

SWEETWATER UNION HIGH SCHOOL DISTRICT
DIVISION OF ADULT EDUCATION
Career Technical Education

Culinary Arts Theory

COURSE APPROVAL

Mission: The Division of Adult Education, a community-focused organization, promotes and facilitates life-long learning for adults to meet the challenges of the 21st century.

Student Learning Outcomes

- Students will establish personal, academic and/or workforce goals and demonstrate progress toward them
- Students will solve problems
- Students will communicate clearly and collaborate with others
- Students will use resources, including technology, to research, organize and communicate information

Course approved by the Board of Trustees

May 12, 2014

Course Revision:

June 27, 2016

Culinary Arts Theory

Basic Course Information

Course Title:	Culinary Arts Theory					
CTE Industry Sector:	Hospitality/Tourism/Recreation					
Career Pathway:	Hospitality					
Course Level:	<input type="checkbox"/>	Introductory	<input checked="" type="checkbox"/>	Concentration	<input type="checkbox"/>	Capstone
Course Number:	1632					
CBEDS Title:	Food & Beverage Production & Preparation					
CBEDS Number:	4421					
Course Hours:	216					
Prerequisites:	None					
Evaluation:	Satisfactory completion of required online assignments and assessments.					
Conditions for Repetition:	Students who have failed to meet the objectives because of insufficient attendance or inability to master content may repeat the course.					
Articulation Information:	NA					
Articulation Credit:	NA					
High School elective Credit:	The class is offered on a CREDIT / NONCREDIT basis. Students receive 1 credit for 60 hrs class time.					
Advisory Committee Meetings:	Annually					

Course Description

Culinary Arts Theory is an online course of study that is objective-driven and specifically designed to prepare students for the workforce by developing their skills and enhancing their techniques. The course includes professional instruction on nearly every aspect of being a chef, from basic knife cuts to advanced meat fabrication.

Instructional Strategies

Instruction time will be divided approximately as follows:	
Online instruction and demonstration	65%
Application of Skills	15%
Evaluation	20%

Instructional Materials

Textbooks: Online Content <http://kpcompass.com>

Career Plan: How this Course fits into the Course Sequence

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
Culinary Arts – Food & Sanitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	36

Culinary Arts Theory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	216
Introduction to Savory Cooking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	324
Savory Cooking & Restaurant Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	324

Occupations for Identified Pathway

Pathway occupations organized by level of education and training required for workplace entry. (Asterisked occupations require certification or licensure.)	
Postsecondary Training (certification and/or AA degree)	College University (bachelor's degree or higher)
<ul style="list-style-type: none"> Line Cook, Sous - Chef Chef 	<ul style="list-style-type: none"> Food Service Manager Caterer

Course Goals

1. Student will gain an introduction to Culinary Arts and the job opportunities available in the Hospitality/Tourism/Recreation industry.
2. Students will gain an understanding of safety and sanitation procedures used in the kitchen.
3. Students will learn how to use a variety of cooking methods.
4. Students will gain knowledge of responsibilities associated with working the front of the house.
5. Students will gain knowledge about proper nutrition and use that knowledge to create healthy menus.
6. Students will learn how to choose vegetables and how to incorporate them into recipes.
7. Students will learn how to use fruits, grains, and nuts in a recipe.
8. Students will gain knife skills.
9. Students will learn the responsibilities of management in the Hospitality/Tourism/Recreation industry.
10. Students will learn the responsibilities of Garde Manger.
11. Students will learn about dairy products and how to use them to create breakfasts.
12. Students will learn how to identify types of pasta and how to use in recipes.
13. Students will learn about meat, poultry, and fish and how to incorporate them into recipes.
14. Students will learn how to make stocks, soups, and sauces.
15. Students will gain an understanding of bread making, tools and equipment used in baking and gain basic techniques and disciplines.
16. Students will gain an understanding of the different tools and equipment used in pastry. They will also learn the basics of creating pastry recipes.

