

## Culinary Arts, Semester A

### Course Overview

Culinary Arts, Semester A, is a one-semester course that is intended to help you gain an understanding of the history and development of the culinary arts. This course covers the basics of nutrition; and health, safety, and sanitation. In addition, the course explains the basic science principles used in cooking and various cooking methods. Finally, the course describes culinary skills required to make a variety of items, ranging from stocks and soups to seafood and poultry to various breads and desserts.

### Course Goals

By the end of this course, you will:

- Inspect the history of the culinary arts and food service industry and the development of cuisines and kitchen equipment over time.
- Analyze safety practices and laws that reduce health hazards and food-borne illnesses.
- Interpret recipes and practice proper preparation methods and cooking techniques for a variety of foods.
- Plan menus in accordance with factors such as taste, nutrition, dietary restrictions, time, and budget, including service and food presentation styles, for a variety of dining situations.
- Analyze business aspects of entrepreneurship, kitchen management, and running a food service establishment.

### General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word-processing software, such as Microsoft Word or Google Docs.
- Perform online research using various search engines and library databases.
- Communicate through email and discussion boards.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation document, found at the beginning of this course.*

## **Credit Value**

Culinary Arts, Semester A, is a 0.5-credit course.

## **Course Materials**

- notebook
- computer with an Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

## **Course Pacing Guide**

This course description and pacing guide is intended to help you stay on schedule with your work. Note that your course teacher may modify the schedule to meet the specific needs of your class.

## Course Components and Grading Rubric

The table gives a breakdown of the weight for each component in the course. Weight represents the percentage of the total score coming from each activity.

Course Components	Count	Weight
<b>Pretest.</b> <i>Pretests are optional assessments, typically designed for credit recovery use. If a student shows mastery of a lesson's objective, the student may be automatically exempted from that lesson in the upcoming unit. Typically, teachers do not choose to employ exemptive pretests for first-time credit courses. Pretests are not included as a component of the student's final grade.</i>	5	0%
<b>Module.</b> <i>Each module in this course contains an interactive tutorial and an associated mastery test. Tutorials may include one or more Lesson Activities that constitute tasks associated with the tutorial. The module score comes from a student's score on the mastery test.</i>	20	20%
<b>Discussion.</b> <i>Online discussions allow for higher-order thinking about terminal objectives. An online threaded discussion mirrors the educational experience of a classroom discussion. Teachers can initiate a discussion by asking a complex, open-ended question. Students can engage in the discussion by responding both to the question and to the thoughts of others. Each unit in a course has one predefined discussion topic; teachers may add more discussion topics.</i>	5	20%
<b>Unit Activity.</b> <i>Unit Activities are at the end a unit and constitute one or more small tasks. Their purpose is to deepen understanding of key unit concepts and tie them together. Each Unit Activity includes a simple rubric. The teacher versions include both a rubric and modeled sample answers. Unit Activities are teacher graded.</i>	5	20%
<b>Posttest.</b> <i>The posttest appears at the end of the unit and mirrors the pretest in structure, content, and complexity.</i>	5	20%
<b>End of Semester Test.</b> <i>The end of semester test (EOS) appears at the end of the course. Students are delivered a few items from every tutorial in the course in order to assess the major course objectives.</i>	1	20%
<b>Total</b>	<b>41</b>	<b>100%</b>

\*Teachers may manually adjust these weights if desired, per district grading requirements.

# Unit 1: Introduction to Culinary Arts

## Summary

In this unit, you will identify significant historical figures and events that influenced the development of the practice and profession of the culinary arts. You will also categorize segments in the food service industry, and identify factors that influence choice of location. Then, you will analyze the industry's economic and social significance. Finally, you will identify the world's major cuisines.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Student Orientation</b> <i>Review the Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
3 days: 2–4	<b>The History and Development of Culinary Arts</b> <i>Identify significant historical figures and events that influenced the development of the practice and profession of the culinary arts.</i>	Lesson
3 days: 5–7	<b>Introduction to the Food Service Industry</b> <i>Recognize segments in the food service industry and the impact of location; describe the industry's economic and social significance and how to become an entrepreneur.</i>	Lesson
3 days: 8–10	<b>A Culinary Journey</b> <i>Identify the world's major cuisines and trends that influence the development of cuisines.</i>	Lesson
1 day: 11	<b>Space Jumble</b>	Game
3 days: 12–14	<b>Unit Activity: Introduction to Culinary Arts</b> <i>Describe the history and development of the cuisine in the United States, and identify any celebrity chef and describe the chef's work.</i>	Unit Activity/ Discussion
1 day: 15	<b>Post-test—Unit 1</b>	Assessment

## Unit 2: Health, Safety, and Sanitation

### Summary

In this unit, you will identify the sources and function of nutrients. You will also identify food sources of nutrients and explain food allergies. Then, you will select appropriate kitchen utensils, tools, and cleaning procedures, and identify types of cuts used for vegetables. You will also identify contaminants and select safe practices to avoid potential health and safety hazards in kitchens. Finally, you will identify public health agencies and choose methods to ensure safety and optimal utilization of resources in food establishments.

