

INTRODUCTION TO CULINARY ARTS
ACADEMIC STANDARDS & CURRICULUM RESOURCE
Course Code: 5722

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

Credit:	1 (120 hours)
National Certification:	ProStart Certification Tourism and Hospitality Education Foundation http://www.schospitality.org
Recommended Grades:	9, 10
Class Size:	18-20
Prerequisites:	None
Textbook Information:	http://www.mysctextbooks.com/

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High School Education:	bell person, cashier, dining room attendant, dishwasher, kitchen assistant, laundry attendant, pastry cook, steward, room service order taker, reservations agent, lodging facilities attendant, host/hostess/greeter
Postsecondary Education:	assistant food and beverage manager, baker/chef/cook, concierge, dining room manager, foodservice/banquet and restaurant manager, head waitperson, specialty cook
Postgraduate Education:	convention services manager/director, director of catering, executive chef, family and consumer sciences educator, visitors and convention bureau director, rooms division manager/director

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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.

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INTRODUCTION TO CULINARY ARTS COURSE STANDARDS

B. CAREER OPPORTUNITIES

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

C. SANITATION AND SAFETY SKILLS

- C1. Evaluate procedures to avoid food borne illnesses.
C2. Analyze safe practices in food service facilities.

D. ESSENTIAL PERSONAL HYGIENE SKILLS

- D1. Analyze personal hygiene and how it affects food safety.

E. RECIPE SKILLS

- E1. Demonstrate skills needed to evaluate, modify, and organize standardized recipes.

F. FOOD PRODUCTION TECHNIQUES

- F1. Demonstrate food service preparation and presentation techniques.

G. CUSTOMER SERVICE

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

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ACADEMICS (TO BE INTEGRATED IN THE CULINARY ARTS LEARNING STRATEGIES)

ENGLISH LANGUAGE ARTS

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

SCStandard A1. Reading: Understanding and Using Literary Texts (SC E1-1)

The student will read and comprehend a variety of literary text in print and non-print format.

Indicator(s):

- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods.
- Read independently for extended periods of time for pleasure.

Common Core Alignments – Anchor Standards:

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

READING STANDARDS – PAGE 35

Key Ideas and Details

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

Range of Reading and Level of Text Complexity

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

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

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

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

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.

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LANGUAGE – PAGE 51

Knowledge of Language

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

Vocabulary Acquisition and Use

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

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

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

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

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

Common Core Alignments – Anchor Standards:

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

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

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.

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5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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SCStandard A3 Reading: Building Vocabulary (SC E1-3)

The student will use word analysis and vocabulary strategies to read fluently.

Indicator(s):

- 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

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.

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SCStandard A4. Writing: Developing Written Communications (SC E1-4)

Indicator(s):

- 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

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 (SC E1-5)

Indicator:

- Create informational pieces that use language appropriate for the specific audience.
- Create descriptions for use in other modes of written works.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.

Common Core Alignments – Anchor Standards:

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

WRITING STANDARDS – PAGE 41

Production and Distribution of Writing

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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 A6. Researching: Applying The Skills Of Inquiry And Oral Communication (SC E1-6)

Indicator(s):

- 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.
- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Common Core Alignments – Anchor Standards:

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

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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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.

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

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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

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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.
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SOCIAL STUDIES ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

Economics

SCStandard A7. Economics (SC ECON-1)

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

Indicator(s):

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

SCStandard A8. Economics (SC ECON-2)

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

Indicator(s):

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

SCStandard A9. Economics (SC ECON- 4)

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

Indicator(s)

- Summarize types of personal economic decisions and choices that individuals make including determining how to budget money; establishing short- and long- term financial goals and plans related to income, saving, and spending; utilizing loans and credit cards; and considering investment options.

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)

- 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.

MATHEMATICS ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2007MathematicsStandards.pdf>

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Elementary Algebra

SCStandard A10. Elementary Algebra (SCEA-1)

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

Indicator(s):

- Apply algebraic methods to solve problems in real – world context.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

SC Standard A11. Elementary Algebra (SCEA-3)

The student will demonstrate through the mathematical processes an understanding of relationships and functions.

Indicator(s):

Apply proportional reasoning to solve problems.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

MATHEMATICS | HIGH SCHOOL –FUNCTIONS – PAGE 67

Interpreting Functions

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

Building Functions

- Build a function that models a relationship between two quantities
- Build new functions from existing functions

Linear, Quadratic, and Exponential Models

- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

Trigonometric Functions

- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities

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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

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.