Instructional Module/Unit

Unit 1	Introduction to Culinary	Class Hrs.	Lab Hrs.	10
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Description:

Students gain an introduction in the course and learn course expectations. They are introduced to the common traits exhibited by people successfully working in this field, personal qualifications, interests, aptitudes, and knowledge of skills necessary to succeed in this pathway. They also gain an introduction to well know chefs from the past and present.

Unit 1 Competency: Upon Completion of this unit, the student is able to:

1. Describe how French cuisine has evolved over time and the political and social changes that influenced the change.

2. Describe early American food service.
3. Describe cuisine and culinary styles specific to a certain country or region.
4. Identify important chefs through history as well as today's celebrities.
5. Identify trends in food including vegetarian types and genetically modified foods.
6. Describe various jobs available as related to this industry.
Anchor: KPAS 3.0 Career Planning and management. KPAS 3.0-3.1-8
Pathway: HTR.B1.0- Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local , state, national and global economics.
Academics: R.CCR.7- Integrate and evaluate content presented in diverse media and formats including visually and quantitatively, as well as in words

Unit 2	Safety & Sanitation	Class Hrs.		Lab Hrs.	10
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Description:

Students will be introduced to common work safety violations and hazards. This includes how to safely handle foods and sanitize work environment, how to handle a robbery, what protective clothing should be worn in the workplace, and other important workplace safety issues. They will also review health codes and government agencies responsible for monitoring in the workplace.

Unit 2 Competency: Upon Completion of this unit, the student is able to:

1. Identify hazards in the workplace and practice workplace safety.
2. Properly handle and store foods.
3. Understand how improper sanitation, handling and storage of food can cause foodborne illness.
4. Explain HACCP and its seven different principles.
5. Explain the acronym FAT TOM.
6. Use web resources for information on nutrition, safety and sanitation, foods, recipes, careers, and other information.
7. Know the difference between Clean and Sanitized and know how to do each.
8. Describe how a cleaning schedule is used in the kitchen.

Anchor: HTR.KPAS.6.0- Health and Safety 6.1-6.7

Pathways: HTR.B.2.0- Demonstrate the basics of safe work habits security, and emergency procedures required in food service and hospitality establishments.

HTR.3.0- Interpret the basic principles of sanitation and safe food handling.

HTR.B.6.0- Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.

Academic: RF.K.1.0- Demonstrate understanding of the organization and basic features of print.

RF.1.1- Demonstrate understanding of the organization and basic features of print.

Unit 3	Food Preparation Basics	Class Hrs.		Lab Hrs.	15
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Description:

Students will be introduced to the basics of food preparation including methods of heat, how it is transferred through the food, and how and what tools are needed to prepare recipes.

Unit 3 Competency: Upon Completion of this unit, the student is able to:

1. Identify and appropriately use a variety of kitchen equipment and accessories.
2. Assemble and organize all of the tools needed to prepare a recipe before actually cooking.
3. Understand how heat is transferred through the food using Conduction, Convection,

and Radiation.
4. Understand the effects of heat on food.
5. Explain dry heat methods of cooking.
6. Explain moist heat methods of cooking.
7. Explain combination methods of cooking.
8. Understand how adjusting temperature affects cooked meat.
10. Understand the effects of altitude on cooking.
11. Describe different methods of food preservation.
Anchor: HTR.KPAS.5.0- Problem solving and critical thinking 5.1-5.4
Pathway: HTR.B.7.0- Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens.
B.5.0- Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies.
Academic: K-PS3, 4-PS3 5-PS3 HS-PS3- Energy

Unit 4	Front of the House	Class Hrs.		Lab Hrs.	5
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Description

Students will be introduced to the responsibilities involved in working the Front of the House.

