

**Culinary Arts 2**  
**CIP Code: 520905**  
**Course Code 5721**

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.

**Carnegie Units:** 1(120 hours), 2 (240 hours), 3 (360 hours)

**National Certifications:** ServSafe Manager Certification  
South Carolina Tourism and Hospitality Education  
Foundation  
<http://www.schospitality.org/>

ProStart Certification  
South Carolina Tourism and Hospitality Education  
Foundation  
[www.goprostart.com](http://www.goprostart.com)

Certified Secondary Graduate  
American Culinary Federation Certification  
<http://www.acfchefs.org>

Culinary Arts Assessment  
<http://www.aafcs.org/prepac/>

**Grade Levels:** 11, 12

**Class Size:** 18-20

**Prerequisites:** Culinary Arts 1

**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

**1<sup>st</sup> Phase Standards Revision Committee (2007):**

Lucia Boinest  
Garrett Academy

Monica Miller  
South Carolina Hospitality and Restaurant  
Association

Loretta Brown  
Marlboro County High School

Patricia Owens  
Marion County Career Center

Nadine Miller  
Fort Dorchester High School

**2<sup>nd</sup> Phase Standards Revision Committee (2009):**

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Kathy Hunt  
Williston-Elko High School

Rose Butler  
North Augusta High School

Jim Miller  
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Bernadine Cobb  
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Golden Strip Career Center

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Bamberg-Ehrhardt High School

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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.
- A3. The student will use word analysis and vocabulary strategies to read fluently.
- A4. 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.
- A5. The student will write for a variety of purposes and audiences
- A6. 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.

**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.

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- 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.
- 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 2 STANDARDS**

### **B. CUSTOMER SERVICE**

- B1. Demonstrate effective communication skills.**
- B2. Demonstrate the duties of front of the house employees.**

### **C. WORKPLACE GUIDELINES**

- C1. Describe work attitudes and behaviors that lead to success.**
- C2. Analyze the importance of team work in the workplace.**
- C3. Investigate managerial skills.**

### **D. FOOD SERVICE TOOLS AND EQUIPMENT**

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

### **E. FOOD SAFETY AND SANITATION PROCEDURES**

- E1: Demonstrate food safety and sanitation practices.**

### **F. WORKPLACE SAFETY**

- F1. Implement industry standard safety procedures.**

### **G. MENU MANAGEMENT**

- G1. Create menus according to industry guidelines.**
- G2. Analyze the performance of menus.**

### **H. FOOD PRODUCTION TECHNIQUES**

- H1. Apply business math skills in food production.**
- H2. Demonstrate a variety of cooking methods.**

### **I. CAREERS**

- I1. Explore foodservice career opportunities.**

## **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](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf)

#### **READING STANDARDS – PAGE 35**

##### **Key Ideas and Details**

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**

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.

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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.

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**Common Core Alignments – Anchor Standards:**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_ELAStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf)

**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.
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**

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

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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\\_ELAStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.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**

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**

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

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**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\\_ELAStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.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.
- 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.

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

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**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](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.
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.

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**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 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):**

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- 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](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf)
- **MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63**
- **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

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- **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**

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](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)**

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](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**

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- 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.

**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.

**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.

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**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)**

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.

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- 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.

**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.

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- 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.
- Demonstrate personal responsibility for life long 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:

National Educational Technology Standards for Students, Second Edition, ©2007, ISTE® (International Society for Technology in Education), [www.iste.org](http://www.iste.org). All rights reserved.

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## **CULINARY ARTS 2 UNIT PLANS**

### **B. CUSTOMER SERVICE**

**SC Standard B1. Demonstrate effective communication skills.**

**FACS Nat'l Standard 8.7.** Demonstrate the concept of internal and external customer service.

**ProStart 2** – Chapter 7: Marketing

**ACF:** Human Relations

**AAFCS Culinary Arts Assessment/Credential:** 2A. Analyze basic management skills necessary for success; 2B. Apply effective communication skills;  
5A. Demonstrate effective customer service skills necessary for success;

**Academic Alignment:** ELA-A1, A2, A3, A4, A5, A6; ISTE A27, A28, A29, A30, A31, A32

**Essential Question(s):** What are effective communication skills?

#### **Indicators**

| <b>What students should know:</b>                                                                                                                                                                                     | <b>What students should be able to do:</b>                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Verbal and nonverbal communication</li><li>2. Writing skills</li><li>3. Telephone Skills</li><li>4. Attracting and keeping customers</li><li>5. Selling techniques</li></ol> | <ol style="list-style-type: none"><li>1. Analyze verbal and nonverbal communication.</li><li>2. Demonstrate effective writing skills.</li><li>3. Model courteous and effective telephone skills.</li><li>4. Identify methods to attract and keep customers.</li><li>5. Demonstrate successful selling techniques.</li></ol> |

#### **Learning Strategies**

- Explain messages conveyed by verbal and nonverbal communication.
- Discuss guidelines for writing an apology letter to a customer. Create a customer complaint scenario and write a letter of apology. Compare letters and determine which would be more effective and list reasons why it is more effective.
- Design a marketing brochure, flyer, poster, etc. to communicate information with customers.
- Write a memo to co-workers to provide specific information.

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- Role-play courteous and effective telephone skills for different scenarios in a foodservice establishment. Conduct peer evaluations and discuss proper and improper telephone skills
- Discuss various customer satisfaction strategies. Identify and list methods that can be applied to attract and keep customers. Conduct a survey of the listed methods with diverse audiences. Graph the findings and present to class.
- Evaluate promotions and creative advertising campaigns. Compare selling techniques. Discuss what works best based on the product sales, etc.
- Work in teams and create a promotion for a class based foodservice operation.
- Discuss the importance of effective selling techniques. Write a descriptive paragraph to be used in selling items in the class based foodservice operation.
- Select a sample menu and develop a sales presentation. Present to various audiences. Provide opportunities for the audience to evaluate the presentation and present a summary of the evaluation to the class.

