



COURSE NAME: Culinary Profession Two

Teacher: **Ms. Rebecca Wegner**

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INTRODUCTION/COURSE DESCRIPTION

Culinary Profession 2 guides students through the second level of the ProStart program. This course continues to develop the restaurant and foodservice concepts established in Culinary Profession 1. Students will further develop knowledge and skills for the restaurant industry: explore how to manage restaurant marketing, menus, costs, and people. Through food units students will demonstrate preparation of potatoes and grain products, desserts and baked goods, meat, poultry, seafood, fruits, and vegetables. Students will also practice professionally plating their foods, and explore the environmental impact of the food industry. With successful completion of the course, certification test, and work hours students will earn an industry recognized certification.

Prerequisites: Prerequisite: Culinary Profession 1 with a C+ or instructor approval, Grades 11, 12

This course will be taught in room 122.

ProStart Credential

Students who are in the BFHS Culinary Professional courses have the opportunity to earn an industry recognized credential through the Iowa/ National Restaurant Association. To earn this credential students must meet the following requirements.

1. Completion & passing grade of the Year 1 and Year 2 ProStart Exam.

- a. The exam will be given at the conclusion of each full year course.
- b. Students will be given the choice to take the ProStart exam halfway through the school year. If they choose not to take the exam they will not be qualified for the credential. If they choose not to take the exam for Year 1, they will not be given the opportunity to take the Year 2 exam.

2. 400 Hours Mentored Work Experience

- a. This can be culinary related work experience, or extracurricular activities. The time spend in class does not count towards the hours.



b. This can be banked before, during, and after completion of the courses.

3. Meeting 52 of the 70 Workplace Competencies.

a. These will be monitored and signed off on by your workplace mentors.

ESSENTIAL LEARNING OUTCOMES (Broken down by grade post/semester)

Grade Post 1:

Chapter 1: Introduction to Marketing

Students will be able to:

- Describe the components of a traditional marketing mix and marketing plan.
- Explain what a target market is, why it's important to a business.
- Identify parts of a SWOT analysis and how it applies to restaurants.
- Recognize and create different types of sales promotions and public relations opportunities.

Chapter 2: Menu Management

Students will be able to:

- Explain the importance of the menu to a foodservice operation.
- Define different components of restaurant menus.
- Properly apply principles of menu layout, and design.
- Analyze menu sales mix, and profitability margins.
- Compare the food cost percentage methods and the contribution margin method for menu pricing.

Chapter 3: Eggs & Dairy Products

Students will be able to:

- Identify and describe dairy milk products and milk alternative products and their fat content.
- Differentiate between butter and butter substitutes, and recognize the characteristics of each.
- Identify the varieties and characteristics of cheese, and give examples of each.
- Prepare dairy products using a variety of cooking methods.
- List the characteristics of eggs, and identify ways to keep them safe.
- Prepare eggs using a variety of cooking methods.

Grade Post 2:

Chapter 4 Breakfast Cookery

Students will be able to:

- Describe the types of breakfast service.
- Prepare various pancakes, crêpes, waffles, and French toast.



- Prepare various breakfast meats and starches.

Chapter 6 Vegetables

Students will be able to:

- Identify and describe different types of vegetables.
- Identify procedures for purchasing and storing vegetables.
- Demonstrate the preparation of various types of vegetables using appropriate methods.
- Cook various types of vegetables using appropriate methods.
- Identify ways to hot-hold vegetables for safety and quality.

Chapter 5 Fruits

Students will be able to:

- Identify and describe different types of fruit.
- List factors that affect produce selection and storing.
- Prepare various types of fruit using appropriate methods.

Grade Post 3:

Chapter 7 Potatoes, Grains, Pastas

Students will be able to:

- Identify and describe different types of potatoes.
- Execute procedures for storing, and preparing potatoes.
- Identify and describe different types of grains and legumes.
- Prepare and store various types of grains and legumes.
- Identify and describe different types of pasta.
- Prepare pasta and dumplings using a variety of methods.