Unit 4 Competency: Upon Completion of this unit, the student is able to:

1. Understand the responsibilities involved in working Front of the House and the careers associated with this area.
2. Understand the responsibilities of the Host and Hostess.
3. Define the guidelines of proper guest services and have the ability to perform these services.
3. Understand how to respond to high-volume periods.
4. Understand the five areas to be considered in providing the best experience for a customer.
5. Understand the rules and procedures for bussing tables.
6. Understand the “side work” that needs to be done prior to opening, during a shift, and at the end of a shift.
7. Understand the importance of menu knowledge and “up selling”
8. Understand how to record orders.
9. Define functions of Point of Sale Equipment.
10. Organize a dining room according to type of restaurant.
11. Define different types of service and menus.
12. Correctly place dinnerware on table.
Anchor: HTR.KPAS.2.0- Communications 2.3 Interpret verbal and non-verbal communication and respond appropriately.
Pathway: HTR.B5.0- Demonstrate understanding of the basics of systems, operations and the importance of maintaining facilities, equipment, tools, and supplies. HTR.8.0- Apply the knowledge and skills essential for effective customer service.
HTR.B.11.0- Demonstrate an understanding of the basic processes of costing and cost analysis in food and beverage production and service.
Academic: Numbers and operations in Base ten 3.NBT.2-3

Unit 5	Nutrition and Menu Development	Class Hrs.		Lab Hrs.	10
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Description:

Students will be introduced the factors that make up good nutrition. As part of the

instruction, students will learn about the basic food groups and how to incorporate them into the meals that they plan.

Unit 5 Competency: Upon Completion of this unit, the student is able to:

1. Understand the role that food plays in our lives and the importance of good nutrition.
2. Explain how we taste and name the four categories of taste.
3. Understand how the digestive system works.
4. Understand how simple and complex carbohydrates work and where they are found in foods.
5. Define a variety of sugar sources and their use.
6. Define the benefits of having fiber in your diet as well as identify which foods contain fiber.
7. Understand the differences in Saturated and Unsaturated fats and the effect each has on the body.
8. Know the types of fat common in a variety of oils and spreads.
9. Understand protein's effect on the human body as well as identify protein-rich foods.
10. Understand what vitamins are and how they assist with healthy body function.
11. Understand the importance of water and keeping hydrated.
12. Use the USDA MYPlate and the Food Pyramid to plan healthy meals.
13. Plan a menu.

Anchor: 5.0-Problem Solving and Critical Thinking 5.1-5.4 10.0-Technical knowledge and skills.

Pathway: HTR.B.10.0-Demonstrate and apply basic nutritional concepts in meal planning and food preparation.

Academic: Use a model to represent the places to live.

Unit 6	Vegetables	Class Hrs.		Lab Hrs.	15
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Description:

Students will be instructed on how to inspect and choose fresh vegetables to use in recipes.

Unit 6 Competency: Upon Completion of this unit, the student is able to:

1. Identify nine major classifications of vegetables used for culinary purposes.
2. Select vegetables for dishes based on specific traits of the vegetable.
3. Buy and store potatoes.
4. Inspect and grade produce.
5. Blanch and prepare vegetables in a healthy manner.
6. Identify and use vegetarian substitutes.

Anchor: KPAS.5.0- Problem solving and critical thinking. 9.0-Leadership and teamwork. 9.0-Leadership and teamwork 11.0- Demonstration and application.

Pathway: HTR.B.6.0-Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens. HTR.B.10.0-Demonstrate and apply basic nutritional concepts in meal planning and food preparation

Academic: RF.K.1 RF.1.1- Reading standards for informational

Unit 7	Fruits, Grains, & Nuts	Class Hrs.		Lab Hrs.	6
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Description

Students will be instructed on the proper way to inspect and choose fresh produce to be used in recipes. They will also receive basic instruction on food preservation.

