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CW High School
Culinary Arts II

1. **The Art of Cooking (17.50%)**

Learning Targets

1.1 I can ...change recipe yield using knowledge of equivalents and kitchen math, putting the answers in the simplest measurements available in a standard measuring set.

Learning Target	Descriptor	Definition
4	Proficient	I can ...change recipe yield using knowledge of equivalents and kitchen math, putting the answers in the simplest measurements available in a standard measuring set.
3	Developing	I can identify common cooking abbreviations and relate cooking equivalents to change recipe yield.
2	Basic	I can identify common cooking abbreviations and relate cooking equivalents.
1	Minimal	I can identify common cooking abbreviations.
0	No Evidence	No evidence shown.

1.2 I can properly demonstrate and describe proper knife selection and cutting techniques using a paring knife, santoku (utility) knife, French (chef's) knife and kitchen shears.

Learning Target	Descriptor	Definition
4	Proficient	I can properly demonstrate and describe proper knife selection and cutting techniques using a paring knife, santoku (utility) knife, French (chef's) knife and kitchen shears.
3	Developing	I can demonstrate with some accuracy and describe proper knife selection and cutting techniques using a paring knife, santoku (utility) knife, French (chef's) knife and kitchen shears.
2	Basic	I can select the proper knife and and cutting techniques using a paring knife, santoku (utility) knife, French (chef's) knife and kitchen shears.
1	Minimal	I can select the proper knife to use for different cutting applications.
0	No Evidence	No evidence shown.

1.3 I can define cooking terms and describe the procedures necessary to complete different cooking processes as well as execute them in a lab environment.

Learning Target	Descriptor	Definition
4	Proficient	I can define cooking terms and describe the procedures necessary to complete different cooking processes as well as execute them in a lab environment.
3	Developing	I can define cooking terms and describe the procedures necessary to complete different cooking processes.
2	Basic	I can define cooking terms.
1	Minimal	I can match cooking terms to their meaning.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

2. Protein Food Preparation (24.00%)

Learning Targets

2.1 I can cook with proficiency and demonstrate safe and sanitary preparation of protein dishes including beef, pork, poultry, eggs and seafood.

Learning Target	Descriptor	Definition
4	Proficient	I can cook with proficiency and demonstrate safe and sanitary preparation of protein dishes including beef, pork, poultry, eggs and seafood.
3	Developing	I can cook with moderate skill in a safe and sanitary preparation of protein dishes including beef, pork, poultry, eggs and seafood.
2	Basic	I can demonstrate safe and sanitary preparation of protein dishes including beef, pork, poultry, eggs and seafood.
1	Minimal	I can demonstrate preparation of protein dishes including beef, pork, poultry, eggs and seafood.
0	No Evidence	No evidence shown.

2.2 I can classify, describe methods of selection and production, as well as identify uses of different protein alternatives.

Learning Target	Descriptor	Definition
4	Proficient	I can classify, describe methods of selection and production, as well as identify uses of different protein alternatives.
3	Developing	I can classify, describe methods of selection and identify uses of different protein alternatives.
2	Basic	I can classify and identify uses of different protein alternatives.
1	Minimal	I can identify uses of different protein alternatives.
0	No Evidence	No evidence shown.

2.3 I can apply the fundamentals of time, temperature and cooking methods of food with 100% accuracy.

Learning Target	Descriptor	Definition
4	Proficient	I can apply the fundamentals of time, temperature and cooking methods of food with 100% accuracy.
3	Developing	I can apply the fundamentals of time, temperature and cooking methods of food with 75% accuracy.
2	Basic	I can apply the fundamentals of time, temperature and cooking methods of food with 50% accuracy.
1	Minimal	I can apply the fundamentals of time, temperature and cooking methods of food with 25% accuracy.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

2.4 I can demonstrate professional skills in safe handling of knives, cooking tools and other kitchen equipment.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate professional skills in safe handling of knives, cooking tools and other kitchen equipment.
3	Developing	I can demonstrate advanced skills in safe handling of knives, cooking tools and other kitchen equipment.
2	Basic	I can demonstrate basic skills in safe handling of knives, cooking tools and other kitchen equipment.
1	Minimal	I can demonstrate minimal skills in safe handling of knives, cooking tools and other kitchen equipment.
0	No Evidence	No evidence shown.

3. **The Art of Baking (17.50%)**

Learning Targets

3.1 I can create pastry using safe handling and professional preparation techniques and describe the procedures for such a process for single and double crust pies.

Learning Target	Descriptor	Definition
4	Proficient	I can create pastry using safe handling and professional preparation techniques and describe the procedures for such a process for single and double crust pies.
3	Developing	I can create pastry using safe handling and professional preparation techniques and describe the procedures for such a process in pies.
2	Basic	I can create pastry using safe handling and professional preparation techniques.
1	Minimal	I can create pastry.
0	No Evidence	No evidence shown.

3.2 I can prepare cakes from scratch using proper weights and measurement tools/techniques as well as identify types of cakes, steps in preparation and functions of ingredients.

Learning Target	Descriptor	Definition
4	Proficient	I can prepare cakes from scratch using proper weights and measurement tools/techniques as well as identify types of cakes, steps in preparation and functions of ingredients.
3	Developing	I can prepare cakes from scratch using proper weights and measurement tools/techniques as well as identify functions of ingredients.

