

CULINARY ARTS 1
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5720

Culinary Arts prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities. Laboratory experiences simulate commercial food production and service operations. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Credit: 1, 2, or 3 units

National Certification: ProStart Certification
Tourism and Hospitality Education Foundation
<http://www.schospitality.org>

Culinary Arts Certification
American Association of Family and Consumer Sciences
<http://aafcs.org/CredentialingCenter/culinary.asp>

Recommended Grades: 11, 12

Class Size: 18-20

Prerequisites: None

Textbook Information: <http://www.mysctextbooks.com/>

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High School Education: bell person, cashier, dining room attendant, dishwasher, kitchen assistant, laundry attendant, pastry cook, steward, room service order taker, reservations agent, lodging facilities attendant, host/hostess/greeter

Postsecondary Education: assistant food and beverage manager, baker/chef/cook, concierge, dining room manager, foodservice/banquet and restaurant manager, head waitperson, specialty cook

Postgraduate Education: convention services manager/director, director of catering, executive chef, family and consumer sciences educator, visitors and convention bureau director, rooms division manager/director

1st Stage Standards Revision Committee:

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Restaurant Association

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Patricia Owens
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A. ACADEMICS (To be aligned with culinary arts specific standards.)

English Language Arts

- A.1. The student will read and comprehend a variety of literary text in print and non-print format.
- A.2. The student will read and comprehend a variety of informational texts in print and non-print.
- A.3. The student will use word analysis and vocabulary strategies to read fluently.
- A.4. The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- A.5. The student will write for a variety of purposes and audiences
- A.6. The student will access and use information from a variety of sources.

Economics

- A7. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, facilities, communities, and nations.
- A8. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation.
- A9. The student will demonstrate an understanding of personal decision making to maximize the net benefits of personal income.

Elementary Algebra

- A10. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
- A11. The student will demonstrate through the mathematical processes an understanding of relationships and functions.

PreCalculus

- A12. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Earth Science

- A13. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis can be used appropriately to pose questions, seek answers, and develop solutions.

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Physical Science

- A14. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.
- A15. The student will demonstrate an understanding of various properties and classifications of matter.
- A16. The student will demonstrate an understanding of chemical reactions and classifications, structures, and properties of chemical compounds.
- A17. The student will demonstrate an understanding of the nature, conservation, and transformation of energy.
- A18. The student will demonstrate an understanding of the flow of energy within and between living systems.

Chemistry

- A19. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Physics

- A20. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Health

- A21. Comprehend health promotion and disease prevention concepts.
- A22. Access valid health information products and services.
- A23. Demonstrate the ability to practice behaviors that enhance and reduce risk.
- A24. Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.
- A25. Use interpersonal communication skills to enhance health.
- A26. Use goal setting and decision making skills to enhance health.

Technology

- A27. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- A28. Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- A29. Apply digital tools to gather, evaluate, and use information.
- A30. Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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- A31. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- A32. Students demonstrate a sound understanding of technology concepts, systems and operations.

CULINARY ARTS 1 STANDARDS

B. CUSTOMER SERVICE

- B1. Identify ways customer service affects the success of the food service business.

C. WORKPLACE GUIDELINES

- C1. Demonstrate managerial skills.

D. FOOD SERVICE TOOLS AND EQUIPMENT

- D1. Demonstrate the appropriate use of kitchen tools and equipment.

E. FOOD SAFETY AND SANITATION PROCEDURES

- E1. Identify biological, physical, and chemical hazards.
- E2. Demonstrate food safety and sanitation practices.

F. WORKPLACE SAFETY

- F1. Implement safe behaviors in food service facilities.

G. MENU MANAGEMENT

- G1. Explain factors that affect food and menu prices.

H. NUTRITION

- H1. Analyze the roles of nutrients in the diet.

I. FOOD PRODUCTION TECHNIQUES

- I1. Demonstrate a variety of cooking methods.

J. CAREERS

- J1. Demonstrate skills needed to seek and keep employment.
- J2. Investigate food service careers and entrepreneurship opportunities.

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ACADEMIC STANDARDS WITH INDICATORS AND COMMON CORE
ALIGNMENTS FOR ELA AND MATHEMATICS

ENGLISH LANGUAGE ARTS

<http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf>

SC Standard A1. Reading: Understanding and Using Literary Texts The student will read and comprehend a variety of literary text in print and non-print format. **(SC E1-4.1)**

- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods (for example written works, oral and auditory presentation, discussions, media productions, and the visual and performing arts).
- Read independently for extended periods of time for pleasure.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

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1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A2. Reading: Understanding And Using Informational Text The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**

- Compare/contrast information within and across texts to draw conclusions and make inferences.
- Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentation, discussions, and media productions)
- Read independently for extended periods of time to gain information.
- Analyze information from graphic features (charts and graphs) in informational texts.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

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READING STANDARDS – PAGE 35

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A3 Reading: Building Vocabulary The student will use word analysis and vocabulary strategies to read fluently. (SC E1-4.3)

- Use context clues to determine the meaning of technical terms and other unfamiliar words.
- Interpret euphemisms (the substitute of a mild and pleasant expression for a harsh and blunt one) and connotations (the implicit, rather than the explicit meaning of a word) of words to understand the meaning of a given text.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

READING STANDARDS – PAGE 35

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LANGUAGE – PAGE 51

Knowledge of Language

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5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A4. Writing: Developing Written Communications The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. (SC E1-4.4)

- Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

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- Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- Use grammatical conventions of written Standard American English.
- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

WRITING STANDARDS – PAGE 41

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A5. Writing: Producing Written Communications in a Variety Of forms

The student will write for a variety of purposes and audiences. (SC E1-4.5)

- Create informational pieces that use language appropriate for the specific audience.

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- Create technical pieces that use clear and precise language appropriate for the purpose and audience.
- Compose effective pieces of writing to respond to prompts in “on demand” situations.
- Create descriptions for use in other modes of written works (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and

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career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication

The student will access and use information from a variety of sources. (SC E1-4.6)

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.
- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and

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career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ECONOMICS

SCStandard A7. Economics (SC ECON-1)

The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, facilities, communities, and nations.

Indicator(s):

- Illustrate the relationship between scarcity- limited resources and unlimited human wants- and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses.

SCStandard A8. Economics (SC ECON-2)

The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation.