Unit 7 Competency: Upon Completion of this unit, the student is able to:

1. Identify fruit categories and give examples of fruit for each one.
2. Inspect and grade produce.
3. Understand the cause of oxidative browning and ways to prevent in fruits and vegetables.
4. Understand types of food preservation.
5. Cook using a variety of grains.
Anchor: KPAS.5.0- Problem solving and critical thinking. 9.0- Leadership teamwork. 11.0- Demonstration and application.
Pathway: HTR.B.6.0- Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens. HTR.B.10.0- Demonstrate and apply basic nutritional concepts in meal planning and food preparation.
Academics: Reading standards for informational text. RF.K.1 RF.1.1

Unit 8	Knife Skills	Class Hrs.		Lab Hrs.	5
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Description:

Students will be introduced to the different types of knife blades and how they are used in the kitchen. They will also receive instruction on proper handling of knives and how to make common knife cuts.

Unit 8 Competency: Upon Completion of this unit, the student is able to:

1. Describe the components of a knife.
2. Identify different types of blades.
3. Identify cutting hazards in the kitchen.
4. Perform common knife cuts.
Anchor: HTR.KPAS.6.0- Health and Safety 6.1-6.7
Pathways: HTR.B.2.0- Demonstrate the basics of safe work habits security, and emergency procedures required in food service and hospitality establishments.
HTR.3.0- Interpret the basic principles of sanitation and safe food handling.
HTR.3.0- Interpret the basic principles of sanitation and safe food handling.
HTR.3.0- Interpret the basic principles of sanitation and safe food handling.
HTR.B.6.0- Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.
Academic: RF.K.1.0- Demonstrate understanding of the organization and basic features of print.
RF.1.1- Demonstrate understanding of the organization and basic features of print.

Unit 9	Management Operations	Class Hrs.		Lab Hrs.	15
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Description

Students will be taught what is involved in management operations in the industry. Through this instruction, they will learn about the Americans with Disabilities Act and hiring practices.

Unit 9 Competency: Upon Completion of this unit, the student is able to:

1. Describe Americans with Disabilities Act and hiring practices.
2. Understand the importance of health codes and is familiar with the Model Food Code.
3. Identify sample forms, worksheets, maintenance and operational records used in a restaurant.
4. Explain how controls are used in the kitchen to maintain consistency, control costs, and decrease waste.
5. Understand inventory management and purchasing.

6. Inspect and grade produce.
7. Receive, inspect and verify orders.
8. Define proper food storage.
9. Understand the danger of cross-contamination of foods and prevention techniques.
10. Understand how temperature affects bacteria growth.
11. Explain care and maintenance for commercial equipment in the kitchen.
12. Identify different types of thermometers and how they are used.
Anchor: HTR.KPAS.6.0- Health and safety HTR.KPAS.10.0- Technical knowledge and skills.
Pathway: HTR.B.2.0- Demonstrates the basics of safe work habits ,security, and emergency procedures required in food service and hospitality establishments. HTR.B.6.0- Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.
Academics: RFK.K.1 RFK.1.1- Reading Informational text.

Unit 10	Garde Manger	Class Hrs.		Lab Hrs.	15
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Description:

Students will gain an introduction on the responsibilities of the Garde Manger position in the food service industry. They will learn how to identify flowers that can be used in salads and how to clean and store salad greens. They will also receive instruction on ice sculpting and its background.

Unit 10 Competency: Upon Completion of this unit, the student is able to:

1. Identify different types of oils and vinegar and how they affect flavor.
2. Clean and store salad greens.
3. Identify flowers used in salads.
4. Define the attributes of Hors D' Oeuvres; hot, cold, and canapés.
5. Describe the history of ice sculpting.
6. Describe uses of ice carvings and how they are judged in competitions.
7. Describe the tools needed for sculpting ice and how it should be presented.

Anchor: -KPAS.5.0- Problem solving and critical thinking. **9.0-**Leadership and teamwork **11.0-**Demonstration and application.

Pathway: HTR.6.0-Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.**HTR.10.0-** Demonstrate and apply basic nutritional concepts in meal planning and food preparation.

Academics: RF.K.1 RF.1.1 Reading standards for informational text.

Unit 11	Dairy & Breakfast	Class Hrs.		Lab Hrs.	15
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Description

Students will learn all aspects of using eggs in a recipe from how it is graded to the finished product. They will also learn about the pasteurization process of milk and the properties of milk products.

