



SYRACUSE CITY SCHOOL DISTRICT

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Career and Technical Education

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CTE Re-Approval Self-Study Report

CULINARY ARTS

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Self-study

Self-study is the first step in the career and technical education approval process. The self-study review is required for all existing programs and new programs seeking approval. Its purpose is to bring together partners to review the CTE program, propose relevant modifications, and evaluate the degree to which the program meets the policy requirements approved by the Board of Regents on February 6, 2001.

Self-study review will include:

Curriculum review

Benchmarks for student performance and student assessment

Teacher certification and highly-qualified status of instructional staff

Work-based learning opportunities

Teacher and student schedules

Resources, including staff, facilities, and equipment

Accessibility for all students

Work skills employability profile

Professional development plans

Projected number of students to be served

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

Food Preparation and Serving Occupations (Culinary)

Employment of food preparation and serving related occupations is projected to grow 7 percent from 2014 to 2024, about as fast as the average for all occupations, from about 12.5 million jobs to about 13.3 million jobs. Population growth will increase demand for food preparation and serving related occupations as more people are expected to dine out in the future.

Food preparation and serving related occupations is the lowest paid occupational group, with a median annual wage of \$20,810 in May 2016.

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24		2016 Median Pay		Typical Entry-Level Education	Experience in a Related Occupation	On-the-job Training
				Percent	Numeric	Annual	Per Hour			
Chefs and head cooks	35-1011	127,500	138,800	9	11,300	\$43,180	\$20.76	High school diploma or equivalent	None	5 years or more
Cooks, fast food	35-2011	524,400	444,000	-15	-80,400	\$22,850	\$10.99	Varies	Varies	Varies
Cooks, institution and cafeteria	35-2012	417,600	443,900	6	26,300	"	"	"	"	"
Cooks, private household	35-2013	35,900	36,200	1	200	"	"	"	"	"
Cooks, restaurant	35-2014	1,109,700	1,268,700	14	158,900	"	"	"	"	"
Cooks, short order	35-2015	181,600	172,300	-5	-9,300	"	"	"	"	"
Cooks, all other	35-2019	21,500	22,800	6	1,300	"	"	"	"	"
Food preparation workers	35-2021	873,900	928,800	6	54,800	\$21,440	\$10.31	No formal educational credential	None	Short-term on-the-job training
Food service managers	11-9051	305,000	320,700	5	15,700	\$50,820	\$24.43	High school diploma or equivalent	None	Less than 5 years
Bakers	51-3011	185,300	198,300	7	13,000	\$25,090	\$12.06	No formal educational credential	None	Long-term on-the-job training

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Cooks, on the Internet at <https://www.bls.gov/ooh/food-preparation-and-serving/home.htm> (visited September 18, 2017).

New York Employment Demand Profile: **Culinary**

Source: Labor Insight Jobs (Burning Glass Technologies), Summary Demand and Requirements Table by Occupation, New York state data, Sep. 01, 2016 - Aug. 31, 2017.

Category:		Demand and Employment				Salary		Education level based on posting requirements (*excluding NA)						Education level of employed individuals		
Source:		Burning Glass	BLS/OES, 2016	BGT Projections		Burning Glass	BLS/OES, 2016	Burning Glass						ACS, 2014		
SOC Code (ONET-6)	Occupation Title	Number of Job Postings	Number Employed 2016	% Change in Employment, 2015-2016	Projected Statewide Change in Employment, 2016-2026	Mean Advertised Salary	Mean Salary	% Requiring high school*	% Requiring Post-Secondary or Associate's Degree*	% Requiring Bachelor's Degree*	% Requiring Master's Degree*	% Requiring Doctoral Degree*	% with Unspecified Education	% with a high school diploma or less	% with Some College or an Associate's	% with a Bachelor's or higher
35-2014	Cooks, Restaurant	4,207	67,300	0%	25.9%	\$31,909	\$28,010	92%	21%	0%	0%	0%	71%	70%	26%	4%
35-1011	Chefs and Head Cooks	2,143	15,100	9%	26.3%	\$75,546	\$47,070	26%	50%	35%	3%	1%	54%	47%	40%	13%
35-2021	Food Preparation Workers	1,315	63,570	6%	15.9%	\$27,978	\$24,940	99%	1%	0%	0%	0%	75%	61%	33%	7%
35-2015	Cooks, Short Order	588	12,070	-16%	5%	\$36,119	\$23,340	100%	2%	0%	0%	0%	91%	70%	26%	4%
35-2012	Cooks, Institution and Cafeteria	23	16,020	-1%	16%	N/A	\$32,660	95%	25%	0%	0%	0%	13%	70%	26%	4%
35-2011	Cooks, Fast Food	4	16,790	-23%	1%	N/A	\$22,200	N/A	N/A	N/A	N/A	N/A	25%	70%	26%	4%
35-2013	Cooks, Private Household	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100%	70%	26%	4%
11-9051	Food Service Managers	2,991	6,010	-3%	16.8%	\$72,178	\$69,040	52%	13%	65%	3%	1%	52%	39%	39%	22%
51-3011	Bakers	1,046	10,180	6%	20.8%	\$36,634	\$27,470	51%	57%	0%	0%	0%	87%	61%	30%	9%

*This report provides information on both the preferred and minimum/required education levels for job postings. For this reason, a job posting may be counted in more than one of the educational categories shown in the table below. Please also note that Bureau of Labor Statistics (BLS) data is only available at the 6-digit SOC code level.

A. Curriculum Review

The curriculum review is a step in the self-study process. It is an opportunity for members of the self-study team to evaluate the proposed curriculum for completeness in terms of the knowledge, skills, and competencies required in the program field. The team reviews the curriculum to ensure that course content in the career and technical education program meets State Education Department regulations, contributes to achievement of state and industry standards, and prepares students for successful completion of a technical assessment. Approved curriculum content is nonduplicative, challenging, organized along a continuum of difficulty, and free of bias.

CTE program approval does not constitute Department approval or endorsement of proprietary curriculum or related curriculum products. Program approval indicates only that a school district or BOCES has provided the Department with assurances that the curriculum review has been completed.

Process

- The school district or BOCES identifies the faculty members and other individuals who will be involved in conducting the curriculum review
- The school district or BOCES determines the procedures used in completing the curriculum review
- Reviewers confirm that CTE program content aligns with state CDOS standards, relevant state academic standards, and related business and industry standards
- Reviewers confirm that CTE program content includes integrated or specialized units of credit
- Reviewers confirm that the CTE program meets unit of credit and other distributive requirements

Documentation

Documentation of the curriculum review is maintained by the school district or BOCES and is updated whenever modifications are made to the approved CTE program. Recommendations from curricular review should be included in the self-study report and reviewed by the external committee.

Resources

New York State graduation requirements

<http://www.emsc.nysed.gov/part100/pages/1005.html>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



Culinary Arts

Today, you're a foodie and a talented home cook. Tomorrow, you could be a chef cooking up something amazing! The Culinary Arts program at the Institute of Technology at Syracuse Central provides students with a working knowledge of classical culinary techniques and restaurant management essentials through lecture, hands-on experience and project-based learning.

During the program, students will learn the skills needed for a career in the culinary profession including:

- Pastry and baking techniques
- Food preparation and service
- Cooking methods for common dishes
- Restaurant management
- Food and kitchen safety

In addition, students also operate a Cafe and a catering business that will give them experience in menu selection, meal preparation and small business management.

CAREER OPPORTUNITIES:

Chef, Pastry Chef, Line Cook, Restaurant & Banquet Management

Course of Study Culinary Arts

9th Grade	10th Grade	11th Grade	12th Grade
<ul style="list-style-type: none"> ■ Culinary 100 CUL100 (1 Credit CTE) 	<ul style="list-style-type: none"> ■ Culinary 200 CUL200 (2 Credits CTE) 	<ul style="list-style-type: none"> ■ Culinary 300 CUL300 (1 Credit CTE) ■ Culinary CTE Integrated Math (CTE200) (1 Credit) 	<ul style="list-style-type: none"> ■ Culinary 400 CUL400 (2 Credits CTE) ■ Culinary CTE Integrated ELA (CTE400) (1 Credit)

DISTRICT REQUIREMENTS

- Students must pass CTE Culinary Arts Level 100, 200, 300 and 400 to challenge the course approved technical assessment.
- Student will have earned the integrated ELA credit upon successful completion of the CTE Culinary Arts 100, 200, 300 and 400.
- Level 400 students will receive ServSafe Certification.
- Level 300 students will receive OSHA certification.
- Students will receive the CTE Endorsement upon successful completion of the CTE Culinary Arts Level 100, 200, 300 and 400 and must pass the prescribed technical assessment and complete a commencement level project.

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Syracuse City School District
Career and Technical Education Program
Course Syllabus
CUL 100: Culinary Arts 100



Program Overview

The Culinary Arts Pathway at the Institute of Technology at Syracuse Central will provide students with the skills they need to excel in a career in the culinary professions, including pastry/baking techniques, food preparation, restaurant management, and food and kitchen safety. Students will learn classical culinary techniques and restaurant management essentials through lecture, hands-on experiences, and project-based learning. In addition, students will operate a Cafe and a catering business that will provide experience in menu selection, meal preparation and small business management. Students who successfully complete the Culinary Arts Pathway will be prepared to pursue continuing education or career opportunities such as line cook, pastry chef, chef and restaurant or banquet manager.

Course Description

In this course students will learn about the fast-paced careers of the restaurant industry. Students will gain experience in both front- and back-of-the-house operations. Students begin by developing their knife skills and using appropriate cooking methods for different foods. Opportunities are provided for students to learn safe methods of food handling and storage through the ServSafe program. Through small scale food production, students develop both individual and team culinary skills.

Pre-Requisites

N/A

Course Objectives

By the end of this course, students will:

1. Identify the career ladders and pathways to become a foodservice professional.
2. Identify the skills needed to be a foodservice professional.
3. Understand the importance of safety procedures for foodservice professionals.
4. Identify the equipment types needed in preparation in the food service kitchen and give examples of their uses.
5. Perform basic math calculations using whole numbers and fractions.
6. Identify and describe different types of vegetables and fruits.
7. Take and pass the ServSafe Food Handler certification test.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** A full commercial kitchen with the necessary equipment for student labs, all textbooks and print materials, and training and subsidies for all certifications.
- **Student will provide:** N/A

Textbook

National Restaurant Association. *Foundations of Restaurant Management & Culinary Arts, Level 1*. New York: Prentice Hall, 2010.