SCIENCE ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005_001.pdf

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):

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

Physical Science

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

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

Indicator(s):

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

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

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

Indicator(s):

- Explain the law of conservation of energy.

Biology

SC Standard A18: Biology (SC B-3)

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

Indicator(s):

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

Chemistry

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

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

Indicator(s):

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

Physics

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

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.

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ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2009HealthEducationStandards.pdf>

Health

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

Comprehend health promotion and disease prevention concepts.

Indicator(s):

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

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

Access valid health information products and services.

Indicator(s):

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

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

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

Indicator(s):

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

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

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

Indicator(s):

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

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

Use interpersonal communication skills to enhance health.

Indicator(s):

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

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

Indicator(s):

- Demonstrate the ability to use various strategies when making decisions related to health needs.
- Design, implement, and evaluate a personal plan for lifelong health and wellness.

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NETS.S, ONE-PAGE PDF:

<http://www.iste.org/standards/nets-for-students/nets-student-standards-2007>

Creativity and Innovation

SC Standard A27. -Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology. **(ISTE-1)**

- 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.

Communication and Collaboration

SC Standard A28. 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. **(ISTE-2)**

- 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.

Research and Information Fluency

SC Standard A29. Students apply digital tools to gather, evaluate, and use information. **(ISTE-3)**

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

Critical Thinking, Problem Solving, and Decision Making-

SC Standard 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. **(ISTE-4)**

- 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.

Digital Citizenship

SC Standard A31. -Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. **(ISTE-5)**

- Advocate and practice safe, legal, and responsible use of information and technology

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- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

Technology Operations and Concepts

SC Standard A32. Students demonstrate a sound understanding of technology concepts, systems and operations. **(ISTE-6)**

- 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. All rights reserved.

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INTRODUCTION TO CULINARY ARTS UNIT PLANS

B. CAREERS

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

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

ProStart Introduction: Year 1, Chapter 1: Preparing for a Successful Career

ACF Human Relations Skills, Introduction to the hospitality and foodservice industry.

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

Academic Alignment:

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

Essential Question(s): Which occupations in the food service industry interest you? What skills do you need to be successful in the food service industry?

Indicators

What students should know:	What students should be able to do:
1. Labor market information 2. Steps in finding a job 3. Education versus experience 4. Employability skills 5. Successful completion of a job application 6. Roles and responsibilities of foodservice employees 7. Entrepreneurship 8. 21st Century Skills 9. SCANS Skills	1. Investigate training, experience, and education needed for various food service positions. 2. Demonstrate employability skills for career success. 3. Research roles and responsibilities of food service employees. 4. Evaluate completed job applications. 5. Interpret local, state, national and international labor market information. 6. Develop a plan for finding a job. 7. Explain advantages and disadvantages of entrepreneurship. 8. Demonstrate 21st century skills. 9. Assess personal soft skills.

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Learning Strategies

- Research a culinary career of their choice.
- Describe career areas in foodservice.
- Outline training, experience, education and the associated salary for various food service positions.
- Research roles and responsibilities of food service employees.
- Analyze likes, dislikes, interests, and abilities as a preliminary step in choosing a career.
- Conduct formal and informal interviews of food service employers to determine what is expected on a job.
- Research information to learn about career options and qualification in the restaurant and food service industry.
- Check the want ads and practice writing a letter of application to potential employees advertising a culinary related position.
- Arrange tours of area culinary facilities.
- Summarize the steps needed to retain a job in the restaurant and food service industry.
- Organize information needed to fill out a job and college application.
- List the elements of excellent service and give examples.
- State the relationships between school and workplace environments.
- Develop a list of workplace guidelines.
- Identify and give examples of positive work attitudes. Conduct a self-evaluation and set goals based on the evaluation results.
- List the qualifications needed for food service careers.
- Develop a presentation with visuals outlining 21st Century Skills. Present information to different audiences.
- Create a checklist of SCANS skills and conduct weekly self-evaluations. Compare evaluations to instructor evaluations.

Assessments: Projects with several interval parts, student self-evaluation, questionnaires, performances to demonstrate learning, projects with several interval products, student involvement in record-keeping and evaluating their own work

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

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the PROGRAM Career Steps; INTEGRATE Work and Life

Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders

Families First: Balancing Family and Career

Leaders at Work: on-the-job entrepreneurship projects; Food Production and Services leadership projects

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Entrepreneurship; Interpersonal Communications; Job Interview

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Resources:

http://www.nraef.org/hba/hba_career_ladder.asp. Typical Foodservice Career Ladder and Compensation.