Unit 11 Competency: Upon Completion of this unit, the student is able to:

1. Describe how eggs are graded.
2. Describe multiple methods of egg preparation and cooking.
3. Make omelets, and frittatas.
4. Cook with egg batter.
5. Describe the composition of milk, types of milk, and the pasteurization process.
6. Understand cream production and describe the different types of creams and how they are used.
7. Understand the properties of yogurts and how they are used in desserts.

8. How to make clarified butter, chive butter, compound butters, crustacean butter, and shrimp butter.
9. Understand cheese classifications and identify common cheeses.
10. Describe how to make cheese.
11. Understand what makes a quality cheese and how cheese is graded.
Anchor: -KPAS.5.0- Problem solving and critical thinking. 9.0- Leadership and teamwork 11.0- Demonstration and application.
Pathway: HTR.6.0- Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens. HTR.10.0- Demonstrate and apply basic nutritional concepts in meal planning and food preparation.
Academics: RF.K.1 RF.1.1 Reading standards for informational text.

Unit 12	Pasta	Class Hrs.		Lab Hrs.	10
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Description:

Students will be introduced to the history of pasta making and learn how to identify variety types and shapes for specific recipes. They will also create dishes from pasta that they make themselves.

Unit 12 Competency: Upon Completion of this unit, the student is able to:

1. Describe the history of pasta making and how to make basic pasta.
2. Identify a variety of pasta shapes and in what dishes they are used in .
3. Roll and cook pasta.

Anchor:-KPAS.5.0- Problem solving and critical thinking. **9.0-**Leadership and teamwork **11.0-**Demonstration and application.

Pathway: HTR.6.0-Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.**HTR.10.0-** Demonstrate and apply basic nutritional concepts in meal planning and food preparation.

Academics: RF.K.1 RF.1.1 Reading standards for informational text.

Unit 13	Meat, Poultry, & Fish	Class Hrs.		Lab Hrs.	20
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Description

Student will learn how to identify a variety of cuts of meat and how to pick the best cut for a specific dish. They will also be introduced to the basics of the meat industry including meat inspection and grading.

Unit 13 Competency: Upon Completion of this unit, the student is able to:

1. Understand the basics of the meat industry.
2. Understand meat inspection and grading.
3. Handle and prepare meat safely.
4. Describe the cuts of beef and how to pick quality grades of beef.
5. Identify beef cuts.
6. Tie off a roast.
7. Identify veal and lamb cuts.
8. Breakdown ribs and a loin of pork.
9. Scallopine a cut of pork.
10. Safely handle and prepare fish.
11. Identify and purchase fresh fish.

Anchor: -KPAS.5.0- Problem solving and critical thinking. **9.0-**Leadership and teamwork **11.0-**Demonstration and application.

Pathway: HTR.6.0-Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.**HTR.10.0-** Demonstrate and apply basic nutritional concepts in meal planning and food preparation.

Academics: RF.K.1 RF.1.1 Reading standards for informational text.

Unit 14	Stocks, Soups, and Sauces	Class Hrs.		Lab Hrs.	10
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Description:

Students will be instructed on how to make a variety of stocks, soups, and sauces.

Unit 14 Competency: Upon Completion of this unit, the student is able to:

1. Make a variety of stocks, mirepoix, bouquet garni, and sachet d'epices.

2. Properly vent stock to chill.

3. Describe variations of soups.

4. Describe the process to make a consommé.

Anchor: -KPAS.5.0- Problem solving and critical thinking. **9.0-**Leadership and teamwork **11.0-**Demonstration and application.

Pathway: HTR.6.0-Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.**HTR.10.0-** Demonstrate and apply basic nutritional concepts in meal planning and food preparation.

Academics: RF.K.1 RF.1.1 Reading standards for informational text.

Unit 15	Breads & Doughs	Class Hrs.		Lab Hrs.	25
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Description

Students will be introduced to the history of bread making, types of tools and equipment used in baking, and basic baking techniques and disciplines.

