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CW High School
Culinary Arts III

1. **Introduction to Restaurant Management and Culinary Arts   (8.00%)**

Learning Targets

1.1 **I can identify the types of business that make up the hospitality, lodging and tourism industries and identify skills that are needed in the food service industry.**

Learning Target	Descriptor	Definition
4	Proficient	I can identify the types of business that make up the hospitality, lodging and tourism industries and identify skills that are needed in the food service industry.
3	Developing	I can identify the types of business that make up the hospitality industry and list skills needed in that domain.
2	Basic	I can identify career opportunities in food service and skills required of food service professionals.
1	Minimal	I can identify career opportunities in the restaurant and food service industry.
0	No Evidence	No evidence shown.

1.2 **I can demonstrate and describe how professionalism, teamwork and ethics are integral to workplace success.**

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate and describe how professionalism, teamwork and ethics are integral to workplace success.
3	Developing	I can describe how professionalism, teamwork and ethics are integral to workplace success.
2	Basic	I can describe the expectations of professionalism in the food service industry.
1	Minimal	I can outline the basic expectations that employers have for an employee in a foodservice setting.
0	No Evidence	No evidence shown.

2. **Marketing and Menu Management (12.50%)**

Learning Targets

2.1 **I can create a restaurant brand and concept using marketing strategies, analysis and promotion.**

Learning Target	Descriptor	Definition
4	Proficient	I can create a restaurant brand and concept using marketing strategies, analysis and promotion.
3	Developing	I can outline the concept of a restaurant based on marketing strategies.
2	Basic	I can describe how marketing strategies can be used to create a restaurant brand and concept.
1	Minimal	I can define marketing and it's relevance in the restaurant industry.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

2.2 I can create an organized menu using principles of menu layout and design that centers on profitability, popularity and demand.

Learning Target	Descriptor	Definition
4	Proficient	I can create an organized menu using principles of menu layout and design that centers on profitability, popularity and demand.
3	Developing	I can create a menu using principles of menu layout and design.
2	Basic	I can analyze menus, describing principles of menu layout and design.
1	Minimal	I can explain principles of menu layout and design
0	No Evidence	No evidence shown.

2.3 I can create a marketing plan for a restaurant, that includes conducting market research, to create a menu that focuses on a specific target market.

Learning Target	Descriptor	Definition
4	Proficient	I can create a marketing plan for a restaurant, that includes conducting market research, to create a menu that focuses on a specific target market.
3	Developing	I can create a marketing plan for a restaurant to create a menu that focuses on a specific target market.
2	Basic	I can create a marketing plan for a restaurant that focuses on a specific target market.
1	Minimal	I can describe how target markets are used when creating new restaurant ideas.
0	No Evidence	No evidence shown.

3. **Food Costing, Inventory and Purchasing (12.50%)**

Learning Targets

3.1 I can describe purchasing, receiving and storage procedures that help preserve quality and control costs.

Learning Target	Descriptor	Definition
4	Proficient	I can describe purchasing, receiving and storage procedures that help preserve quality and control costs.
3	Developing	I can describe purchasing, receiving and storage procedures that help control costs in the restaurant industry.
2	Basic	I can describe factors that contribute to the purchasing process and explain the importance of cost control in the restaurant industry.

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Learning Target	Descriptor	Definition
1	Minimal	I can describe the importance of cost control in the restaurant industry.
0	No Evidence	No evidence shown.

3.2 I can develop a recipe cost card for a standardized recipe, based on food cost, yield and portion size.

Learning Target	Descriptor	Definition
4	Proficient	I can develop a recipe cost card for a standardized recipe, based on food cost, yield and portion size.
3	Developing	I can calculate a recipe's yield and the number of portions it will produce.
2	Basic	I can define and calculate food cost and food cost percentage.
1	Minimal	I can explain the importance of portion control to food cost.
0	No Evidence	No evidence shown.

3.3 I can utilize the factors of the purchasing process to determine what, when and how goods should be inventoried and purchased.

Learning Target	Descriptor	Definition
4	Proficient	I can utilize the factors of the purchasing process to determine what, when and how goods should be inventoried and purchased.
3	Developing	I can describe factors that play a role in inventory maintenance, listing goods and services that might be purchased, in a food service operation.
2	Basic	I can describe how goods and services are purchased to maintain inventory in a food service operation.
1	Minimal	I can identify the factors that contribute to the purchasing process.
0	No Evidence	No evidence shown.

