

STATEWIDE COURSE SYLLABUS
Introduction to Culinary Arts

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: 5722

Course Description: Introduction to Culinary Arts provides students with an overview of interest, aptitude, and technical skills needed to advance to Level One Culinary Arts and/or the food service industry. Integration of the Family and Consumer Sciences co-curricular student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this 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.)

Prerequisite:

National Assessment/Credential:

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South Carolina State Standards and Indicators

Unit 1: B. CAREER OPPORTUNITIES

Amount of Time:

State Standard:

B1. Distinguish between individual occupations within the food service industry.

Indicators:

1. Investigate training, experience, and education needed for various food service positions.
2. Demonstrate employability skills for career success.
3. Research roles and responsibilities of food service employees.
4. Evaluate completed job applications.
5. Interpret local, state, national and international labor market information.
6. Develop a plan for finding a job.
7. Explain advantages and disadvantages of entrepreneurship.
8. Demonstrate 21st century skills.
9. Assess personal soft skills.

Unit 2: C. SANITATION AND SAFETY SKILLS

Amount of Time:

State Standard:

C1. Evaluate procedures to avoid food borne illnesses.

Indicators:

1. Categorize microorganisms related to food spoilage and food borne illnesses.
2. Describe symptoms common to food borne illnesses.
3. Explain procedures to prevent direct and cross-contamination.
4. Describe the flow of food through a food service operation.
5. Distinguish between acceptable and unacceptable procedures when preparing and storing potentially hazardous foods.
6. Demonstrate proper cleaning and sanitizing of foodservice equipment.
7. Differentiate biological, chemical, and physical hazards.

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Amount of Time:

State Standard:

C2. Analyze safe practices in food service facilities.

Indicators:

1. Explain the importance of safety in a foodservice establishment.
2. Describe the common causes of typical accidents and injuries in the foodservice industry.
3. Demonstrate appropriate emergency procedures for kitchen and dining room injuries.
4. Describe different types and uses of fire extinguishers.
5. Analyze the elements of a restaurant's Hazard Communication Program.
6. Summarize OSHA guidelines.
7. Apply guidelines as outlined in an MSDS sheet.

Unit 3: D1. FOOD CONTAMINATION

Amount of Time:

State Standard:

D1. Analyze the causes of food contamination and methods of prevention.

Indicators:

1. Demonstrate appropriate grooming habits for the workplace.
2. Evaluate hand washing techniques.
3. Explain the proper use of gloves in the workplace.
4. Select appropriate attire for the workplace.
5. Identify personal behaviors that can contaminate foods.
6. Identify sources of direct and cross contamination.
7. Distinguish between biological, chemical, and physical hazards.

Unit 4:E. RECIPE AND MENU SKILLS

Amount of Time:

State Standard:

E1.Demonstrate menu planning skills based on standardized recipes.

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Indicators:

1. Integrate recipe terminology in professional conversations.
2. Identify the components of a standardized recipe.
3. Explain the importance of the components of a standardized recipe.
4. Apply math skills to convert recipes.
5. Evaluate standardized recipes.
6. Develop and cost menus.

Unit 5:F. FOOD PRODUCTION TECHNIQUES

Amount of Time:

State Standard:

F1. Demonstrate food service preparation and presentation techniques.

Indicators:

1. Weigh and measure ingredients.
2. Identify and assemble ingredients, tools, and equipment needed for selected recipes (mis en place).
3. Develop food production schedules.
4. Demonstrate dry heat methods of cooking.
5. Demonstrate moist heat methods of cooking.
6. Demonstrate plating techniques.

Unit 6: G.CUSTOMER SERVICE

Amount of Time:

State Standard:

G1. Demonstrate the skills necessary to provide professional customer service.

Indicators:

1. Differentiate between internal and external customer service.
2. Explain the importance of effective communication skills.
3. Resolve service related problems effectively.
4. Identify serving techniques required to be successful in various segments of the food industry.
5. Identify industry standards for quality customer service.
6. Apply various selling techniques to increase sales.
7. Calculate customer checks and server tips.

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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
Earth Science	Elementary Algebra	Physics
Economics	Geometry	Biology
Chemistry	Intermediate Algebra	Data Analysis
Physical Science	Precalculus	

Textbook(s):

Evaluation and Grading:

1. Grading System:

2. Grading Scale:

A = 100 - 93
B = 92 - 85
C = 84 - 77
D = 76 - 70
F = 69 - below

Make-up Policy and Extra Help:

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Supplies Needed:

Classroom Expectations:

Classroom Procedures:

Student Organization: Involvement in student organizations has resulted in the strongest gains in cognitive skills, communication skills, interpersonal skills, and self-confidence.

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.

<p>Core Subjects and 21st Century Themes</p> <ul style="list-style-type: none"> • English, Reading or Language Arts • World Languages • Arts • Mathematics • Economics • Science • Geography • History • Government and Civics 	<p>Learning and Innovation Skills</p> <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
<p>Information, Media and Technology Skills</p> <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 	<p>Life and Career Skills</p> <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: _____