

STATEWIDE COURSE SYLLABUS
Culinary Arts 2

Instructor:

Teacher's Name:

Teacher Room Number:

Phone :

Fax:

Email:

Webpage:

Hours Available:

Career Cluster: Hospitality and Tourism

CIP Code: 520905

Course Number and Title: 5721 Culinary Arts 2

Course Description: Culinary Arts 2 is an advanced level course that prepares the serious culinary student for gainful employment and/or entry into postsecondary education. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career options. Students have opportunities to develop skills in workplace settings. Integration of the Family and Consumer Sciences student organization, Family, Careers, and Community Leaders of America (FCCLA), greatly enhances the curriculum

Grade Level:

Carnegie Units:

(Regulation 43-232: High School Credit - A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)

Required Prerequisite: Culinary Arts 1

National Assessment/Credential:

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South Carolina State Standards and Indicators

Unit 1: B. CUSTOMER SERVICE

Amount of Time:

State Standard:

B1. Demonstrate effective communication skills.

Indicators:

1. Analyze verbal and nonverbal communication.
2. Demonstrate effective writing skills.
3. Model courteous and effective telephone skills.
4. Identify methods to attract and keep customers.
5. Demonstrate successful selling techniques.

Amount of Time:

State Standard:

B2. Demonstrate duties of front of the house employees.

Indicators:

1. Explain positions and the duties of front of the house employees and employers.
2. Demonstrate effective customer service skills when taking customer orders.
3. Demonstrate different types of dining room service.
4. Identify needs and wants of different types of customers (business, leisure, special needs, special dietary concerns, etc.)customers.
5. Explain the relationship between front of the house and back of the house employees.

Unit 2: C. WORKPLACE GUIDELINES

Amount of Time:

State Standard:

C1. Describe work attitudes and behaviors that lead to success.

Indicators:

1. Set personal goals.

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2. Develop a personal definition of success.
3. Identify the roles and duties of various food service employees/employers.
4. Demonstrate effective methods of managing multiple roles.
5. Explain ethical issues.
6. Analyze risk management and legal liability.

Amount of Time:

State Standard:

C2. Analyze the importance of team work in the workplace.

Indicators:

1. Critique teamwork skills to facilitate the workflow.
2. Evaluate interpersonal skills for career success.
3. Demonstrate technical skills necessary for workplace success.

Amount of Time:

State Standard:

C3. Investigate managerial skills.

Indicators:

1. Identify management and leadership skills
2. Apply accounting principles in planning and forecasting profit and loss.
3. Explain risk management and legal liability.
4. Describe the different aspects of human resources functions.
5. Evaluate staff development experiences.
6. Develop a marketing plan.
7. Outline inventory and facility management responsibilities.

Unit 3: D. FOOD SERVICE TOOLS AND EQUIPMENT

Amount of Time:

State Standard:

D1. Demonstrate the proper use of industry tools and equipment.

Indicators:

1. Demonstrate the correct use of basic kitchen hand tools.
2. Categorize equipment based on usage.
3. Demonstrate proper cleaning, sanitizing, and maintenance of storage, preparation and cooking equipment.

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4. Demonstrate how to cut and mix foods using standard kitchen equipment.

Unit 4: E. **FOOD SAFETY AND SANITATION PROCEDURES**

Amount of Time:

State Standard:

E1. Demonstrate food safety and sanitation practices.

Indicators:

1. Describe the seven major steps of the Hazard Analysis Critical Control Point (HACCP) food safety system.
2. Identify the critical control points during all food handling processes as a method for minimizing the risk of food borne illness.
3. Describe different types of potentially hazardous foods.
4. Explain how time and temperature guidelines can reduce the growth of microorganisms.
5. Pass a food safety and sanitation certification exam.

Unit 5: F. **WORKPLACE SAFETY**

Amount of Time:

State Standard:

F1. Implement industry standard safety procedures.

Indicators:

1. Identify the responsibilities of foodservice establishment to customers and workers.
2. Analyze a restaurant's Hazard Communication Program.
3. Explain the requirements of OSHA's safety-related standards and regulations for the workplace.
4. Explain the purpose of the MSDS.

Unit 6: G. **MENU MANAGEMENT**

Amount of Time:

State Standard:

G1. Create menus according to industry guidelines.

Indicators:

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1. Define and apply menu terminology.
2. Apply menu planning principles to develop and modify menus.
3. Plan menus based on nutrition principles.
4. Develop a variety of menu layouts, themes, and design styles.
5. Compare industry guidelines.

Amount of Time:

State Standard:

G2. Analyze the performance of menus.