**Formative Assessments:**

Bell-ringers, questionnaires, performances to demonstrate learning, open-response questions, projects with several interval products, peer evaluations, self-evaluations

**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:**

[www.hospitality-industry.com](http://www.hospitality-industry.com) (Hospitality Industry) online newsletter with job links  
[www.hospitalityonline.com/jobs/](http://www.hospitalityonline.com/jobs/) (Hospitality Jobs Online) includes career toolkit, career links, and other career resources

[www.hoteljobs.com](http://www.hoteljobs.com) (Hospitality Jobs Online) references for job searches

[www.iccweb.com](http://www.iccweb.com) (The Internet Career Connection) references for job searches

[www.monster.com](http://www.monster.com) (Monster.com) references for job search searches

[www.nrn.com](http://www.nrn.com) (National Restaurant News) with searchable index

[www.ontherail.com](http://www.ontherail.com) (On The Rail) Online newsletter with career and other resources

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**B. CUSTOMER SERVICE**

**SC Standard B2. Demonstrate the duties of front of the house employees.**

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

**ProStart 2:** Chapter 7: Marketing

**ACF:** Dining Room Service

**AAFCS Culinary Arts Assessment/Credential:** 2A. Analyze basic management skills necessary for success; 2B. Apply effective communication skills; 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; 5A. 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; Technology A27, A28, A29, A30, A31, A32

**Essential Question(s):**

What skills are necessary to be an exceptional front of the house employee?

**Indicators:**

| <b>What students should know:</b>                                                                                                                                                                                                                         | <b>What students should be able to do:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Front of the house employees and employers</li><li>2. Food &amp; beverage orders</li><li>3. Service procedures</li><li>4. Customer satisfaction</li><li>5. Relationship to back of the house employees</li></ol> | <ol style="list-style-type: none"><li>1. Explain positions and the duties of front of the house employees and employers.</li><li>2. Demonstrate effective customer service skills when taking customer orders.</li><li>3. Demonstrate different types of dining room service.</li><li>4. Identify needs and wants of different types of customers (business, leisure, special needs, special dietary concerns, etc.) customers.</li><li>5. Explain the relationship between front of the house and back of the house employees.</li></ol> |

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**Learning Strategies**

- Develop a graphic showing front of the house employee and employer positions. List the duties, education experience required, and salaries of each position. Present your graphic to the class.
- Role play using a mock dining room set up. Rotate through the different positions. Write a paper describing your experiences in each position. Provide a detailed explanation why certain positions are preferred over others.
- Develop a checklist for good practices when taking customer orders. Conduct peer evaluations when taking customer orders. Write a personal improvement plan based on peer feedback.
- Research and demonstrate different types of dining room service styles.
- Identify the special needs of customers using various media resources. Discuss methods of satisfying the needs and wants of customers. Create a do's and don'ts list when meeting customer needs and wants based on experiences and research findings. Present lists to the class. Compile the lists and develop a poster.
- Role play effective and ineffective front of the house and back of the house relationships. Discuss what happens with each type of relationship. Discuss the affect both types of relationships have on the workplace.

**Formative Assessments:**

Learning logs, self-evaluations, performance to demonstrate learning, peer evaluations, open-response questions, bell ringers

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

STAR Events –Culinary Arts, career investigation, interpersonal communications, hospitality, Teach & Train, Career Investigation

Power of One

Skills USA competitions:

Customer Service

Job Skills Demonstration

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

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**Course Code 5721**

**C. WORKPLACE GUIDELINES**

**SC Standard C1. Describe work attitudes and behaviors that lead to success.**

**FACS Nat'l Standard 8.1** Analyze career paths within the food production and food services industries.

**ProStart 2:** Chapter 9: Sustainability in the Restaurant and Foodservice Industry; ProStart 2 – Chapter 3: Cost Control; Chapter 5: Purchasing and Inventory; Chapter 9: Sustainability in the Restaurant and Food Service Industry

**ACF: Human Relations.**

**AAFCS Culinary Arts Assessment/Credential:** 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; 3A. Analyze ethical issues and implications; 3B. Evaluate organizational policies and procedures; 3C. Analyze risk management and legal liability

**Academic Alignment:** ELA-A1, A2, A3, A4, A5, A6;

**Essential Question(s):** Why is it important to be aware of attitudes and behaviors that lead to success?

**Indicators**

| <b>What students should know:</b>                                                                                                                                                                                                                | <b>What students should be able to do:</b>                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Personal qualities</li><li>2. Definition of success</li><li>3. Roles and duties</li><li>4. Multiple roles management</li><li>5. Ethical issues</li><li>6. Risk management and legal liability</li></ol> | <ol style="list-style-type: none"><li>1. Set personal goals.</li><li>2. Develop a personal definition of success.</li><li>3. Identify the roles and duties of various food service employees/employers.</li><li>4. Demonstrate effective methods of managing multiple roles.</li><li>5. Explain ethical issues.</li><li>6. Analyze risk management and legal liability.</li></ol> |

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**Course Code 5721**

[www.chrie.org](http://www.chrie.org) (Council on Hotel and Restaurant Institutional Education) information about organization

[www.chart.org](http://www.chart.org) (The Council of Hotel and Restaurant Trainers) information about association

[www.ciachef.edu](http://www.ciachef.edu) (Food & Beverage Institute) The Culinary Institute of America with helpful links

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

[www.fcsi.org/](http://www.fcsi.org/) (Foodservice Consultants Society International) information about foodservice consulting

[www.fstea.org](http://www.fstea.org) (Food Safety Training and Education Alliance) resources for teaching food safety and food service [www.nacufs.org](http://www.nacufs.org) (National Association of College and University Food Services) includes articles and other resources

[www.mfha.net](http://www.mfha.net) (Multicultural Foodservice & Hospitality Alliance) information about this association

[www.restaurant.org](http://www.restaurant.org) (National Restaurant Association) links to careers, food safety and other resources

[www.sfm-online.org](http://www.sfm-online.org) (Society for Foodservice Management) information about organization

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**Course Code 5721**

**C. WORKPLACE GUIDELINES**

**SC Standard C2. Analyze the importance of team work in the workplace.**

**FACS Nat'l Standard 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.**

**ProStart Year 2:** Chapter 9: Sustainability in the Restaurant and Foodservice Industry; ProStart 2 – Chapter 3: Cost Control; Chapter 5: Purchasing and Inventory; Chapter 9: Sustainability in the Restaurant and Food Service Industry

**ACF: Human Relations**

**AAFCS Culinary Arts Assessment/Credential:** 1C. Understand sustainability processes; 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; 6F. Understand food cost analysis and controls.