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

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

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

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

www.mfha.net (Multicultural Foodservice & Hospitality Alliance) information about this association

www.restaurant.org (National Restaurant Association) links to careers, food safety and other resources

www.sfm-online.org (Society for Foodservice Management) information about organization

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C. SANITATION AND SAFETY SKILLS

SC Standard C1: Evaluate procedures to avoid food borne illnesses.

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

ProStart Year 1: Ch. 2 Preparing and Serving Safe Food-Ch. 2

ACF: Sanitation and safety

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

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

Essential Question(s): Why is it important to practice guidelines to prevent common food borne illnesses? What is the importance of knowing proper storage procedures? What are the procedures for maintaining, cleaning, and sanitizing equipment, serving dishes, glassware, and utensils?

Indicators:

What students should know:	What students should be able to do:
1. Microorganisms common in food spoilage and food borne illness 2. Symptoms common to food borne illnesses 3. Causes of direct and cross-contamination 4. Food preparation and storage procedures 5. Cleaning and sanitizing of foodservice equipment 6. Biological, chemical, and physical hazards	1. Categorize microorganisms related to food spoilage and food borne illnesses. 2. Describe symptoms common to food borne illnesses. 3. Explain procedures to prevent direct and cross-contamination. 4. Distinguish between acceptable and unacceptable procedures when preparing and storing potentially hazardous foods. 5. Demonstrate proper cleaning and sanitizing of foodservice equipment. 6. Differentiate biological, chemical, and physical hazards.

Learning Strategies

- Explain common food borne illnesses based on scenarios and real life experiences.
- Conduct scientific experiments to identify different types of microorganisms.
- List common symptoms common to food borne illnesses.
- Compare direct and cross contamination.

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- Outline the requirements for proper receiving and storage of both raw and prepared foods.
- Respond to various scenarios to explain the proper storage of foods and supplies in a food service operation.
- Identify proper and improper storage of foods and supplies in a food service operation.
- Develop a flow chart to show the safe flow of food.
- Present information while showing how to clean and sanitize food service equipment.
- Identify biological, chemical, and physical hazard by creating a chart to show the how contamination takes place.
- Develop a food safety and sanitation presentation and present information to different audiences, i. e. PTA, advisory council, business industry, peers from other classes, open house, community members, etc.
- Interview a food service manager/owner to determine how food borne illnesses can hurt a food service establishment. Discuss factors that account for the risk of food borne illness in the industry to include new food borne pathogens, importation of food, changes in the composition of food, increases in the sales of take-out food, increasing numbers of high risk individuals (infants, pregnant customers, elderly people, people taking various types of medications, people with food allergies, etc.), and high turnover rates.

Assessments: Performances to demonstrate learning, open-response questions, projects with several interval products, peer conferencing, parent programs to help community members understand the value of new approaches

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

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

Leaders at Work: Food Production and Services leadership projects.

Star Events: Applied Technology; Food Service; Illustrated Talk

Student Body: Food Safety Education Projects

Resources:

U. S. Food and Drug Administration - <http://www.fda.gov/>

Hospitality Industry - www.hospitality-industry.com

Restaurant Owner.com - www.restuarantowner.com

Occupational Safety and Health Administration (OSHA)-<http://www.osha.gov/>

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C. SANITATION AND SAFETY SKILLS

SC Standard C2: Analyze safe practices in food service facilities.

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

ProStart Year 1 Ch. 3: Preventing Accidents and Injuries

ACF: Sanitation And Safety

Culinary Arts Assessment/Credential: 1A. Analyze workplace safety conditions.

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

Essential Question(s): How do you work safely in a food service facility?

Indicators:

What students should know:	What students should be able to do:
1. Workplace safety 2. Accidents and injuries 3. Emergency procedures 4. Fire extinguishers 5. Hazard Communication Program 6. Occupational Safety and Health Administration (OSHA) 7. The importance of a Material Safety Data Sheet (MSDS)	1. Explain the importance of safety in a foodservice establishment. 2. Describe the common causes of typical accidents and injuries in the foodservice industry. 3. Demonstrate appropriate emergency procedures for kitchen and dining room injuries. 4. Describe different types and uses of fire extinguishers. 5. Analyze the elements of a restaurant's Hazard Communication Program. 6. Summarize OSHA guidelines. 7. Apply guidelines as outlined in an MSDS sheet.