Grading

40%	Exams and Quizzes
30%	Labs and Projects
20%	Classwork and Notebook Maintenance
10%	Homework

Additional Course Policies

- Any work resulting from a legal absence must be made up. The student is responsible for obtaining missed assignments and completing them.

- Notebooks will be kept neat and orderly. Notebooks may occasionally be used on tests and quizzes.
- Culinary students are expected to participate in class. This will result in grades that are appropriately aligned with behavior. Culinary students are role models for the school. The whole student body, as well as the community, sees culinary students' actions and behaviors. Students are expected to:
 - Follow school rules at all times.
 - Come to class on time and prepared with the appropriate materials.
 - Leave cell phones and music/gaming devices in lockers. The use of these electronic devices in the classroom is prohibited.
 - Be respectful of everyone in the classroom environment.
 - Clean up individual workstations.
 - Report all accidents to the instructor.

Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none"> • Introduction and School Policy • Culinary Career Pathways • Professional Image • Safety and Sanitation: <ul style="list-style-type: none"> ○ Chemical and Food Storage ○ Time and Temperature ○ ServSafe Food Handler Certification
2	<ul style="list-style-type: none"> • Kitchen Safety: <ul style="list-style-type: none"> ○ Government Agencies ○ Preventing Fires and Burns ○ Knife Safety and Preventing Cuts • Kitchen Basics: Standardized Recipes
3	<ul style="list-style-type: none"> • Kitchen Basics <ul style="list-style-type: none"> ○ Foodservice Equipment ○ Weights and Measurements ○ Cooking, Holding, and Service Equipment
4	<ul style="list-style-type: none"> • Food Preparation: <ul style="list-style-type: none"> ○ Salads ○ Basic Baking Principles ○ Baker's Percentage and Scaling ○ Fruits and Vegetables ○ Herbs and Spices • Working with People

**Syracuse City School District
Career and Technical Education Program
Scope and Sequence
CUL 100: Culinary Arts 100**



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-3 Introduction and School Policy Culinary Career Pathways	<ul style="list-style-type: none"> What are the expectations in the culinary classroom and lab? How did the culinary profession evolve through the centuries? What are some career pathways in the culinary industry? 	<ul style="list-style-type: none"> Summarize classroom expectations. Explain the evolution of the culinary industry from past to present. Describe the different career pathways in today's culinary industry. Explain the educational requirements for different culinary careers. Define the different roles and responsibilities in the culinary industry and the professional attributes that are required by each. Describe the roles of executive chef, sous chef, pastry chef, and entrepreneur 	<ul style="list-style-type: none"> Research and Presentation: Career Pathway (Salary, Job Requirements, and Benefits) Group Assignment: Time Period in Evolution of Culinary Industry Word Wall: Professional Attributes Role Play: Professional Attributes Required for Chosen Pathway Quiz: Roles and Responsibilities Interview of Person in Position of Chosen Pathway 	Career Ready Practices CRP 1,2,4,5,9,10,12	ELA 9-10R 1,2,4,8 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6
				Cluster Standards AG 5 HT 2,6	Literacy RST 1,2,4 WHST 2,5,6,7
				Pathway Standards AG-FD 4 HT-RFB 9,10	Math
Weeks 4-5 Professional Image	<ul style="list-style-type: none"> What is the importance of professional and personal hygiene? Why is projecting a professional image important? 	<ul style="list-style-type: none"> Describe professional and personal hygiene. Demonstrate how to project a professional image through proper dress and hygiene. 	<ul style="list-style-type: none"> Student-Created Rubric of Good Personal Hygiene Student-Created Dress Code for Lab and Café Dress Code Agreement Daily Modeling of Dress Code Quiz: Hygiene 	Career Ready Practices CRP 1,2,3,9,10	ELA 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6
				Cluster Standards AG 3 HT 6	Literacy RST 1,2,4 WHST 2,4
				Pathway Standards AG-FD 1 HT-RFB 1	Math
Weeks 6-10 Safety and Sanitation: <ul style="list-style-type: none"> Chemical and Food Storage Time and Temperature ServSafe Food Handler Certification 	<ul style="list-style-type: none"> What is the importance of safety and sanitation in the kitchen? Why is proper hand washing important in the kitchen? What is a Safety Data Sheet (SDS)? What are the seven principles of the Hazard Analysis and Critical Control Point (HACCP) system? What is the First In First Out (FIFO) method of inventory control? What is ServSafe 	<ul style="list-style-type: none"> Demonstrate proper hand washing procedures. Explain a SDS (Safety Data Sheet) and its use. Identify the seven principles of HACCP (Hazard Analysis and Critical Control Point). Explain the flow of food through a foodservice establishment. Explain the time and temperature danger zones. Describe the FIFO method of inventory control and its importance. Describe the guidelines for storing chemical cleaning supplies. Fulfill the requirements for ServSafe Food Handler certification. 	<ul style="list-style-type: none"> SDS (Safety Data Sheet) Reference Book Poster: HACCP Food Safety System Set Up and Implementation of FIFO System Table of Correct Temperatures for Storing Foods Design and Implementation of Storage System for Chemicals and Cleaning Supplies ServSafe Certification Test 	Career Ready Practices CRP 2,4,5,8,12	ELA 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6
				Cluster Standards AG 3 HT 4,5	Literacy RST 1,2,4,7 WHST 2,4
				Pathway Standards AG-FD 1 HT-RFB 2,10	Math

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	Food Handler certification?				
Weeks 11-13 Kitchen Safety: Government Agencies	<ul style="list-style-type: none"> What is the role of government agencies in maintaining safety and sanitation and preventing accidents and injuries? 	<ul style="list-style-type: none"> Describe the roles of local and federal government agencies in foodservice safety including the Health Department and the Food and Drug Administration (FDA). Explain the role of OSHA (Occupational Safety and Health Administration) in safety. Explain the proper procedure for handling spills. Explain how to prevent slips and falls. 	<ul style="list-style-type: none"> Group Simulated Health Inspection Ranked List of Critical Safety Points in the Kitchen Group Set-Up and Identification of Kitchen Hazards Presentation: Written Safety Audit of Kitchen/Lab 	Career Ready Practices CRP 2,4,5,7,8,9,12	ELA 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6
				Cluster Standards AG 1,3 HT 4,5	Literacy RST 1,2,4,7 WHST 2,4
				Pathway Standards AG-FD 1 HT-RFB 1,10	Math
Weeks 14-15 Kitchen Safety: Preventing Fires and Burns	<ul style="list-style-type: none"> What can be done to prevent fires and burns in the kitchen? What are three different classes of fires? 	<ul style="list-style-type: none"> List ten steps for preventing burns. Explain how proper uniforms are designed to protect employees from burns. Identify three classes of fires and the correct extinguisher to use for each. Compare and contrast electrical and grease fires. Demonstrate how to use a fire extinguisher utilizing the PASS (Pull, Aim, Squeeze, Sweep) system. 	<ul style="list-style-type: none"> Poster: Ten Steps to Prevent Burns Daily Modeling of Correct Uniforms to Prevent Burns Checklist for Inspecting Electrical Equipment Quiz: Fire Extinguishers and PASS System Written Fire Safety Plan 	Career Ready Practices CRP 2,3,4,8,12	ELA 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6
				Cluster Standards AG 3 HT 4,5	Literacy RST 1,2,4,7 WHST 2,4
				Pathway Standards AG-FD 1 HT-RFB 2,10	Math
Weeks 16-18 Kitchen Safety: Knife Safety and Preventing Cuts	<ul style="list-style-type: none"> What can be done to prevent cuts in the kitchen? What sharp hazards are found in the kitchen other than knives? What is important to know about handling knives safely? What kinds of knives are used in the kitchen? 	<ul style="list-style-type: none"> List sharp hazards other than knives that can be found in the kitchen. Describe how to properly handle broken glass and other sharp items. Explain ten knife handling practices. Identify the parts of a knife. Identify and demonstrate different knives and their uses. 	<ul style="list-style-type: none"> List of All Sharp Hazards and Safety Tips for Each Poster: Safe Knife Handling Practices Labeled Diagram: Parts of a Knife Written Summary of Correct Method for Handling Sharp Items Practical Assessment of Different Knives and Uses 	Career Ready Practices CRP 1,2,3,4,5	ELA 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6
				Cluster Standards AG 3 HT 4,5	Literacy RST 1,2,4 WHST 2,4
				Pathway Standards AG-FD 1 HT-RFB 2,10	Math
Weeks 19-21 Kitchen Basics: Standardized Recipes	<ul style="list-style-type: none"> What is a standardized recipe? What are the differences between Customary and Metric systems? What preparations need to be made before cooking begins? What are three 	<ul style="list-style-type: none"> Identify the components and functions of a standardized recipe. Demonstrate the differences in measurements between Customary and Metric systems. Describe basic pre-preparation techniques including mise en place. Define three methods of cooking and identify a list of foods suited for each. 	<ul style="list-style-type: none"> Labeled Recipe: Components and Functions of a Standardized Recipe Conversions from Customary to Metric System for a Given Recipe Labeled Recipe Indicating of Mise En Place Needed Group Demonstration: Correct Measuring of Wet and Dry Ingredients 	Career Ready Practices CRP 2,4,6,8,9,12	ELA 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6
				Cluster Standards AG 1 HT 4	Literacy RST 1,2,4,7 WHST 2,4
				Pathway Standards AG-FD 3 HT-RFB 2,8,10	Math

