



| <b>Course Syllabus</b>   |                              |                     |
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| <b>Franklin High School</b>  |                              | <b>2019-2020</b>    |
| Course Title:  | Culinary Arts 1-2/Ms. Harvey | Grade Level(s):9-12 |
| Prerequisites: None  |                              |                     |
| <p><b>Course description:</b></p> <p>“Culinary Arts, Hospitality and Tourism 1-2” is a year-long, introductory course providing students with an introduction to safety, sanitation, basic cooking and baking techniques, nutrition, menu planning, recipe writing and modification, recipe costing, as well as the culture of and behind food. Students will also be introduced to the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. This course is a Career and Technical Education (CTE) class. CTE classes prepare young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education. This course will prepare students for life after high school, careers in food production (found in hotels, healthcare facilities and restaurants) and other culinary and hospitality industry careers. Students will acquire the Oregon Food Handlers’ Card.</p> <p>As such, this course is designed for two types of students:</p> <ol style="list-style-type: none"> <li>1) Students who are interested in a career in the hospitality industry</li> <li>2) Students who are sincerely interested in learning food prep skills and practices to apply in daily life</li> </ol> |                              |                     |
| <p><b>Standards:</b></p> <p>Restaurant and hospitality industry standards: OSHA, food handler certification, HACCP</p>   |                              |                     |
| <p><b>Schedule of topics/units covered:</b></p> <p>Accident prevention<br/>           Prevention of foodborne illness<br/>           Sanitation and cleanliness<br/>           Proper food storage<br/>           Equipment identification, care and uses<br/>           Basic food preparations<br/>           Recipe terminology<br/>           Recipe writing<br/>           Cooking methods<br/>           Mis En Place<br/>           Knife identification, use and care<br/>           Menu creation<br/>           Basic nutrition<br/>           Menu “math”<br/>           Knife identification, safety, use and care<br/>           Industry standard knife cuts<br/>           Food costing and pricing<br/>           Management, marketing and operations of restaurants and other food services, lodging and travel related services<br/>           Basic baking and pastry preparation<br/>           Ingredient identification, tasting and technique</p>  |                              |                     |

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| <p>Seasoning<br/>History and culture of foods<br/>Measuring and measuring systems<br/>SWOT Analysis</p>  |
| <p>Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):<br/>I differentiate instruction by using auditory, visual, verbal and kinesthetic means by which to teach content. I ask that the students work individually, in groups and respond to questions posed by me via written and oral responses. I use classroom structures to support students, including self-selected groups and teacher assigned groups to provide students with supportive environments. I provide modifications and accommodate students per IEPs. I check in with students who seem not to be engaging in the work I have assigned to assess whether they have understood my instruction, have questions, or other needs.</p> |
| <p>Final proficiencies:<br/>I use a mix of written assessments, culinary labs assessments pursuant to posted standards and research projects (group and individual).</p>   |
| <p>Assessment (pre/post)/evaluation/grading policy:</p> <p>Grading is done on a points system with a proficiency aspect incorporated in the grading of the culinary labs. Students are given rubrics to understand the learning standard and how to demonstrate proficiency for the culinary labs. The focus is on understanding content and demonstrating mastery of knowledge. Students will have the opportunity to receive feedback and make-up proficiencies as needed. A student's grade is comprised of formative and summative academic assessments and assessment of classwork.</p> <p><i>Grades should be based the student's demonstration of understanding of the standards.</i></p>                                   |
| <p>Behavioral expectations:<br/>Students should be respectful to all classmates and instructors, including guest speakers. A genuine respect for the lab and equipment is necessary for everyone's success. Over the course of the year students will need to be able to work with others as a team to complete lab assignments. Willingness to communicate and work with others is one of the most important character traits found in this classroom. Without it, the class will not be able to complete assignments/jobs necessary in the lab. Teamwork is a characteristic that every employer looks for in an employee. A team is only as strong as it's weakest member.</p>  |

Students should come to class and lab with a positive attitude. A positive attitude is important in any workplace situation. Students should exhibit the willingness and enthusiasm to participate in classroom and lab activities and adhere to proper safety procedures.

Students are expected to:

Report to class on time, seated when the bell rings and ready to work.

Be prepared to begin class and lab with all necessary supplies and assignments.

Students will not participate in horseplay and/or other activities that could be considered dangerous to you or others.

Be respectful to others, their belongings and school property.

Electronic devices are not to be used, heard or seen in the classroom unless specific permission is granted by the instructor. Electronic devices are never to be used during culinary labs.

School policies and rules are enforced and the current Student Handbook is incorporated herein.

Safety issues and requirements:

Safety issues include use of sharp equipment (knives, peelers, food processors, blenders), electric irons, ranges, flat-tops, ovens, etc. Students will be instructed on how to properly use the tools and equipment and precautions to take during use. Students will be instructed on safe work practices and adherence to such practices will be required at all times.