Indicator(s):

- Explain the law of supply and demand and the effects of change on equilibrium, price, and quantity.

SCStandard A9. Economics (SC ECON- 4)

The student will demonstrate an understanding of personal decision making to maximize the net benefits of personal income.

Indicator(s)

- Summarize types of personal economic decisions and choices that individuals make including determining how to budget money; establishing short- and long- term financial goals and plans related to income, saving, and spending; utilizing loans and credit cards; and considering investment options.
- Explain influences on personal economic decision making and choices, including the effect of education, career choices, and family obligations on future income; the influence of advertising on consumer choices; the risk and benefits involved in short- and long- term saving and investment strategies; and the effect of taxation and interest rates on household consumption and savings.

ELEMENTARY ALGEBRA

SCStandard A10. Elementary Algebra (SCEA-1)

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Indicator(s):

- Apply algebraic methods to solve problems in real – world context.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63**

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- **Seeing Structure in Expressions**
- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems
- **Arithmetic with Polynomials and Rational Expressions**
- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions
- **Creating Equations**
- Create equations that describe numbers or relationships
- **Reasoning with Equations and Inequalities**
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

SC Standard A11. Elementary Algebra (SCEA-3)

The student will demonstrate through the mathematical processes an understanding of relationships and functions. (SCEA-3)

Indicator(s):

- Apply proportional reasoning to solve problems.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59

The Real Number System

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

Quantities

- Reason quantitatively and use units to solve problems

The Complex Number System

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

Vector and Matrix Quantities

- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

PRECALCULUS

SC Standard A12. Precalculus (SC PC-1)

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The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Indicator(s):

- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematic solutions.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59

The Real Number System

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

Quantities

- Reason quantitatively and use units to solve problems

The Complex Number System

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

Vector and Matrix Quantities

- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

EARTH SCIENCE

SC Standard A13. Scientific Inquiry (SC ES-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Organize and interpret the data from a controlled scientific investigation by using mathematics, graphs, tables, models, diagrams, and/or technology.
- Use appropriate safety procedures when conducting investigations.

PHYSICAL SCIENCE

SC Standard A14: Scientific Inquiry (SC PS-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Organize and interpret the data by using mathematics, graphs, models, and/or technology.

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SC Standard A15: Chemistry: Structure and Properties of Matter (SC PS-3)

The student will demonstrate an understanding of various properties and classifications of matter.

Indicator(s):

- Explain the effects of temperature on the rate at which a solid dissolves in a liquid.

PHYSICAL SCIENCE

SC Standard A16. Chemistry: Structures and Properties of Matter (SC PS-4)

The student will demonstrate an understanding of chemical reactions and classifications, structures, and properties of chemical compounds.

Indicator(s):

- Explain the effects of temperature, concentration, and surface area on reaction rates.

SC Standard A17. Physics: The interactions of Matter and Energy (SC PS-6)

The student will demonstrate an understanding of the nature, conservation, and transformation of energy.

Indicator(s):

- Explain the law of conservation of energy.

BIOLOGY

SC Standard A18: Biology (SC B-3)

The student will demonstrate an understanding of the flow of energy within and between living systems.

Indicator(s):

- Summarize basic aerobic and anaerobic processes.
- Summarize the functions of proteins, carbohydrates, and fats in the human body.

CHEMISTRY

SC Standard A19: Scientific Inquiry (SC C-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Use appropriate laboratory techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Evaluate a product on the basis of designated criteria.
- Use appropriate safety procedures when conducting investigations.

PHYSICS

SC Standard A20: Scientific Inquiry (SC P-1)

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The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use appropriate safety procedures when conducting investigations.

HEALTH

SC Standard A21: Personal Health and Wellness (SC H1-1)

Comprehend health promotion and disease prevention concepts.

Indicator(s):

- Evaluate risk relationships between healthy lifestyle behavior and disease prevention
- Evaluate the risk and benefits of personal health practices.

SC Standard A22: Personal Health and Wellness (SC H1-2)

Access valid health information products and services.

Indicator(s):

- Evaluate factors that influence personal selection of health products and services.
- Demonstrate the ability to access school and community health services.
- Analyze the cost and accessibility of medical care services.
- Evaluate resources and services that promote a safe and healthy environment.

SC Standard A23: Personal Health and Wellness (SC H1-3)

Demonstrate the ability to practice behaviors that enhance and reduce risk.

Indicator(s):

- Design and evaluate a health and wellness plan that is adaptable to changing needs.

SC Standard A24: Personal Health and Wellness (SC H1-4)

Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

Indicator(s):

- Analyze how the environment influences the health of the community.
- Analyze how research, technology, and medical advances influence the prevention and control of health problems.

SC Standard A25: Personal Health and Wellness (SC H1-5)

Use interpersonal communication skills to enhance health.

Indicator(s):

- Demonstrate refusal and negotiation skills to enhance health and reduce risk.
- Demonstrate effective verbal and non-verbal communication skills to enhance health.

SC Standard A26: Personal Health and Wellness (SC H1-6)

Indicator(s):

- Design, implement, and evaluate a personal plan for lifelong health and wellness.

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**TECHNOLOGY (2007 INTERNATIONAL SOCIETY FOR TECHNOLOGY IN
EDUCATION-ISTE)**

Standard A27. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.

Standard A28. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

Standard A29. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Process data and report results.

Standard A30. Critical Thinking, Problem Solving, and Decision Making

Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

Standard A31. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- Advocate and practice safe, legal, and responsible use of information and technology
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

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- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

Standard A32. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations.

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.
- Transfer current knowledge to learning of new technologies.

NETS for Students:

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CULINARY ARTS 1 UNIT PLANS

B. CUSTOMER SERVICE

SC Standard B1. Identify ways customer service affects the success of the foodservice business.

FACS Nat’l Standard(s) 8.7 Demonstrate the concept of internal and external customer service.

ProStart 1 – Chapter 7: Communication; Chapter 10: Serving Your Guests

ACFKnowledge Area: Dining Room Service

AAFCS Culinary Arts Assessment/Credential: 2B. Apply effective communication skills5A. Demonstrate effective customer service skills necessary for success; 5B. Differentiate between the different types and styles of food service; 5C. Summarize types of technology utilized in food service operations

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ECON A7, A8, A9; Health A25, A26; EA A10, A11; PC A12; B A18; HSE A22, A23, A24, A25, A26; ISTE A27, A28, A29, A30, A31, A32

Essential Question(s): How is customer service important to a food service business’s success?