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	methods of cooking?		<ul style="list-style-type: none"> Group List: Ten Foods Cooked in Each of Three Methods 		
Weeks 22-24 Kitchen Basics: Foodservice Equipment	<ul style="list-style-type: none"> What is the proper use of the equipment in a commercial kitchen? 	<ul style="list-style-type: none"> Identify and explain the proper use of the basic small equipment used in a commercial kitchen. Determine the correct pan to use according to the recipe yield. Explain how to store food and supplies properly on shelves and in refrigerators and freezers. Describe the order in which food and supplies flow through the culinary establishment. 	<ul style="list-style-type: none"> Demonstration: Use of Basic Small Equipment Student-Created Labels for Coolers and Freezers Identifying Appropriate Storage of Food Items Group Poster: Correct Flow of Supplies 	Career Ready Practices CRP 2,4,9,12	ELA 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6
				Cluster Standards AG 3 HT 5	Literacy RST 1,2,4,7 WHST 2,4
				Pathway Standards AG-FD 1,3 HT-RFB 2,10	Math
Weeks 25-27 Kitchen Basics: Weights and Measurements	<ul style="list-style-type: none"> What is the importance of accurate measurement in cooking and baking? How is the yield of a recipe changed? 	<ul style="list-style-type: none"> Describe various measuring utensils and their uses. Explain the importance of exact measurements in cooking and baking. Explain the use of a portion scale to correctly weigh ingredients. Use equivalences for basic units of measure. Describe how to increase or decrease the yield in a recipe. Identify the correct equipment, time, and temperature for increased or decreased yield. 	<ul style="list-style-type: none"> Conversion of Recipe to a Different Desired Yield Quiz: Conversion, Conversion Factors, and Desired Yields Group Project: Adjustments to Time, Temperature, and Equipment for Recipe with a New Desired Yield 	Career Ready Practices CRP 2,4,6,8,11,12	ELA 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6
				Cluster Standards AG 1 HT 3	Literacy RST 1,2,4,7 WHST 2,4
				Pathway Standards AG-FD 1,3 HT-RFB 2,10	Math
Weeks 28-29 Kitchen Basics: Cooking, Holding, and Service Equipment	<ul style="list-style-type: none"> What is the proper use of the equipment in a commercial kitchen? 	<ul style="list-style-type: none"> Describe the parts of and how to use a commercial mixer. Describe and demonstrate how to adjust the heat on a range for a given recipe. Explain the correct method for filling and emptying hot holding wells. Demonstrate how to fill, drain, and wash dishes using a commercial dishwasher. 	<ul style="list-style-type: none"> Labeled Diagram: Commercial Mixer with Written Summary of Use Demonstration: Appropriate Use of a Commercial Range Written Summary: How to Safely Fill and Drain Hot Holding Wells Demonstration: Appropriate Use of Commercial Dishwasher 	Career Ready Practices CRP 2,4,12	ELA 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6
				Cluster Standards AG 3 HT 3	Literacy RST 1,2,4,7 WHST 2,4
				Pathway Standards AG-FD 1 HT-RFB 2,8,10	Math
Weeks 30-31 Food Preparation: Salads	<ul style="list-style-type: none"> What food preparation techniques are used for salads? 	<ul style="list-style-type: none"> List the five types and four parts of salads. Demonstrate the correct method for washing and preparing greens. Explain and demonstrate the correct cuts for vegetables in salads. 	<ul style="list-style-type: none"> Written List of Types and Parts of Salads Group Project: One Type of Salad with Student-Designed Rubric Demonstration: Various Cuts of Vegetables Written Summary: Correct Method for Cleaning Greens and Other Vegetables 	Career Ready Practices CRP 2,4,6	ELA 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6
				Cluster Standards AG 1 HT 3	Literacy RST 1,2,4 WHST 2,4
				Pathway Standards AG-FD 3 HT-RFB 2,8,10	Math

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 32-33 Food Preparation: Basic Baking Principles	<ul style="list-style-type: none"> What are the essential techniques for baking? What are some of the common ingredients in baking and what are their purposes? 	<ul style="list-style-type: none"> Identify the common ingredients in baking. List the different baking categories and their importance. Explain the different functions of strengtheners, shortening, sweeteners, flavorings, chemical and organic leaveners, and thickeners in baking. 	<ul style="list-style-type: none"> Categorization of Recipes by Common Ingredients Group Presentation: Functions of Different Baking Ingredients Written Identification of Baking Ingredients and Explanation of Their Function in a Recipe Quiz: Categories of Baking 	Career Ready Practices CRP 2,3,6,8,9,11,12	ELA 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6
				Cluster Standards AG 3 HT 3	Literacy RST 1,2,4 WHST 2,4
				Pathway Standards AG-FD 2,3 HT-RFB 2,8,10	Math
Weeks 34-36 Food Preparation: Baker's Percentage and Scaling	<ul style="list-style-type: none"> What are the essential techniques for food preparation? What are baker's percentage and scaling and why are they important? 	<ul style="list-style-type: none"> Define and explain how to determine baker's percentage. Define sifting and demonstrate its importance. Define and demonstrate scaling. 	<ul style="list-style-type: none"> Chart: Baker's Percentage and Formula Written Explanation of Differences in Recipes with/without Sifted Ingredients Demonstration: Scaling with Written Summary of Importance in Baking 	Career Ready Practices CRP 2,4,6,8,9,11,12	ELA 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6
				Cluster Standards AG 1 HT 3	Literacy RST 1,2,4 WHST 2,4
				Pathway Standards AG-FD 2,3 HT-RFB 2,8,10	Math
Weeks 37-38 Food Preparation: • Fruits and Vegetables • Herbs and Spices	<ul style="list-style-type: none"> What food preparation techniques are used for fruits and vegetables? What are herbs and spices and how are they used? 	<ul style="list-style-type: none"> Describe and demonstrate the preparation of different types of fruits and vegetables. List and explain the U.S. Department of Agriculture (USDA) quality grades for fresh fruits, vegetables, roots, and tubers. Explain how to prevent enzymatic browning of fruits. Define herbs and spices and explain their uses in food preparation. 	<ul style="list-style-type: none"> Group Poster: Categories of Fruits and Vegetables Group Research Project and Presentation: Function of the USDA Group Demonstration: Enzymatic Browning Written Comparison of Differences in Texture, Flavor, Color, and Nutrients of Different Preparations of Vegetables Identification of Different Herbs and Spices 	Career Ready Practices CRP 2,3,4,7,12	ELA 9-10R 1,2,4,8 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6
				Cluster Standards AG 1 HT 3	Literacy RST 1,2,4 WHST 2,5,6,7
				Pathway Standards AG-FD 1,2,3 HT-RFB 2,3,8,10	Math
Weeks 39-40 Working with People	<ul style="list-style-type: none"> What is the importance of teamwork in the culinary industry? 	<ul style="list-style-type: none"> Explain how stereotypes and prejudices can negatively affect how people work together. Summarize what applicants should do to prepare for job interviews. Explain what a first impression is and its impact on employability. 	<ul style="list-style-type: none"> Group Performance Task Mock Interview with Student-Created Rubric 	Career Ready Practices CRP 1,2,4,5,6,8,9,10,12	ELA 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6
				Cluster Standards AG 1,5 HT 6	Literacy RST 1,2,4 WHST 2,4
				Pathway Standards AG-FD 4 HT-RFB 4,9,10	Math

Syracuse City School District
Career and Technical Education Program
Course Syllabus
CUL 200: Culinary Arts 200



Program Overview

The Culinary Arts Pathway at the Institute of Technology at Syracuse Central will provide students with the skills they need to excel in a career in the culinary professions, including pastry/baking techniques, food preparation, restaurant management, and food and kitchen safety. Students will learn classical culinary techniques and restaurant management essentials through lecture, hands-on experiences, and project-based learning. In addition, students will operate a Cafe and a catering business that will provide experience in menu selection, meal preparation and small business management. Students who successfully complete the Culinary Arts Pathway will be prepared to pursue continuing education or career opportunities such as line cook, pastry chef, chef and restaurant or banquet manager.

Course Description

In this class, students have the opportunity to explore the exciting and developing professions in the culinary industry using the National Restaurant Association's ProStart curriculum. Through the ProStart program, high school students can learn career-building skills and get a taste for success in an industry that is hungry for talent. In the first year of this two-year program, ProStart students will build a solid foundation for their future careers, and work toward the ProStart National Certificate of Achievement. Students will learn the essentials of food service safety, food preparation and management, and employability skills through hands-on application. Students will continue to develop their individual and team culinary skills through small scale food production in the kitchen.

Pre-Requisites

CUL 100: Culinary Arts 100

Course Objectives

By the end of this course, students will:

1. Identify the career ladders and pathways to become a foodservice professional.
2. Develop the fundamental management and culinary skills needed to be a foodservice professional.
3. Understand the importance of safety procedures for foodservice professionals.
4. Develop employability skills of leadership, accountability, teamwork, and responsibility in the foodservice industry.
5. Learn the essentials of nutrition, customer service, communication, marketing, purchasing, inventory and cost control
6. Begin to obtain hours of mentored work experience toward the 400 required by ProStart Certification.
7. Take and pass the ProStart Level 1 Exam.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** A full commercial kitchen with the necessary equipment for student labs, all textbooks and print materials, and training and subsidies for all certifications.
- **Student will provide:** N/A

Textbook

National Restaurant Association. *Foundations of Restaurant Management & Culinary Arts, Level 1*. New York: Prentice Hall, 2010.

Grading

- | | |
|-----|---|
| 55% | Assignments: worksheets/homework, projects, and other projects to be announced (quantity foods, meal management, class presentations, etc.) |
| 30% | Food Labs: based on process and participation rather than the final product. |
| 15% | Quizzes and Exams |

Additional Course Policies

- Students must have successfully completed the ServSafe Food Handler certification test during the first year of program.
- Students and parents will read and sign the Laboratory Safety and Sanitation Contract

Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none">• Food Service Careers, Chefs, and Restaurants• Knife Cuts• Food Safety Management• Cleaning and Sanitizing• Kitchen Operation<ul style="list-style-type: none">○ Culinary Professionals○ Kitchen Brigade○ Work Stations○ Standardized Recipes and Conversions○ Menu and Menu Pricing
2	<ul style="list-style-type: none">• Kitchen Operation (cont.)• Kitchen Essentials<ul style="list-style-type: none">○ Terminology○ Cooking and Heat Transfer Methods○ Cooking Methods, Seasonings, and Flavorings○ Cooking and Nutrition
3	<ul style="list-style-type: none">• Kitchen Essentials<ul style="list-style-type: none">○ Stocks○ Soups○ Sauces○ Grand Sauces○ Potatoes• Customer Service and Service Styles
4	<ul style="list-style-type: none">• Management Essentials• Culinary Careers<ul style="list-style-type: none">○ Job Applications○ Resumes○ Interviews○ Post-Secondary Education• Portfolio Presentation• Review and Final Examinations