Learning Strategies:

- Locate or create various food service safety scenarios in small groups. Identify safe/unsafe practices and discuss ways of correcting the unsafe and the importance of demonstrating the safe practices. Assign a note taker for each group. Exchange scenarios with other groups. Compare comments for each scenario. Discuss the similarities and differences.

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- Interview local food service representatives to determine the most common causes of accidents and injuries in the workplace. Compare responses and graph the results. Develop strategies to reduce the number of accidents and injuries in the workplace. Present information to the class. Provide peer feedback regarding the effectiveness of the planned strategy.
- Develop a checklist of potentially hazardous procedures in the work area. Identify and correct unsafe or potentially hazardous procedures in the work area. Develop posters as reminders of adhering to safe procedures. Display posters in the work area.
- Collaborate with health sciences or post-secondary nursing students. Work in small groups to learn and demonstrate emergency procedures for kitchen and dining room injuries.
- Read and discuss a Hazard Communication plan. List the responsibility of every foodservice establishment to customers and workers. Create various scenarios in groups. Exchange scenarios and allow other groups to respond to the scenario. Make a listing of a restaurant's Hazard Communication Program elements.
- Outline OSHA guidelines. Discuss what OSHA is and why OSHA is important to the workplace. Brainstorm ideas of what a workplace would be like if there were no OSHA guidelines in place.
- Create a checklist of guidelines in an MSDA sheet to use during laboratory experiences. Role play following the guidelines to transfer learning in a classroom and workplace setting.

Assessments: Class discussions, student self-evaluation, teacher-student conferences, performances to demonstrate learning, 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: Project 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: Kitchen Safety Education Projects

Resources:

U. S. Food and Drug Administration - <http://www.fda.gov/>

Hospitality Industry - www.hospitality-industry.com

Restaurant Owner.com - www.restuarantowner.com

Occupational Safety and Health Administration (OSHA)-<http://www.osha.gov/>

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D. FOOD CONTAMINATION

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

FACS Nat'l Standard 8.2. Demonstrate food safety and sanitation procedures.

ProStart Introduction: Year 1, Chapter 2: Preparing and Serving Safe Food

ACF: Sanitation and Safety

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

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

Essential Question(s): How does personal hygiene affect food safety?

Indicators

What students should know:	What students should be able to do:
1. Food contamination 2. Direct and cross contamination 3. Biological, chemical, and physical hazards 4. Personal behaviors 5. Grooming habits 6. Workplace attire	1. Explain food contamination and give examples of how it occurs. 2. Identify sources of direct and cross contamination. 3. Distinguish between biological, chemical, and physical hazards. 4. Identify personal behaviors that can lead to food contamination. 5. Demonstrate appropriate grooming habits for the workplace. 6. Select appropriate attire for the workplace.

Learning Strategies:

- Research current events that have resulted in tragedy or loss from accidents involving food contamination and identify the legally responsible person.
- Research the source of contamination, the associated food, and preventative measures. Categorize the causes of food contamination related to personal grooming and hygiene. Share finding in a report to the class.
<http://www.extension.iastate.edu/foodsafety/Lesson/L1/L1p1.html> retrieved August 13, 2013.
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- Compare the different types of storage areas in a foodservice operation. Explain procedures to store food safely.
- Perform the duties of a lab patrolman evaluate habits of peers to determine if practices lead to food contamination.
- Create a grooming checklist. Conduct a daily self-evaluation. Compare the evaluation with the evaluation of the teacher to determine a grooming rating for the day.
- Compare proper and improper personal hygiene practices. Interview managers or assistant managers to determine how personal hygiene practices can have a positive or negative impact on the workplace. Report findings to the class.
- Collaborate with the teacher and students from a health class and create a personal hygiene checklist. Rotate through the position of personal hygiene patrol. The students should develop the personal hygiene competition based on student developed criteria.
- Role play various scenarios while classmates make notes of personal behaviors that contaminate food found in the scenario. Discuss the habit and provide details such as the exact ways the habit can contaminate food.
- Develop a hand washing presentation and handouts. Demonstrate hand washing techniques for different audiences, i. e. preschoolers, PTA, school improvement council, booster clubs, advisory committees, etc.
- Demonstrate the proper and improper use of gloves when working with food. Ask questions after peer demonstrations. Conduct peer evaluations of each demonstration.
- Develop a proper attire portfolio for a career of choice. Select a day for the class to model proper attire and explain why the attire is acceptable for the career selected.
- Identify policies that should be implemented regarding eating, drinking, and smoking while working with food. Discuss your findings. Develop a visual to disseminate to different audiences or post in high traffic areas in the school.

