

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	Culinary Arts-Pastry and Baking	
VALLEY ROP #:	HTR-4421-CulArt	
CDE #:	1415	
CBEDS TITLE:	Food & Beverage Production & Preparation	
CBEDS #:	4421	
CTE SECTOR:	Hospitality, Tourism, & Recreation	
CTE PATHWAY:		
JOB TITLES:	Chefs and Head Cooks	35-1011.00

COURSE DESCRIPTION:

This course is designed to give students a hands-on opportunity to learn about baking and pastry, an in-depth knowledge of baking and pastry ingredients and marketing skills. The students will study careers in the field and be exposed to various businesses where a baker and/or pastry chef is employed. A final project will be incorporated with research of another culture and a presentation of a pastry and a brief history of the country. The students will create a resume, have a formal interviews, and develop a portfolio.

DATE APPROVED: February 2002
REVISED DATE: January 2006; December 2008; May 2009/ Nov 2009

CREDITS: 10
HOURS: 180

PREREQUISITES: None

GRADE LEVEL: 11-12

TEXTBOOKS: Johnson and Wales University, *Culinary Essentials*. Glencoe McGraw-Hill, 2002.

RESOURCES:

1. Cook's Library of Baking, Parragon Publishing, 2003.
2. Cook's Library of Chocolate, Parragon Publilshing, 2004.
3. Gwyther, Pamela, *The Beginners Cookbook*. Parragon Publishing, 2002.
4. Rodgers, Rich. *The Baker's Dozen Cookbook*, William Morrow Publishing, 2001.

VIDEOS

Sweet Stuff: The Making of a "Sweet" 5 Start Career. Nimco, Inc.

A & E Top 10 Celebrity Chefs. A & E Video.

Switching Channels: Careers in Retail Baking.

Video Placement.

Desserts, Beverage, Showmanship and Salesmanship. Food & Beverage Institute.

Cake Decorating 1,2,3. Wilton Video Library.

Recipe Costing. Culinary Institute of America.

Laminating Dough. The Food & Beverage Institute.

Favorite Family Recipes: Quick Breads.

Meridian Corp.

Prep, Cooking & Service. National Restaurant Association.

Measuring Common Kitchen Ingredients.

Franklin Clay Films.

Kitchen Tools & Their Uses. Franklin Clay Films.

Introduction to Food Safety. National Restaurant Association.

Safe & Sanitary Dishwashing. Meridian Corp.

Biscuits for Breakfast and Beyond. Rich's Corp.

Donuts: A Hole Lot of Profits. Rich's Corp.

COURSE COMPETENCIES

Upon completion of this course, the student will:

- Bake cookies, cakes, pies, bread, pastries, and desserts.
- Know the proper way to clean, be safe and sanitary.
- Evaluate cleanliness.
- Analyze baking and pastry products.
- Read, write, and do life skill math, along with some business math.
- Take inventory, do rotating, and ordering of materials.
- Know what careers and opportunities are available.
- Be prepared for entry-level employment.
- Evaluate and analyze their creativity.
- Have trained in the following positions: Baker, Kitchen Helper, Kitchen Manager, Bus Person, Hostess/Cashier.

INSTRUCTIONAL METHODS:

1. Lecture/Discussion sessions
2. Group Work
3. Demonstration/Discussion by instructor, resource people and students
4. Guest speakers
5. Audio-Visual aids
6. Labs
7. Field Trips
8. Work Experience (operation of campus bakery)

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

1. Participation
2. Tests
3. Written Assignments
4. Journals
5. Individual Projects
6. Performance Assessment:
 - a. Product preparation for the class.
 - b. Operation of a bakery.

COURSE OUTLINE

Unit of Instruction	Estimated Hours
The Scope of the Food Service Industry	10
<ul style="list-style-type: none">• Functions of a Food Service/ Hospitality Operation• Job Descriptions in the Food Service Industry• How to Get Along With People	
Orientation	5
<ul style="list-style-type: none">• Introduction to VROP Culinary Arts-Pastry and Baking Program• Introduction to facilities• Safety rules and regulations	
General Kitchen Safety	20
<ul style="list-style-type: none">• First Aid• Hand Tools• Light Kitchen Equipment• Heavy Kitchen Equipment• Knife Handlers Training• Choking Technique• Conditions contributing to the cause of accidents• Body mechanics• Precautions to be followed in food preparation• Slips and spills	
Sanitation	20
<ul style="list-style-type: none">• Food contamination and poisoning• Basic rules in handling and serving food• Dishwashing and pot washing procedures• Sanitation codes• Isolation techniques• Personal hygiene• Pests and vermin• The use of insecticides and aerosols	
Menu Analysis	20
<ul style="list-style-type: none">• Balanced menu• Use of leftovers• Selling total• Full time menu• Food costs• Food purchasing• Labor costs	
Food Preparation	20
<ul style="list-style-type: none">• Product identification• Quality identification	

- Beverages
- Baking ingredients/properties and functions
- Sauces

Fundamentals of Food Service Procedures 25

- Banquet preparation
- Catering
- Dining room service
- Coffee shop service
- Display work

Terminology 20

- Menu terms
- Cooking terms
- Baking and pastry terms
- Achievement of quality standards
- Work simplification and work schedule
- French terms commonly used in cooking procedures

Culinary Math 20

- Metric weights and measurements
- Standard weights and measurements
- Techniques of food portioning
- Scaling of ingredients
- Recipe conversion

Employment Preparation 20

- Resume
- Job application
- Interview techniques
- Responsibilities of a Job
- Communication skills

Total 180 Total Hours

CAREER PREPARATION STANDARDS

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.

- f. Determine appropriate action(s).
- g. Implement action(s).
- h. Evaluate results of action(s) taken.

D. COMMUNICATION SKILLS - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.

1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
4. Demonstrate active listening through oral and written feedback.
5. Give and receive feedback.
6. Demonstrate assertive communications (both oral and written).
7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
9. Exhibit a proficiency in the use of reference books.
10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.

E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.

1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
2. Apply sound ergonomic principles in organizing one's work space.

F. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.

1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
2. Identify steps for setting goals and writing personal goals and objectives.
3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
5. Identify and demonstrate effective interviewing techniques.

G. TECHNOLOGY LITERACY - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.

1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
3. Understand the importance of lifelong learning in adapting to changing technology.

H. IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.

1. Discuss social and ethical responsibilities in the industry.
2. Demonstrate ethical choices in workplace situations.