Unit 15 Competency: Upon Completion of this unit, the student is able to:

1. Describe the history of bread.

2. Identify baking tools and equipment.

3. Describe different types of bakery ovens and proof box.

4. Identify different types of blenders and mixers.

5. Describe basic baking techniques and disciplines.

6. Make hard crust breads, soft breads, and rolls.

7. Make and use egg wash.

8. Understand how to scale cakes and why it is necessary.

9. Work with yeast to make straight dough.

10. Work with non-yeast products.

Anchor: -KPAS.5.0- Problem solving and critical thinking. **9.0-**Leadership and teamwork **11.0-**Demonstration and application.

Pathway: HTR.6.0-Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.**HTR.10.0-** Demonstrate and apply basic nutritional concepts in meal planning and food preparation.

Academics: RF.K.1 RF.1.1 Reading standards for informational text.

Unit 16	Pastry	Class Hrs.		Lab Hrs.	30
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Description:

Students will be introduced to basics of pastry making and the tools and equipment used in baking.

Unit 16 Competency: Upon Completion of this unit, the student is able to:

1. Describe different types of desserts and pastries.
2. Describe the tools and equipment used in pastry making.
3. Describe types of bakery ovens and proof box.
4. Describe blenders and mixers used in pastry.
5. Use the creaming method when making cakes.
6. Use the two-stage method of making cakes.
7. Understand how ice cream quality is determined as well as proper storage and service.
8. Make and use gelatin.
9. Plan dessert plates.
10. Describe and make different types of finishes; cream, icing, ganache, curd, syrup, and sauces.
11. Prepare pies, pastries and meringues.

Anchor:-KPAS.5.0- Problem solving and critical thinking. **9.0-**Leadership and teamwork **11.0-**Demonstration and application.

Pathway: HTR.6.0-Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.**HTR.10.0-** Demonstrate and apply basic nutritional concepts in meal planning and food preparation.

Academics: RF.K.1 RF.1.1 Reading standards for informational text.

Totals	Class Hrs.	0	Lab Hrs.	216	Total Hrs.	216
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APPENDIX A:

MATRIX FOR ALL ASPECTS OF THE INDUSTRY

All Aspects of the Industry is a key element of the Carl D. Perkins Vocational and Applied Technology Education Act and the School-to Work Opportunities Act. Both acts emphasize giving students a comprehensive perspective and range of skills across an industry. The Perkins Act requires programs to “provide students with strong experience in and understanding of all aspects of the industry students are preparing to enter”. The Act identifies eight aspects in particular, which are common to any business or industry. Programs receiving Perkins funds are required to include the teaching of these concepts to provide students with the skills necessary to be successful in their employment.

STRATEGIES

Below is a matrix showing the components of “All Aspects of the Industry for the *name of Course*.” A list of strategies is provided for each component.

ASPECTS	SEQUENCE OF COURSES			
	Course 1: Culinary Arts Food & Sanitation	Course 2: Culinary Arts Theory DL	Course 3: Introduction to Savory Cooking	Course 4 Savory Cooking & Restaurant Management
Planning	Students are taught to prepare sanitation/cleanup schedules.	Students are taught to plan accordingly to minimize production hours. Planning is a key to running a successful foodservice operation. Proper planning will cut down on hours spent prepping/cooking and cleaning. This will in turn produce a larger profit and minimize unnecessary work.	Students are taught to plan accordingly to minimize production hours. Students receive assigned recipes at the end of the preceding week, and then with their partners determine allocation of time and physical resources (equipment, food). This gives them the opportunity to study the recipes over the weekend.	Planning is a key to running a successful foodservice operation. Proper planning will cut down on hours spent prepping/cooking and cleaning. This will in turn produce a larger profit and minimize unnecessary work. Instructor appoints students to perform role of team leaders, who then determine recipes, production schedules, and supply ordering to ensure maximum freshness and quality.
Management	Students are taught the proper chain of command when working in a food facility. Students learn what to do and who to report an incident if someone is sick and working in a food facility.	Students are taught to prepare sanitation/cleanup schedules, production schedules, as well as inventory and food cost management.	Students are taught to prepare production schedules, as well as inventory and food cost management. Students are placed in groups of five to produce a menu item. One student is chosen to be the team leader. These duties include cost of the product (and profit), production schedule and presentation.	Students are taught in a simulated business environment and are required to maintain a good attitude and excellent customer service. Students take turns overseeing group for menu planning for the restaurant, prep and production accuracy and oversees service.
Finance	Students learn the financial costs of improper food handling and storage of food.	Students are taught basic accounting, working within budget constraints, food cost and product yield analysis, effective use of leftover products.	Students are taught basic accounting, working within budget constraints, food cost and product yield analysis, effective use of leftover products.	Students are taught where and how to apply for jobs, as well as how they can start/set-up their own business. They learn what areas are best for employment opportunities, and which offer the better benefits and wages.