**Academic Alignment:** ELA A1, A2, A3, A4, A5, A6; Health A23, A25, A26

**Essential Question(s):** Why is teamwork important?

**Indicators**

| <b>What students should know:</b>                                                                                                        | <b>What students should be able to do:</b>                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Effective teamwork skills</li><li>2. Interpersonal skills</li><li>3. Technical skills</li></ol> | <ol style="list-style-type: none"><li>1. Critique teamwork skills to facilitate the workflow.</li><li>2. Evaluate interpersonal skills for career success.</li><li>3. Demonstrate technical skills necessary for workplace success.</li></ol> |

**Learning Strategies**

- Develop a list of effective teamwork skills. Create an effective teamwork skills brochure. Compare brochures to determine similarities and differences. Discuss findings.
- Identify interpersonal skills that lead to career success. Work as a member of a team in a school and workplace setting. Reflect on the work and write about the group processes, interpersonal skills needed, what worked well, and what needs improvements.
- Divide into teams. Compete with other teams on various class assignments. Rate each team based on a technical skills rubric developed prior to the competition. Identify peers who are strong in technical skills. These peers are to act as peer leaders.

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- Compare different management and leadership styles. Role-play different styles and discuss which are effective, which are not effective, and why.
- Identify organizations that offer management and leadership skill building opportunities for young people. Commit to joining and actively engaging in different activities by signing a self-written contract. Share the content of the contract with the class.
- Research examples of management and leadership schedules. Locate or create a food service establishment scenario. Based on the scenario develop a management/leadership schedule. Exchange schedules with peers. Critique the schedule by listing a number of questions. Discuss the schedule by asking clarifying questions.
- Assume the role of a restaurant manager. Select at least five restaurant positions and develop a list of questions for the interview. Conduct some mock interviews. Respond to the question, “How would you decide which person interviewed in the best candidate for the job.”

**Formative Assessments:**

Student self-evaluations, class discussions, performance to demonstrate learning, questionnaires, projects with several interval products, peer conferences, peer evaluations, team competitions

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

APPLICATION/ASSESSMENT THROUGH FCCLA

STAR Events: Culinary Arts, Hospitality, Student Body: nutrition-related education projects  
Put yourself in charge of your future! Enhance your job skills and gain valuable on-site work Experience. Learn how to explore career pathways and skills for success in families, careers, and communities.

**Resources:**

[www.chrie.org](http://www.chrie.org) (Council on Hotel and Restaurant Institutional Education) information about organization  
[www.chart.org](http://www.chart.org) (The Council of Hotel and Restaurant Trainers) information about association  
[www.ciachef.edu](http://www.ciachef.edu) (Food & Beverage Institute) The Culinary Institute of America with helpful links  
[www.edfound.org](http://www.edfound.org) (National Restaurant Association Educational Foundation) articles, news releases, and links to state restaurant associations  
[www.nacufs.org](http://www.nacufs.org) (National Association of College and University Food Services) includes articles and other resources  
[www.mfha.net](http://www.mfha.net) (Multicultural Foodservice & Hospitality Alliance) information about this association  
[www.sfm-online.org](http://www.sfm-online.org) (Society for Foodservice Management) information about organization

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**C. WORKPLACE GUIDELINES**

**SC Standard C3. Investigate managerial skills.**

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

**ProStart 2:** Chapter 3: Cost Control; Chapter 5: Purchasing and Inventory; Chapter 7: Marketing; Chapter 9: Sustainability in the Restaurant and Food Service Industry

**ACF:** 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

**Academic Alignment:** ELA A1, A2, A3, A4, A5, A6; Health A23, A25, A26; ISTE A27, A28, A29, A30

**Essential Question(s):** Why is it important to develop managerial skills?

**Indicators**

| <b>What students should know:</b>                                                                                                                                                                                                                                                   | <b>What students should be able to do:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Management and leadership skills</li><li>2. Accounting</li><li>3. Risk Management and legal liability</li><li>4. Human Resources Policies</li><li>5. Staff Development</li><li>6. Marketing Plan</li><li>7. Inventory management</li></ol> | <ol style="list-style-type: none"><li>1. Identify management and leadership skills.</li><li>2. Apply accounting principles in planning and forecasting profit and loss.</li><li>3. Explain risk management and legal liability.</li><li>4. Describe the different aspects of human resources functions.</li><li>5. Evaluate staff development experiences.</li><li>6. Evaluate a marketing plan.</li><li>7. Outline inventory and facility management responsibilities.</li></ol> |

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**Learning Strategies**

- Assume the responsibility of manager of the day and perform the duties of a manager. Evaluate peer managers using pre-established criteria.
- Interview managers of foodservice establishments to gain greater insight about the position. Write up a summary of the interview. Include personal reflections regarding the responses.
- Respond to scenarios as a management team and compete with peers to determine the best management strategies applied.
- Research and select listed expenses of a foodservice establishment. Prepare a profit and loss statement by applying accounting principles. Compare statements with peers. Forecast profitability based on the results. Develop strategies for the business to make break even and then make a profit if there is a loss. If there are profits develop strategies to increase the profit margin.
- Explain what is meant by “risk management”. Identify different entities that provide free or low-cost advice to keep the employees safe. Explore various training available for employees to keep them safe. Explain the agency responsible, the purpose of the training, and the various components of the training. Also include the employer’s legal liability in regard to risk management.
- Describe the purpose and duties of human resources. Simulate a human resource office. Rotate through the various positions. Write a reflection paper on the position held and the personal preference.
- Plan and implement a staff development experience for peers resembling the needs of a foodservice establishment. Develop an evaluation of the experience. Summarize the results and discuss the findings with the class. Address areas of weaknesses and develop strategies to eliminate the weaknesses.
- Locate marketing plans from different businesses. Compare the components of the marketing plans. Develop criteria for establishing a marketing plan. Create a marketing plan for a mock foodservice business.