**Syracuse City School District
Career and Technical Education Program
Scope and Sequence
CUL 200: Culinary Arts 200**



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-3 Food Service Careers, Chefs, and Restaurants Knife Cuts	<ul style="list-style-type: none"> Why is it important follow classroom guidelines and procedures? What is a professional portfolio and why is it important? What are some trending occupations in food service? What is Skills USA and how might it help advance your career in Culinary Arts? What are restaurateurs and what are their roles? What are different types of Chefs, their training, and roles? What are the most common knife cuts? Why is it important that all knife cuts are uniform? 	<ul style="list-style-type: none"> Demonstrate expected classroom guidelines and procedures. Create a professional portfolio for the school year demonstrating various cooking techniques learned. Identify new occupations within the food service industry. Define and discuss various competition and community service aspects of Skills USA. Compare the differences between the roles of chefs and restaurant owners. List and demonstrate various types of knife cuts. Explain the importance of uniformity in knife cuts. 	<ul style="list-style-type: none"> Classroom Poster: Guidelines and Expectations Professional Portfolio Group Presentation: Trending Occupation in Foodservice Think-Pair-Share: Benefits of Joining Skills USA Group Concept Map: Compare/Contrast Roles of Chefs and Restaurateurs Carrot Cutting Experiment 	Career Ready Practices CRP 1,2,4,5,9,10,11,12	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,4,6 9-10L 1,3,4,6
				Cluster Standards AG 1,2,5 HT 6	Literacy RST 1,2,4,7 WHST 2,4,5,6,7
				Pathway Standards AG-FD 4 HT-RFB 9,10	Math
Weeks 4-6 Food Safety Management Cleaning and Sanitizing	<ul style="list-style-type: none"> What is a food borne illness? What are three hazards that make food unsafe? What personal behaviors contaminate food? What are the ways to prevent cross-contamination? What are the elements of a master cleaning schedule? 	<ul style="list-style-type: none"> Review ServSafe Food Handler guidelines and procedures for identifying food borne illnesses, food hazards, personal hygiene, and food safety. Identify ways to prevent cross-contamination. Create and explain a master cleaning schedule for the culinary lab. 	<ul style="list-style-type: none"> Article Activity: Food Borne Illness Word Wall: Preventing Cross-Contamination Group Project: Master Schedule of Cleaning Duties 	Career Ready Practices CRP 2,3,4,5,8,12	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,6 9-10L 1,3,4,6
				Cluster Standards AG 3 HT 4,5	Literacy RST 1,2,4,7 WHST 2,4,7
				Pathway Standards AG-FD 1,2 HT-RFB 2,10	Math
Weeks 7-14 Kitchen Operation <ul style="list-style-type: none"> Culinary Professionals Kitchen Brigade Work Stations Standardized Recipes and Conversions Menu and Menu Pricing 	<ul style="list-style-type: none"> What does it mean to be a culinary professional? What is a kitchen brigade? What is a work station? What are the components and functions of a standardized recipe? How are recipes converted to yield smaller and larger quantities based on operational needs? What are some determining factors when creating a menu? How are the prices of menu 	<ul style="list-style-type: none"> Identify the standards of a culinary professional. Create a kitchen brigade explaining the task of each worker. Create work stations for the culinary lab. Identify and demonstrate functions of a standardized recipe. Determine the cost per serving and the total cost of a recipe. Create a menu and explain the steps of costing out a menu. 	<ul style="list-style-type: none"> Research: Culinary Professional Standards Group Project: Kitchen Brigade Group Project: Work Stations Written Standardized Recipe Activity: Costing Recipes Concept Map: Factors in Creating a Menu 	Career Ready Practices CRP 2,4,6,8,11,12	ELA 9-10R 1,2,4,7,8 9-10W 2,4,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,4,6
				Cluster Standards AG 2 HT 3	Literacy RST 1,2,4,7 WHST 2,4,5,6,7
				Pathway Standards AG-FD 3 HT-RFB 2,5,10	Math

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	items determined?				
Weeks 15-19 Kitchen Essentials • Terminology • Cooking and Heat Transfer Methods • Cooking Methods, Seasonings, and Flavorings • Cooking and Nutrition	<ul style="list-style-type: none"> • What equipment is needed for receiving and storing food and supplies? • What equipment is needed for holding and serving food and beverages? • What is mise en place? • How is heat transferred to food through conduction, convection, and radiation? • What are different types of cooking methods? • What is the difference between seasoning and flavoring? • How can culinary professionals use the dietary guidelines for Americans to plan meals? • What is a healthy diet? 	<ul style="list-style-type: none"> • Identify equipment needed for receiving, storing, holding, and serving food and beverages. • Define mise en place. • Categorize cooking and heat transfer methods and explain which method is correct based on a given recipe. • Explain and demonstrate different cooking techniques in the kitchen lab. • Compare and contrast seasonings and flavorings. • Explain dietary guidelines. • Explain the components of a healthy diet. 	<ul style="list-style-type: none"> • Word Wall: Equipment for Receiving, Storing, Holding and Serving Food, Beverages, and Supplies • Flow Chart: Heat Transfer Methods • Performance Assessment: Cooking with Heat Transfer Methods • Performance Assessment with Rubric: Cooking Techniques • Lab: Identification of Flavorings and Seasonings • Research Project: Dietary Guidelines and Creating Healthier Recipes 	Career Ready Practices CRP 2,3,4,7,11,12 Cluster Standards AG 2,3 HT 3 Pathway Standards AG-FD 2,3 HT-RFB 2,8,10	ELA 9-10R 1,2,4,7,8 9-10W 2,4,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,4,6 Literacy RST 1,2,4,7 WHST 2,4,5,6,7 Math
Weeks 20-23 Kitchen Essentials • Stocks • Soups • Sauces • Grand Sauces	<ul style="list-style-type: none"> • What are four essential parts of a stock and their specific ingredients? • What are two basic kinds of soup? • How are the basic ingredients for broth, consommé, puree, clear, and cream soups prepared? • What are the grand or mother sauces? • What are the proper ingredients for sauces? 	<ul style="list-style-type: none"> • Identify and explain the parts of a stock and their specific ingredients. • Define two basic soups and demonstrate how to prepare them. • List ingredients for various soups. • List the grand or mother sauces. • List the proper ingredients for sauces and demonstrate how to prepare them. 	<ul style="list-style-type: none"> • Think-Pair-Share: Parts of a Stock • Drawing: Parts of Stock and Specific Ingredients • Performance Assessment: Basic Soups • Research Project: Grand/Mother Sauces • Performance Assessment: Grand/Mother Sauces 	Career Ready Practices CRP 2,4,6,8,12 Cluster Standards AG 2 HT 3 Pathway Standards AG-FD 2,3 HT-RFB 2,8,10	ELA 9-10R 1,2,4,7,8 9-10W 2,4,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,4,6 Literacy RST 1,2,4,7 WHST 2,4,5,6,7 Math
Weeks 24-25 Kitchen Essentials: Potatoes	<ul style="list-style-type: none"> • What are some different types of potatoes? • What are methods for selecting, receiving, and storing potatoes? • What are different types of cooking methods and recipes for preparing potatoes? 	<ul style="list-style-type: none"> • Identify and compare various types of potatoes. • Explain methods of selecting, receiving, and storing potatoes. • Demonstrate different methods for cooking potatoes. 	<ul style="list-style-type: none"> • Poster: Methods for Selecting, Receiving, and Storing Potatoes • Performance Assessment: Cooking Potatoes Using Different Methods 	Career Ready Practices CRP 2,3,6,8,11 Cluster Standards AG 2 HT 3 Pathway Standards AG-FD 2,3 HT-RFB 2,8,10	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,6 9-10L 1,3,4,6 Literacy RST 1,2,4,7 WHST 2,4,5,6,7 Math
Weeks 26- 28 Customer Service and Service Styles	<ul style="list-style-type: none"> • What is meant by service and hospitality and how do they affect an operation's success? • What is the importance of first 	<ul style="list-style-type: none"> • Define service and hospitality and demonstrate both. • Identify the importance of first impressions and explain why they are 	<ul style="list-style-type: none"> • Written Test: Service and Hospitality • Performance Assessment: Table 	Career Ready Practices CRP 1,2,4,5,6,8,9,10,12	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,6 9-10L 1,3,4,6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	impressions? <ul style="list-style-type: none"> What are different styles of table settings and service? 	important. <ul style="list-style-type: none"> Identify and demonstrate different styles of table settings and service. 	Settings and Service	Cluster Standards AG 2,5 HT 3 Pathway Standards AG-FD 1,2,3 HT-RFB 4,9,10	Literacy RST 1,2,4,7 WHST 2,4,9 Math
Weeks 29-32 Management Essentials	<ul style="list-style-type: none"> What is leadership? How can diversity be promoted in the workplace? How do stereotypes and prejudices negatively affect people's ability to be productive and successful? 	<ul style="list-style-type: none"> Discuss the importance of leadership in the workplace. Identify ways to promote diversity in the workplace. Define prejudice and stereotypes and discuss the impact in a work environment. 	<ul style="list-style-type: none"> Performance Assessment: Group Leadership Presentation: Diversity, Prejudice, and Stereotypes in the Workplace 	Career Ready Practices CRP 1,2,4,5,6,8,9,10,12 Cluster Standards AG 2,5 HT 3,6 Pathway Standards AG-FD 2,3 HT-RFB 4,9,10	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,4,6 99-10L 1,3,4,6 Literacy RST 1,2,4,7 WHST 2,4,5,6,7 Math
Weeks 33-37 Culinary Careers <ul style="list-style-type: none"> Job Applications Resumes Interviews Post-Secondary Education 	<ul style="list-style-type: none"> What does an effective job-search plan include? What are the skills needed by restaurant and foodservice professionals? Why is it important to have a mentor? How do you write a resume? What are the skills for an effective job interview? What are the steps to choosing a college or trade school? 	<ul style="list-style-type: none"> Create a job-search plan. Identify the skills needed for success in the food industry. Discuss the importance of mentorship for career success. Identify effective resume writing techniques. Write an effective resume. Identify the skills for an effective job interview. Explain the steps in choosing a college or trade school by researching various post-secondary institutions. 	<ul style="list-style-type: none"> Essay: Foodservice Career Skills Written Resume Performance Assessment: Mock Interview Presentation: College or Trade School 	Career Ready Practices CRP 1,2,4,5,6,8,9,10,12 Cluster Standards AG 2,5 HT 3,6 Pathway Standards AG-FD 4 HT-RFB 4,9,10	ELA 9-10R 1,2,4,7,8 9-10W 2,4,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,4,6 Literacy RST 1,2,4,7 WHST 2,4,5,6,7 Math
Weeks 38-40 Professional Portfolio Presentation Review and Final Examinations	<ul style="list-style-type: none"> What does a successful professional portfolio look like? What are some things you have learned and how will you apply them to the culinary industry? 	<ul style="list-style-type: none"> Present a completed professional portfolio. Reflect on what they have learned and how they will apply it to their work in the foodservice industry. 	<ul style="list-style-type: none"> Presentation: Professional Portfolio Reflection Essay: Learning and Application Final Practical Exam ProStart Level 1 Exam 	Career Ready Practices CRP 1,2,4,5,6,8,9,10,12 Cluster Standards AG 2,5 HT 3,6 Pathway Standards AG-FD 1,2,3,4 HT-RFB 2,4,8,9,10	ELA 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,4,6 9-10L 1,3,4,6 Literacy RST 1,2,4,7 WHST 2,4,5,6,7 Math