Assessments: Checklist, student self-evaluation, questionnaires, performances to demonstrate learning, open-response questions, projects with several interval products, peer evaluations

**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

STAR Events: Applied Technology; Food Service; Illustrated Talk; Student Body: food safety education projects

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*.

National Restaurant Association Education foundation. (August 2003) *Becoming a Foodservice Professional: Year 1 Lesson Plans*.

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

http://www.nraef.org/hba/hba_career_ladder.asp. Typical Foodservice Career Ladder and Compensation.

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

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

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

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

www.mfha.net (Multicultural Foodservice & Hospitality Alliance) information about this association

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E. RECIPE AND MENU SKILLS

SC Standard E1: Demonstrate menu planning skills based on standardized recipes.

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

ProStart: Year 1, Chapter 4 Kitchen Basics

ACF: – Food Preparation

Culinary Arts Assessment/Credential: 6C. Apply appropriate weighing and measurement skills and tools; 6D. Execute a recipe using correct conversions and menu terminology

Academic Alignment: English Language Arts A1, A2, A3, A4, A5, A6; Economics A7, A8, A9; Elementary Algebra A10, A11; Precalculus A12; Physical Science A16; ISTE A27, A29, A30, A31, A32

Essential Question(s):

Why is it important to learn about standardized recipes in connection with menu planning?

Indicators

What students should know:	What students should be able to do:
1. Terminology 2. Components of a standardized recipe 3. Importance of standardized recipe components 4. Formula for recipe conversions 5. Recipe evaluations 6. Menu development and costing	1. Integrate recipe terminology in professional conversations. 2. Identify the components of a standardized recipe. 3. Explain the importance of the components of a standardized recipe. 4. Apply math skills to convert recipes. 5. Evaluate standardized recipes. 6. Develop and cost menus.

Learning Strategies

- Develop a word wall and recordings of recipe terminology. Conduct ongoing competitions and award points for peers who use recipe terminology correctly. Graph the results and post in a conspicuous area in the classroom. Decide with the teacher appropriate awards for the weekly winners based on weekly scores.
- Define components of a standardized recipe. Explain what each of the component of the recipe is and why it is important.
- Collect and evaluate various recipes and identify the standardized components. Rate each recipe based on a student developed rubric.
- Develop a checklist for a standardized recipe. Follow the recipe and reflect on personal performance. Rate the performance and share findings with peers.
- Create and critique a recipe. Create a rubric or checklist to evaluate recipes.

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- Apply mathematical processes to convert recipes. Test conversions for accuracy. Revise conversions as needed.
- Divide into two to four teams. Hold a recipe conversion competition. Decide on appropriate rewards for the winning teams. Post results of each competition in a conspicuous location.
- Develop systems to organize standardized recipes. Share methods of organizing recipes with peers. Discuss each method.
- Compile a cookbook of original standardized recipes as a class project.
- Develop a menu rating sheet based on the menu planning principles. Plan menus by referring to the organized standardized recipes. Rate the menus. Revise as needed.
- Solve word problems to determine the cost of inventory. Compare answers.
- Calculate inventory value by applying the first in, first out (FIFO) accounting method.
- Apply various pricing methods to determine a fair price to charge for menu items. Compare the pricing methods and select one that should be used. Compare choice with peers and divide into groups based on the pricing method selected. Debate the pricing methods. Record pros and cons of each method.

Assessments: Competitions, teacher-student conferences, student reflections/evaluations, open-response questions, projects with several interval products, peer evaluations, peer conferencing

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

APPLICATION/ASSESSMENT THROUGH FCCLA

STAR Events: Applied Technology; Entrepreneurship

Fundraising: food production and services business

Leaders at Work: Food Production and Services leadership projects

STAR Events: Applied Technology; Entrepreneurship

Student Body: projects to develop nutritious menus

Resources

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

allrecipes.com/Info/How-To/Main.aspx How To - Allrecipes

www.wareaglemill.com/buildskills.html War Eagle Mill - Building you Baking Skills

caloriecount.about.com/easy-recipes-all-skill-levels-b320102 Easy Recipes For All Skill Levels

www.moneyinstructor.com/wsp/recipes.asp Recipe, Lesson Plan, Teaching Cooking Measurement Worksheet

www.globalclassroom.org/montague.html Recipe Reading Skills

www.cooksrecipes.com/tips/knife_skills.html Cooks Recipes | Knife Skills with Video Instructions

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F. FOOD PRODUCTION TECHNIQUES

SC Standard F1. Demonstrate food service preparation and presentation techniques.