**Formative Assessments:**

Peer evaluations, self-evaluations, writing assignments, projects with several interval products, performance to demonstrate learning, questionnaires

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

Application/Assessment Through FCCLA

Star events: Culinary Arts, Hospitality, Student Body: Nutrition-Related Education Projects  
Put Yourself In Charge Of Your Future! Enhance your job skills and gain valuable on-site work experience learn how to explore career pathways and skills for success in families, careers, and communities.

**Resources:**

[Www.Chrie.Org](http://www.chrie.org) (Council On Hotel And Restaurant Institutional Education) Information About Organization

[Www.Chart.Org](http://www.chart.org) (The Council Of Hotel And Restaurant Trainers) Information About Association

[Www.Ciachef.Edu](http://www.ciachef.edu) (Food & Beverage Institute) The Culinary Institute Of America With Helpful Links

[Www.Edfound.Org](http://www.edfound.org) (National Restaurant Association Educational Foundation) Articles, News Releases, And Links To State Restaurant Associations

[Www.Fcsi.Org/](http://www.fcsi.org) (Foodservice Consultants Society International) Information About Foodservice Consulting

[Www.Fstea.Org](http://www.fstea.org) (Food Safety Training And Education Alliance) Resources For Teaching Food Safety And Food Service

[Www.Nacufs.Org](http://www.nacufs.org) (National Association Of College And University Food Services) Includes Articles And Other Resources

[Www.Mfha.Net](http://www.mfha.net) (Multicultural Foodservice & Hospitality Alliance) Information About This Association

[Www.Restaurant.Org](http://www.restaurant.org) (National Restaurant Association) Links To Careers, Food Safety And Other Resources

[Www.Sfm-Online.Org](http://www.sfm-online.org) (Society For Foodservice Management) Information About Organization

**Culinary Arts 2**  
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**D. FOOD SERVICE TOOLS AND EQUIPMENT**

**SC Standard D1. Demonstrate the proper use of industry tools and equipment.**

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

**ProStart 2:** Chapter 1: Breakfast Food and Sandwiches; Chapter 4: Salads and Garnishes; Chapter 6: Meat, Poultry, and Seafood; Chapter 8: Desserts and Baked Goods; Chapter 10: Global Cuisine 1: The Americas; Chapter 11: Global Cuisine 2: Europe, the Mediterranean, the Middle East, and Asia

**ACF:** Food Preparation

**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; 7A. Summarize food preparation methods and techniques; 7B. Create professional plating utilizing garnishing, and food presentation techniques

**Academic Alignment:** ELA A.2, A.3, A.6 PS A16, A17, A18; C A19; P A20, HE A21, A22, A23; Tech A27, A28, A29, A30, A31, A32

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

**Indicators**

| <b>What students should know:</b>                                                                                                                                                                                                                                 | <b>What students should be able to do:</b>                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Basic kitchen hand tools</li><li>2. Storage, preparation, cooking, holding, service and cleaning equipment</li><li>3. Cleaning, sanitizing, and maintaining equipment</li><li>4. Cutting and mixing techniques</li></ol> | <ol style="list-style-type: none"><li>1. Demonstrate the correct use of basic kitchen hand tools.</li><li>2. Categorize equipment based on usage.</li><li>3. Demonstrate proper cleaning, sanitizing, and maintenance of storage, preparation and cooking equipment.</li><li>4. Demonstrate how to cut and mix foods using standard kitchen equipment.</li></ol> |

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**Learning Strategies**

- Select equipment, research the use and teach the other students the use of and how to clean and sanitize the equipment.
- Categorize industrial equipment under the headings: storage, preparation, cooking, holding, service, and cleaning. Create illustrated guidelines with a short description of each piece of equipment.  
Include instructions on how to clean and sanitize the equipment. Demonstrate at least one piece of equipment from each category for the class.
- Develop a guide for the different types and sizes of pots and pans.
- Demonstrate the use of different types and sizes of pots and pans.
- Select tour guides from experienced peers. Arrange a guided tour of the industrial kitchen to familiarize new students with the layout, storage, equipment, and tools. After the tour ask the new students specific questions about information from the tour. Discuss and explain information, as needed.
- Demonstrate cutting and mixing techniques for different types of foods. Include the kitchen tools used, why they are used, how they are used, safe ways of using, and cleaning and sanitation for each piece of equipment.

**Formative Assessments:**

Performance to demonstrate learning, projects with several interval products, open-response questions, demonstrations, presentations

**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](http://www.ciachef.edu) (Food and Beverage Institute) The Culinary Institute of America with helpful links

[www.restaurant.org](http://www.restaurant.org) (**National Restaurant Association**)

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**E. FOOD SAFETY AND SANITATION PROCEDURES**

**SC Standard E1: Demonstrate food safety and sanitation practices.**

**FACS Nat'l Standard(s) 8.2:** Demonstrate food safety and sanitation procedures

**ProStart 2:** Chapter 1: Breakfast Food and Sandwiches; Chapter 4: Salads and Garnishes; Chapter 6: Meat, Poultry, and Seafood; Chapter 8: Desserts and Baked Goods; Chapter 10: Global Cuisine 1: The Americas; Chapter 11: Global Cuisine 2: Europe, the Mediterranean, the Middle East, and Asia; Appendix B: Handling a Foodborne-Illness Outbreak; Appendix C: Identifying Pests

**ACF:** Sanitation and Safety

**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 BIO A18, TECH A27, A28

**Essential Questions:** Why is it important to follow HACCP practices in a foodservice operation?

**Indicators:**

| <b>What students should know:</b>                                                                                                                                                                                                                                                                                                               | <b>What students should be able to do:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. The seven major steps of the Hazard Analysis Critical Control Point (HACCP) food safety system.</li><li>2. Minimize risk of food borne illnesses</li><li>3. Different types of potentially hazardous foods.</li><li>4. Time and temperature guidelines</li><li>5. Food safety and sanitation</li></ol> | <ol style="list-style-type: none"><li>1. Describe the seven major steps of the Hazard Analysis Critical Control Point (HACCP) food safety system.</li><li>2. Identify the critical control points during all food handling processes as a method for minimizing the risk of food borne illness.</li><li>3. Describe different types of potentially hazardous foods.</li><li>4. Explain how time and temperature guidelines can reduce the growth of microorganisms.</li><li>5. Pass a food safety and sanitation certification exam.</li></ol> |

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**Learning Strategies:**

- Develop a HACCP presentation. In the presentation describe the seven major steps and what happens during each step and identify food handling hazards.
- Select a foodborne illness. Research and write a paper on the illness. Include 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.
- List the steps to proper hand washing. Demonstrate good hand washing techniques. Use the glow germ to evaluate results.
- Describe good personal hygiene and how it affects food safety.
- Differentiate between contamination and cross contamination.
- Analyze a recipe/menu and rewrite it to follow HACCP guidelines.
- Define the food temperature danger zone and list time and temperatures that fall within that zone.
- Practice and demonstrate food safety and sanitation techniques. Complete a food safety and sanitation assessment successfully.