Chapter 8 Introduction to Cost Control

Students will be able to:

- Identify the types of costs incurred by a foodservice business and give examples of each.
- Explain the purpose of a budget, profit-and-loss report, and invoices in foodservice businesses.
- Analyze tools to help control costs.

Semester One Final Grade Post:

Chapter 13 Sustainability

Students will be able to:

- Identify issues surrounding global food production and explain how sustainability and conservation are connected.



- Describe the steps a restaurant or foodservice operation should take to purchase and then promote the use of sustainable food products.
- List the issues surrounding the global production of seafood, coffee, animals, and organic food.
- Describe why energy efficiency and water conservation is important and in what ways a restaurant or foodservice operation can improve efficiency.
- Describe ways a restaurant or foodservice operation can build or make structural improvements to its facility in a sustainable way.
- Describe how a restaurant or foodservice operation can reduce the total amount of its waste.
- Describe greenwashing and ways a restaurant or foodservice operation can avoid it.

Chapter 14 Introduction to Nutrition

Students will be able to:

- Describe why nutrition is important to the restaurant and foodservice industry.
- List the six basic types of nutrients found in food and explain their function in the body and diet.
- Explain what food additives are and how they function in food.
- Explain the role of digestion in nutrition and health.

Chapter 15 Components of Healthful Meals

Students will be able to:

- Describe a healthy diet and the reasons to follow one.
- Use the Dietary Guidelines for Americans and Choose My Plate to plan meals.
- Describe the three major vegetarian diets as well as other special diets.
- List and describe techniques for food preparation that preserve nutrients and make menus more healthful.
- List and define recent developments in food production that may affect nutrition.

Grade Post 1:

Chapter 22 Plating & Garnishing

Students will be able to:

- Explain why and how garnish is used.
- Describe the guidelines for plating food that has finished cooking.
- Execute a variety of plating techniques.

Chapter 19 Yeast Breads



Students will be able to:

- Describe the two basic types of yeast bread dough.
- Describe the two basic methods used to make yeast breads.
- List and execute the 10 basic steps to making yeast bread.

Chapter 20 Cakes & Pies

Students will be able to:

- Prepare cake batter using a variety of methods.
- Identify the functions of icings and determine which are best suited for different baked goods.
- Prepare various icings, soufflés, laminated dough, pate a choux and phyllo dough.
- Prepare pie dough using the 3-2-1 method.
- Explain what it means to bake blind.

Grade Post 2:

Chapter 21 Desserts

Students will be able to:

- Explain how chocolate is made, including chocolate liquor, cocoa butter, and cocoa powder.
- Identify storing procedures for chocolate.
- Execute the procedure for melting chocolate.
- Prepare baked and stirred custards, and explain how the products are used in desserts.
- Prepare various types of frozen desserts, poached fruit, and tortes.
- Describe various types of dessert sauces.

Chapter 9 Food Costing

Students will be able to:

- Define and calculate food cost and food cost percentage.
- Develop a recipe cost card for a standardized recipe.
- Calculate a recipe's yield and the number of portions it will produce.
- Explain the food cost percentage method for menu pricing.
- List and describe purchasing, receiving, and storage procedures that help to preserve quality and control costs.
- Explain the importance of inventory value as it relates to cost control.

Chapter 10 Labor Costing

Students will be able to:

- Explain the importance of standard labor costs to a business's success and



identify factors that affect labor cost.

- Explain the difference between a master schedule and a crew schedule.

Grade Post 3:

Chapter 11 Purchasing

Students will be able to:

- Describe the purchasing function and factors that contribute to the purchasing process.
- 11.3 List goods and services that might be purchased by a foodservice operation and identify quality standards that should be used.
- 11.5 Describe how to determine what and when to order, what happens when inventory arrives, and how to account for it.