FACS Nat'l Standard(s) 8.6 Demonstrate implementation of food service practices.

ProStart: Year 1, Chapter 4 Kitchen Basics

ACF: Food Preparation

Culinary Arts Assessment/Credential: 6C. Apply appropriate weighing and measurement skills and tools; 6D. Execute a recipe using correct conversions and menu terminology; 6E. Understand the selection, use, storage and maintenance of tools and equipment; 6F. Understand food cost analysis and controls; 7A. Summarize food preparation methods and techniques; 7B. Create professional plating utilizing garnishing, and food presentation techniques.

Academic Alignment: English Language Arts A1, A2, A3, A6; Economics A7, A8, A9; Elementary Algebra A10, A11; Precalculus A12; Earth Science A13, Physical Science A14, A15, A16, A17; Biology A18; Chemistry A19; Health A23, A26; Technology 29, A.30, A. 32

Essential Question(s): Why is it necessary to practice foodservice technical skills?

Indicators

What students should know:	What students should be able to do:
1. Weighing and measuring techniques 2. Ingredients, tools and equipment 3. Food production schedule 4. Dry heat cooking methods 5. Moist heat cooking methods 6. Plating	1. Weigh and measure ingredients. 2. Identify and assemble ingredients, tools, and equipment needed for selected recipes (mise en place). 3. Develop food production schedules. 4. Demonstrate dry heat methods of cooking. 5. Demonstrate moist heat methods of cooking. 6. Demonstrate plating techniques.

Learning Strategies:

- Set up weighing and measuring stations for various ingredients. Divide into teams and rotate through the stations to weigh and measure selected ingredients. Record the results. Compare results as a class.
- Develop presentations to show time saving methods of assembling ingredients, tools, and equipment. Explain methods use. Compare methods and determine which methods save the most time.
- Develop and test food production schedules. Evaluate each schedule after completion of the task. Write a reflective description of the results of the evaluation. Identify areas that went well and other areas that needed improvement. Revise schedule based on findings.

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- Describe a functional food production schedule.
- Explain the importance of following a food production schedule. Write scenarios showing the importance of food production schedules.
- Discuss the impact of poorly constructed food production schedule on a food production facility.
- Create production schedules. Develop and use a rubric for peer evaluation.
- Explain dry heat methods of cooking. Collect recipes (familiar and unfamiliar) based on pre-established criteria based on availability of foods and budget. Plan kitchen laboratory experiences and teams based on recipes selected.
- Explain moist heat methods of cooking. Collect recipes (familiar and unfamiliar) based on pre-established criteria based on availability of foods and budget. Plan kitchen laboratory experiences and teams based on recipes selected.
- Demonstrate dry heat methods of cooking. (Roasting, -Baking, Grilling, Broiling)
- Demonstrate moist heat methods of cooking. Boiling, Simmering, Stewing, Steam.
- Select and observe a famous chef. Imitate demonstrations based on the selected chef's demonstration or develop a personal demonstration style. Demonstrate the preparation of a selected recipe for different audiences.
- Describe methods used to present aesthetically pleasing meals
- Develop a mood board to display various colors, textures, etc. Refer to the mood board and develop visual representations of aesthetically pleasing meals. Present the completed meal example to the class. Evaluate the completed meal examples using a peer developed rubric.

Formative Assessments: Student self-evaluation, peer evaluations, student records/reflections on their work, performances to demonstrate learning, open-response questions, projects with several interval products

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

APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Peer Education for Leaders

Fundraising: food production and services business

Leaders at Work: Food Production and Services leadership projects

STAR Events: Entrepreneurship

Resources

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

culinaryarts.about.com/od/cookingmethods/a/dryheatmoist.htm **Cooking Methods -**

Moist Heat and Dry Heat Cooking Techniques

culinaryarts.about.com/od/dryheatcooking/a/dryheatcook.htm **Dry-Heat Cooking**

Methods: Roasting, Grilling, Broiling & More - Dry ...

www.how-to-cook-gourmet.com/dryheatcookingmethods.html **Dry-Heat Cooking Methods**

**INTRODUCTION TO CULINARY ARTS
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Course Code: 5722**

G. CUSTOMER SERVICE

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

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

ProStart Year 1 Chapter 1: Successful Customer Relations; **Year 2** Chapter 4 The Art of Service
ACF Dining Room Service

Culinary Arts Assessment/Credential: 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; Economics A9; Elementary Algebra A10, A11; PreCalculus A12; Health A21, A23, A26; Technology A27, A28, A29, A30, A31, A32

Essential Question(s): Why is quality customer service important?