Syracuse City School District
Career and Technical Education Program
Course Syllabus
CUL 300: Culinary Arts 300



Program Overview

The Culinary Arts Pathway at the Institute of Technology at Syracuse Central will provide students with the skills they need to excel in a career in the culinary professions, including pastry/baking techniques, food preparation, restaurant management, and food and kitchen safety. Students will learn classical culinary techniques and restaurant management essentials through lecture, hands-on experiences, and project-based learning. In addition, students will operate a Cafe and a catering business that will provide experience in menu selection, meal preparation and small business management. Students who successfully complete the Culinary Arts Pathway will be prepared to pursue continuing education or career opportunities such as line cook, pastry chef, chef and restaurant or banquet manager.

Course Description

In this class, students have the opportunity to develop and apply more advanced culinary skills to prepare for the ProStart National Certificate of Achievement and a career in the culinary industry using the National Restaurant Association's ProStart curriculum. Students will learn and apply more skills in food preparation and storage, nutrition, cost control, purchasing and marketing. The students will also develop an awareness of the environmental impact of the food service industry along with the latest trends in sustainable food practices. Students will continue to develop their individual and team culinary skills through small scale food production in the kitchen with an emphasis on food safety.

Pre-Requisites

CUL 100: Culinary Arts 100
CUL 200: Culinary Arts 200

Course Objectives

By the end of this course, students will:

1. Learn the essentials of nutrition, customer service, communication, marketing, purchasing, inventory and cost control in the foodservice industry.
2. Understand and demonstrate safety procedures for foodservice professionals.
3. Develop more advanced management and culinary skills needed to be a foodservice professional.
4. Learn advanced techniques for the preparation and storage of dairy products, meats, and seafood.
5. Understand the impact of the foodservice industry on the environment and current sustainable food practices.
6. Complete at least 400 hours of mentored work experience toward ProStart Certification.
7. Take and pass the ProStart Level 2 Exam.

Integrated Academics

1 CTE Integrated Math Credit

Equipment and Supplies

- **School will provide:** A full commercial kitchen with the necessary equipment for student labs, all textbooks and print materials, and training and subsidies for all certifications.
- **Student will provide:** N/A

Textbook

National Restaurant Association. *Foundations of Restaurant Management & Culinary Arts, Level 2*. New York: Prentice Hall, 2010.

Grading

60% Assignments: worksheets/homework, projects, and other assignment to be announced (quantity foods, meal management, class presentations, etc.)
25% Food Labs: based on process and participation rather than the final product.
15% Quizzes and Exams

Additional Course Policies

- Students must pass the Pro-Start Level 1 Exam during their sophomore year in order to progress into the junior year Pro-Start Level 2 course.
- Students and Parents will read and sign the Laboratory Safety and Sanitation Contract

Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none">• Syllabus• ServSafe Review• Food Preparation<ul style="list-style-type: none">○ Dairy Products and Eggs○ Breakfast Foods and Drinks○ Sandwiches• Basics of Nutrition
2	<ul style="list-style-type: none">• Cost Control<ul style="list-style-type: none">○ Food Costs○ Labor Costs○ Quality Standards• Food Preparation<ul style="list-style-type: none">○ Salads○ Salad Dressings and Dips○ Garnishes
3	<ul style="list-style-type: none">• Introduction to Purchasing<ul style="list-style-type: none">○ Making Purchasing Decisions○ Managing Purchases• Food Preparation<ul style="list-style-type: none">○ Meat○ Charcuterie and Garde Manger○ Poultry○ Seafood
4	<ul style="list-style-type: none">• Introduction to Marketing<ul style="list-style-type: none">○ Market Analysis○ Market Identity○ Communication○ Menu as Marketing Tool• Environmental Responsibility<ul style="list-style-type: none">○ Introduction○ Water Conservation○ Energy Conservation○ Waste Management○ Sustainable Food Practices• Professional Portfolio Presentation• Review and Final Examinations

**Syracuse City School District
Career and Technical Education Program
Scope and Sequence
CUL 300: Culinary Arts 300**



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-3 Syllabus ServSafe Review	<ul style="list-style-type: none"> Why is it important follow classroom guidelines and procedures? What is ServSafe Food Handler certification and why is it important to have? 	<ul style="list-style-type: none"> Demonstrate expected classroom guidelines and procedures. Identify and demonstrate proper sanitation procedures. Review ServSafe Food Handler guidelines and procedures by identifying foodborne-illness, food hazards, personal hygiene, and food safety. 	<ul style="list-style-type: none"> Student-Developed Classroom Rules and Procedures ServSafe Food Handler Review Quiz 	Career Ready Practices CRP 1,2,3,4,8,12	ELA 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,4,6 11-12L 1,3,4,6
				Cluster Standards AG 3 HT 4,5	Literacy RST 1,2,4,7,8 WHST 2,4,5,6,7
				Pathway Standards AG-FD 1 HT-RFB 2,8,10	Math
Weeks 4-6 Food Preparation <ul style="list-style-type: none"> Dairy Products and Eggs Breakfast Foods and Drinks Sandwiches 	<ul style="list-style-type: none"> How can a variety of dairy products be used to create different breakfast foods? Why would someone want breakfast to consist of a variety of foods? How many sandwiches can be created? 	<ul style="list-style-type: none"> List the characteristics of milk and identify the ways to keep it safe. Identify the different forms of cream and their fat contents. Differentiate between butter and butter substitutes and describe the characteristics of each. Identify the different types of cheese and give examples of each. List the characteristics of eggs and identify ways to keep them safe. Prepare and serve eggs using a variety of cooking methods. Give examples of different types of sandwiches, including simple cold, simple hot, open-faced, hors d'oeuvres, grilled, and deep-fried. Explain the roles of the three components of a sandwich, bread, spread, and filling. 	<ul style="list-style-type: none"> Presentation: Dairy Products - Proper Storage, Fat Content, and Substitutes Preparation of Student-Developed Recipes for Different Cheeses and Eggs Preparation of Student-Developed Recipes for Spreads and Sandwiches Set-Up of a Sandwich Unit 	Career Ready Practices CRP 1,2,4,6,8,12	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,7 11-12SL 1,2,4,5,6 11-12L 1,3,4,6
				Cluster Standards AG 5,6 HT 3,6	Literacy RST 1,2,4,7,8 WHST 2,4,5,6,7
				Pathway Standards AG-FD 1,2,3 HT-RFB 2,4,8,10	Math
Weeks 7-10 Basics of Nutrition	<ul style="list-style-type: none"> Why is it important to have a basic knowledge of proper nutrition? How can menus be altered to be more nutritious? 	<ul style="list-style-type: none"> Explain why nutrition is important to the foodservice industry. List six basic types of nutrients found in food. Describe how phytochemicals and fiber function in the body. Name the types of carbohydrates and fats and describe their function in the body. Describe the makeup of proteins and their function in the body. Identify food sources of proteins. Describe the three major vegetarian diets. 	<ul style="list-style-type: none"> Presentation on Importance of Nutrition Nutritional Upgrade of Local Menu Research Project on Newest Nutritional Findings Menu Based on Nutritional Research 	Career Ready Practices CRP 1,2,3,4,7,8,11,12	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,4,5,6 11-12L 1,3,4,6
				Cluster Standards AG 1,2,3 HT 2,4	Literacy RST 1,2,4,7,8 WHST 2,4,5,6,7
				Pathway Standards AG-FD 2 HT-RFB 7,10	Math

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> • Explain the functions of vitamins, minerals, and water. • Explain what food additives are and how they function in food. • Explain the role of digestion in nutrition and health. • Describe techniques for food preparation that preserve nutrients. • Suggest healthful substitutes for high fat items. 			
Weeks 11-16 Cost Control <ul style="list-style-type: none"> • Food Costs • Labor Costs • Quality Standards 	<ul style="list-style-type: none"> • Why is it important to keep costs down in a business? • How is the price of food calculated? • How can productivity levels affect the price of food? • Why are high quality standards important? 	<ul style="list-style-type: none"> • Identify the types of costs incurred by a foodservice business and give examples of each. • Explain the purpose of budgets, profit-and-loss reports, and invoices in a foodservice business. • Identify tools to help cost control. • Define and calculate food costs and food cost percentage. • Calculate as purchased (AP) and edible portion (EP) amounts. • Calculate the total cost and portion costs of a standardized recipe. • Explain the importance of portion control to food costs. • Give examples of portion-control devices used in foodservice operations. • Explain the steps in the process to control food costs. • Forecast sales by analyzing and evaluating sales histories, popularity, invoices, and production sheets. • Explain the importance of standards and standard procedures used for controlling production volume. • Explain the various methods for menu planning. • Explain the importance of standard labor costs to a business's success. • Explain the factors that affect labor costs. • Describe the relationship between sales volume and labor costs. 	<ul style="list-style-type: none"> • Business Plan Based on Specific Budget • Menu for Business with Calculated Menu Prices 	Career Ready Practices CRP 1,2,3,4,6,7,8,11,12 Cluster Standards AG 1,6 HT 1,2,3 Pathway Standards AG-FD 2,3 HT-RFB 5,6,7,8,10	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,4,5,6 11-12L 1,3,4,6 Literacy RST 1,2,4,7,8 WHST 2,4,5,6,7 Math
Weeks 17-20 Food Preparation <ul style="list-style-type: none"> • Salads • Salad Dressings and Dips 	<ul style="list-style-type: none"> • How is a salad made? • How many primary salad dressings exist? • How are dips made? • Why is the appearance of a meal 	<ul style="list-style-type: none"> • Identify and describe the various ingredients used to make salads. • List the four parts of a salad and explain the role of each. • Identify various types of salad and explain how to prepare them. 	<ul style="list-style-type: none"> • Salad Preparation with One of Four Basic Salad Dressings • Cost Analysis of Salad and Dressing • Presentation on Salad 	Career Ready Practices CRP 1,2,4,6,8,12 Cluster Standards AG 5,6	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,7 11-12SL 1,2,4,5,6 11-12L 1,3,4,6 Literacy RST 1,2,4,7,8

