**Course Syllabus**

**Program Name:** Culinary Arts

**Course Number:** 80110

**Course Title:** Introduction to Culinary Arts& Hospitality (Sophomore Year)

**Pre-requisites**

Students taking this course must have earned sufficient credits in freshman year to earn sophomore status. Also, it is advisable that the student’s career interest inventory indicates the field of Culinary Arts as a choice.

**Required Materials**

Text: Johnson & Wales University. *Culinary Essentials.*  2nd edition.

Recommended supplemental text: McGreal, M. and L. Padilla. *Math for Culinary Arts.*

Additional items: A notebook or portfolio for student work and recipes.

**Instructor Information**

(Each instructor will put his or her name and e-mail address at school here.)

**Course Description**

This is the first course in a three-year sequence of Hospitality- Culinary Arts classes. Six student performance outcomes will guide the studies in this course:

1. The student is able to describe career opportunities in the hospitality industry.
2. The student is able to identify and safely use knives, tools, and equipment.
3. The student is able to demonstrate basic safety and sanitation practices.
4. The student is able to set a table.
5. The student is able to prepare a breakfast meal from recipes.
6. The student is able to identify the nutritional value of given food items by interpreting food labels and using the USDA Pyramid.

To help achieve the student performance outcomes, some of the following topics will be examined

* Identifying and Using Cookware, Bakeware, and Measuring Equipment
* Cleaning and Sanitizing Equipment
* Preventing Food Contamination
* Interpreting Food Labels
* Preparing Various Types of Egg Dishes
* Making Sandwiches and Salads
* Baking Cookies and Quick Breads

The culminating activity of this class is to prepare, set up, and serve a brunch buffet.

**Student Performance Assessment**

Performance Outcome 1. The student is able to describe career opportunities in the hospitality industry.

Performance Assessment: The student will chart career opportunities in the hospitality industry by using a graphic organizer. The chart must meet the standard on the grading rubric.

Performance Outcome 2. The student is able to identify and safely use knives, tools, and equipment.

Performance Assessment: Over a series of labs, the student must identify and safely use knives, tools, and equipment 90% of the time.

Performance Outcome 3. The student is able to demonstrate basic safety and sanitation practices.

Performance Assessment: Over a series of labs, the student must practice basic safety and sanitation standards 90% of the time.

Performance Outcome 4. The student is able to set a table.

Performance Assessment: The student will set a table according to industry standards.

Performance Outcome 5. The student is able to prepare a breakfast meal from recipes.

Performance Assessment: Using recipes, the student will prepare a breakfast meal that meets the grading rubric.

Performance Outcome 6. The student is able to identify the nutritional value of given food items by interpreting food labels and using the USDA Pyramid.

Performance Assessment: Given a number of food labels, the student will organize them from most nutritious to least nutritious with 90% accuracy.

**Course Grading System**

Grades are based on a point system. Students are advised regarding how many points an assignment is worth. Students are evaluated using the following criteria

* 15% Student Performance Assessments
* 10% Projects (research papers, group work, individual presentations)
* 20% Exams and quizzes
* 10% Notebooks/Portfolios (class notes and journal entries)
* 10% Homework (based on completeness, quality and timeliness)
* 20% Labs
* 15% Class participation (includes being prepared for class, attendance, respect for classmates, group participation)

**Grade Point Values**

The following is a suggested Chicago Public Schools grading scale; however, each school has the option to adjust the scale.

A = 95% - 100% D = 75% - 80%

B = 88% - 94% F = 74% or less

C = 81% - 87%

**Attendance**

Class attendance is extremely important. Good daily attendance, as well as being on time for class, will positively impact grades. The reverse will be true if a student misses class or comes late.

Students who are absent are expected to make up the work assigned during that class period or tests that were given. It is the student’s responsibility to see the teacher about make-up opportunities**.**

If a student cuts class or has poor attendance, parents/guardians will be contacted. If a student has an unexcused absence, make-up opportunities for the work assigned for that day will be subject to the school’s attendance policy regarding cuts and make-up work.

**Honesty Policy**

The traits of a successful CPS Culinary Arts student are personal integrity and academic honesty. Academic dishonesty is a serious offense, which includes but is not limited to the following:

* Cheating
* Respecting property of others (classmates, teacher, and shop/lab)

Cheating involves copying another student's written work, quiz, test, or exam, or the use of technology devices to exchange or submit information as related to course related material (class work, homework, quizzes, tests, projects, co-op work, etc.). Such practices and activities will not be tolerated and students associated with the like can have any certifications and / or licenses revoked as well as grade adjustments. Failure to comply with classroom policy and procedure will also result in disciplinary action as outlined in the Chicago Public Schools Code of Conduct.

**Additional Guidelines**

Each student will need to have a notebook/portfolio for this class. It will be used for notes, recipes, and completed class assignments. Students must come to class prepared every day with textbook, pen and notebook. Students must wear appropriate attire in the kitchen lab. Failure to attend class prepared will reflect negatively on grades.