Indicators:

What students should know:	What students should be able to do:
1. Internal and external customer service 2. Communication skills 3. Serving techniques 4. Customer satisfaction strategies 5. Industry standards for customer service 6. Selling techniques 7. Basic math skills	1. Differentiate between internal and external customer service. 2. Explain the importance of effective communication skills. 3. Resolve service related problems effectively. 4. Identify serving techniques required to be successful in various segments of the food industry. 5. Identify industry standards for quality customer service. 6. Apply various selling techniques to increase sales. 7. Calculate customer checks and server tips.

Learning Strategies:

- Identify the roles and duties of the foodservice staff. Categorize roles according to the relationship to internal and external customer service. Discuss the roles and duties in small groups. Explain why internal and external customer services are important.
- Explain how customer service directly affects a restaurant's business. Brainstorm ways internal and external customer service can affect a business positively or negatively. Research articles or other information that provides real life scenarios of customer services. Discuss articles with the class.

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- Role play various communication techniques (verbal, non-verbal) and analyze the effectiveness of the applied technique.
- Examine establishments' written materials and discuss the affect the materials have on customers (invitation, message written on the door of a restroom stall, and other written methods).
- Work in groups and take turns posing scenarios containing problems that could occur related to customer service in a food service establishment. Discuss various ways of resolving the service problems to maintain or regain customer satisfaction.
- Create customer service scenarios that present issues. Exchange the scenario with peers and devise a plan to effectively deal with the issue.
- Compare restaurant experiences and the quality of customer service. Take a poll based on information provided and plot the results on a graph. Research and compare class ratings to blogs or comments posted about the different restaurants.
- Create a serving technique rubric that includes the skill of accepting constructive criticism. Take turns observing and evaluating peers. Provide constructive feedback regarding observations. Write a reflection and describe how constructive criticism makes you feel and what will or will not be done with the information.
- Observe servers informally when dining out or in videos. Evaluate the servers using a peer developed rubric. Compare and discuss your findings with the class.
- Discuss the importance of first impressions and role play various situations to determine positive and negative first impressions.
- Practice customer service skills in simulated settings for all types of customers including special needs. Demonstrate serving techniques to guarantee customer satisfaction.
- Interview foodservice industry representatives regarding industry standards for quality customer service. Present the findings in class.
- Observe various sales people and the different selling techniques used to increase sales. Develop a personal sales technique and present to the class. Predict whether the technique will increase sales and discuss why or why not. Write a reflection paper on beneficial points learned in the discussion. Provide specific examples.
- Set up the class as a simulated restaurant. Rotate the responsibility of taking orders and calculating the costs and tips. Calculate the costs and tips several different ways – mentally, calculator, cash register, etc. Compare the length of time and accuracy of each method. Graph the results. Discuss the methods that would be more beneficial to a food service establishment and why.

Formative Assessments: Role play, class discussions, projects with several interval parts, rubrics, presentations, performance that demonstrates learning

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

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Power of One: Working on Working
STAR Events: Entrepreneurship; Illustrated Talk

Resources:

www.chefnet.com (**Chef Net**) job opportunities for chefs
www.costguard.com/education.htm (**Cost Guard**) resource for purchasing foodservice education materials
www.foodquality.com (**Food Quality Magazine**) sample issue index and links
www.foodservicewarehouse.com/Education (**Food Quality Magazine**) features hundreds of articles about choosing the right equipment, commercial kitchen care and repair, making a foodservice operation more energy efficient, food and equipment safety, and much more
www.hospitality-industry.com (**Hospitality Industry**) online newsletter with job links
www.hospitalityonline.com/jobs/ (**Hospitality Jobs Online**) includes career toolkit, career links, and other career resources
www.hoteljobs.com (**Hospitality Jobs Online**) references for job searches