STATEWIDE COURSE SYLLABUS
Culinary Arts 1

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: 5720 – Culinary Arts 1

Course Description: 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.

Grade Level: 11 – 12

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:

South Carolina State Standards and Indicators:

Unit 1: B. CUSTOMER SERVICE

Amount of Time:

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

Indicators:

1. Demonstrate effective verbal and nonverbal communications.
2. Distinguish between effective and ineffective communication with customers.
3. List reasons for and ways to make a positive first impression.
4. Explain why teamwork is important.
5. Differentiate between internal and external customer service.
6. Analyze industry standards for customer service.
7. Demonstrate behaviors that exhibit standards of professionalism.
8. Explain how stereotypes and prejudices affect business practices and profits.
9. Apply techniques to resolve conflicts.
10. Demonstrate positive attitudes.
11. Demonstrate practices to relieve stress in the workplace.
12. Apply strategies to deal with customer complaints effectively.

Unit 2: **C. WORKPLACE GUIDELINES**

Amount of Time:

State Standard:
C1. Demonstrate managerial skills.

Indicators:

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.

Unit 3: **D. FOOD SERVICE TOOLS AND EQUIPMENT**

Amount of Time:

State Standard:

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

Indicators:

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.

Unit 4: E. FOOD SAFETY AND SANITATION PROCEDURES

Amount of Time:

State Standard:
E1. Identify biological, physical, and chemical hazards**.**

Indicators:

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.

Amount of Time:

State Standard:

E2. Demonstrate food safety and sanitation practices.

Indicators:

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

Unit 5: F. WORKPLACE SAFETY

Amount of Time:

State Standard:

F1. Demonstrate safe behaviors in food service facilities.

Indicators:

1. Apply basic first aid skills.
2. Explain the Hazard Communication Program.
3. Explain the Right to know law.
4. Implement fire prevention techniques.
5. Read and explain Material Safety Data Sheets.
6. Explain the role of OSHA in the workplace.

Unit 6: G. MENU MANAGEMENT

Amount of Time:

State Standard:

G1. Explain factors that affect food and menu prices.

Indicators:

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 styles
5. Convert menus using computer based menu systems.
6. Evaluate menus for nutritive value.

Unit 7: H. NUTRITION

Amount of Time:

State Standard:

1. Analyze the roles of nutrients in the diet.

Indicators:

1. Categorize foods according to nutrient content.
2. Research diseases associated with nutrient deficiencies and excesses.
3. Apply guidelines for healthy living when selecting foods.
4. Explain the recommended dietary allowances for different ages.
5. Interpret information on food labels.

Unit 8: I. FOOD PRODUCTION TECHNIQUES

Amount of Time:

State Standard:

I1. Demonstrate a variety of cooking methods.

Indicators:

1. Prepare foods using dry heat methods of cooking.
2. Prepare and demonstrate foods using moist heat methods of cooking.

Unit 9: J. CAREERS AND EMPLOYABILITY SKILLS

Amount of Time:

State Standard:

J1. Demonstrate skills needed to seek and keep employment.

Indicators:

1. Plan personal career goals.
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.

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Amount of Time:

State Standard:

J2. Investigate food service careers and entrepreneurship opportunities.

Indicators:

1. Research careers in foodservice.
2. Investigate foodservice trends.
3. Compare education and training requirements.
4. Identify entrepreneurship opportunities.

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
	Precalculus	

Textbook(s):

Evaluation and Grading:

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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:

Supplies Needed:

Classroom Expectations:

Classroom Procedures:

Student Organization:

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 • English, Reading or Language Arts • World Languages • Arts • Mathematics • Economics • Science • Geography • History • Government and Civics	**Learning and Innovation Skills** • **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 • **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** • **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		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21st Century Skills		

Please refer to the contact information on the first page if you have suggestions. 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: _____