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
<ul style="list-style-type: none"> Garnishes 	important?	<ul style="list-style-type: none"> Explain the roles of salads on the menu. Design attractive salads. Differentiate among various oils and vinegars. Prepare vinaigrettes and other emulsions. Give examples of ingredients used to make dips. Give examples of garnishes. Describe and prepare ingredients commonly used as garnishes. 	<ul style="list-style-type: none"> Comparisons Essay on Use of Garnishes Preparation of Vegetables and Fruit Garnishes 	HT 3,6 Pathway Standards AG-FD 1,2,3 HT-RFB 2,4,8,10	WHST 2,4,5,6,7 Math
Weeks 21-26 Introduction to Purchasing <ul style="list-style-type: none"> Making Purchasing Decisions Managing Purchases 	<ul style="list-style-type: none"> How can the purchasing process affect an operation? How often are purchases made? Why is it important to make smart purchases? 	<ul style="list-style-type: none"> Define the terms purchasing, selection, and procurement. Outline the objectives of the purchasing function in a foodservice operation. Explain the differences between formal and informal buying and the formal bidding process. Explain the factors that help to determine an operation's quality standards. Describe buyer considerations when conducting a make-or-buy analysis. Outline the process for procuring products and services. Identify production records used to calculate buying needs. Write purchase orders for items to be purchased. Describe ways to verify that the supplier services meet an operation's needs. Describe factors that affect food prices. Summarize proper procedures for receiving deliveries. Summarize proper procedures for storing food and supplies. Describe perpetual inventory and physical inventory systems. 	<ul style="list-style-type: none"> Poster on Purchasing Procedures Product Ordering Form List of Possible Suppliers 	Career Ready Practices CRP 1,2,3,4,8,11,12 Cluster Standards AG 1,2,6 HT 1,2,3 Pathway Standards AG-FD 2,3 HT-RFB 5,6,7,8,10	ELA 11-12R 1,2,4,7 11-12W 2,4,5 11-12SL 1,2,6 11-12L 1,3,4,6 Literacy RST 1,2,4,7,8 WHST 2,4,5,6,7 Math
Weeks 27-30 Food Preparation <ul style="list-style-type: none"> Meat Charcuterie and Garde Manger Poultry Seafood 	<ul style="list-style-type: none"> Why is the main dish so important to the success of the overall meal? What are charcuterie and garde manger? How can poultry be served? How is seafood an asset to the menu? 	<ul style="list-style-type: none"> Outline the federal grading systems for meat. Describe the various kinds of meat. Identify the proper purchasing and storing procedures for meat. Describe charcuterie and garde manger. Outline the federal grading systems for poultry. Describe the various kinds of poultry. Outline basic techniques for cooking poultry. Match various cooking methods with different forms of poultry. Describe the various kinds of seafood. Outline basic techniques for cooking seafood. 	<ul style="list-style-type: none"> Presentation on Buying and Storage Procedures for Meat and Seafood Student-Developed Recipe for Fabricated Chicken Essay on Duties and Importance of Garde Manger 	Career Ready Practices CRP 1,2,4,6,8,11,12 Cluster Standards AG 5,6 HT 3,6 Pathway Standards AG-FD 1,2,3 HT-RFB 2,4,8,10	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,7 11-12SL 1,2,4,5,6 11-12L 1,3,4,6 Literacy RST 1,2,4,7,8 WHST 2,4,5,6,7 Math

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 31-35 Introduction to Marketing • Market Analysis • Market Identity • Communication • Menu as Marketing Tool	<ul style="list-style-type: none"> How do operations communicate their message to the public? Why does an operation need to know how to conduct research? How does the menu help an operation communicate with their target market? 	<ul style="list-style-type: none"> Match various cooking methods with different forms of seafood. Define marketing and describe the steps in the marketing process. Explain the role that marketing plays in determining products and services. Describe factors that affect a market environment. Define target market and explain why it is important to a business. Identify the parts of a SWOT (strengths, weaknesses, opportunities, threats) analysis. Describe ways to attract and keep customers. Explain why promotions are important. Identify the steps in developing a promotion mix and a promotion plan. Explain different types of sales promotions. Identify opportunities for public relations. Describe a la carte, table d'hôte, California, limited, du jour, and cycle menus. Explain the purposes of a menu sales mix analysis. Define profitability and target margin. 	<ul style="list-style-type: none"> Marketing Promotion Plan for Business Presentation on Marketing Strategy Essay on Importance of Menu to Success of Business Menu Identification and Differentiation 	Career Ready Practices CRP 1,2,4,6,8,10,11,12 Cluster Standards AG 1,2,6 HT 1,2,3 Pathway Standards AG-FD 2,3 HT-RFB 5,6,7,8,10	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,4,5,6 11-12L 1,3,4,6 Literacy RST 1,2,4,7,8 WHST 2,4,5,6,7 Math
Weeks 36-37 Environmental Responsibility • Introduction • Water Conservation • Energy Conservation • Waste Management • Sustainable Food Practices	<ul style="list-style-type: none"> How is the foodservice and hospitality industry becoming more environmentally responsible? How many options does the foodservice and hospitality industry have regarding sustainable food practices? 	<ul style="list-style-type: none"> Define the terms sustainability and conservation. Explain why water conservation is important. Describe ways in which a restaurant or foodservice operation can improve the efficiency of its water usage. Explain the differences between renewable and nonrenewable energy sources. Explain why using energy efficiently is important. Describe ways in which a restaurant or foodservice operation can improve the efficiency of its energy usage. Identify ways to reduce the total amount of waste in a restaurant or foodservice operation. Identify items that a restaurant or foodservice operation can reuse. Identify items that a restaurant or foodservice operation can recycle. Describe ways in which a restaurant or foodservice operation can build or make structural improvements to its facility in a sustainable way. Define the term local sourcing. 	<ul style="list-style-type: none"> Essay on Environmental Impact of Food Service Industry Research and Presentation on Waste Reduction Strategies in Food Service Industry 	Career Ready Practices CRP 1,2,4,5,6,7,8,11,12 Cluster Standards AG 1,2,4,6 HT 2,3 Pathway Standards AG-FD 1,2,4 HT-RFB 1,3,7,8,10	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,4,5,6 11-12L 1,3,4,6 Literacy RST 1,2,4,7,8 WHST 2,4,5,6,7 Math

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> Identify the steps a restaurant or foodservice operation should take to purchase and then promote the use of sustainable food products. Identify the issues surrounding the global production of seafood, coffee, animals, and organic food. 			
Week 38-40 Professional Portfolio Presentation Final Examinations	<ul style="list-style-type: none"> What does a successful professional portfolio look like? What are some things you have learned and how will you apply them to the culinary industry? 	<ul style="list-style-type: none"> Review, explain, and demonstrate what a professional portfolio is. Discuss what they have learned during the school year and how they will apply what they have learned to the industry. 	<ul style="list-style-type: none"> Professional Portfolio Presentation Reflection Essay on Learning and Application Final Practical Exam ProStart Level 2 Exam 	Career Ready Practices CRP 1,2,4,6,8,10,11 Cluster Standards AG 5,6 HT 1,3,6 Pathway Standards AG-FD 2,3 HT-RFB 2,7,9,10	ELA 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,4,5,6 11-12L 1,3,4,6 Literacy RST 1,2,4,7 WHST 2,4,7 Math

Syracuse City School District
Career and Technical Education Program
Course Syllabus
CUL 400: Culinary Arts 400



Program Overview

The Culinary Arts Pathway at the Institute of Technology at Syracuse Central will provide students with the skills they need to excel in a career in the culinary professions, including pastry/baking techniques, food preparation, restaurant management, and food and kitchen safety. Students will learn classical culinary techniques and restaurant management essentials through lecture, hands-on experiences, and project-based learning. In addition, students will operate a Cafe and a catering business that will provide experience in menu selection, meal preparation and small business management. Students who successfully complete the Culinary Arts Pathway will be prepared to pursue continuing education or career opportunities such as line cook, pastry chef, chef and restaurant or banquet manager.

Course Description

In this class, students have the opportunity to apply what they have learned throughout their course of study in internships and work-based learning. Through two internships rotations in local foodservice settings students will develop the practices and skills that will help them pursue their chosen career in the culinary industry. Students will also delve deeply into world cuisines and advanced baking techniques in the classroom and kitchen lab to further hone their skills in preparation for employment or post-secondary education. Students will develop a professional portfolio that will showcase their knowledge and skills to future employers and potential continuing education opportunities.

Pre-Requisites

CUL 100: Culinary Arts 100
CUL 200: Culinary Arts 200
CUL 300: Culinary Arts 300

Course Objectives

By the end of this course, students will:

1. Apply all safety procedures for foodservice professionals.
2. Apply management and culinary skills needed to be a foodservice professional.
3. Apply what they have learned about nutrition, customer service, communication, marketing, purchasing, inventory and cost control in internship placements.
4. Learn advanced techniques for various global cuisines and baking.
5. Take and pass the NOCTI Assessment for CTE Endorsement.

Integrated Academics

1 CTE Integrated English Credit

Equipment and Supplies

- **School will provide:** A full commercial kitchen with the necessary equipment for student labs, all textbooks and print materials, and training and subsidies for all certifications.
- **Student will provide:** N/A

Textbook

National Restaurant Association. *Foundations of Restaurant Management & Culinary Arts, Level 2*. New York: Prentice Hall, 2010.