**Formative Assessments:**

Performances to demonstrate learning, student records/reflections on their work, questionnaires, open-response questions, projects with several interval products

**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

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**Resources:**

Food and Drug Administration

[www.hospitality-industry.com](http://www.hospitality-industry.com)

[www.restaurantowner.com](http://www.restaurantowner.com)

OSHA

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

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

from FDA, USDA, CDC and EPA

[www.foodsafety.gov](http://www.foodsafety.gov) (Food Safety.gov) resources for food safety practices

[www.fsis.usda.gov](http://www.fsis.usda.gov) (The Food Safety and Inspection Home Page)

[www.fsis.usda.gov/thermy/](http://www.fsis.usda.gov/thermy/) (The Thermometer Page)

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

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**F. WORKPLACE SAFETY**

**SC Standard F1. Implement industry standard safety procedures.**

**FACS Nat'l Standard 8.3.** Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment,

**ProStart 2** - Chapter 1: Breakfast Food and Sandwiches; Chapter 4: Salads and Garnishes; Chapter 6: Meat, Poultry, and Seafood; Chapter 8: Desserts and Baked Goods; Chapter 10: Global Cuisine 1: The Americas; Chapter 11: Global Cuisine 2: Europe, the Mediterranean, the Middle East, and Asia

**ACF:** Introduction to the Hospitality and Foodservice Industry; Sanitation and Safety; Business and Math Skills; Food Preparation; Dining Room Service; Purchasing, and Receiving, Inventory and Storage.

**AAFCS Culinary Arts Assessment/Credential:** 1A. Analyze workplace safety conditions; 1C. Understand sustainability processes; 3C. Analyze risk management and legal liability; 7A. Summarize food preparation methods and techniques; 7B. Create professional plating utilizing garnishing, and food presentation techniques

**Academic Alignment:** A1, A2, A3, A4, A5, A6, A8, A10

**Essential Question(s):** Why are safety procedures important?

**Indicators**

| <b>What students should know:</b>                                                                                                                                                                                                                                                      | <b>What students should be able to do:</b>                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. The importance of safety in foodservice.</li><li>2. The components of a restaurant's Hazard Communication Program.</li><li>3. The Occupational Safety and Health Administration (OSHA)</li><li>4. Material Safety Data Sheet (MSDS)</li></ol> | <ol style="list-style-type: none"><li>1. Identify the responsibilities of foodservice establishment to customers and workers.</li><li>2. Analyze a restaurant's Hazard Communication Program.</li><li>3. Explain the requirements of OSHA's safety-related standards and regulations for the workplace.</li><li>4. Explain the purpose of the MSDS.</li></ol> |

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**Learning Strategies:**

- Research state and local safety codes for restaurants and foodservice vendors. Identify the regulatory agencies and their purposes.
- Participate in a field trip to local restaurants and hotels with prepared questions about local and state labor market laws.
- Invite speaker(s) from county's DHEC Restaurant Licensing and Regulation. Prepare questions prior to the representative's arrival. Ask questions and take notes. Write a summary of the notes taken. Present information to the class.
- List the OSHA requirements. Invite a profession to conduct an OSHA workshop or watch an OSHA video. Write a reflection paper about the workshop/video and the impact the information had personally. Discuss instances where OSHA guidelines were violated the results of the violation.
- Describe the MSDS. Locate the sheets in the lab. Review the sheets and discuss the components of the sheets. Explain how these sheets keep employees and employers safe.

**Formative Assessments:**

Performances to demonstrate learning, student records/reflections on their work, questionnaires, open-response questions, projects with several interval products

**FACS Student Organization – Family, Career, and Community Leaders of America (FCCLA): Application/Assessment Through FCCLA.**

Star Events: Culinary Arts Competition

Student Body: Nutrition-related education projects.

Enhance job skills and gain valuable on-site work experience.

Explore career pathways and skills for success in careers, and communities.

**Resources:** National Restaurant Association Educational Foundation. (June 2002) *Becoming a Foodservice Professional: Year 1 Lesson Plans*.

National Restaurant Association Educational Foundation. (August 2003) *Becoming a Foodservice Professional: Year 1*.

Largen, V. & Bence, D. (2004) *Guide to Good Food*. (8<sup>th</sup> ed.) Tinley Park, Illinois: Goodheart-Willcox company, Inc.

[http://www.nraef.org/hba/hba\\_career\\_ladder.asp](http://www.nraef.org/hba/hba_career_ladder.asp). Typical Foodservice Career Ladder and Compensation.

[www.chrie.org](http://www.chrie.org) (Council on Hotel and Restaurant Institutional Education) information about organization

[www.chart.org](http://www.chart.org) (The Council of Hotel and Restaurant Trainers) information about association

[www.ciachef.edu](http://www.ciachef.edu) (Food & Beverage Institute) **The Culinary Institute of America with helpful links**

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

**www.fcsi.org/** (Foodservice Consultants Society International) information about foodservice consulting

**www.fstea.org** (Food Safety Training and Education Alliance) resources for teaching food

safety and food service **www.nacufs.org** (National Association of College and University Food Services) includes articles and other resources

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**G. MENU MANAGEMENT**

**SC Standard G1. Create menus according to industry guidelines.**

**FACS Nat'l Standard 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.**

**ProStart 2:-** Chapter 2: Nutrition; Chapter 3: Cost Control; Chapter 5: Purchasing and Inventory

**ACF: Menu Planning**

**AAFCS Culinary Arts Assessment/Credential:** 6A. Apply menu planning principles and techniques based on standardized recipes; 6B. Apply nutrition principles during menu development and food preparation; 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

**Academic Alignment:** ELA A1, A2, A3, A4, A5, A6; Economics A7, A8, A9; Elementary Algebra A10; Precalculus A12; Health A26; ISTE A27, A29, A31, A32

**Essential Question(s):** Why are menu planning principles important? How can planning menus for a food service operation increase profits?