Indicators:

What students should know:	What students should be able to do:
1. Verbal and nonverbal communication	1. Demonstrate effective verbal and nonverbal communications.
2. Effective and ineffective communications	2. Distinguish between effective and ineffective communication with customers.
3. First impressions	3. List reasons for and ways to make a positive first impression.
4. Importance of teamwork	4. Explain why teamwork is important.
5. Internal and external customer service	5. Differentiate between internal and external customer service.
6. Industry standards for customer service	6. Analyze industry standards for customer
7. Professionalism	
8. Stereotypes and prejudices	
9. Conflict resolution	

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<p>10. Positive attitudes</p> <p>11. Techniques to relieve stress</p> <p>12. Strategies to deal with customer complaints</p>	<p>service.</p> <p>7. Demonstrate behaviors that exhibit standards of professionalism.</p> <p>8. Explain how stereotypes and prejudices affect business practices and profits.</p> <p>9. Apply techniques to resolve conflicts.</p> <p>10. Demonstrate positive attitudes.</p> <p>11. Demonstrate practices to relieve stress in the workplace.</p> <p>12. Apply strategies to deal with customer complaints effectively.</p>
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Learning Strategies

- Select a partner. One partner is to be blind folded. Demonstrate for peers the correct way to lead a blind person. Take the blind folded person for a walk. After a few minutes, swap places and repeat the process. Discuss the experience with peers. Complete a journal entry about the experience.
- Assume the role of a person who cannot speak nor hear. Teach a peer culinary skills without talking by applying gestures or other methods of nonverbal communication. At the end of the class, brainstorm some strategies that work well and others that did not. Complete a project that caters to the needs of persons who are deaf or blind.
- Lead a discussion on customer service. Discuss why it is important to make a positive first impression.
- Role play teams that work well together and teams that do not. Compare the dynamics of the two teams. Establish personal goals that will contribute to teams working well together.
- Discuss and define customer service for all types of customers.
- Create a rubric or grade sheet and evaluate peers at meal functions who are servers.
- Create a flow chart identifying internal and external customers in a food service operation.
- Interview a food service professional to determine industry standards for customer service. Demonstrate quality services that meet industry standards in the food service industry.
- Explain how stereotypes and prejudices can negatively affect people.
- Conduct a weekly personal attitude checklist. Explain why specific attitudes described were positive or negative. If the attitude was negative, explain how it can be changed to something positive.
- Research and develop a presentation on various ways to relieve stress. Include demonstrations in the presentations.
- Create various scenarios that depict customer complaints. In small groups discuss methods that can be used to deal with the complaints effectively.

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Formative Assessments: Performance to demonstrate learning, open-response questions, group participation, projects, student records/reflections on their work, rubrics, presentations

FACS Student Organization – Family, Career, and Community Leaders of America (FCCLA): APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success

Dynamic Leadership: Relationships for Leaders; Conflict Management for Leaders

Fundraising: customer service experience

Leaders at Work: Food Production and Services leadership projects

Power of One: Working on Working

STAR Events: Entrepreneurship; Illustrated Talk

Resources

<http://www.fcclainc.org> FCCLA National Program Manuals/ Competition Manuals

<http://www.skillsusa.org> Skills USA National Program Manuals/Competition Manuals

www.cde.ca.gov/nsd/nets/pd_index.htm (**Food Service Education Professional Development**) resources from the California Department of Education

www.hospitalityonline.com/jobs/ (**Hospitality Jobs Online**) includes career toolkit, career links, and other career resources

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C. WORKPLACE GUIDELINES

SC Standard C1. Demonstrate managerial skills.

FACS Nat’l Standard(s) 8.6 Demonstrate implementation of food service management and leadership functions.

ProStart 1- Chapter 8: Management Essentials

ACF- Purchasing, Receiving, Inventory, and Storage; Human Relations

AAFCS Culinary Arts Assessment/Credential: 2A. Analyze basic management skills necessary for success; 2B. Apply effective communication skills; 2C. Evaluate procedures of purchasing, receiving, issuing, storing and inventory management; 2D. Determine effective methods of controlling costs of labor, production and food service facilities; 3A. Analyze ethical issues and implications; 3B. Evaluate organizational policies and procedures; 3C. Analyze risk management and legal liability; 6F. Understand food cost analysis and controls

Academic Alignment: ELA A1, A2, A3, A4, A5, A6;ECON A7, A8, A9; EA A10, A11; PC A12; B A18; HSE A22, A23, A24, A25, A26; ISTE A27, A28, A29, A30, A31, A32

Essential Question(s): What responsibilities will you have as a manager?

Indicators

What students should know:	What students should be able to do:
<ol style="list-style-type: none"> 1. Qualities of an effective manager 2. Worksite relationships 3. Inventory procedures and record keeping 4. Food service forms 5. Cost control 	<ol style="list-style-type: none"> 1. Identify the qualities of an effective manager. 2. Develop worksite relationships to improve the working environment. 3. Apply inventory procedures including first in/first out concept, date marking, and specific record keeping. 4. Demonstrate the methods of accurately completing and following food service forms. 5. Outline methods of controlling costs of labor, production and food service facilities.

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Learning Strategies:

- Practice working with different groups during laboratory and classroom experiences. Reflect on the group dynamics and what works well and what doesn't. Conduct a self-evaluation to determine how well you work in different groups. Report results to the class.
- Work as manager of the day and perform the duties of a manager. Develop a list of skills to work on for improvement and a list of skills already attained.
- Make managerial decisions based on different scenarios.
- Rotate through various positions in a simulated food service setting.
- Determine the position you favor most and the position you liked the least. Explain the reasons for your decisions. Establish long-term and short-term goals based on your experience.
- Interview food service managers regarding workplace procedures and guidelines. Report results to the class.

Formative Assessments: Performance to demonstrate learning, open-response questions, student conferencing, parent conferencing, projects, student records/reflections on their work

FACS Student Organization – Family, Career, and Community

Leaders of America (FCCLA):

APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Peer Education for Leaders

Fundraising: food production and services business

Leaders at Work: Food Production and Services leadership projects

STAR Events: Entrepreneurship

Resources:

www.chrie.org (Council on Hotel and Restaurant Institutional Education) information about organization

www.chart.org (The Council of Hotel and Restaurant Trainers) information about association

www.edfound.org (National Restaurant Association Educational Foundation) articles, news releases, and links to state restaurant associations

<http://www.learncom.com/productDetails.do?no=AM0190>

book about handling diversity in the workplace

www.diversitybuilder.com/diversity_training.php training tips for dealing with diversity in the workplace.