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4. **The Safe Flow of Food** (12.50%)

Learning Targets

4.1 **I can describe personal behaviors that can contaminate food and identify proper personal hygiene practices that prevent food borne illness.**

Learning Target	Descriptor	Definition
4	Proficient	I can describe personal behaviors that can contaminate food and identify proper personal hygiene practices that prevent food borne illness.
3	Developing	I can list personal behaviors that can contaminate food and identify proper personal hygiene practices that prevent food borne illness.
2	Basic	I can identify proper personal hygiene practices and appropriate work attire.
1	Minimal	I can identify proper personal hygiene practices.
0	No Evidence	No evidence shown.

4.2 **I can explain and demonstrate HAZMAT and OSHA procedures in providing a safe environment and ensuring safe practices.**

Learning Target	Descriptor	Definition
4	Proficient	I can explain and demonstrate HAZMAT and OSHA procedures in providing a safe environment and ensuring safe practices.
3	Developing	I can state how HAZMAT and OSHA play a role in regulations for food service environments.
2	Basic	I can explain and demonstrate the importance of general safety in a food service environment.
1	Minimal	I can explain the importance of general safety in a food service environment.
0	No Evidence	No evidence shown.

4.3 **I can outline and demonstrate techniques for the safe storage, preparing, holding, cooling and handling of food.**

Learning Target	Descriptor	Definition
4	Proficient	I can outline and demonstrate techniques for the safe storage, preparing, holding, cooling and handling of food.
3	Developing	I can outline techniques for the safe storage, preparing, holding, cooling and handling of food.
2	Basic	I can identify techniques for the safe storage, preparing, holding, cooling and handling of food.
1	Minimal	I can describe the importance of food safety, storage and handing.
0	No Evidence	No evidence shown.

5. **Advanced Food Preparation and Presentation** (42.00%)

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Learning Targets

5.1 I can demonstrate and identify the safe use of food-service equipment, hand tools and knives used in the foodservice kitchen.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate and identify the safe use of food-service equipment, hand tools and knives used in the foodservice kitchen.
3	Developing	I can describe and identify the safe use of food-service equipment, hand tools and knives used in the foodservice kitchen.
2	Basic	I can identify the safe use of food-service equipment, hand tools and knives used in the foodservice kitchen.
1	Minimal	I can list different pieces of foodservice equipment, hand tools and knives.
0	No Evidence	No evidence shown.

5.2 I can demonstrate advanced food preparation techniques, explaining the importance of mise en place, seasoning and flavoring and demonstrating techniques for accomplishing each in a recipe.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate advanced food preparation techniques, explaining the importance of mise en place, seasoning and flavoring and demonstrating techniques for accomplishing each in a recipe.
3	Developing	I can demonstrate basic food preparation techniques, explaining the importance of mise en place, seasoning and flavoring and demonstrating techniques for accomplishing each in a recipe.
2	Basic	I can demonstrate basic food preparation techniques and can explain the importance of mise en place, seasoning and flavoring in a recipe.
1	Minimal	I can explain the importance of mise en place, seasoning and flavoring in a recipe.
0	No Evidence	No evidence shown.

5.3 I can prepare, explain, identify components of and describe the role of salads on a professional menu.

Learning Target	Descriptor	Definition
4	Proficient	I can prepare, explain, identify components of and describe the role of salads on a professional menu.
3	Developing	I can prepare, identify components of and describe the role of salads on a professional menu.
2	Basic	I can identify components of and describe the role of salads on a professional menu
1	Minimal	I can explain the role of salads on a menu.
0	No Evidence	No evidence shown.

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5.4 I can prepare, explain, identify components of and describe the role of sandwiches on a professional menu.

Learning Target	Descriptor	Definition
4	Proficient	I can prepare, explain, identify components of and describe the role of sandwiches on a professional menu.
3	Developing	I can prepare, identify components of and describe the role of sandwiches on a professional menu. .
2	Basic	I can identify components of and describe the role of sandwiches on a professional menu
1	Minimal	I can explain the role of sandwiches on a menu.
0	No Evidence	No evidence shown.

5.5 I can prepare, explain, identify components of and describe the role of pizzas on a professional menu.

Learning Target	Descriptor	Definition
4	Proficient	I can prepare, explain, identify components of and describe the role of pizzas on a professional menu.
3	Developing	I can prepare, identify components of and describe the role of pizzas on a professional menu.
2	Basic	I can identify components of and describe the role of pizzas on a professional menu
1	Minimal	I can explain the role of pizzas on a menu.
0	No Evidence	No evidence shown.