Grading

55% Assignments: worksheets/homework, projects, and other projects to be announced (quantity foods, meal management, class presentations, etc.)
30% Food Labs: based on process and participation rather than the final product.
15% Quizzes and Exams

Additional Course Policies

- Students and Parents will read and sign the Laboratory Safety and Sanitation Contract

Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none">• Course Overview• Review: Food Safety, Cooking Methods, and Professional Image in Customer Service• Internship Rotation 1• Global Cuisine 1: The Americas – North America
2	<ul style="list-style-type: none">• Internship Rotation 1 (Continued)• Global Cuisine 1: The Americas – North America (Continued)• Global Cuisine 1: The Americas – Central America and Caribbean
3	<ul style="list-style-type: none">• Global Cuisine 1: The Americas – South America• Internship Rotation 2• Global Cuisine 2: Europe• Global Cuisine 2: Mediterranean and Middle East
4	<ul style="list-style-type: none">• Global Cuisine 2: Asia• Internship Assessment• Advanced Baking and Pastry• Professional Portfolio Project• NOCTI Final Assessment

**Syracuse City School District
Career and Technical Education Program
Scope and Sequence
CUL 400: Culinary Arts 400**



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-3 Course Overview	<ul style="list-style-type: none"> Why is it important follow classroom guidelines and procedures? What is a professional portfolio and why is it important? Why are internships necessary? How will an internship help you develop your professional portfolio? What does the NOCTI abbreviation stand for? 	<ul style="list-style-type: none"> Follow classroom guidelines and procedures. Create a professional portfolio for the school year demonstrating various cooking techniques and performance tasks. Interview for internship opportunities. Define NOCTI and how to prepare for assessments. 	<ul style="list-style-type: none"> Student-Developed Classroom Rules and Procedures Professional Portfolio 	Career Ready Practices CRP 1,2,4,8,10	ELA 11-12R 1,2,4,7 11-12W 2,4,5 11-12SL 1,2,6 11-12L 1,3,4,6
				Cluster Standards AG 5 HT 6	Literacy RST 1,2,4,7 WHST 2,4,7
				Pathway Standards AG-FD 4 HT-RFB 4,9,10	Math
Weeks 4-6 Review: Food Safety, Cooking Methods, and Professional Image in Customer Service	<ul style="list-style-type: none"> What is HACCP? What are three types of hazards that make food unsafe? What personal behaviors can contaminate food? What are sautéing, braising, and stewing methods of cooking? What role does professional image play when providing customer service? 	<ul style="list-style-type: none"> Identify and explain HACCP guidelines. Explain three types of hazards that make food unsafe. Explain personal behaviors that contaminate food. Demonstrate various cooking techniques. Explain the importance of professional image in customer service. 	<ul style="list-style-type: none"> Presentation: HACCP Chart: Professional Versus Nonprofessional Attire Role Play: Customer Service Experiences 	Career Ready Practices CRP 1,2,3,5,8,12	ELA 11-12R 1,2,4,7 11-12W 2,4,5 11-12SL 1,2,4,6 11-12L 1,3,4,6
				Cluster Standards AG 3 HT 4,5	Literacy RST 1,2,4,7 WHST 2,4,7
				Pathway Standards AG-FD 1,2 HT-RFB 1,2,4,10	Math
Weeks 7-14 Internship Rotation 1 Global Cuisine 1: The Americas - North America	<ul style="list-style-type: none"> Why are internships necessary? How does an internship experience contribute to a professional portfolio? What are the cultural influences of the northeast, south, Midwest, southwest, and pacific coast on food? What are some popular dishes in each region of North America? What are the key ingredients in Mexican cuisine? What are the components of a mole Mexican sauce? 	<ul style="list-style-type: none"> Apply knowledge and skills from the classroom to internship situations. Explain how various food service professionals work together for the common goal of customer service. Explain the importance of professionalism and ethics in the workplace. Comply with workplace policies and regulations. Explain the cultural influences of each region in North America. Identify popular dishes in each region of North America. Determine key ingredients in Mexican cuisine. 	<ul style="list-style-type: none"> Internship Self-Assessment and Updated Employability Profile Individual Projects: Cultural Influences in North America Creation of Dishes from Each Region of North America Presentation: Mole Sauce and Influence of Peppers in Mexican Cuisine 	Career Ready Practices CRP 1,2,4,6,7,8,10,11,12	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,4,6 11-12L 1,3,4,6
				Cluster Standards AG 1,2,5 HT 3,6	Literacy RST 1,2,4,7 WHST 2,4,5,6,7
				Pathway Standards AG-FD 2,3 HT-RFB 2,3,4,9,10	Math

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> Why are peppers an integral part of Mexican cuisine? 	<ul style="list-style-type: none"> Identify and explain the components of mole sauce. Research various peppers and their influence on Mexican cuisine. 			
Weeks 15-19 Global Cuisine 1: The Americas – Central America and Caribbean	<ul style="list-style-type: none"> How is Central American cuisine different from Mexican cuisine? What are the flavor profiles of Central America? What are some cultural influences of the Caribbean? What is the typical diet of the Caribbean population? What is the history of jerk spice? 	<ul style="list-style-type: none"> Research and explain the similarities and differences between Mexican and Central American cuisine. Identify flavor profiles of Central America. Determine and explain the cultural influences of the Caribbean cuisine. Explain and demonstrate cooking techniques of the Caribbean diet. Research how jerk seasoning was created. 	<ul style="list-style-type: none"> Individual Projects: Differences Between Mexican and Central American Cuisine Reference Chart: Key Ingredients in Central American Cuisine Creation of Caribbean Dishes Using Various Cooking Techniques 	Career Ready Practices CRP 1,2,4,6,7,8,11,12	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,4,6 11-12L 1,3,4,6
				Cluster Standards AG 1,2 HT 3	Literacy RST 1,2,4,7 WHST 2,4,5,6,7
				Pathway Standards AG-FD 2,3 HT-RFB 2,3,4,10	Math
Weeks 20-23 Global Cuisine 1: The Americas – South America	<ul style="list-style-type: none"> What is a common cooking method of Brazil? What are two staple ingredients in Peruvian cuisine? What is ceviche? What are some cultural influences of Portugal and Brazil? 	<ul style="list-style-type: none"> Research and demonstrate a common cooking method of Brazil. Explain the components of ceviche and demonstrate various recipes. Research and present on cultural influences of Portugal and Brazil. 	<ul style="list-style-type: none"> Food Challenge: Cooking Methods of South American Cuisine Ceviche Demonstration Individual Projects: Cultural Influences of Portugal and Brazil 	Career Ready Practices CRP 1,2,4,6,7,8,11,12	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,4,6 11-12L 1,3,4,6
				Cluster Standards AG 1,2 HT 3	Literacy RST 1,2,4,7 WHST 2,4,5,6,7
				Pathway Standards AG-FD 2,3 HT-RFB 2,3,4,10	Math
Weeks 24-25 Internship Rotation 2 Global Cuisine 2: Europe	<ul style="list-style-type: none"> Why are internships necessary? How does an internship experience contribute to a professional portfolio? What are three signature cooking methods in French cuisine? What are the differences in French and Italian cuisine? What was the impact of the Columbian Exchange on European cuisine in Italy, France, and Spain? 	<ul style="list-style-type: none"> Apply knowledge and skills from the classroom to internship situations. Explain how various food service professionals work together for the common goal of customer service. Explain the importance of professionalism and ethics in the workplace. Comply with workplace policies and regulations. Identify and demonstrate three signature cooking methods in French cuisine. Create a chart identifying the differences between French and Italian cuisine. Research and present on the effects of the Columbian Exchange on European cuisine. 	<ul style="list-style-type: none"> Internship Self-Assessment and Updated Employability Profile Food Preparation Using Three French Cooking Methods Chart: Differences Between French and Italian Cuisine Presentation: Effects of the Columbian Exchange on European Cuisine. 	Career Ready Practices CRP 1,2,4,6,7,8,10,11,12	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,4,6 11-12L 1,3,4,6
				Cluster Standards AG 1,2,5 HT 3,6	Literacy RST 1,2,4,7 WHST 2,4,5,6,7
				Pathway Standards AG-FD 2,3 HT-RFB 2,3,4,9,10	Math
Weeks 26-28 Global Cuisine 2:	<ul style="list-style-type: none"> How might Greece's geography contribute toward 	<ul style="list-style-type: none"> Research and present the geographical contributions to the development of 	<ul style="list-style-type: none"> Presentation: Geographical 	Career Ready Practices CRP 1,2,4,6,7,8,11,12	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Mediterranean and Middle East	<ul style="list-style-type: none"> the development of many regional cuisines rather than a single dominant cuisine? How does Greece's physical geography promote certain cooking methods? What are two ingredients commonly used in Tunisian cuisine? In what ways is Saudi Arabian cuisine similar to Maghreb cuisine? 	<ul style="list-style-type: none"> regional cuisines. Identify and explain the correlation between Greece's geography and cooking methods. Identify and demonstrate recipes used in Tunisian cuisine. Explain similarities of regional middle eastern cuisines. 	<ul style="list-style-type: none"> Contributions of Regional Cuisine Global Cuisine Projects Preparation of Tunisian Cuisine 		11-12SL 1,2,4,6 11-12L 1,3,4,6
				Cluster Standards AG 1,2 HT 3	Literacy RST 1,2,4,7 WHST 2,4,5,6,7
				Pathway Standards AG-FD 2,3 HT-RFB 2,3,4,10	Math
Weeks 29-32 Global Cuisine 2: Asia	<ul style="list-style-type: none"> Why is soy such an important ingredient in Japanese cuisine? What is China's influence on Japanese cuisine? What are the flavor profiles in Indian cuisine? 	<ul style="list-style-type: none"> Explain why soy is a prominent ingredient in Japanese cuisine. Identify and demonstrate the influence of China in Japanese cooking. Explain the flavor profiles in Indian cuisine. 	<ul style="list-style-type: none"> Think-Pair-Share Poster: Chinese Cooking Influences Identification of Various Indian Flavor Profiles Global Cuisine Projects 	Career Ready Practices CRP 1,2,4,6,7,8,11,12	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,4,6 11-12L 1,3,4,6
				Cluster Standards AG 1,2 HT 3	Literacy RST 1,2,4,7 WHST 2,4,7
				Pathway Standards AG-FD 2,3 HT-RFB 2,3,4,10	Math
Weeks 33-37 Internship Assessment Advanced Baking and Pastry	<ul style="list-style-type: none"> What were the areas of improvement as well as the challenges you experienced in your internship? What are the components of sabayon? Why is it necessary to temper chocolate? What is the rose piping technique? What is the process of making lace cookies? 	<ul style="list-style-type: none"> Reflect on and present a summary of their internship. Identify and explain the components of sabayon. Explain and demonstrate the process tempering chocolate. Demonstrate proper rose piping technique. Demonstrate and present the process of making lace cookies. 	<ul style="list-style-type: none"> Reflection Summary: Internship Experience Demonstration: Chocolate Tempering Technique Demonstration: Rose Piping Technique Using Buttercream Frosting Demonstration: Recipes for Lace Cookies 	Career Ready Practices CRP 1,2,4,6,7,8,10,11,12	ELA 11-12R 1,2,4,7 11-12W 2,4,5 11-12SL 1,2,6 11-12L 1,3,4,6
				Cluster Standards AG 1,5 HT 3,6	Literacy RST 1,2,4,7 WHST 2,4,7
				Pathway Standards AG-FD 2,3 HT-RFB 4,9,10	Math
Weeks 38-40 Professional Portfolio Project NOCTI Final	<ul style="list-style-type: none"> What are some things you have learned and how will you apply them to the culinary industry? How is your learning presented in your professional portfolio? 	<ul style="list-style-type: none"> Present work from professional portfolio explaining accomplishments and challenges. Explain what they have learned during the school year and how they will apply what they have learned to the industry. 	<ul style="list-style-type: none"> Professional Portfolio Presentation Reflection Essay: Learning and Application Final Practical Exam NOCTI Exam 	Career Ready Practices CRP 1,2,4,6,8,10,11	ELA 11-12R 1,2,4,7 11-12W 2,4,5 11-12SL 1,2,6 11-12L 1,3,4,6
				Cluster Standards AG 1,5 HT 3,6	Literacy RST 1,2,4,7 WHST 2,4,7
				Pathway Standards AG-FD 2,3 HT-RFB 4,9,10	Math