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D. FOOD SERVICE TOOLS AND EQUIPMENT

SC Standard D1. Demonstrate the appropriate use of kitchen tools and equipment.

FACS Nat'l Standard(s): Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

ProStart 1: Chapter 5: Equipment and Techniques

ACF: Food Preparation

AAFCS Culinary Arts Assessment/Credential: 5C. Summarize types of technology utilized in food service operations; 6E. Understand the selection, use, storage and maintenance of tools and equipment

Academic Alignment: ELA A1, A.2, A.3, A.4, A.5, A.6; ECON A9; EA A10, A11; PC A12; ES A13; PS A14; C A19; P A20; HSE A23, A26; Technology A27, A28, A29, A30, A31, A32

Essential Question(s): Why do we need to know how to use and maintain kitchen equipment?

Indicators

<p>What students should know:</p> <ol style="list-style-type: none">1. Kitchen tools and equipment.2. Care and of kitchen tools and equipment3. Types and sizes of pots and pans4. Standard and metric systems	<p>What students should be able to do:</p> <ol style="list-style-type: none">1. Demonstrate the correct use of basic kitchen hand tools.2. Demonstrate proper cleaning, sanitizing, and maintenance of hand tools and equipment.3. Identify the types and sizes of pots and pans.4. Demonstrate proper weighing and measuring techniques of solids and liquids.
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Learning Strategies

- Select equipment, research the use and teach the other students about that equipment. Include how to clean and sanitize the equipment.
- Identify the different types and sizes of pots and pans and their uses.
- Arrange a guided walking tour of the kitchen to familiarize the students with the layout, storage, equipment, and tools.
- Identify, discuss, and demonstrate the use of measuring and portioning hand tools.
- Demonstrate the proper use of kitchen tools and equipment.
- Apply accurate standard and metric weighing and measuring procedures.

Formative Assessments: Performance to demonstrate learning, open-response questions, student conferencing, parent conferencing, projects, student records/reflections on their work, rubric, peer evaluations

FACS Student Organization – Family, Career, and Community Leaders of America (FCCLA): APPLICATION/ASSESSMENT THROUGH FCCLA

Fundraising: food production and services business

Leaders at Work: Food Production and Services leadership projects

STAR Events: Applied Technology; Entrepreneurship; Food Service

Resources:

www.ciachef.edu (Food and Beverage Institute) The Culinary Institute of America with helpful links

www.restaurant.org (National Restaurant Association)

se33.msl-fn.com/cutleryequipmentkitchentool.html [Cutlery Equipment Kitchen Tool](#)

ezinearticles.com/?Kitchen-Tools---Make-Your-Cooking-Easy&id=1935553

[Kitchen Tools - Make Your Cooking Easy](#)

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E. FOOD SAFETY AND SANITATION PROCEDURES

SC Standard E1: Identify biological, physical, and chemical hazards.

FACS Nat’l Standard(s) 8.2:Demonstrate food safety and sanitation procedures.

ProStart 1– Chapter 2: Keeping Food Safe; Appendix B: Handling a Foodborne Illness Outbreak; Appendix C: Identifying Pests

ACF –Safety and Sanitation

AAFCS Culinary Arts Assessment/Credential: 1A. Analyze workplace safety conditions; 1B. Analyze food and beverage safety and sanitation procedures; 1C. Understand sustainability processes

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; EA A10; PS A16; B A18; C A19; HSE A21, A23, A25, A26; ISTE A28, A29, A30, A31

Essential Question(s): How can biological, physical, and chemical hazards are avoided?

Indicators

What students should know:	What students should be able to do:
<ol style="list-style-type: none"> 1. Biological, physical, and chemical hazards 2. Contamination 3. Microorganisms 4. Time and temperature guidelines 5. Chemicals 6. Hazardous foods 7. FAT-TOM 	<ol style="list-style-type: none"> 1. Categorize biological, physical, and chemical hazards. 2. Describe sources of direct contamination and cross-contamination. 3. Categorize and describe microorganisms that cause food borne illnesses. 4. Explain how time and temperature guidelines can reduce growth of microorganisms. 5. Analyze procedures used with chemicals substances. 6. Identify potentially hazardous foods that are high in protein and moisture. 7. Explain and demonstrate FAT-TOM.

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Learning Strategies

- Analyze case studies involving food borne illnesses. Identify where food safety hazards may have occurred in the flow of food through an operation. Identify biological, chemical, and/or physical hazards that could have contaminated a recipe.
- Describe a foodborne illness outbreak by conducting a search for current events.
- Research a foodborne illness and develop a presentation for peers. Include how the illness occur, the timeline of the illness, signs and symptoms of the illness, who is most at risk, and the proper emergency procedures to follow.
- Create a chart delineating biological, chemical, and physical hazards.
- Research allergens, their symptoms, and methods of prevention and present your findings to the class.
- Develop a visual showing the conditions under which bacteria multiply rapidly.

Formative Assessments: Student self-evaluation, learning logs, questionnaires, performances, projects, peer conferencing

FACS Student Organization – Family, Career, and Community Leaders of America (FCCLA):

APPLICATION/ASSESSMENT THROUGH FCCLA

Customer Service, Leaders at Work, STAR EVENTS, Student Body

Resources

www.cdc.gov/foodsafety/ (Center for Disease Control Food Safety Office) publications and other resources
www.cfsan.fda.gov/~dms/fs-toc.html (Food Safety Programs) from FDA, USDA, CDC and EPA
www.foodsafety.gov (Food Safety.gov) resources for food safety practices
www.fsis.usda.gov (The Food Safety and Inspection Home Page)
www.fsis.usda.gov/thermy/ (The Thermy^a Page)
www.nal.usda.gov/fnic/foodborne/wais.shtml (USDA/FDA Food borne Illness Education Material Database)
www.servsafe.com (ServSafe Web site)

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E. FOOD SAFETY AND SANITATION PROCEDURES

SC Standard E2. Demonstrate food safety and sanitation practices.

