonal skills  
● job application  
● job description  
● mission statement | ● Explain how personal characteristics can affect communication.  
● List and demonstrate effective listening, speaking, and writing skills.  
● List ways to build relationships through interpersonal communication.  
● Demonstrate the various ways of communicating in the workplace.  
● Use each team member's strengths so that the group has more success working together.  
● Differentiate between school and workplace environments.  
● Identify ongoing professional employability skills to help meet your goals and advance in your career.  
● Describe ethics and explain their importance to the restaurant and foodservice industry.  
● Explain the purpose of vision statements and mission statements.  
● Explain the guidelines for handling difficult work situations.  
● Explain the importance of individual learning to your restaurant or foodservice career.  
● Explain what is included in a job description and the importance of these documents to a business.  
● Summarize and discuss effective group training and on-the-job training. |
Standards Alignment

**Show-Me Standards:**

Content Standards - CA1, M3, FA1

Process Standards - 1.1, 2.5, 2.6, 3.3, 3.8, 4.1, 4.6, 4.7, 4.8

**DESE Curriculum Profile for Culinary Arts ProStart:**

Competencies - 8.6.5, 8.6.6, 8.6.7, 8.6.9
## Unit 6

**Unit Title:** Building a Successful Career  
**Course:** Culinary Arts II  
**Brief Summary of Unit:** Students research a career in the foodservice industry and create the necessary tools for job procurement. (Level 1 - CH 12)

**Approximate Time Frame:** 2 weeks

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### Transfer Goal

*Students will be able to independently use their learning to…*

- think critically and use employability skills to communicate and problem solve within a team setting.

### Meaning

#### Essential Questions

*Students will consider…*

- What workplace skills are expected of me for a hospitality job?  
- What things do I need to know to get a job in the hospitality field?  
- What skills are important to enter and be successful in the hospitality field?  
- How can I get ahead in this field?  
- How can I earn scholarships in the hospitality field?  
- Will I get fired if I use my phone often during the day?

#### Understandings

*Students will understand that…*

- Careers start at the bottom and work up based upon the development of employability and technical skills.  
- There are a variety of avenues (e.g., college, tech school, job experience, etc.) to gain knowledge to pursue a career in the food industry.  
- It is important to maintain a healthy and well-balanced lifestyle to maintain good job performance.  
- Professional learning is a continuous process of improvement to keep current in the industry and advance your opportunities.
# Acquisition

## Key Knowledge

**Students will know…**

- **Vocabulary**
  - career
  - career ladder
  - certification
  - closed questions
  - college or trade school applications
  - concierge
  - cover letter
  - etiquette
  - financial aid
  - Free Application for Federal Student Aid (FAFSA)
  - job application
  - mentor
  - networking
  - open-ended questions
  - portfolio
  - references
  - résumé
  - scholarship
  - stress
  - stress management
  - time management
  - work study
  - aboyeur
  - all-suite properties
  - amenity
  - American Automobile Association's (AAA) TourBook®
  - back of the house
  - bed and breakfasts
  - café / cafeteria
  - chain
  - chef
  - concessions
  - contract feeding
  - convention / convention centers

## Key Skills

**Students will be able to…**

- Prepare an effective a job plan that includes:
  - creating a resume
  - identifying the search methods you want to use
  - choosing the business(es) you want to contact
  - applying for a job
  - demonstrating job interview skills
- Create questions to consider when researching and choosing a college or trade school.
- Locate financial aid opportunities.
- Develop strategies for managing work and family.
- Identify careers in the hospitality and food industry that appeal to students.
- Research a career through the completion of an FCCLA STAR event (e.g., Career Investigation, Culinary Arts, Hospitality, Tourism, & Recreation, Job Interview, Life Event Planning, Nutrition & Wellness, Sports Nutrition, skill demonstration events, etc.).
- economy lodging
- epicurean
- expositions
- front of the house
- full-service properties
- gourmet
- guilds
- haute cuisine
- hospitality
- kitchen brigade system
- lesche
- luxury properties
- Michelin Guide
- mid-priced facilities
- Mobil Travel Guides
- monuments
- pasteurization
- phatnai
- POS system
- Property Management System (PMS) software
- refrigeration
- resorts
- restorante
- satellite/commissary feeding
- self operators
- trade shows
- Zagat Survey

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