**Indicators**

| <b>What students should know:</b>                                                                                                                                                                                         | <b>What students should be able to do:</b>                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Menu terminology</li><li>2. Menu planning principles</li><li>3. Nutrition principles</li><li>4. Menu layouts, themes, and design styles</li><li>5. Industry guidelines</li></ol> | <ol style="list-style-type: none"><li>1. Define and apply menu terminology.</li><li>2. Apply menu planning principles to develop and modify menus.</li><li>3. Plan menus based on nutrition principles.</li><li>4. Develop a variety of menu layouts, themes, and design styles.</li><li>5. Compare industry guidelines.</li></ol> |

**Learning Strategies**

- Develop a personal Culinary glossary. Research definitions for menu terminology. Define and provide examples for the different types of menus.
- Research menu planning guidelines. Identify the goal of menu planning, guidelines that must be followed, menu pricing, descriptions, design and layout, and principles (variety, balance, truthfulness, nutrition, flexibility).

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Based on the information create a menu evaluation rubric. Develop menus. Conduct self and peer evaluations of menus.

- Define nutrition terminology and add to the culinary glossary. Add this section to a Culinary notebook. Research current USDA dietary guidelines. Evaluate pre-developed menus based on USDA dietary guidelines and nutrition labels. Based on personally developed mock restaurants, develop nutrient dense menus.
- Define nutrient-dense and calorie-dense foods. Compare menus that contain nutrient-dense foods to menus containing mostly calorie-dense foods. Create scenarios to predict the outcome of selecting nutrient-dense foods and/or calorie-dense foods from the menus.
- Develop a presentation to demonstrate methods of selecting nutrient dense foods from various popular restaurants. Explain in the presentation why each selection is made, the serving size, and the targeted age group for the selections.
- Create a menu containing calorie-dense and nutrient-dense foods. Develop a unique way of marking the foods for customer awareness.  
Write a descriptive paragraph explaining each dish on the menu and the possible outcome of offering both types of foods on the menu.
- Partner with someone with experience in graphic design or desktop publishing. Design a menu. Consider the size, shape and color; type of paper, whether to use a holder or cover, the layout or arrangement of items, size, color, and typeface of menu text; illustrations and graphics to be used. Include a brief description of each food. Display menus and conduct an informal survey. Ask administrators, teachers, and students to vote on the menu preferred. Graph and post the results.
- Research industry regulations and laws that govern menu develop. Outline the components of the regulations and laws. Provide an example for each of the law.

**Formative Assessments:**

Performance to demonstrate learning, rubrics, presentations, projects, peer and self-evaluations, culinary glossary

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

STAR Events: Illustrated Talk, Culinary Arts, Hospitality. Student Body: nutrition-related education projects Put yourself in charge of your future! Enhance your job skills and gain valuable on-site work experience. Learn how to explore career pathways and skills for success in families, careers, and communities.

**Resources**

[www.fsis.usda.gov/OA/pubs/cfg/cfg.htm](http://www.fsis.usda.gov/OA/pubs/cfg/cfg.htm) (United States Department of Agriculture)

Cooking for large groups from USDA

[www.fns.usda.gov/cnd/Lunch/Default.htm](http://www.fns.usda.gov/cnd/Lunch/Default.htm) (National School Lunch Program USDA) data, menu planning and other resources

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[www.ibiblio.org/expo/restaurant/restaurant.html](http://www.ibiblio.org/expo/restaurant/restaurant.html) (**Expo Restaurant Le Cordon Bleu**) tour of restaurant's recipes

[www.ift.org](http://www.ift.org) (**Institute of Food Technologists**) food science safety information

[www.allcanning.com/dining/foodservice.htm](http://www.allcanning.com/dining/foodservice.htm) (**Allen's Food Service Recipes**) quantity recipes

[www.allrecipes.com](http://www.allrecipes.com) (**All recipes**) recipes

[www.backofthebox.com](http://www.backofthebox.com) (**Back of the Box**) recipes using brand name products submitted by manufacturers

[www.cookinglight.com](http://www.cookinglight.com) (**Cooking Light**) recipes

[www.copykat.com](http://www.copykat.com) (**Copy Kat**) recipes that mimic famous recipes

[www.eatethnic.com](http://www.eatethnic.com) (**Ethnic Foods and Customs**) ethnic and regional foods with links to additional ethnic food

[www.epicurious.com](http://www.epicurious.com) (**Epicurious**) recipes and other resources

[www.free-gourmet-recipes.com](http://www.free-gourmet-recipes.com) (**Free Gourmet Recipes**) healthy and gourmet recipes

[www.foodtv.com](http://www.foodtv.com) (**Food TV**) recipes from food television shows

[www.links4recipes.com/Quantity\\_Cooking](http://www.links4recipes.com/Quantity_Cooking) (**Links 4 Recipes**) quantity recipes

[www.my-meals.com](http://www.my-meals.com) (**My Meals**) recipes and other resources for menu planning

[www.potatoes.com/recipes.cfm?Query=I](http://www.potatoes.com/recipes.cfm?Query=I) (**Potato Quantity Recipes**) Washington State Potato Commission

[www.recipesource.com](http://www.recipesource.com) (**Recipe Source**) recipes by category and by region

[www.rbanet.com](http://www.rbanet.com) (**Retailer's Bakery Association**) resource store

[www.topsecretrecipes.com](http://www.topsecretrecipes.com) (**Top Secret Recipes**) recipes that mimic famous recipes

[www.unichef.com/recipes.htm](http://www.unichef.com/recipes.htm) (**Unichef Recipes**) Quantity recipes from professional chefs

[www.zagat.com](http://www.zagat.com) (**Zagut Survey**) restaurant search

[www.mfha.net](http://www.mfha.net) (**Multicultural Foodservice & Hospitality Alliance**) information about this association