Indicators:

1. Evaluate the performance of menu items to analyze sales, and determine menu revision.
2. Convert recipes/formulas based on menus and number of guests to be served.
3. Prepare requisitions for food, equipment, and supplies to meet production requirements.
4. Apply principles of measurement and food cost analysis and control.

Unit 7: H. FOOD PRODUCTION TECHNIQUES

Amount of Time:

State Standard:

H1. Apply business math skills in food production.

Indicators:

1. Apply mathematic skills to convert measures in standardized recipes.
2. Apply basic skills to calculate food cost percentages.
3. Apply basic skills to cost out recipes/formulas and menus.

Amount of Time:

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State Standard:

H2. Demonstrate a variety of cooking methods.

Indicators:

1. Prepare foods using dry heat methods.
2. Prepare foods using moist heat methods.
3. Prepare foods using combination methods.
4. Demonstrate professional plating techniques.

Unit 8: I. CAREER AND EMPLOYABILITY SKILLS

Amount of Time:

State Standard:

I1. Explore foodservice career opportunities.

Indicators:

1. Compile a career search portfolio.
2. Describe education and training opportunities available for foodservice careers.
3. Identify certification opportunities.
4. Summarize food service trends.
5. Analyze the importance and benefits of foodservice professional organizations.

Course Outline

	Unit/Lesson	Textbook Chapter		Unit/Lesson	Textbook Chapter
Week 1			Week 10		
Week 2			Week 11		
Week 3			Week 12		
Week 4			Week 13		
Week 5			Week 14		
Week 6			Week 15		
Week 7			Week 16		
Week 8			Week 17		
Week 9			Week 18		

Academic Alignments:

Course content is aligned with the following academic subject areas:

English Language Arts

Health and Safety Education

Technology

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Earth Science
Economics
Chemistry

Elementary Algebra
Precalculus
Physical Science

Physics
Biology
Data Analysis

Textbook(s):

Evaluation and Grading:

1. Grading System:

Class Participation (bellringer, exit card/slip, homework, class discussions)

2. Grading Scale:

A = 100 - 93

B = 92 - 85

C = 84 - 77

D = 76 - 70

F = 69 - below

Make-up Policy and Extra Help:

Supplies Needed:

Classroom Expectations:

Classroom Procedures:

Student Organization:

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Collaborative Partnerships:

Advisory Council: The advisory council meets two times per year, once during the fall semester and once during the spring semester. All parents are invited to join our advisory council. Please contact me if you are interested.

Business/Community Connections: Businesses and community representatives are invited to serve on our advisory council. We encourage our local businesses and community representatives to provide speakers, field trip opportunities, donations, and other resources to support students in the school to work transition.

Dual Credit/Articulation Opportunities (Transition Strategies for Middle School)

Service Learning Projects:

Extended Learning Opportunities:

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21st Century Skills

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

The elements listed below are 21st Century Student Outcomes representing skills, knowledge and expertise students should master to succeed in work and life in the 21st century. These elements are incorporated throughout the course content.

Core Subjects and 21st Century Themes <ul style="list-style-type: none">• English, Reading or Language Arts• World Languages• Arts• Mathematics• Economics• Science• Geography• History• Government and Civics	Learning and Innovation Skills <ul style="list-style-type: none">• Creativity and Innovation Think Creatively Work Creatively with Others Implement Innovations• Critical Thinking and Problem Solving Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems• Communication and Collaboration Communicate Clearly Collaborate with Others
Information, Media and Technology Skills <ul style="list-style-type: none">• Information Literacy Access and Evaluate Information Use and Manage Information• Media Literacy Analyze Media Create Media Products• ICT Literacy Apply Technology Effectively	Life and Career Skills <ul style="list-style-type: none">• Flexibility and Adaptability Adapt to Change Be Flexible• Initiative and Self-Direction Manage Goals and Time Work Independently Be Self-directed Learners• Social and Cross-Cultural Skills Interact Effectively with Others Work Effectively in Diverse Teams• Productivity and Accountability Manage Projects Produce Results• Leadership and Responsibility Guide and Lead Others Be Responsible to Others

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CHECKLIST

Please check each item you have read and understand:

Syllabus Categories	Parent	Student
Course Description		
Unit Topics/Course Standards/Indicators		
National Assessments		
Course Outline		
Academic Alignments		
Textbook		
Evaluation and Grading		
Make-up Policy and Extra Help		
Supplies Needed		
Classroom Expectations		
Classroom Procedures		
Student Organization		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21 st Century Skills		

Your signature below verifies that you have read, understand, and agree with the contents of this syllabus.

Student Signature: _____

Date: _____

Student Printed Name: _____

Parent Signature: _____

Date: _____

Parent Printed Name: _____