Chapter 12 Building Successful Teams

Students will be able to:

- Explain what is included in a job description and why this document is important to a business.
- Explain a manager's responsibility for maintaining labor law knowledge.
- Identify methods for ensuring a fair and consistent hiring process.
- Identify discriminatory language and practices in the hiring process.
- Describe the typical phases of onboarding, and explain its importance to a business.
- Explain what employees can expect during orientation and the benefits of training.
- Summarize different training techniques and the importance of performance appraisals and ongoing feedback.

Chapter 16 Meat

Students will be able to:

- Outline the federal grading systems for meat.
- Identify receiving and storage procedures for meat.
- Apply basic techniques for cooking meat.
- Match various cooking methods with different forms of meat

Semester Two Final Grade Post:

Chapter 17 Poultry

Students will be able to:

- Outline the federal grading systems for poultry.
- Describe various kinds of poultry and how to receive and store them.
- Demonstrate the steps for fabricating poultry.



- Apply basic techniques for cooking poultry.
- Match various cooking methods with different forms of poultry.

Chapter 18 Seafood

Students will be able to:

- Outline the federal grading systems for seafood.
- Describe the various kinds of seafood and procedures for receiving and storing.
- Demonstrate the steps for fabricating seafood.
- Apply basic techniques for cooking seafood.
- Match various cooking methods with different forms of seafood.

SUPPLIES/TEXTBOOK

- Textbook: Foundations of Restaurant Management & Culinary Arts, Level 2, second edition
- The following supplies will be beneficial for students to have on hand for class: pencil, eraser, folder/ binder
- Students are expected to bring their chromebooks to class, charged, every day.

CLASSROOM EXPECTATIONS

FCS Expectation:

Students will come to class prepared and conduct themselves in a respectful, responsible manner.

What this means:

- Have chomebook charged and ready to use at the begining of class.
- Be respectful to people, our space, and materials.
- Follow all school rules and procedures as described in the student handbook.

GRADING SCALE

[Board Policy 505.5R]: Academic marks are recorded as letter grades, denoting the following quality of work:

"A" is the grade of distinction and represents work of superior quality

"B" represents work of excellent quality

"C" represents work of average quality

"D" represents work regarded as passable, according to the minimum requirements of the course in effort and quality



"F" denotes failure to successfully complete the course and no academic credit is received.

All classes that students are enrolled in are figured into the GPA.

All classes (except for AP) will use the same grading scale. The grading scale is as follows:

A+ = 99-100% ↑	A = 93-98%	A- = 90-92%
B+ = 87-89%	B = 83-86%	B- = 80-82%
C+ = 77-79%	C = 73-76%	C- = 70-72%
D+ = 67-69%	D = 63-66%	D- = 60-62% F = 59% ↓

GRADING

REMINDER: We use semester grading building wide. What this will look like, is that the semester will be worth 85% and the semester test will be worth 15%. Each department will have the autonomy to split up the 85% how they see fit on weighting of assessments, daily work, labs, etc.

FCS Grading:

- Your semester grade (85% of your final grade) will be calculated on a total point system. This means that each task will be worth a set amount of points, and your final grade will be calculated by taking the total points you earned divided by the total points possible.
- Things that are graded:
 - Formative Assessments
 - Summative Assessments
 - Final Assessments

Grade Post Dates

Semester 1: September 24, October 24, November 25, and January 10

Semester 2: February 13, March 26, April 29, and May 30

LATE WORK

Late work will be accepted up until the end of the essential learning outcome summative assessment (end of unit), and then no late work will be accepted for



credit. There will be no penalty for late work until the essential learning outcome summative has been completed, indicating the end of the unit.

When a student is absent from school (whether the absence is excused or unexcused) he/she will be required to make up all work that was missed during the absence. Students shall receive full credit earned for school work made up due to absences and are expected to do so in a timely manner in order to not fall behind. Similar to the late work policy, students will have until the essential learning outcome summative (end of unit) to turn in the work with no grade penalty.

