

Culinary Arts, Semester B

Course Overview

Culinary Arts, Semester B, is a one-semester course that is intended to help you gain an understanding of menu planning, food presentation, and different service styles. This course covers the running of food service establishments and kitchen management skills. In addition, the course explains the personal skills and professional traits needed in the food service industry. Finally, the course covers career opportunities and career management skills.

Course Goals

By the end of this course, you will:

- Identify factors that affect menu costing and planning.
- Identify different serving styles and various components of table settings.
- Identify critical interactions and identify factors that affect customer satisfaction.
- Identify SMART goals and identify the persons responsible for various aspects of running a food service establishment.
- Select good kitchen management practices and identify roles and responsibilities of various kitchen staff.
- Categorize departments of a food establishment based on functions, define a business plan and its components, and identify the four Ps of marketing.
- Define values and identify important traits, personal qualities, and skills for career growth.
- Identify important workplace habits and skills.
- Select appropriate forms of communications and identify effective reading and writing strategies.
- Define verbal and nonverbal communication, identify the meaning of nonverbal gestures, recognize active listening, and select techniques to improve communication skills.
- Identify the components of a SMART goal, identify important documents related to a job search, and list the steps to achieve a goal.
- Select appropriate careers, identify the roles and responsibilities of certain culinary arts professionals, and recognize certifications and licensing requirements.
- Select appropriate methods for career advancement and work-life balance, and identify professional culinary organizations.
- Identify positive and possible negative traits of leaders.

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 B, 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
Pretest. <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>	4	0%
Module. <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>	14	20%
Discussion. <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>	4	20%
Unit Activity. <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>	4	20%
Posttest. <i>The posttest appears at the end of the unit and mirrors the pretest in structure, content, and complexity.</i>	4	20%
End of Semester Test. <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%
Total	31	100%

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

Unit 1: Meal Planning and Presentation

Summary

In this unit, you will identify factors that affect menu costing and planning. You will also identify different serving styles and various components of table settings. Finally, you will identify critical interactions and identify factors that affect customer satisfaction.

Day	Activity/Objective	Type
1 day: 1	Syllabus and Student Orientation <i>Review the Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
5 days: 2–6	Menu Planning <i>Identify factors that affect menu costing and planning.</i>	Lesson
5 days: 7–11	Service Styles <i>Identify different serving styles and various components of table settings.</i>	Lesson
4 days: 12–15	Customer Satisfaction <i>Identify critical interactions and identify factors that affect customer satisfaction.</i>	Lesson
1 day: 16	Space Jumble	Game
4 days: 17–20	Unit Activity/ Threaded Discussion—Unit 1	Unit Activity/ Discussion
1 day: 21	Post-test—Unit 1	Assessment

Unit 2: The Food Service Industry

Summary

In this unit, you will identify SMART goals and identify the persons responsible for various aspects of running a food service establishment. Then, you will select good kitchen management practices and identify roles and responsibilities of various kitchen staff. Finally, you will categorize departments of a food establishment based on functions, define a business plan and its components, and identify the four Ps of marketing.

Day	Activity/Objective	Type
5 days: 22–26	Food Service Establishments <i>Identify SMART goals and identify the persons responsible for various aspects of running a food service establishment.</i>	Lesson
5 days: 27–31	Kitchen Management <i>Select good kitchen management practices and identify roles and responsibilities of various kitchen staff.</i>	Lesson
5 days: 32–36	Entrepreneurship <i>Categorize departments of a food establishment based on functions, define a business plan and its components, and identify the four Ps of marketing.</i>	Lesson
1 day: 37	Para Jumble	Game
4 days: 38–41	Unit Activity/Threaded Discussion—Unit 2	Unit Activity/ Discussion
1 day: 42	Post-test—Unit 2	Assessment

Unit 3: Personal Traits and Professional Skills

Summary

In this unit, you will define values and identify important traits, personal qualities, and skills for career growth. You will also identify important workplace habits and skills. Then, you will select appropriate forms of communications and identify effective reading and writing strategies. Finally, you will define verbal and nonverbal communication, identify the meaning of nonverbal gestures, recognize active listening, and select techniques to improve communication skills.

Day	Activity/Objective	Type
4 days: 43–46	Personal Qualities and Ethics <i>Define values and identify important traits, personal qualities, and skills for career growth.</i>	Lesson
4 days: 47–50	Professional Skills <i>Identify important workplace habits and skills.</i>	Lesson
4 days: 51–54	Reading and Writing <i>Select appropriate forms of communications and identify effective reading and writing strategies.</i>	Lesson

Day	Activity/Objective	Type
4 days: 55–58	Speaking and Listening <i>Define verbal and nonverbal communication, identify the meaning of nonverbal gestures, recognize active listening, and select techniques to improve communication skills.</i>	Lesson
1 day: 59	Thwack-A-Mole	Game
4 days: 60–63	Unit Activity/Threaded Discussion—Unit 3	Unit Activity/ Discussion
1 day: 64	Post-test—Unit 3	Assessment

Unit 4: Careers

Summary

In this unit, you will identify the components of a SMART goal, identify important documents related to a job search, and list the steps to achieve a goal. You will also select appropriate careers, identify the roles and responsibilities of certain culinary arts professionals, and recognize certifications and licensing requirements. Then, you will select appropriate methods for career advancement and work-life balance, and identify professional culinary organizations. Finally, you will identify positive and possible negative traits of leaders.

Day	Activity/Objective	Type
4 days: 65–68	Looking for a Job <i>Identify the components of a SMART goal, identify important documents related to a job search, and list the steps to achieve a goal.</i>	Lesson
5 days: 69–73	Career Choices <i>Select appropriate careers, identify the roles and responsibilities of certain culinary arts professionals, and recognize certifications and licensing requirements.</i>	Lesson
5 days: 74–78	Career Management <i>Select appropriate methods for career advancement and work-life balance, and identify professional culinary organizations.</i>	Lesson
4 days: 79–82	Leadership Skills <i>Identify positive and possible negative traits of leaders.</i>	Lesson

Day	Activity/Objective	Type
1 day: 83	Space Jumble	Game
4 days: 84–87	Unit Activity/Threaded Discussion—Unit 4	Unit Activity/ Discussion
1 day: 88	Post-test—Unit 4	Assessment
1 day: 89	Semester Review	
1 day: 90	End-of-Semester Test	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 B](#).