



Department of Teaching & Learning
Parent/Student Course Information

Introduction to Culinary Arts
(VO 8275)
Three Credits, One Year
Grade 11

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Culinary Arts is a two-year program for aspiring chefs. Students study quantity cooking, baking, cake decorating, sanitation procedures, and restaurant service and management. Each class operates a restaurant during school hours in the food service area. Students also participate in actual work experiences in the community as their internship.

CERTIFICATION

Workplace Readiness Skills for the Commonwealth Examination

STUDENT ORGANIZATION

Family, Career and Community Leaders of America (FCCLA)

FCCLA is a national career and technical student organization that promotes personal growth and leadership through Family and Consumer Sciences education. As part of the FACS curriculum, the FCCLA framework helps students develop character, think creatively and critically and prepare for careers through practical knowledge and specific skills.

PREREQUISITE

None

OPTIONS FOR NEXT COURSE

Culinary Arts (Technical and Career Education Center)

REQUIRED STUDENT TEXTBOOK

The Culinary Professional, 2017

COMPETENCIES FOR INTRODUCTION TO CULINARY ARTS I

Demonstrating Professional Competencies

- 1 Demonstrate positive work ethic.
- 2 Demonstrate integrity.
- 3 Demonstrate teamwork skills.
- 4 Demonstrate self-representation skills.
- 5 Demonstrate diversity awareness.
- 6 Demonstrate conflict-resolution skills.
- 7 Demonstrate creativity and resourcefulness.
- 8 Demonstrate effective speaking and listening skills.
- 9 Demonstrate effective reading and writing skills.
- 10 Demonstrate critical-thinking and problem-solving skills.
- 11 Demonstrate healthy behaviors and safety skills.
- 12 Demonstrate an understanding of workplace organizations, systems, and climates.
- 13 Demonstrate lifelong-learning skills.
- 14 Demonstrate job-acquisition and advancement skills.
- 15 Demonstrate time-, task-, and resource-management skills.
- 16 Demonstrate job-specific mathematics skills.
- 17 Demonstrate customer-service skills.
- 18 Demonstrate proficiency with technologies common to a specific occupation.
- 19 Demonstrate information technology skills.
- 20 Demonstrate an understanding of Internet use and security issues.
- 21 Demonstrate telecommunications skills.
- 22 Demonstrate workplace safety.

Examining All Aspects of an Industry

- 23 Examine aspects of planning within an industry/organization.
- 24 Examine aspects of management within an industry/organization.
- 25 Examine aspects of financial responsibility within an industry/organization.
- 26 Examine technical and production skills required of workers within an industry/organization.
- 27 Examine principles of technology that underlie an industry/organization.
- 28 Examine labor issues related to an industry/organization.
- 29 Examine community issues related to an industry/organization.
- 30 Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- 31 Identify the purposes and goals of the student organization.
- 32 Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- 33 Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- 34 Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- 35 Identify the types of work-based learning (WBL) opportunities.
- 36 Reflect on lessons learned during the WBL experience.
- 37 Explore career opportunities related to the WBL experience.
- 38 Participate in a WBL experience, when appropriate.

Balancing Work and Family

- 39 Analyze the meaning of work and the meaning of family.
- 40 Compare how families affect work life and how work life affects families.
- 41 Identify management strategies for balancing work and family roles.

Examining Safety

- 42 Demonstrate use of safety data sheets (SDS).
- 43 Identify the safety design and construction features of food production equipment and facilities.
- 44 Develop strategies for minimizing safety hazards in the kitchen.
- 45 Demonstrate professional knife safety.
- 46 Demonstrate emergency procedures for injuries in the food service environment.
- 47 Identify types of fire extinguishers and other methods of fire suppression.
- 48 Adhere to laws and regulations governing sanitation and safety in the food service environment.