Day	Activity/Objective	Type
3 days: 16–18	<b>Nutrition Basics</b> <i>Identify the sources and function of nutrients and compare the nutrient value of various foods.</i>	Lesson
3 days: 19–21	<b>Health and Wellness</b> <i>Recognize food sources of nutrients and allergies, as well as how to create a meal for a specific type of diet.</i>	Lesson
3 days: 22–24	<b>Commercial Tools and Equipment</b> <i>List appropriate kitchen equipment, utensils, tools, and cleaning procedures, and identify types of cuts used for vegetables.</i>	Lesson
3 days: 25–27	<b>Safety in the Kitchen</b> <i>Identify contaminants and recall safe practices to avoid potential health and safety hazards in kitchens.</i>	Lesson
3 days: 28–30	<b>Ethical and Legal Responsibilities</b> <i>Name public health agencies; describe laws and methods to ensure safety and optimal utilization of resources in food establishments.</i>	Lesson
1 day: 31	<b>Para Jumble</b>	Game
4 days: 32–35	<b>Unit Activity: Health, Safety, and Sanitation</b> <i>Identify a restaurant, describe the way it operates, and retell its policies related to customers and staff. You will also list recommendations to enhance the restaurant's operations.</i>	Unit Activity/ Discussion
1 day: 36	<b>Post-test—Unit 2</b>	Assessment

## Unit 3: Culinary Basics

### Summary

In this unit, you will identify the factors that affect food taste and choices. You will also compare various methods of food preparation. Finally, you will list the steps in food preparation and identify factors to consider when preparing a dish.

Day	Activity/Objective	Type
3 days: 37–39	<b>Food Science</b> <i>Identify the factors that affect food taste and ingredient choices.</i>	Lesson
3 days: 40–42	<b>Food Preparation Methods</b> <i>Describe various methods of food preparation, including methods of heat transfer used in cooking.</i>	Lesson
3 days: 43–45	<b>Following Recipes</b> <i>List the steps in food preparation and identify factors and techniques to consider when working with recipes.</i>	Lesson
1 day: 46	<b>Thwack-A-Mole</b>	Game
3 days: 47–49	<b>Unit Activity: Culinary Basics</b> <i>Identify recipes and practice conversion skills to adjust yield. You will also compare unit costs when you buy in bulk.</i>	Unit Activity/ Discussion
1 day: 50	<b>Post-test—Unit 3</b>	Assessment

## Unit 4: Culinary Skills

### Summary

In this unit, you will define stock, identify the main ingredients and uses of different sauces, and classify soups. You will also select appropriate cheeses, state the main components of a salad, differentiate between different types of dressings, and compare appetizers. Then, you will identify different types of breads and pastries and list the steps to prepare some breakfast dishes. Finally, you will identify different types of grains, pastas, potato dishes, and sauces and choose the correct way to cook them.

Day	Activity/Objective	Type
3 days: 51–53	<b>Stocks, Sauces, and Soups</b> <i>Describe stock and how to make sauces for a variety of sauces and soups.</i>	Lesson

Day	Activity/Objective	Type
3 days: 54–56	<b>Cheeses, Salads, and Appetizers</b> <i>Recall various appetizers, cheeses and their uses, and describe the main components of a salad, including dressing types.</i>	Lesson
3 days: 57–59	<b>Breakfast Dishes, Sandwiches, and Beverages</b> <i>Identify different types of breads and pastries and explain how to prepare well-balanced breakfast dishes.</i>	Lesson
3 days: 60–62	<b>Grains and Starches</b> <i>Identify different types of grains, pastas, potato dishes, and sauces and ways to properly prepare them.</i>	Lesson
1 day: 63	<b>Para Jumble</b>	Game
3 days: 64–66	<b>Unit Activity: Culinary Skills</b> <i>List meals and the ingredients needed for them.</i>	Unit Activity/ Discussion
1 day: 67	<b>Post-test—Unit 4</b>	Assessment

## Unit 5: More Culinary Skills

### Summary

In this unit, you will categorize seafood, identify safety measures to consider when buying it, list steps to prepare it, and choose appropriate accompaniments. You will also classify chicken breeds, identify ideal temperatures for cooking poultry, select an appropriate marinade, and list steps for cooking poultry. Then, you will select appropriate techniques for preparing and cooking different types of meat. You will also identify vegetable cuts and select appropriate procedures for preparing and cooking vegetables and fruits. Finally, you will identify the purpose of various ingredients in bread-making and select appropriate ingredients and techniques when baking.

Day	Activity/Objective	Type
3 days: 68–70	<b>Seafood</b> <i>Name types of seafood and freshwater fish and describe safety measures to consider when buying and preparing it; describe seafood preparation and appropriate accompaniments.</i>	Lesson
3 days: 71–73	<b>Poultry</b> <i>Identify chicken breeds, ideal temperatures and steps for cooking poultry, as well as appropriate marinades; compare regional poultry dishes.</i>	Lesson

<b>Day</b>	<b>Activity/Objective</b>	<b>Type</b>
3 days: 74–76	<b>Meats</b> <i>Describe appropriate techniques and steps for preparing and cooking different types of meat to achieve the highest-quality dish.</i>	Lesson
3 days: 77–79	<b>Vegetables and Fruits</b> <i>Discuss vegetable cuts and appropriate procedures for preparing and cooking vegetables and fruits.</i>	Lesson
3 days: 80–82	<b>Baking Techniques</b> <i>Explain the purpose of various ingredients in bread-making and describe steps and techniques when baking.</i>	Lesson
1 day: 83	<b>Space Jumble</b>	Game
4 days: 84–87	<b>Unit Activity: More Culinary Skills</b> <i>List cooking methods commonly used for different types of meats, poultry, and seafood. You will also identify any recipe and practice adding a creative touch to it. Then you will practice presentation skills on how to use and maintain any two tools, equipment, utensils, or appliances.</i>	Unit Activity/ Discussion
1 day: 88	<b>Post-test—Unit 5</b>	Assessment
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>End-of-Semester Test</b>	Assessment

## Course Map

You will achieve course level objectives by completing each lesson’s instruction, assignments, and assessments. For a detailed look at how the materials meet these objectives, review the [course map for Semester A](#).