RETAKE POLICY

Students are expected to aim to perform well the first time on assessments. There are times when mastery hasn't been demonstrated due to a variety of reasons. Students choosing to retake must complete the process within one week (5 school days) of receiving back the graded assessment.

If a student wishes to retake, the student must initiate communication with the teacher, complete a retake form (*a form will be created for the building*), and schedule a time to do so. This can be completed during a study hall, a time arranged with the teacher, or before/after school with a teacher of that subject area. In order to qualify for a retake, all necessary work must be turned in prior to the original assessment (i.e. homework, study guides).

Students can retake an individual assessment only one time and are allowed four (4) retakes during the semester per class. Those students enrolled in DMACC and/or AP classes will follow the course syllabus. There will not be retakes allowed on semester exams for any class.

Note: There are some projects/assignments/assessments that may not qualify for a retake. This will be at the teacher's discretion.

FCS Summative Assessment Retake Policy:

The higher score between the original and the retake will be the score entered in the gradebook. To qualify for a retake, the student must complete the following:

1. Students must have had all unit assignments completed and turned in by the original assessment due date. This includes both graded and ungraded work.
2. Students must complete the study guide (when available) if they have not already done so and show the teacher.



3. Make corrections to the test they wish to retake. Each correction must be marked with where to find the information (either the assignment name, or page in the class specific textbook.)
4. Students must set up a time to retake the test outside of their class period within the 5 day period. Time must be scheduled in advance with the teacher.

Summative assessments will also include projects. A retake will look differently for each project. You can only use a retake on a project if number one above is true. Please meet and discuss with your teacher if you wish to improve your project grade. Any corrections will still need to be completed in the 5 day retake period.

Kitchen Labs & Makeup:

- Kitchen labs will be graded using the BFHS Culinary Professional Lab Rubric.
- Kitchen labs will be followed by a post lab reflection.
 - If a lab is not completed a post lab reflection form WILL NOT be accepted until the lab make up has been turned in.
- Kitchen labs MUST be made up unless there are special circumstances and the student has spoken with the teacher.
- The lab must be made up within 2 weeks (10 school days) following the original missed kitchen lab.
- If you miss one day of a two day lab you will lose half of the points until the half of the lab is completed.
- You have the following options when making up a lab.
 - **Option 1: Student chooses to make up a lab at home with guardian's approval.**
 - If a student chooses to make up the lab at home, the student must document themselves completing the lab by providing at least 5 pictures of themselves making the lab.
 - The student must be in the pictures.
 - A video may be used instead of pictures as long as it shows all parts of the process.
 - Students will email their lab pictures along with the missed lab name to their teacher to receive credit.
 - Once a student has completed the lab make up they will complete the post lab reflection form.
 - **Option 2: Student is allowed to make up a lab in school with leftover ingredients.**
 - In the case that there are leftover ingredients from a lab the teacher will reach out to the student(s) that missed the lab letting



them know they have the option to make up the lab at school.

- If a student is able to make up the lab at school, plans must be made at least 3 days in advance.
- Once a student has completed the lab make up they will complete the post lab reflection form.

- **Option 3: Student completes a lab makeup form.**

- In the case that a student cannot complete the missed lab by either option 1 or 2 they are able to complete a lab make up form.
- Students will need to request the lab make up form from their teacher and have it completed and turned in by the two week deadline. For example if a lab is missed on the 5th, a student will need to request, complete & turn in the form within 10 school days.
- To turn in a makeup lab form students must email the completed document to their teacher.
- Once a student has completed the lab make up form they will complete the post lab reflection form.
 - Students may need to research some of the questions they were not able to experience. (Ex. Describe the taste and texture of the finished product.)

W.I.N.

The purpose of W.I.N. is to provide students with an opportunity for reteaching of specific concepts/skills, retaking assessments, and providing supplemental materials for the essential learning standard(s). Teachers will request students as needed, but students may also elect to go to a specific teacher during this time. Sign-up for W.I.N. takes place every day Tuesday through Friday from the beginning of 2nd period until 9:15 a.m.