Examining Sanitation

- 49 Explain how the hazard analysis and critical control points (HACCP) system helps to minimize the risk of food-borne illness.
- 50 Implement corrective action for adulterated foods.
- 51 Explain preventive measures for food-borne illnesses.
- 52 Describe potentially hazardous foods.
- 53 Demonstrate safe food production, storage, and serving procedures.
- 54 Demonstrate personal hygiene and health practices.
- 55 Demonstrate food handling procedures.
- 56 Identify the sanitation design and construction features of food production equipment and facilities.
- 57 Perform a sanitation inspection.
- 58 Develop a schedule for cleaning and sanitizing equipment and facilities.
- 59 Demonstrate the procedures for receiving and storing raw and prepared foods.
- 60 Demonstrate the procedures for receiving and storing cleaning supplies and chemicals.
- 61 Demonstrate waste-disposal and recycling procedures.
- 62 Describe measures for pest control and eradication in the food service environment.

Applying Nutritional Principles

- 63 Modify recipes to meet U.S. Department of Agriculture (USDA) nutritional guidelines.
- 64 Identify special dietary needs.
- 65 Evaluate how eating patterns influence wellness.
- 66 Demonstrate cooking and storage techniques that promote maximum retention of nutrients.

Applying Advanced Food-Preparation Techniques

- 67 Demonstrate knife cuts.
- 68 Demonstrate operation of hand tools and utensils.
- 69 Demonstrate operation of kitchen equipment.
- 70 Use a variety of cookware for specific tasks.
- 71 Apply time-management principles when planning, preparing, and serving food.
- 72 Design a kitchen floor plan to facilitate a specific menu.
- 73 Demonstrate roasting.
- 74 Demonstrate baking.
- 75 Demonstrate broiling.
- 76 Demonstrate grilling.
- 77 Demonstrate griddling.
- 78 Demonstrate sauté.
- 79 Demonstrate pan frying.
- 80 Demonstrate deep frying.

- 81 Demonstrate poaching.
- 82 Demonstrate steaming.
- 83 Demonstrate boiling and simmering.
- 84 Demonstrate braising.
- 85 Demonstrate stewing.
- 86 Enhance food products.
- 87 Identify the standard cuts and grades of meat.
- 88 Identify the purchase specifications of fish and shellfish.
- 89 Prepare stocks.
- 90 Prepare soups.
- 91 Prepare sauces.
- 92 Prepare fruits.
- 93 Prepare vegetables.
- 94 Prepare farinaceous products.
- 95 Demonstrate food-presentation techniques.
- 96 Identify the purposes of convenience and partially cooked (par-cooked) food items.

Applying Advanced Garde Manger Techniques

- 97 Prepare cold dips and relishes.
- 98 Prepare cold canapés and other hors d'oeuvres.
- 99 Prepare marinades.
- 100 Demonstrate cold food-presentation techniques.
- 101 Produce edible, decorative pieces.

Performing Baking Techniques

- 102 Select equipment and utensils used in baking.
- 103 Describe baking ingredients.
- 104 Prepare yeasted dough products.
- 105 Prepare pastries.
- 106 Prepare an assortment of cakes.
- 107 Prepare creams, custards, and mousses.
- 108 Prepare dessert sauces.
- 109 Demonstrate dessert and baked goods presentation techniques.

Serving in the Dining Room

- 110 Demonstrate table-service etiquette.
- 111 Demonstrate table service.

Developing Menus

- 112 List the basic principles of menu development.
- 113 Apply principles of menu design to create a menu, including item descriptions.
- 114 Apply the principles of nutrition to menu development.
- 115 Explain the importance of product mix and average check.
- 116 Describe various cuisines and their relationship to customer preferences and expectations.

Using Business and Mathematics Skills

- 117 Perform unit conversions.
- 118 Perform recipe conversions to meet different yields.
- 119 Create a standardized recipe.
- 120 Process an electronic guest check.
- 121 Use yield percentage.

- 122 Calculate recipe costs.
- 123 Determine pricing for menu items.
- 124 Identify factors that contribute to profit and loss.

Performing Catered Functions

- 125 Cater an on-site function.
- 126 Cater an off-site function.
- 127 Identify the components of a catering contract.

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Produced by the Department of Teaching and Learning.
For further information, please call (757) 263-1070.

Notice of Non-Discrimination Policy

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Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website at [Diversity, Equity and Inclusion/Title IX](#). Concerns about the application of [Section 504 of the Rehabilitation Act](#) should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email at Kathleen.Vuono@vbschools.com.

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