**Illinois Learning Standards**

1A. Stage I.4. Identify and analyze the meanings of specialized vocabulary/terminology.

**Additional Standards**

Appropriate Work Place Skills Standards, NETS-S, SCANS (Transitions) standards, and additional Illinois Learning Standards will be addressed in weekly lesson plans.

**Course Calendar**

| Week | Topic or Competency | Items Due |
| --- | --- | --- |
| 1 | Orientation: Syllabus Review, Student Information Card, Teacher and Student Introductions  | Student Information Card. |
| 2 | Individual Career Plan (ICP) Portfolio: Autobiography, Career Interest Inventory, Career Exploration, Preliminary Career Choice | Write autobiography; complete, electronically-save *What's Next Illinois*: Career Interest Inventory; Career Choice. |
| 3 | Organization of the Hospitality Industry: Food and Lodging; Front-of-the-House and Back-of-the-House Staff. Career Opportunities in Hospitality. Types of Ownership. Service Levels in Lodging. |  Notebook check; vocabularyquiz |
| 4 | Career Preparation *What's Next Illinois*: Job Applications, Resumes. | Enhance portfolio: job application, resume. |
| 5 | Identification and Use of Knives, Tools, and Equipment | Notebook check; vocabularyquiz |
| 6 | Identification and Use of Knives, Tools, and Equipment | Notebook chec;.practical demonstration checklist |
| 7 | Safety and Sanitation: Causes of Food Contamination; HACCP; Proper Food Storage | Notebook check; vocabularyquiz |
| 8 | Safety and Sanitation: Proper Cleaning and Use of Equipment; Personal Hygiene; First Aid |  Notebook check;Test |
| 9 | Basic Knife Cuts |  Notebook check; quiz |
| 10 | Basic Knife Cuts | Practical demonstration checklist |
| 11 | Measurement and Foodservice Math: Converting the Yield of a Recipe; Costing Out Recipes and Menus | Complete conversion project; notebook check. |
| 12 | Use a Recipe: Recipe Components; Preparing Mise en place | Notebook check; vocabularyquiz |
| 13 | Baking Principles: Quick breads | Notebook check; quiz |
| 14  | Baking Principles: Quick breads | Practical assessment and product evaluation. |
| 15 | Baking Principles: Cookies | Notebook check; quiz |
| 16 | Baking Principles: Cookies | Practicum and product evaluation. |
| 17 | Food Nutrition: Basic Concepts; USDA Food Pyramid | Notebook check; vocabulary quiz |
| 18 | Food Nutrition: Interpreting Food Labels; Identifying Dietary Needs; Properties of Fat | Complete nutrition evaluation project. |
| 19 | Semester Review and Final Exam | Review notes; final exam. |
| 20 | Identifying the Customer and Menu Type. Selecting the Menu Food Items | Notebook check; quiz |
| 21 | Delivering Front-of-the House Service:napkin folds; table setting: formal, informal. | Performance evaluation checklist. |
| 22 | Preparing Beverages: Smoothies and Breakfast Drinks | Notebook check; vocabulary quiz |
| 23 | Preparing Hot and Cold Breakfast Cereals | Practical assessment and product evaluation; quiz  |
| 24 | Potatoes: Proper Cleaning and Storage; Preparation.  | Practicum and productEvaluation; vocabulary quiz |
| 25 | Practice Egg Cookery: Fried and Poached Eggs | Practical assessment and product evaluation.  |
| 26 | Practice Egg Cookery: Omelets | Practical assessment and product evaluation. |
| 27 | Practice Breakfast Cookery  | Practical assessment and product evaluation. |
| 28 | Identify varieties of salads | Notebook check; quiz |
| 29 | Prepare Salads: Cleaning and Storing Greens and Herbs | Practical assessment and product evaluation. |
| 30 | Prepare Salad Dressings: Emulsions and Vinaigrettes | Practical assessment and product evaluation. |
| 31 | Identify varieties of sandwiches; Different Breads | Notebook check; vocabulary quiz |
| 32 | Prepare a variety of sandwiches: Different Spreads and Fillers | Practical assessment and product evaluation |
| 33 | Prepare a variety of sandwiches: Different Presentations | Practical assessment and product evaluation. |
| 34 | Hot and Cold Breakfast Cereals | Practical assessment and product evaluation. Quiz. |
| 35 | Portfolio Revision. Buffet: Prepare, Set Up, Serve. | Update resume, cover letter. Practical assessment and product evaluation: Buffet  |
| 36 | Implementing Green Technology: Waste Management; Sustainable Products; Organic and Non-organic Products. Course Review. | Complete study guides. |
| 37 | Review for final exam | Final exam. |
| 38 | Sanitation: Cleaning and Sanitation of Lab | Final cleaning and sanitation of kitchen lab checklist. |