ACADEMIC INTEGRITY

All student learning is based on the understanding that everyone is thoughtfully engaged in academic tasks and respectful of the work of others. Academic integrity applies to all aspects of teaching and learning. Class assignments and assessments are tools to help students learn; grades show to what degree students achieve learning goals. Therefore, all assignments and assessments for which students receive grades should result from the student's own effort and understanding.

Behaviors that violate Bondurant-Farrar's standards for academic integrity include but are not limited to:



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- **Plagiarizing work:** Whether the source material is from another student, the web or any other medium, students will not appropriate source material and pass it off as their own.
 - **Sharing work or unauthorized collaboration:** Students will not aid or assist other students in any way on individually assigned tasks.
 - **Cheating:** All traditional forms of cheating are also unacceptable. This includes behaviors such as capturing images of tests, communicating during exams, etc.
 - **Falsifying Information:** Students will not change a grade assigned by a teacher electronically or in the teacher's grade book.

First offense:

- Student will be asked to complete an alternative assignment/assessment potentially under adult supervision
- Appropriate disciplinary actions will be assigned, including but not limited to detention, in-school suspension, parent communication/meeting, or other additional measures

Second offense:

- Student will receive no credit for the assignment/assessment
- Appropriate and potentially more serious disciplinary actions will be assigned, including but not limited to detention, in-school suspension, parent communication/meeting, or other additional measures

ELECTRONIC DEVICE POLICY

Electronic devices such as cell phones, smart watches, headphones, and earbuds, not provided by the school, can cause disruption to the school environment and interfere with student learning. All electronic devices must be concealed during instructional time unless authorized by the classroom teacher for instructional purposes. Students are expected to refrain from using their devices for non-academic purposes. Misuse of devices include but are not limited to taking photos/video in the locker room or restroom, using a device to cheat, using a device to incite violence, using a device to bully, harass, threaten, or intimidate another person including a student or staff member, to disseminate inappropriate photos/videos or other restricted materia, etc.

Bondurant-Farrar High School assumes **NO RESPONSIBILITY** for the loss or theft of any electronic devices nor is it obligated to investigate any loss or theft. If you are concerned about loss or theft, leave the device at home.



Violation of this rule can result in the following, including but not limited to: loss of school privileges, detention, in-school suspension, out-of-school suspension, application of the Good Conduct Rule penalties, or in severe cases, taken before the Board for purposes of expulsion. Depending on the severity of the misuse, local law enforcement may also be contacted.

1st Offense: Verbal warning and request to conceal device

2nd Offense: Minor referral, student places phone on teacher's desk and student will retrieve it at the end of class.

3rd Offense: Major referral (Insubordination), student will be asked to retrieve at the end of the day from the office.

4th Offense: Major referral (Insubordination), parent/guardian will be asked to pick up at the end of day from the office.

Consequences for additional offenses will be determined by building administration.

ADDITIONAL INFO

Contacting Ms. Wegner Outside of School Hours:

The best way to reach me with questions or concerns, or to let me know you will be missing class is through email. I do not check my emails regularly in the evenings or over weekends or breaks so please be patient waiting for a response during these times. My email is listed at the top of the first page of this syllabus.

Course Calendar

subject to change

First Semester		Second Semester	
August		January	
Dates	Topics & Important Dates	Dates	Topics & Important Dates
Week 1 Aug. 23	Welcome	Week 1 Jan. 13-17	Chapter 20 Cakes & Pies
Week 2 Aug. 26-30	Chapter 1: Introduction to Marketing Chapter 2: Menu Management	Week 2 Jan. 20-24	Chapter 20 Cakes & Pies