FACS Nat’l Standard(s) 8.2 Demonstrate food safety and sanitation procedures.

ProStart 1– Chapter 2: Keeping Food Safe; Appendix B: Handling a Foodborne Illness Outbreak; Appendix C: Identifying Pests

ACF – Knowledge Area: Safety and Sanitation

AAFCS Culinary Arts Assessment/Credential: 1A. Analyze workplace safety conditions; 1B. Analyze food and beverage safety and sanitation procedures; 1C. Understand sustainability processes

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; EA A10, A11; PC A12; PS A16; ES A13; PS A14, A15, A16, A17; B A18; C A19; HSE A21, A22, A23, A24, A25, A26; ISTE A28, A29, A30, A31

Essential Question(s): Why is it important to practice safe and sanitary handling of food?

Indicators

What students should know:	What students should be able to do:
<ol style="list-style-type: none">1.Hazard Analysis Critical Control Points (HACCP)2.Industry certifications for food safety and sanitation3.Time and temperature control4.Importance of safety and sanitation practices5.Cross-contamination and direct contamination	<ol style="list-style-type: none">1. Develop a flowchart using the HACCP plan.2. Describe industry certifications for food safety and sanitation.3. Explain why time and temperature control is important.4. Evaluate safety and sanitation practices.5. Identify methods to avoid cross and direct contamination.

Learning Strategies

- Develop a flowchart using the HACCP plan.

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- Select a favorite recipe. Identify potentially hazardous foods in the recipe, the critical control points in the recipe and potential hazards in the recipe. Suggest critical control points and draft the HACCP version of the recipe.
- Lead a discussion about the importance of food safety and sanitation.
- Brainstorm current events that have resulted in tragedy or loss from accidents involving food safety. Identify the legally responsible parties. Discuss the possible outcomes of the tragedy or loss.
- Define and describe a foodborne illness outbreak. Prepare a presentation to show how foodborne illness outbreaks can hurt a restaurant. Identify the factors that account for the risk of foodborne illness in the industry (food pathogens, importation of food, changes in the composition of food, increases in the sales of take-out food, increasing the numbers of high risk individuals such as infants, pregnant women, elderly people, people taking certain medications, people with various illnesses) and employee turnover rates.
- Select and research a specific type of foodborne illness. Write a two-three page paper on the illness. Include in the paper: how the illness occurs, the timeline for the illness, signs and symptoms of the illness, who is most at risk, and the proper emergency procedures to follow.
- Discuss FAT-TOM and develop a visual to the conditions under which bacteria multiply rapidly.
- Research allergens, include the symptoms, and methods of prevention.
- Present findings to class as a five minute Public Service Announcement.
- Earn a food safety and sanitation certificate by completing food safety and sanitation procedures successfully.
- Demonstrate procedures to calibrate, use, and care for a thermometer. Take and record accurate temperatures on a time and temperature log.
- Discuss good personal hygiene for food service establishments. Identify the single most important thing that can be done to prevent the spread of foodborne illnesses. Demonstrate correct hand washing techniques.
- Develop a hand washing policy to be posted in the foods lab.
- Explain how to use disposable gloves properly.
- Complete self assessment of student developed criteria for good personal hygiene, daily.
- Create posters that categorize bacteria, viruses, parasites, and fungi. Identify the name of the bacteria, virus, parasite, or fungi; the source/ the potential carrier; when symptoms appear, how long symptoms last; and prevention.

Formative Assessments: Student self-evaluation, learning logs, discussions, questionnaires, performances, projects, peer conferencing, student developed checklists

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FACS Student Organization – Family, Career, and Community Leaders of America (FCCLA): APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: projects to promote waste management and recycling in food production and services

Leaders at Work: Food Production and Services leadership projects

STAR Events: Applied Technology; Food Service; Illustrated Talk

Student Body: food safety education projects

Resources

www.cdc.gov/foodsafety/ (Center for Disease Control Food Safety Office) publications and other resources

www.cfsan.fda.gov/~dms/fs-toc.html (Food Safety Programs)

from FDA, USDA, CDC and EPA

www.foodsafety.gov (Food Safety.gov) resources for food safety practices

www.fsis.usda.gov (The Food Safety and Inspection Home Page)

www.fsis.usda.gov/thermy/ (The Therm^a Page)

www.nal.usda.gov/fnic/foodborne/wais.shtml (USDA/FDA Food borne Illness Education Material Database)

www.servsafe.com (ServSafe Web site)

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F. WORKPLACE SAFETY

SC Standard F1. Demonstrate safe behaviors in food service facilities.

FACS Nat'l Standard(s): 8.6 Demonstrate implementation of food service management and leadership functions.

ProStart 2 - Chapter 3: Workplace Safety

ACF-Sanitation and Safety-To develop an understanding of the basic principles of sanitation and safety and be able to apply them in the foodservice operations.

AAFCS Culinary Arts Assessment/Credential: 1A. Analyze workplace safety conditions;1B. Analyze food and beverage safety and sanitation procedures; 1C. Understand sustainability processes

Academic Alignment: ELA- A1, A2, A3, A4, A5, A6; PS A16; HSE A23, A24, A25, A26; Technology A27, A28, A29, A30, A31, A32.

Essential Question(s): Why is it important to follow safety procedures in a foodservice operation?

Indicators

What students should know:	What students should be able to do:
<ol style="list-style-type: none">1. First Aid2. Hazard Communication Program (HAZCOM)3. Role of Occupational Safety and Health Administration4. Right to Know Law5. Fire Prevention6. Material Safety Data Sheets (MSDS)7. Safe and Sanitary Lab	<ol style="list-style-type: none">1. Apply basic first aid skills.2. Explain the Hazard Communication Program.3. Explain the role of OSHA in the workplace.4. Explain the Right to know law.5. Implement fire prevention techniques.6. Read and explain Material Safety Data Sheets.7. Maintain a safe and sanitary lab.