[www.restaurant.org](http://www.restaurant.org) (**National Restaurant Association**) links to careers, food safety and other resources

[www.sfm-online.org](http://www.sfm-online.org) (**Society for Foodservice Management**) information about organization

[www.osha.gov](http://www.osha.gov) (**Federal agency charged with the enforcement of safety and health legislation**)

[www.msds.com/home.asp](http://www.msds.com/home.asp) (*Free MSDS sheets online*)

[http://www.scdhec.gov/health/envhlth/food\\_protection/scores.htm](http://www.scdhec.gov/health/envhlth/food_protection/scores.htm) (**State Agency for Food Protection, Rating Scores, Frequently Asked Questions about Inspections**)

[http://www.doe.in.gov/octe/facs/sc\\_foodproduction.html](http://www.doe.in.gov/octe/facs/sc_foodproduction.html) (**FACS Standards for food Production**)

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**G. MENU MANAGEMENT**

**SC Standard G2. Analyze the performance of menus.**

**FACS Nat'l Standard 8.4** Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

**ProStart 2** - Chapter 2: Nutrition; Chapter 3: Cost Control; Chapter 5: Purchasing and Inventory

**ACF: Menu Planning**

**AAFCS Culinary Arts Assessment/Credential:** 6A. Apply menu planning principles and techniques based on standardized recipes; 6B. Apply nutrition principles during menu development and food preparation; 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

**Academic Alignment:** ELA A1, A2, A3, A4, A5, A6; Economics A7, A8, A9; Elementary Algebra A10; Precalculus A12; Health A26; ISTE A27, A29, A31, A32

**Essential Question(s):** Why is it important to analyze the performance of menus?

**Indicators**

| <b>What students should know:</b>                                                                                                                                                            | <b>What students should be able to do:</b>                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Menu performance</li><li>2. Recipe conversion</li><li>3. Equipment and supplies</li><li>4. Measurement and food cost analysis and control</li></ol> | <ol style="list-style-type: none"><li>1. Evaluate the performance of menu items to analyze sales, and determine menu revision.</li><li>2. Convert recipes/formulas based on menus and number of guests to be served.</li><li>3. Prepare requisitions for food, equipment, and supplies to meet production requirements.</li><li>4. Apply principles of measurement and food cost analysis and control.</li></ol> |

**Learning Strategies**

- Explain what is meant by “menu performance” and why menu performance is important.
- Create menus and set-up an in-class competition to determine the most popular menu. Allow peers to vote on the most popular menu. Examine comments and revise menus according to the comments made.
- Define standardized recipe. Select and evaluate recipes/formulas. Make improvements in the recipes/formulas based on a pre-established rubric.

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- Select personal menus or commercial menus. Locate recipes/formulas for each food item. Compile a Menu/Recipe section of the Culinary notebook. Conduct quality control for the recipes/formulas to ensure that all meet industry standards. Summarize the benefits of using standardized recipes in a foodservice establishment.
- Select various menus. Locate the standardized recipes/formulas for each food item. List the equipment and tools needed to prepare each recipes/formulas.
- Determine when a requisition is needed, the purpose, components, and why the requisition is important. Practice requisitioning foods and supplies. Evaluate requisitions to make sure records are accurate.
- Determine markups for various menu categories. Price menu items based on the following markup equation:  $\text{Food cost} + \text{Markup} = \text{Menu Price}$ , or food cost percentage equation  $\text{Food cost per portion} / \text{Standard food cost percentage} = \text{Menu price}$ . Calculate various prices using both equations. Compare prices. Decide as a group the price to use for the menu items.

**Formative Assessments:**

Open ended questions, projects, summaries, calculations, informal surveys

**FACS Student Organization – Family, Career, and Community Leaders of America**

**(FCCLA): APPLICATION/ASSESSMENT THROUGH FCCLA**

STAR Events: Illustrated Talk, Student Body: nutrition-related education projects

Put yourself in charge of your future! Enhance your job skills and gain valuable on-site work experience Learn how to explore career pathways and skills for success in families, careers, and communities.

**Resources**

[www.ibiblio.org/expo/restaurant/restaurant.html](http://www.ibiblio.org/expo/restaurant/restaurant.html) (Expo Restaurant Le Cordon Bleu) tour of restaurant's recipes

[www.ift.org](http://www.ift.org) (Institute of Food Technologists) food science safety information

[www.allcanning.com/dining/foodservice.htm](http://www.allcanning.com/dining/foodservice.htm) (Allen's Food Service Recipes) quantity recipes

[www.allrecipes.com](http://www.allrecipes.com) (All recipes) recipes

[www.backofthebox.com](http://www.backofthebox.com) (Back of the Box) recipes using brand name products submitted by manufacturers

[www.cookinglight.com](http://www.cookinglight.com) (Cooking Light) recipes

[www.copykat.com](http://www.copykat.com) (Copy Kat) recipes that mimic famous recipes

[www.eatethnic.com](http://www.eatethnic.com) (Ethnic Foods and Customs) ethnic and regional foods with links to additional ethnic food

[www.epicurious.com](http://www.epicurious.com) (Epicurious) recipes and other resources

[www.free-gourmet-recipes.com](http://www.free-gourmet-recipes.com) (Free Gourmet Recipes) healthy and gourmet recipes

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[www.foodtv.com](http://www.foodtv.com) (**Food TV**) recipes from food television shows  
[www.links4recipes.com/Quantity\\_Cooking](http://www.links4recipes.com/Quantity_Cooking) (**Links 4 Recipes**) quantity recipes  
[www.my-meals.com](http://www.my-meals.com) (**My Meals**) recipes and other resources for menu planning  
[www.potatoes.com/recipes.cfm?Query=I](http://www.potatoes.com/recipes.cfm?Query=I) (**Potato Quantity Recipes**) Washington State Potato Commission  
[www.recipesource.com](http://www.recipesource.com) (**Recipe Source**) recipes by category and by region  
[www.rbanet.com](http://www.rbanet.com) (**Retailer's Bakery Association**) resource store  
[www.topsecretrecipes.com](http://www.topsecretrecipes.com) (**Top Secret Recipes**) recipes that mimic famous recipes  
[www.unichef.com/recipes.htm](http://www.unichef.com/recipes.htm) (**Unichef Recipes**) Quantity recipes from professional chefs  
[www.zagat.com](http://www.zagat.com) (**Zagut Survey**) restaurant search