Technical & Production Skills	Students learn the steps necessary to protect food from a variety of contamination sources. They also learn about temperature control and sanitation processes for equipment and utensils.	Production schedules are based on required curriculum items for each student. Students evolve through increasingly demanding tasks, with management skills taught at each level. A student must train another to perform task before moving on to the next assignment. Production skills are a must in the Food Service industry. Employers are looking for staff that are task-efficient, and have good social skills.	Production schedules are based on required curriculum items for each student. Students evolve through increasingly demanding tasks, with management skills taught at each level. A student must train another to perform task before moving on to the next assignment. Production skills are a must in the Food Service industry. Employers are looking for staff that are task-efficient, and have good social skills. They are also prepped to interview.	Students build on technical and production skills as they prepare to enter the workforce. Students are also prepped to interview. Those already employed reinforce on the job skills and become more task efficient.
Underlying Principles Of Technology	Students are taught required holding temperatures and how to use temperature recording logs. Students also learn how to calibrate a thermometer to get the right temperature.	Recipe yield and multiplication. Students are taught weights and measurements to properly follow recipes.	Recipe yield and multiplication. Demonstration by industry professionals. They are taught how to search for new culinary ideas and recipes on the internet. They are encouraged to watch food-related shows to learn and observe the latest trends and techniques.	Students who are employed concurrently experience the opportunity to learn in a work-based environment. Students are taught weights and measurements to properly follow recipes. They are instructed on proper portioning techniques to get uniform and consistent food cost.
Labor Issues	Students become aware of the laws and agencies governing food safety. They also know which agency to contact if there is a violation.	Program modeled after industry standard; hierarchy consists of dishwashers, pot washers, pantry workers, prep cooks, line cooks. State and federal laws apply to students identically as employees.	Program modeled after industry standard; hierarchy consists of dishwashers, pot washers, pantry workers, prep cooks, line cooks. State and federal laws apply to students identically as employees.	Program modeled after industry standard; hierarchy consists of dishwashers, pot washers, pantry workers, prep cooks, line cooks. State and federal laws apply to students identically as employees.
Community Issues	Students discuss the negative affects to business and community when a food facility fails to follow safe food handling procedures.	Students are encouraged to volunteer with local restaurants and caterers to gain experience.	On-site events such as breakfast and luncheon banquets for local community groups.	Students are encouraged to volunteer with local restaurants and caterers to gain experience.
Health, Safety, & Environmental Issues	Students learn major causes of foodborne illnesses and how to protect food from contamination.	Students are taught HACCP (hazardous analysis of critical control points), industry standard for ensuring safety in food service (consumables).	Students are taught HACCP (hazardous analysis of critical control points), industry standard for ensuring safety in food service (consumables). Using OSHA videos and lectures for safety training (physical). MSDS (material safety data sheets): students know where to find appropriate information regarding emergency procedures if chemical products are accidentally used incorrectly.	Students follow health and safety measures in the classroom and school restaurant. CPR and First Aid training provided to staff and students annually.