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Learning Strategies

- Create various scenarios depicting accidents in the workplace. Demonstrate basic first aid skills for choking, cuts, burns, falls, strains, electrical shock, etc.
- Graph instances of accidents in the workplace and the impact the accidents have on the budget.
- Research HAZCOM and OSHA regulations.
- Tour the lab in search of OSHA safety violations. List the problems found and discuss how to correct the problem.
- Discuss and describe the Hazard Communications Standard Requirements and why these requirements are important to food service.
- Write a reflection paper to describe how the Hazard Communications Standard Requirements will affect individuals in food service careers.
- Classify different types of fires and fire extinguishers. Demonstrate/Explain the use of the fire extinguishers.
- Identify, describe and discuss Material Safety Data Sheets and why these sheets are important in food service.
- Reference MSDS Sheets during laboratory experiences. Discuss the relationship between procedures and techniques used in the lab and the MSDS Sheets.
- Describe ways to prevent accidents.
- Develop a master cleaning schedule for the lab in groups. Present the master cleaning schedule to the class and explain the process used to create it. Take each group's schedule and make one schedule to be used in the lab. Monitor and adjust the schedule as needed.
- Create scenarios showing electrical hazards found in foodservice establishments. Discuss electrical shock, how to avoid it, and what to do if it occurs.
- Invite a resource speaker from the fire department to discuss different types of fires and explain the different types of fire extinguishers to include automatic sprinkler and hood systems. Prepare questions related to common mistakes that can lead to fires prior to the scheduled day of the resource speaker.
- Discuss and demonstrate the proper cleaning and sanitizing procedures for all equipment in the lab.
- Invite the grounds or maintenance supervisor or another pest control professional to speak to the class on the importance of pest control. Develop questions and interview the speaker. Create a poster that includes the type of pests, factors that increase the number of pests, measure taken to control the pests, and things students can do to help control pests. Display the posters in strategic locations.
- Discuss the role of the South Carolina Department of Health and Environmental Control regarding policies governing food service establishments. Conduct a mock health inspection of the lab and report findings to the class.

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- Demonstrate proper procedures for: cleaning spills on the floor, ladder safety, lifting and carrying heavy loads, safe knife use, clothing and accessories, etc. conduct on-going peer evaluations

Formative Assessments: Performance to demonstrate learning, open-response questions, student conferencing, parent conferencing, projects, student records/reflections on their work, Rubric(s), Teacher Observations, Teacher-Student Conference(s), Student Evaluations of Students

FACS Student Organization – Family, Career, and Community Leaders of America (FCCLA):

APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Peer Education for Leaders

Fundraising: food production and services business

Leaders at Work: Food Production and Services leadership projects

STAR Events: Entrepreneurship

Resources

www.cdc.gov/foodsafety/ (Center for Disease Control Food Safety Office) publications and other resources

www.fsis.usda.gov/thermy/ (The Thermy^a Page)

www.nal.usda.gov/fnic/foodborne/wais.shtml

<http://nonprofitrisk.org/tools/workplace-safety/nonprofit/wsp.htm> [Workplace_Safety_Toolkit](#)

www.osha.gov/as/opa/worker/index.html [OSHA Workers' Page](#)

humanresources.about.com/od/safetyworkplacesafety/Safety_Workplace_Safety_and_Employee... [Safety:_Workplace_Safety_and_Employee_Safety](#)

CULINARY ARTS 1
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G. MENU MANAGEMENT

SC Standard G1. Explain factors that affect food and menu prices.

FACS Nat’l Standard(s) 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

ProStart 1- Chapter 4: Professionalism and Understanding Standard Recipes

ACF: Menu Planning, Business and Math Skills, Purchasing, Receiving, Inventory and Storage

AAFCS Culinary Arts Assessment/Credential: 6C. Apply appropriate weighing and measurement skills and tools; 6D. Execute a recipe using correct conversions and menu terminology; 6E. Understand the selection, use, storage and maintenance of tools and equipment; 6F. Understand food cost analysis and controls.

Academic Alignment: ELA- A1, A2, A3, A4, A5, A6; ECON A8, A9; EA A10, A11; PC A12; ES A13; PS A14, A15, A16, A17; B A18; C A19; HSE A21, A22, A23, A24, A25, A26; ISTE A27, A28, A29, A30, A31, A32

Essential Question(s): Why is it important to be aware of factors that affect food and menu prices?

Indicators

<p>What students should know:</p> <ol style="list-style-type: none">1. Food, equipment, and supplies for specific menus2. Truth-in-menu guidelines3. Menu modification techniques4. Menu layouts, themes, and design styles5. Menu conversions6. Nutritive value	<p>What students should be able to do:</p> <ol style="list-style-type: none">1. Identify food, equipment and supplies needed for a menu.2. Create menu item descriptions following the truth-in-menu guidelines.3. Plan and modify menus.4. Develop a variety of menu layouts, themes, and design styles5. Convert menus using computer based menu systems.6. Evaluate menus for nutritive value.
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Learning Strategies

- Identify basic menu planning principles.
- Plan a menu for a restaurant. Explain the items included, how decisions are made about the types of food to offer, and the food items excluded. List all food, equipment and supplies needed for the menu. Write menu descriptions following truth-in-menu techniques. Evaluate the menu using the truth-in-menu guidelines. Revise the menu to ensure that all guidelines are followed.
- Develop a presentation to demonstrate menu modification techniques. Conduct peer evaluations using a student-developed checklist/rubric.
- Compare different types of menus. Describe the different type of menus used by a foodservice establishment.
- Research different countries/ethnicities. Develop menus. Create different layouts, themes, and design styles for the menus. Conduct peer evaluations using a pre-made checklist for the menus. Evaluate menus based on industry standards.
- Research factors that influence menu prices. Compare the various pricing methods and discuss the pros and cons of each. Select one pricing method based on personal preference and justify the choice.
- Apply USDA guidelines to plan special diet menus for people who may need special diets, for example low-fat, diabetes, food allergies, low carbohydrate, gluten free, etc. Provide an explanation for each food item included in the menu.
- Develop a menu portfolio. As a class decide the contents and criteria for the menu portfolio.