		NO SCHOOL Monday	
September		Week 3 Jan. 27-31	Chapter 20 Cakes & Pies
<i>Dates</i>	<i>Topics & Important Dates</i>	February	
Week 3 Sep. 3-6 NO SCHOOL MONDAY	Chapter 2: Menu Management Unit 1 Assessment September 10th	<i>Dates</i>	<i>Topics & Important Dates</i>
Week 4 Sep. 9-13	Unit 1 Assessment September 10th Chapter 3 Eggs & Dairy	Week 4 Feb. 3-7	Chapter 20 Cakes & Pies
Week 5 Sep. 16-20	Chapter 3 Eggs & Dairy	Week 5 Feb. 10-14	Chapter 20 Cakes & Pies Chapter 21 Desserts GRADE POST FEBRUARY 13th
Week 6 Sep. 23-27	Chapter 3 Eggs & Dairy Chpt 3 Video Due September 25th Chapter 4 Breakfast Cookery GRADE POST September 24th	Week 6 Feb. 17- 21	Chapter 21 Desserts Unit Four Assessment February 21st
October		Week 7 Feb. 24-28	Chapter 8: Introduction to Cost Control
<i>Dates</i>	<i>Topics & Important Dates</i>	March	
Week 7 Sep. 30- Oct. 4 HOMECOMING	Chapter 4 Breakfast Cookery Chapter 5 Fruits	<i>Dates</i>	<i>Topics & Important Dates</i>
Week 8 Oct. 7-11	Chapter 5 Fruits	Week 8 March 3-7	Chapter 9: Food Costing
Week 9 Oct. 14-18	Chapter 6 Vegetables	Week 9 March 10-14 Mon & Thur Conferences, No School Friday	Chapter 9: Food Costing Chapter 10: Labor Costing



Week 10 Oct. 22-24 Mon & Thur Conferences, No School Friday	Chapter 6 Vegetables GRADE POST OCTOBER 24th	Spring Break 17th-21st Week 10 March 24-28	Chapter 10: Labor Costing Chapter 11: Purchasing GRADE POST MARCH 26th
Week 11 Oct. 28 - Nov. 1	Chapter 7 Potatoes, Grains, Pastas	Week 11 Mar 31- Apr. 4	Chapter 11: Purchasing Chapter 12: Building Successful Teams
November		April	
<i>Dates</i>	<i>Topics & Important Dates</i>	<i>Dates</i>	<i>Topics & Important Dates</i>
Week 12 Nov. 4-8	Chapter 7 Potatoes, Grains, Pastas	Week 12 Apr. 7-11 ISASP	Unit 5 Assessment Project April 8th Chapter 16: Meat
Week 13 Nov. 11-15	Unit Two Assessment November 12th Chapter 13 Sustainability	Week 13 Apr. 14- 18	Chapter 16: Meat
Week 14 Nov. 18- 22	Chapter 13 Sustainability Chapter 14: Introduction to Nutrition	Week 14 Apr. 21-25 No School Monday	Chapter 17: Poultry
Week 15 Nov. 25-26 No School W,TR,F	Chapter 14: Introduction to Nutrition Chapter 15: Components of Healthful Menus GRADE POST NOVEMBER 26th	Week 15 Apr. 28- May 2	GRADE POST APRIL 29th Chapter 17: Poultry Chapter 18: Seafood
December		May	
<i>Dates</i>	<i>Topics & Important Dates</i>	<i>Dates</i>	<i>Topics & Important Dates</i>
Week 16 Dec. 2-6	Chapter 15: Components of Healthful Menus	Week 16 May 5-9	Chapter 18: Seafood Test Prep
Week 17 Dec. 9-13	Chapter 15: Components of Healthful Menus Unit Three Assessment Due December 12th	Week 17 May 12-16	Test Prep Seniors Last Week- Finals May 13th & 14th
Week 18 Dec. 16-20 Early out Friday	Chapter 22 Plating and Garnishing	Week 18 May 19-23	



January		Week 19 May 26-30 No School Monday, Early Out Friday	Finals Week
<i>Dates</i>	<i>Topics & Important Dates</i>		
Week 19 Jan. 3 No School M,T,W,R	Chapter 19 Yeast Breads		
Week 20 Jan. 6-10	Finals Week Chapter 19 Yeast Breads		