



Course Syllabus

Franklin High School		2020-2021
DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator as a pdf ("File-download-PDF document") by 9/28/20 . Syllabi will be posted on the FHS website under your name for the public to view.		
Course Overview		
NOTE: For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: Culinary Arts 1-2: Introduction		
Instructor Name: Elizabeth Harvey	Contact Info: eharvey@pps.net Google Voice # 541-946-3118	
Grade Level(s): 9-12		
Credit Type: (i.e. "science", "elective") Elective	# of credits per semester: 1	
Prerequisites (if applicable):		
<p>General Course Description: "Culinary Arts 1-2: Introduction" is a semester-long, introductory course providing students with an introduction to food safety and sanitation, kitchen safety, basic cooking and baking methods and techniques, seasoning and flavor profiles, kitchen equipment and tools, knife skills, cuts and care, nutrition, menu planning, recipe costing, writing and modification, plating and composition. 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">1) Students who are interested in a career in the hospitality industry2) Students who are sincerely interested in learning food prep skills and practices to apply in daily life		
<p><u>Prioritized National/State Standards:</u></p> <p>Industry-based knowledge and skills:</p> <p>Demonstrate safety and sanitation procedures in food and beverage service facilities. (HTRF02)</p> <p>Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities. (HTRF05)</p> <p>Describe career opportunities and qualifications in the restaurant and food service industry. (HTRF09)</p> <p>Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities. (HTRF10)</p> <p>Indicators:</p> <p>Analyze and examine fundamental safety skills and practices related to the commercial kitchen.</p> <p>Examine and identify standardized recipes and their role in a commercial kitchen.</p>		



Identify various food products used in a commercial foodservice operation and list the proper handling and storage procedures for each.
Practice culinary math skills through recipe conversion and measurements.
Examine the principles of nutrition including the six major classes of nutrients, proteins, and carbohydrates: simple, complex, fats, vitamins, minerals, and water.
Examine and practice cooking methods, techniques, and preparations such as dry heat and moist heat methods.
Discuss and practice sound human relations and professionalism concepts for a career pathway in Culinary Arts employment

Course Details

Learning Expectations

Materials/Texts:

At some point students should have access to *Rouxbe* (online curriculum).

Course Content and Schedule:

Topics/Units Covered

Accident prevention

Prevention of foodborne illness

Sanitation and cleanliness

Proper food storage

Equipment identification, care and uses

Basic food preparations

Recipe terminology

Recipe writing

Cooking methods

Mis En Place

Knife identification, use and care

Menu creation

Basic nutrition

Menu "math"

Knife identification, safety, use and care

Industry standard knife cuts

Food costing and pricing

Management, marketing and operations of restaurants and other food services, lodging and travel related services

Basic baking and pastry preparation

Ingredient identification, tasting and technique

Seasoning

History and culture of foods

Measuring and measuring systems

SWOT Analysis

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

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

<p>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>Safety issues and requirements (if applicable): Not applicable in distance learning context.</p>
<p>Classroom norms and expectations: Students remain muted during Zoom meetings unless they are responding to a question or prompt from me. Students use the chat feature in Zoom to respond to questions/prompts from me and to communicate their needs to me (i.e. I need more time, could you go back a slide, what was it you just said). and to share with the class They also use the chat to respond to questions posed by their classmates. Students work together in breakout rooms when assigned/assembled there. At the beginning of Asynchronous class periods, students either check in to my Zoom meeting or complete the Asynchronous Check-In Form on my Canvas homepage before starting on their assignment for the day.</p>
<p><i>Evidence of Course Completion</i></p>
<p>Assessment of Progress and Achievement: Students' completion of a combination of written assessments, project-based learning and research assignments and culinary labs assessments (when applicable) evidence progress and achievement.</p>
<p>Progress Reports/Report Cards (what a grade means): A student's grade consists of formative and summative academic assessments and assessment of classwork. Grading is done on a points system with a proficiency aspect incorporated in the grading of the culinary labs (when applicable). 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.</p> <p>Grades are based on each student's demonstration of understanding of the standards.</p> <p>Summative assessments (quizzes, tests, culinary labs if applicable) - 30% of a student's grade Classwork (written assignments and projects) - 60% of a student's grade Formative assessments (exit tickets, checks for understanding) - 10% of a student's grade</p>
<p>Career Related Learning Experience (CRLEs) and Essential Skills: Demonstrate safety and sanitation procedures in food and beverage service facilities. (HTRF02) - Students create a Food Safety poster for display in a foodservice business. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities. (HTRF05) - Students conceptualize a business and present a business plan/pitch. Describe career opportunities and qualifications in the restaurant and food service industry. (HTRF09) - Students write a resume and role play a job interview, including the application process. Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities. (HTRF10)</p>

- Students create a menu and include recipe costing and sale prices in order to achieve a certain profit margin.

Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?

My virtual classroom is on Canvas where students (and parents/guardians) are able to access the curriculum. I use email to communicate with parents/guardians and have a Google Voice phone number to use when parents/guardians prefer to have a telephone conversation.

Personal Statement and other needed info

Preparation of food will be optional; I do not assume that students have access to a kitchen and equipment. For example, when given a particular assignment students may be given options of how to demonstrate knowledge and understanding, included in which is the option to prepare and document preparation of a particular food item.