Formative Assessments: Performance to demonstrate learning, open-response questions, student conferencing, parent conferencing, projects, student records/reflections on their work, Rubric(s), Teacher Observations, Teacher-Student Conference(s), Student Evaluations of Students

FACS Student Organization – Family, Career, and Community Leaders of America (FCCLA):

APPLICATION/ASSESSMENT THROUGH FCCLA

Leaders at Work: Food Production and Services leadership projects

STAR Events: Food Service

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Resources:

www.arborcom.com (**Arbor Nutrition Guide**) resources for applied nutrition, clinical nutrition and food science

www.blonz.com (**Ed Blonz, Ph.D., F.A.C.N**): guide to "nutrition, food & fitness", "food resources & associations", "health & medical resources", "government stuff, U.S. & others" as well as other resources

www.cyberdiet.com (**Cyberdiet**) with "Daily Food Planer"

www.dole5aday.com (**Dole**) link especially for teachers

www.execpc.com/~veggie/salt.html (**Salt Talk**) salt information

www.goodkarmacafe.com (**Good Karma Caf**) nutrition resources with emphasis on vegetarian

www.healthyeatingclub.com (**Healthy Eating**) An Australian based healthy eating club with nutrition resources

www.intelihealth.com (**InteliHealth**) nutrition information

www.lightliving.com (**Light Living**) nutrition information

www.kelloggs.com/index.html (**Kellogg's**) with nutrition university, recipes and learning games

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H. NUTRITION

SC Standard H1. Analyze the roles of nutrients in the diet.

FACS Nat'l Standard(s) 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

ProStart 1 - Chapter 5: Kitchen Essentials2-Equipment and Techniques

ACF-Nutrition

AAFCS Culinary Arts Assessment/Credential: 6B. Apply nutrition principles during menu development and food preparation; 6E. Understand the selection, use, storage and maintenance of tools and equipment; 7A. Summarize food preparation methods and techniques

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; EA A10, A11; PC A12; PS A16; ES A13; PS A14, A15, A16, A17; B A18; C A19; HSE A21, A22, A23, A24, A25, A26; ISTE A28, A29, A30, A31

Essential Question(s): How are nutrients important in the diet?

Indicators

What students should know:	What students should be able to do:
<ol style="list-style-type: none">1. Role of nutrients in the diet2. Nutrient deficiencies and excesses3. Guidelines for healthy living4. Recommended Dietary Allowances (RDA)5. Food labels	<ol style="list-style-type: none">1. Categorize foods according to nutrient content.2. Research diseases associated with nutrient deficiencies and excesses.3. Apply guidelines for healthy living when selecting and preparing foods.4. Explain the recommended dietary allowances for different ages.5. Interpret information on food labels.

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Learning Strategies

- Interpret and use tables, charts, and figures to recognize the role of nutrients in the diet.
- Make a list of every food consumed in the last 24 hours. Produce a sample list. Compare and analyze the list of foods with the correct serving needed to maintain health. Categorize foods according to nutrient content. Work in pairs to analyze their lists and provide suggestions for improvements.
- Develop a chart that shows each nutrient, their functions, and the importance of fiber in the diet. Include cooking methods that preserve nutrients and make recipes more healthy.
- Create a collage of foods according to nutrient content. Write a paper describing the collage and the nutrient content of the food items included.
- Conduct classroom experiments to determine the nutrient content of foods.
- Research at least one of the following as a group activity: bowel syndrome, diverticulosis, preventing constipation, inflammation of the intestine, high cholesterol, cholesterol lowering foods and medicine, complete/incomplete proteins and the foods they represent.
- Discuss cholesterol in the diet and identify food high in cholesterol. Include a discussion of the effects of high cholesterol in the body on the heart. Discuss healthy substitutes for high fat recipes.
- Divide into two or more even number teams. Select and prepare a recipe that contains foods with salt, sugar, butter, etc. The second team should prepare the same recipe with healthy alternatives such as seasonings, etc. Sample each recipe for flavor and taste.
- Discuss and provide examples of complete and incomplete proteins. Identify them and differentiate between their functions. Include a discussion on the various types of vegetarian diets.
- Analyze different diet plans.
- Discuss and identify the RDAs and the new USDA food guidelines. Compare the food guide Pyramid to the new food guidelines. Illustrate and demonstrate how these tools can be used to plan a nutritious meal.
- Respond to the following scenario: “Your best friend does not want to gain any weight. Therefore, the friend stopped drinking milk. Your friend has not had any milk for about five months and has not gained any weight. You are concerned about your friend’s decision. What advice can you give about choices and what would be better?” Write a paragraph indicating a response. Share your response with the class.
- Examine recipes in different cookbooks. Identify and discuss the cooking methods that preserve nutrients.
- Research and discuss ways to make favorite dishes healthier.

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- Identify and discuss information found on food labels. Provide labels as examples and discuss the major components.
- Collect labels from favorite foods and identify the parts of the label. Analyze the labels for nutritional content. Write a short paragraph entitled, “I Am What I Eat.” Include the nutritional value, the nutritive functions met and the affect the food has on the body.
- Design a visual that illustrates healthy snacks for teens. Include food labels and emphasize why the snack is healthy.

Formative Assessments: Performance to demonstrate learning, open-response questions, student conferencing, parent conferencing, projects, student records/reflections on their work, Rubric(s), Teacher Observations, Teacher-Student Conference(s), Student Evaluations of Students

FACS Student Organization – Family, Career, and Community Leaders of America (FCCLA):

APPLICATION/ASSESSMENT THROUGH FCCLA

Families First: Parent Practice

Power of One: A Better You

STAR Events: Illustrated Talk

Student Body: nutrition education; eating disorders education

Resources:

www.faqs.org/nutrition/Met-Obe/Nutrients.html Nutrients - Carbohydrates, Proteins, Lipids, Vitamins, Minerals, Water ...

www.webmd.com/diet/guide/7-nutrients-your-diet-may-be-missing 7 Nutrients Your Diet May Be Missing

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I. FOOD PRODUCTION TECHNIQUES

SC Standard I1. Demonstrate a variety of cooking methods.

FACS Nat'l Standard(s): Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

ProStart 1- Chapter 6: Stocks, Sauces, and Soups; Chapter 9: Fruits and Vegetables; Chapter 11: Potatoes and Grains

ACF: Food Preparation

AAFCS Culinary Arts Assessment/Credential: 7A. Summarize food preparation methods and techniques; 7B. Create professional plating utilizing garnishing, and food presentation techniques

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; EA A10, A11; PC A12; PS A16; ES A13; PS A14, A15, A16, A17; B A18; C A19; HSE A21, A22, A23, A24, A25, A26; ISTE A28, A29, A30, A31

Essential Question(s): Why is it necessary to know dry heat cooking methods?