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## **H. FOOD PRODUCTION TECHNIQUES**

**SC Standard H1. Apply business math skills in food production.**

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

**ProStart 2** - Chapter 3: Cost Control; Chapter 5: Purchasing and Inventory

**ACF:** Business and Math Skills

**AAFCS Culinary Arts Assessment/Credential:** 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; 6C. Apply appropriate weighing and measurement skills and tools; 6D. Execute a recipe using correct conversions and menu terminology; 6F. Understand food cost analysis and controls

**Academic Alignment:** ELA A.2, A.3, A.6; EA A10, A.11, ISTE A.29, A.30, A.32

**Essential Question(s):** Why is the application of basic math skills in food production important?

### **Indicators**

| <b>What students should know:</b>                                                                                                                                                 | <b>What students should be able to do:</b>                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Basic math skills in food production</li><li>2. Calculate food cost percentages</li><li>3. Cost out recipes/formulas and menus</li></ol> | <ol style="list-style-type: none"><li>1. Apply mathematic skills to convert measures in standardized recipes.</li><li>2. Apply basic skills to calculate food cost percentages.</li><li>3. Apply basic skills to cost out recipes/formulas and menus.</li></ol> |

### **Learning Strategies**

- Invite a food service professional to show how math is applied in day-to-day operations. Ask questions and respond to questions asked.
- Develop food service related word problems. Work in small groups and calculate the answers. Work with the class and compare answers with one person showing calculations as the problem is discussed. Determine the correct responses.
- Conduct various types of calculations: Calculate costs of ingredients; Increase and decrease recipes according to yield; Calculate food cost percentages; Calculate recipe and menu costs.

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**Formative Assessments:**

Calculations, group work, class work, open-ended questions

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

[www.restaurant.org](http://www.restaurant.org) (National Restaurant Association)

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## **H. FOOD PRODUCTION TECHNIQUES**

**SC Standard H2. 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 2** - Chapter 1: Breakfast Food and Sandwiches; Chapter 4: Salads and Garnishes; Chapter 6: Meat, Poultry, and Seafood; Chapter 8: Desserts and Baked Goods; Chapter 10: Global Cuisine 1: The Americas; Chapter 11: Global Cuisine 2: Europe, the Mediterranean, the Middle East, and Asia

**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 A.2, A.3, A.6; PS A.16; A.29, A.30, A. 32; ISTE A.29, A.30, A.32.

**Essential Question(s):** Why is it necessary to know different cooking methods?

### **Indicators**

| <b>What students should know:</b>                                                                                                                                                                             | <b>What students should be able to do:</b>                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Dry heat methods of cooking.</li><li>2. Moist heat methods of cooking</li><li>3. Combination methods of cooking</li><li>4. Professional plating techniques</li></ol> | <ol style="list-style-type: none"><li>1. Prepare foods using dry heat methods.</li><li>2. Prepare foods using moist heat methods.</li><li>3. Prepare foods using combination methods.</li><li>4. Demonstrate professional plating techniques.</li></ol> |

### **Learning Strategies**

- Examine different recipes and determine the methods of cooking.
- Practice and demonstrate dry heat methods of cooking.
- Practice and demonstrate moist heat methods of cooking.
- Practice and demonstrate combination methods of cooking.
- Compile a standardize recipe file for different cooking methods. Describe the different cooking methods at the beginning of each category.

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- Compare the flavor of different foods using moist heat and dry heat. Discuss the similarities and differences. Explain personal preferences.
- Research factors to consider when plating foods. Examine plating pitfalls. Create an evaluation rubric. Plate and evaluate foods.
- Create various platter and buffet presentations. Discuss various factors to consider.

**Formative Assessments:**

Performance to demonstrate learning, rubrics, checklists, presentations, peer evaluations, self-evaluations

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](http://www.ciachef.edu) (Food and Beverage Institute) The Culinary Institute of America

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**I. CAREER AND EMPLOYABILITY SKILLS**

**SC Standard 11. Explore foodservice career opportunities.**

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

**ProStart 2** - Chapter 9: Sustainability in the Restaurant and Foodservice Industry; Appendix A: Staying Connected with the National Restaurant Association; Appendix D: Building a Career

**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 A.2, A.3, A.6; PS A.16; A.29, A.30, A. 32; ISTE A.29, A.30, A.32.

**Essential Question(s):** What skills do you need to conduct a successful job search, acquire a desired position, and maintain steady employment?

**Indicators**

| <b>What students should know:</b>                                                                                                                                                                                  | <b>What students should be able to do:</b>                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Job search skills</li><li>2. Education and training</li><li>3. Certification Opportunities</li><li>4. Food Service Trends</li><li>5. Professional Organizations</li></ol> | <ol style="list-style-type: none"><li>1. Compile a career search portfolio.</li><li>2. Describe education and training opportunities available for foodservice careers.</li><li>3. Identify certification opportunities.</li><li>4. Summarize food service trends.</li><li>5. Analyze the importance and benefits of foodservice professional organizations.</li></ol> |

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**Learning Strategies:**

- Create a job search presentation and present to the class.
- Develop or revise information for the career search portfolio – resume, career summary and goal, professional philosophy/mission statement, skills, abilities and marketable qualities, list of accomplishment, samples of work, research, publications, reports; testimonials and letters of recommendations, awards and honors; conferences and workshops; transcripts, degrees, licenses, and certifications; professional development activities, military records, awards, and badges; references list
- Interview various foodservice employees from different levels to identify education and training requirements and opportunities.
- Research various food service certifications and the benefit of acquiring those certifications.
- Create a short food service trend video and present it to different audiences.
- Create simulated or class based entrepreneurial and/or small businesses. Develop a rubric and conduct peer evaluations.
- Research food service professional organizations and write an essay to describe the organization and the benefits of becoming a member. Develop creative ways of presenting the information to the class.

**Formative Assessments:**

Performance to demonstrate learning, rubrics, checklists, presentations, peer evaluations, self-evaluations

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