5.6 I can prepare, explain, identify components of and describe the role of stocks, sauces and soups on a professional menu.

Learning Target	Descriptor	Definition
4	Proficient	I can prepare, explain, identify components of and describe the role of stocks, sauces and soups on a professional menu.
3	Developing	I can prepare, identify components of and describe the role of stocks, sauces and soups on a professional menu. .
2	Basic	I can identify components of and describe the role of stocks, sauces and soups on a professional menu
1	Minimal	I can explain the role of stocks, sauces and soups on a menu.
0	No Evidence	No evidence shown.

5.7 I can demonstrate a variety of cooking methods for foods, utilizing various types of heat transfer to determine if a food has reached the correct degree of doneness.

Learning Target	Descriptor	Definition

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Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate a variety of cooking methods for foods, utilizing various types of heat transfer to determine if a food has reached the correct degree of doneness.
3	Developing	I can demonstrate a variety of cooking methods for foods, utilizing various types of heat transfer.
2	Basic	I can describe a variety of cooking methods for foods.
1	Minimal	I can list a variety of cooking methods for foods.
0	No Evidence	No evidence shown.

5.8 I can prepare various breakfast foods and demonstrate different types of breakfast service.

Learning Target	Descriptor	Definition
4	Proficient	I can prepare various breakfast foods and demonstrate different types of breakfast service.
3	Developing	I can prepare various breakfast foods and describe different types of breakfast service.
2	Basic	I can prepare various breakfast foods.
1	Minimal	I can identify different types of breakfast foods.
0	No Evidence	No evidence shown.

5.9 I can prepare different types of starches using a variety of cooking methods and can describe different types of potatoes, grains and pasta products.

Learning Target	Descriptor	Definition
4	Proficient	I can prepare different types of starches using a variety of cooking methods and can describe different types of potatoes, grains and pasta products.
3	Developing	I can prepare different types of starches using a variety of cooking methods.
2	Basic	I can prepare starch dishes according to recipe.
1	Minimal	I can describe different types of potatoes, grains and pasta products.
0	No Evidence	No evidence shown.

5.10 I can prepare a variety of desserts and dessert sauces, using guidelines for plating, presentation and garnishing.

Learning Target	Descriptor	Definition
4	Proficient	I can prepare a variety of desserts and dessert sauces, using guidelines for plating, presentation and garnishing.

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Learning Target	Descriptor	Definition
3	Developing	I can prepare a variety of desserts and dessert sauces and identify guidelines for plating, presentation and garnishing.
2	Basic	I can prepare a variety of desserts and dessert sauces.
1	Minimal	I can prepare a variety of desserts.
0	No Evidence	No evidence shown.

6. Success in Food Service and Management (12.50%)

Learning Targets

6.1 I can describe issues surrounding the global food market and discuss how sustainability, local sourcing and alternative growing practices are important in the food service industry.

Learning Target	Descriptor	Definition
4	Proficient	I can describe issues surrounding the global food market and discuss how sustainability, local sourcing and alternative growing practices are important in the food service industry.
3	Developing	I can identify issues surrounding the global food market and discuss how sustainability, local sourcing and alternative growing practices are important in the food service industry.
2	Basic	I can identify issues surrounding the global food market and discuss their influence on the food service industry.
1	Minimal	I can identify issues surrounding the global food market.
0	No Evidence	No evidence shown.

6.2 I can demonstrate and explain the importance of customer service to the foodservice industry, describing how to accommodate customer needs and complaints.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate and explain the importance of customer service to the foodservice industry, describing how to accommodate customer needs and complaints.
3	Developing	I can demonstrate and explain the importance of customer service to the foodservice industry, and identify ways to accommodate customer needs and complaints.
2	Basic	I can demonstrate and explain the importance of customer service to the foodservice industry.
1	Minimal	I can explain the importance of customer service to the foodservice industry.
0	No Evidence	No evidence shown.

6.3 I can demonstrate and outline front-of-the-house responsibilities including order taking, selling, and meal service procedures.

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Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate and outline front-of-the-house responsibilities including order taking, selling, and meal service procedures.
3	Developing	I can describe front-of-the-house responsibilities including order taking, selling, and meal service procedures.
2	Basic	I can describe some front-of-the-house responsibilities of servers and restaurant staff.
1	Minimal	I can list front-of-the-house responsibilities.
0	No Evidence	No evidence shown.

Submitted on 2/8/2022 by Kristi Hause