

## 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:

- Identify significant historical figures and events that influenced the development of the practice and profession of the culinary arts.
- Categorize segments in the food service industry, identify factors that influence choice of location, and analyze the industry's economic and social significance.
- Identify the world's major cuisines.
- Identify the sources and function of nutrients.
- Identify food sources of nutrients and explain food allergies.
- Select appropriate kitchen utensils, tools, and cleaning procedures, and identify types of cuts used for vegetables.
- Identify contaminants and select safe practices to avoid potential health and safety hazards in kitchens.
- Identify public health agencies and choose methods to ensure safety and optimal utilization of resources in food establishments.
- Identify the factors that affect food taste and choices.
- Compare various methods of food preparation.
- List the steps in food preparation and identify factors to consider when preparing a dish.
- Define stock, identify the main ingredients and uses of different sauces, and classify soups.
- Select appropriate cheeses, state the main components of a salad, differentiate between different types of dressings, and compare appetizers.
- Identify different types of breads and pastries and list the steps to prepare some breakfast dishes.
- Identify different types of grains, pastas, potato dishes, and sauces and choose the correct way to cook them.

- Categorize seafood, identify safety measures to consider when buying it, list steps to prepare it, and choose appropriate accompaniments.
- Classify chicken breeds, identify ideal temperatures for cooking poultry, select an appropriate marinade, and list steps for cooking poultry.
- Select appropriate techniques for preparing and cooking different types of meat.
- Identify vegetable cuts and select appropriate procedures for preparing and cooking vegetables and fruits.
- Identify the purpose of various ingredients in bread-making and select appropriate ingredients and techniques when baking.

## 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>Categorize segments in the food service industry, identify factors that influence choice of location, and analyze the industry's economic and social significance.</i>	Lesson
3 days: 8–10	<b>A Culinary Journey</b> <i>Identify the world's major cuisines.</i>	Lesson
1 day: 11	<b>Space Jumble</b>	Game
3 days: 12–14	<b>Unit Activity/ Threaded Discussion—Unit 1</b>	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.</i>	Lesson
3 days: 19–21	<b>Health and Wellness</b> <i>Identify food sources of nutrients and explain food allergies.</i>	Lesson
3 days: 22–24	<b>Commercial Tools and Equipment</b> <i>Select appropriate kitchen 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 select safe practices to avoid potential health and safety hazards in kitchens.</i>	Lesson
3 days: 28–30	<b>Ethical and Legal Responsibilities</b> <i>Identify public health agencies and choose 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/Threaded Discussion—Unit 2</b>	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 choices.</i>	Lesson
3 days: 40–42	<b>Food Preparation Methods</b> <i>Compare various methods of food preparation.</i>	Lesson
3 days: 43–45	<b>Following Recipes</b> <i>List the steps in food preparation and identify factors to consider when preparing a dish.</i>	Lesson
1 day: 46	<b>Thwack-A-Mole</b>	Game
3 days: 47–49	<b>Unit Activity/Threaded Discussion—Unit 3</b>	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>Define stock, identify the main ingredients and uses of different sauces, and classify soups.</i>	Lesson

Day	Activity/Objective	Type
3 days: 54–56	<b>Cheeses, Salads, and Appetizers</b> <i>Select appropriate cheeses, state the main components of a salad, differentiate between different types of dressings, and compare appetizers.</i>	Lesson
3 days: 57–59	<b>Breakfast Dishes, Sandwiches, and Beverages</b> <i>Identify different types of breads and pastries and list the steps to prepare some 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 choose the correct way to cook them.</i>	Lesson
1 day: 63	<b>Para Jumble</b>	Game
3 days: 64–66	<b>Unit Activity/Threaded Discussion—Unit 4</b>	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>Categorize seafood, identify safety measures to consider when buying it, list steps to prepare it, and choose appropriate accompaniments.</i>	Lesson

<b>Day</b>	<b>Activity/Objective</b>	<b>Type</b>
3 days: 71–73	<b>Poultry</b> <i>Classify chicken breeds, identify ideal temperatures for cooking poultry, select an appropriate marinade, and list steps for cooking poultry.</i>	Lesson
3 days: 74–76	<b>Meats</b> <i>Select appropriate techniques for preparing and cooking different types of meat.</i>	Lesson
3 days: 77–79	<b>Vegetables and Fruits</b> <i>Identify vegetable cuts and select appropriate procedures for preparing and cooking vegetables and fruits.</i>	Lesson
3 days: 80–82	<b>Baking Techniques</b> <i>Identify the purpose of various ingredients in bread-making and select appropriate ingredients and techniques when baking.</i>	Lesson
1 day: 83	<b>Space Jumble</b>	Game
4 days: 84–87	<b>Unit Activity/Threaded Discussion—Unit 5</b>	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](#).