Indicators

What students should know: <ol style="list-style-type: none">1. Dry heat methods of cooking2. Moist heat methods of cooking	What students should be able to do: <ol style="list-style-type: none">1. Prepare foods using dry heat methods of cooking.2. Prepare and demonstrate foods using moist heat methods of cooking.
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Learning Strategies

- Create a graphic organizer and list the different cooking methods and write a short description of each. Select one technique from each category and demonstrate for the class.
- Compare the different types of methods of cooking and discuss the similarities and differences.
- Develop an evaluation checklist and conduct a self-evaluation after a cooking experience. Explain what went well, what did not go well, and what will be done differently the next time.

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- Compete in a classroom cook off. Demonstrate and explain the cooking method to the audience (can be classmates or others) step-by-step as the recipe is prepared. The winner will be selected by a panel of judges and recognized by earning extra points in class, displaying a picture with a short write-up about the competition in the class/school/etc., picture and write-up in the school newsletter, post picture and write-up in the teacher/school/district website.
- Write reflections on class performance. Determine areas of strengths and areas for improvement. Develop short term goal for areas of improvement. Check off and date each goal when met and set new goals.

Formative Assessments: Performance to demonstrate learning, open-response questions, student conferencing, parent conferencing, projects, student records/reflections on their work, Write reflections on class performance. Determine areas of strengths and areas for improvement. Write a short term goal for areas of improvement.

FACS Student Organization – **Family, Career, and Community Leaders of America (FCCLA): APPLICATION/ASSESSMENT THROUGH FCCLA**

Leaders at Work: Food Production and Services leadership projects

STAR Events: Food Service

8.6 Demonstrate implementation of food service management functions.

Resources

www.ciachef.edu (Food and Beverage Institute) The Culinary Institute of America with helpful links

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J. CAREERS AND EMPLOYABILITY SKILLS

SC Standard J1. Demonstrate skills needed to seek and keep employment.

ProStart 1 - Chapter 1: Welcome to the Restaurant and Foodservice Industry; Chapter 12: Building a Successful Career in the Industry; Appendix A: Staying Connected with the National Restaurant Association

ACF: Introduction to the Hospitality and Foodservice Industry

AAFCS Culinary Arts Assessment/Credential: 4A. Understand career opportunities in hospitality, tourism, and recreation; 4B. Demonstrate roles and duties in food production and service careers; 4C. Evaluate effective work behaviors and personal qualities; 4D. Understand strategies to manage multiple roles and responsibilities

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; HSE A21, A22, A23, A24, A25, A26; ISTE A28, A29, A30, A31, A32

Essential Question(s): What skills do you need to seek and keep employment?

Indicators

What students should know:	What students should be able to do:
<ol style="list-style-type: none">1. Personal goals2. Characteristics of successful food service employees3. Job search strategies4. Resume and cover letter development skills	<ol style="list-style-type: none">1. Plan personal goals for careers.2. Compare personal and job related skills needed to obtain and retain a job.3. Summarize job search strategies needed to obtain a job.4. Develop a resume and cover letter that lists skills and competencies.

Learning Strategies

- Research and review career options and qualifications in the food service industry. Set short-term and long-term goals. Review goals periodically and check off, revise, or add goals as needed.
- Conduct a self-evaluation using a student made checklist. Identify personal qualities that lead to success in foodservice.
- Join and become actively involved in a student organization. Participate in school wide, local, regional, state, and national competitions.

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- Examine the relationship between school and the workplace. Discuss transferable skills. Identify skills attained and skills to improve.
- Research the resources needed when searching for jobs. Develop personal job seeking steps. Compare findings with a peer. Revise the job seeking steps as needed.

Formative Assessments: Performance to demonstrate learning, open-response questions, student conferencing, parent conferencing, projects, student records/reflections on their work

FACS Student Organization – – Family, Career, and Community Leaders of America (FCCLA): APPLICATION/ASSESSMENT THROUGH FCCLA

Leaders at Work: Food Production and Services leadership projects

STAR Events: Food Service

Resources

www.ciachef.edu (Food and Beverage Institute) The Culinary Institute of America

Occupational Outlook Handbook, [2008-09 Edition](#), www.bls.gov/oco

Customer service 202-691-5200

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J. Careers and Employability Skills

SC Standard J2. Investigate food service careers and entrepreneurship opportunities.

FACS Nat’l Standard(s) 8.1: Analyze career paths within the food production and food services industries.

ProStart 1 - Chapter 1: Welcome to the Restaurant and Foodservice Industry; Chapter 12: Building a Successful Career in the Industry; Appendix A: Staying Connected with the National Restaurant Association

ACF: Introduction to the Hospitality and Foodservice Industry

AAFCS Culinary Arts Assessment/Credential: 4A. Understand career opportunities in hospitality, tourism, and recreation; 4B. Demonstrate roles and duties in food production and service careers; 4C. Evaluate effective work behaviors and personal qualities; 4D. Understand strategies to manage multiple roles and responsibilities

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ECON A7, A8, A9; EA A10; HSE A21, A22, A23, A24, A25, A26; ISTE A28, A29, A30, A31, A32

Essential Question(s): What food service careers and entrepreneurship opportunities are of interest to you?

Indicators

What students should know:	What students should be able to do:
<ol style="list-style-type: none">1. Careers in Foodservice2. Foodservice trends3. Education & Training requirements4. Entrepreneurship opportunities	<ol style="list-style-type: none">1. Research careers in foodservice.2. Investigate foodservice trends.3. Compare education and training requirements.4. Identify entrepreneurship opportunities.

Learning Strategies

- Develop a food service career ladder. Include name of the position, education requirements, salary ranges.
- Create a timeline showing foodservice trends from the late 80’s until the present.

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- List and describe foodservice careers. Compare the education and training requirements for each career and the associated salaries.
- Outline the steps and legalities to becoming an entrepreneur.
- Develop a Culinary Arts Portfolio. Include resume, outstanding achievements, certificates, certifications, letters of recommendation, etc

Formative Assessments: Performance to demonstrate learning, open-response questions, student conferencing, parent conferencing, projects, student records/reflections on their work

FACS Student Organization – – Family, Career, and Community Leaders of America (FCCLA): APPLICATION/ASSESSMENT THROUGH FCCLA

Leaders at Work: Food Production and Services leadership projects
STAR Events: Food Service

Resources

www.ciachef.edu (Food and Beverage Institute) The Culinary Institute of America
Occupational Outlook Handbook, 2008-09 Edition, www.bls.gov/oco
Customer service 202-691-5200