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Learning Target	Descriptor	Definition
2	Basic	I can prepare cakes from scratch using proper weights and measurement tools/techniques.
1	Minimal	I can prepare cakes from scratch.
0	No Evidence	No evidence shown.

3.3 I can produce yeast breads that meet industry standards for a standardized product and describe the process of bread production as well as functions of ingredients.

Learning Target	Descriptor	Definition
4	Proficient	I can produce yeast breads that meet industry standards for a standardized product and describe the process of bread production as well as functions of ingredients.
3	Developing	I can produce yeast breads that meet industry standards for a standardized product and describe functions of ingredients.
2	Basic	I can produce yeast breads that meet industry standards for a standardized product.
1	Minimal	I can produce yeast breads.
0	No Evidence	No evidence shown.

4. Global Cuisine   (17.50%)

Learning Targets

4.1 I can describe the influence of people, cultural, geography, climate and history on cuisines around the world.

Learning Target	Descriptor	Definition
4	Proficient	I can describe the influence of people, cultural, geography, climate and history on cuisines around the world.
3	Developing	I can describe the influence of people, cultural, geography, climate and history on a specific cuisine outside of the United States.
2	Basic	I can describe the influences of at least two of the following; people, cultural, geography, climate or history on cuisines around the world.
1	Minimal	I can describe the influence on people, cultural, geography, climate or history on cuisines around the world.
0	No Evidence	No evidence shown.

4.2 I can identify and describe ingredients used in and dishes featured in a variety of countries around the world.

Learning Target	Descriptor	Definition

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Learning Target	Descriptor	Definition
4	Proficient	I can identify and describe ingredients used in and dishes featured in a variety of countries around the world.
3	Developing	I can identify and describe ingredients used in a variety of countries around the world.
2	Basic	I can identify ingredients used in several countries around the world.
1	Minimal	I can identify ingredients used in another country's cuisine.
0	No Evidence	No evidence shown.

4.3 I can prepare dishes that are unique to a country outside of the United States and describe the defining features that make it a mainstay in that country's cuisine.

Learning Target	Descriptor	Definition
4	Proficient	I can prepare dishes that are unique to a country outside of the United States and describe the defining features that make it a mainstay in that country's cuisine.
3	Developing	I can prepare dishes that are unique to a country outside of the United States and identify the defining features that make it a mainstay in that country's cuisine.
2	Basic	I can prepare dishes that are unique to a country outside of the United States and identify the county that it represents.
1	Minimal	I can prepare dishes that are unique to a country outside of the United States.
0	No Evidence	No evidence shown.

5. **Food Planning and Management (23.50%)**

Learning Targets

5.1   I can compare cost, preparation and taste when it comes to the utilization of convenience products in the kitchen and summarize benefits and drawbacks to using convenience products when cooking.

Learning Target	Descriptor	Definition
4	Proficient	I can compare cost, preparation and taste when it comes to the utilization of convenience products in the kitchen and summarize benefits and drawbacks to using convenience products when cooking.
3	Developing	I can compare cost, preparation and taste when it comes to the utilization of convenience products in the kitchen.
2	Basic	I can compare preparation and taste when it comes to the utilization of convenience products in the kitchen.
1	Minimal	I can compare the taste of convenient versus from-scratch cooking.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

5.2 I can create meals with all essential elements of meal planning when plating dishes and identify components of meals.

Learning Target	Descriptor	Definition
4	Proficient	I can create meals with all essential elements of meal planning when plating dishes and identify components of meals.
3	Developing	I can summarize which elements are important when meal planning and identify components of meals.
2	Basic	I can identify elements of meal planning that are present or lacking when plating dishes and identify components of meals.
1	Minimal	I can identify components of meals.
0	No Evidence	No evidence shown.

5.3 I can calculate unit pricing for all ingredients in a recipe and use that knowledge to create menus within a given budget.

Learning Target	Descriptor	Definition
4	Proficient	I can calculate unit pricing for all ingredients in a recipe and use that knowledge to create menus within a given budget.
3	Developing	I can calculate unit pricing for components of a recipe and use that knowledge to create menus within a given budget.
2	Basic	I can calculate unit pricing for parts of a recipe.
1	Minimal	I can estimate the cost of a recipe.
0	No Evidence	No evidence shown.

5.4 I can plan a complete meal within a set budget, set a table accordingly and use a specific service style when presenting foods to guests with proficient skill and ability.

Learning Target	Descriptor	Definition
4	Proficient	I can plan a complete meal within a set budget, set a table accordingly and use a specific service style when presenting foods to guests with proficient skill and ability.
3	Developing	I can plan a complete meal within a set budget, set a table accordingly and use a specific service style when presenting foods to guests with developing skill and ability.
2	Basic	I can plan a complete meal within a set budget, set a table accordingly and use a specific service style when presenting foods to guests with basic skill and ability.

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Learning Target	Descriptor	Definition
1	Minimal	I can plan a complete meal within a set budget, set a table accordingly and use a specific service style when presenting foods to guests with minimal skill and ability.
0	No Evidence	No evidence shown.

Submitted on 2/8/2022 by Kristi Hause