

## 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:

- Analyze safety practices and laws that reduce health hazards and food-borne illnesses.
- 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.
- Examine effective strategies for career planning and management, as well as personal traits and professional skills necessary to thrive and advance in a career.
- Employ verbal and non-verbal communication skills to create positive interactions when working with others.

### 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
<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>	4	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>	14	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>	4	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>	4	20%
<b>Posttest.</b> <i>The posttest appears at the end of the unit and mirrors the pretest in structure, content, and complexity.</i>	4	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>31</b>	<b>100%</b>

\*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	<b>Syllabus and Student Orientation</b> <i>Review the Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
5 days: 2–6	<b>Menu Planning</b> <i>Identify factors that affect menu costs and planning when creating menus for various events.</i>	Lesson
5 days: 7–11	<b>Service Styles</b> <i>Recall different serving styles and components of meals and table settings across contexts and settings.</i>	Lesson
4 days: 12–15	<b>Customer Satisfaction</b> <i>Discuss critical interactions, factors, and ethics that affect customer satisfaction in the restaurant industry.</i>	Lesson
1 day: 16	<b>Space Jumble</b>	Game
4 days: 17–20	<b>Unit Activity/ Threaded Discussion—Unit 1</b> <i>List ways that food service establishments can improve customer service.</i>	Unit Activity/ Discussion
1 day: 21	<b>Post-test—Unit 1</b>	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.

<b>Day</b>	<b>Activity/Objective</b>	<b>Type</b>
5 days: 22–26	<b>Food Service Establishments</b> <i>Describe SMART goals and their impact on planning and decision-making and recognize the persons responsible for various aspects of running a food service establishment.</i>	Lesson
5 days: 27–31	<b>Kitchen Management</b> <i>Discuss good kitchen management practices and identify the roles and responsibilities of various kitchen staff.</i>	Lesson
5 days: 32–36	<b>Entrepreneurship</b> <i>Identify departments of a food establishment based on business functions, describe a business plan and its components, and identify the four Ps of marketing.</i>	Lesson
1 day: 37	<b>Para Jumble</b>	Game
4 days: 38–41	<b>Unit Activity/Threaded Discussion—Unit 2</b> <i>List green practices that some food establishments use. You will also describe how food service establishments can obtain green certification.</i>	Unit Activity/ Discussion
1 day: 42	<b>Post-test—Unit 2</b>	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.

<b>Day</b>	<b>Activity/Objective</b>	<b>Type</b>
4 days: 43–46	<b>Personal Qualities and Ethics</b> <i>Discuss ethics, values, personal traits, and various skills needed for career growth.</i>	Lesson

Day	Activity/Objective	Type
4 days: 47–50	<b>Professional Skills</b> <i>Describe business etiquette practices, positive workplace habits, and various problem-solving skills.</i>	Lesson
4 days: 51–54	<b>Reading and Writing</b> <i>Recall appropriate forms of communications and identify effective reading and writing strategies; list food sanitation practices.</i>	Lesson
4 days: 55–58	<b>Speaking and Listening</b> <i>Recognize verbal and nonverbal communication and their impact on interactions with others; identify active listening techniques and methods to improve communication skills.</i>	Lesson
1 day: 59	<b>Thwack-A-Mole</b>	Game
4 days: 60–63	<b>Unit Activity/Threaded Discussion—Unit 3</b> <i>Describe time management skills.</i>	Unit Activity/ Discussion
1 day: 64	<b>Post-test—Unit 3</b>	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	<b>Looking for a Job</b> <i>Identify the components of a SMART goal and list the steps to achieve a goal; name documents essential to searching for and securing a job related to the culinary arts.</i>	Lesson

<b>Day</b>	<b>Activity/Objective</b>	<b>Type</b>
5 days: 69–73	<b>Career Choices</b> <i>Describe various careers and career paths, including roles, requirements, and responsibilities of culinary arts professions; identify certifications and licensing requirements.</i>	Lesson
5 days: 74–78	<b>Career Management</b> <i>Name professional culinary organizations and discuss methods for career advancement, growth, and achieving a work-life balance.</i>	Lesson
4 days: 79–82	<b>Leadership Skills</b> <i>Identify which personality types make strong leaders and discuss ways that leaders can motivate and encourage their employees.</i>	Lesson
1 day: 83	<b>Space Jumble</b>	Game
4 days: 84–87	<b>Unit Activity/Threaded Discussion—Unit 4</b> <i>Describe how to lead a team of kitchen staff. You will also practice graphical representation skills to show the career paths and advancement opportunities for any category of restaurant staff.</i>	Unit Activity/ Discussion
1 day: 88	<b>Post-test—Unit 4</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 B](#).