B. Teacher Certification

The self-study team reviews the teacher certification and training of the school or BOCES' instructional, paraprofessional, and support staff who deliver services within the CTE program seeking approval. New York State teacher certification review should include both CTE teachers and teachers of academic content within the proposed program.

Process

- Reviewers confirm that all CTE teachers hold appropriate New York State teacher certification for the program in which they will teach.
- Reviewers confirm that all teachers of academic content hold appropriate New York State teacher certification for the program in which they will teach.
- Reviewers confirm the appropriate NCLB highly-qualified status for the CTE teachers in programs offering academic credit.
- Reviewers confirm that staff delivering instruction in programs where certification, licensure, or registration by an external entity have acquired the necessary credentials.
- Reviewers confirm that professional development opportunities exist within the school district or BOCES for instructional, paraprofessional, and support staff to acquire and improve skills and knowledge related to instructional enhancement of the CTE program.

Documentation

Recommendations from the review of teacher certification should be included in the self-study report and reviewed by the external committee. A list of all teachers for the program and the New York State teacher certification(s) held by each must be attached to the Application for Career and Technical Education Program Approval.

Resources

New York State Office of Teaching Initiatives
<http://www.highered.nysed.gov/tcert/certificate/certprocess.htm>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

Search Results

Select	First Name	Last Name	MI	City	State	Registration Status
<input type="radio"/>	YALONDA	BUJE		SYRACUSE	NY	N/A

[View Detail](#)

Certificate Information for New York State Teaching Certificate Holder

Certificate Title	Issue / Effective Date	Expiration Date	Status
Culinary Careers 7-12 Transitional A Certificate	10/20/2015	01/31/2019	Issued

Certified by the State of New York solely for purposes of employment by the City School District of the City of New York and the operation of the School District.

First Name	Last Name	Middle Initial	City	State	Certificate Title	Effective Date	Expiration Date
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Search Certificate Holder

First Name:

Last Name:

Middle Initial:

Search Results

Select	First Name	Last Name	MI	City	State	Registration Status
<input checked="" type="radio"/>	VICKI	PARVESE	L	RICHLAND	NY	N/A

Certificate Information for New York State Teaching Certificate Holder

Certificate Title	Issue / Effective Date	Expiration Date	Status
Food Preparation(Cook/Chef) Permanent Certificate	09/01/2008		Issued
Teaching Assistant Temporary TA License	09/01/2000	08/31/2001	Expired
Teaching Assistant Continuing Certificate	09/01/2001		Issued
Food Preparation(Cook/Chef) Provisional Certificate	02/01/2004	01/31/2009	Expired

C. Technical Assessments Based on Industry Standards

The self-study team reviews the selection of a technical assessment for the program seeking approval. The selected technical assessment must be nationally-recognized and based on industry standards. It must be available to students enrolled in the approved program and must consist of three parts: written, student demonstration, and student project. Successful completion of the technical assessment is not a requirement for high school graduation, but is required for a student to earn a technical endorsement on the high school diploma. The New York State Education Department does not approve, endorse, or certify any technical assessment.

Process

- The school district or BOCES selects an appropriate industry standard technical assessment to measure student proficiency in the technical field for the program. The school district or BOCES may select a New York State licensing examination as the technical assessment.
- The school district or BOCES determines the scheduling and administration of technical assessments. It is not required that the technical assessment be administered at the conclusion of the program. Parts may be administered throughout a student's learning experience.
- The school district or BOCES determines the number of times a student may take a particular technical assessment.
- The school district or BOCES must comply with existing laws and regulations related to administration of technical assessments to students with disabling conditions and provide appropriate testing modifications. Restrictions on student eligibility for testing are the responsibility of the test producer.
- In the absence of an appropriate nationally-recognized industry standard based assessment, a consortium of local, regional, state, business and industry representatives may be formed to produce such an instrument.
 - Technical assessments must meet generally recognized psychometric criteria. Therefore, the consortium approach may be expensive because of the many steps required to insure assessment validity, reliability, and security.
 - An existing CTE advisory committee or craft committee is not a technical assessment consortium. The school district or BOCES must ensure that the assessment consortium adequately represents current business and industry standards for the specific career area for the program.
- Where an appropriate technical assessment exists, but consists of only one or two parts, a consortium must be formed to develop the missing part(s).
- The school district or BOCES must develop a system to collect student-level and program-level data on performance on the technical assessment.

Documentation

Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee.

Resources

New York State graduation requirements: <http://www.emsc.nysed.gov/part100/pages/1005.html>

Information on the Technical Endorsement: <http://www.emsc.nysed.gov/cte/ctepolicy/endorsement.html>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



SYRACUSE CITY SCHOOL DISTRICT

Jaime Alicea, Superintendent of Schools

Career and Technical Education

Robert Leslie, Director

The SCSD Culinary Arts program uses CTE Approved National Restaurant Association Educational Foundation (NRAEF) ProStart and the New York State Restaurant Association's Qualters Practical Assessment. More information about these assessments can be found here:

<http://www.nysra.org/nys-culinary-arts-certification.html>

<https://chooserestaurants.org/prostart>



SCSD CTE Student Portfolio

Definition: Student portfolios are a collection of personal documents, which showcase an individual’s learning experiences, goals and achievements. Student portfolios are created and controlled by the student, facilitated by the instructor, and evaluated by outside entities.

Purpose: Students should be able to leave a program with as many tools in their toolbox as possible. Student portfolios are a way to assist students in marketing themselves in future interviews, by using the portfolio to illustrate his or her skills and/or talents.

SCSD CTE Student Portfolio Requirements

<input type="checkbox"/>	Table of Contents:	This should list each section and piece of the portfolio in the order it appears
<input type="checkbox"/>	Cover letter	A cover letter introducing the student to a potential employer about a specific job in his or her chosen pathway. Should focus on why the student is the best candidate for the job. It should compliment the resume, not repeat it.
<input type="checkbox"/>	Resume	Should be professionally formatted. Usually a one-page document listing the student’s name, personal information (address, phone, and email), an objective, work history or extracurricular/community involvement, education, certifications/credentials, personal skills/interests, and references.
<input type="checkbox"/>	Letters of Recommendation	Students must include at least two (2) reference letters, provided by people outside the school who are familiar with his or her work or character. The reference letters can be employment-related, personal, or they can attest to the character of the student.
<input type="checkbox"/>	Certifications/Credentials	Students should include copies of any credentials and/or certifications they have earned as a result of their program.
<input type="checkbox"/>	Transcript	Student provides a copy of his or her full academic transcript.
<input type="checkbox"/>	Employability Profile	<p>Per NYSED: The work skills employability profile is intended to document student attainment of technical knowledge and work-related skills. Documents to validate skills reported on the profile could include, but are not limited to, an employer/teacher review of student work based on learning standards and expectations in the workplace, performance evaluations and observations.</p> <p>Students must have at least one employability profile completed within one year prior to school exit. If a student is involved in a number of work-based learning experiences and/or is employed part time, he/she may also have additional employability profiles as completed by others knowledgeable about his or her skills (e.g.,</p>

	employer and/or job coach).
<input type="checkbox"/>	College Research A written research assignment focusing on three colleges offering programs in the student's chosen career pathway.
<input type="checkbox"/>	Career Plan Per NYSED: "Career Plans are an important mechanism to add relevance and meaning to learning experiences across subject areas. The career development model used to create the Career Plan aligns with the CDOS standards." A Career Plan document can be found here: http://www.p12.nysed.gov/cte/careerplan/docs/SecondaryCommencLvl.pdf
<input type="checkbox"/>	Student Awards This section is completely open ended. Students should use this section to illustrate any awards, projects, exemplars, service learning, or scholarships, they participated or earned during their high school years. They can show evidence through pictures, project documentation, news articles, program agendas, meeting minutes, videos, etc.
<input type="checkbox"/>	Work Samples Examples highlighting <i>only the student's best work</i> , demonstrating the skills and competencies he or she has mastered. These should be presented professionally and be clearly captioned. Should not be thought as a scrapbook. Potential employers are only interested in the very best examples.

D. Postsecondary Articulation

The self-study team reviews the postsecondary articulation agreement for the program seeking approval. Postsecondary articulation agreements help students prepare for the transition from high school to advanced study in a particular career area. Articulation agreements provide direct benefits to students such as dual credits, college credits, advanced standing, or reduced tuition at a postsecondary institution. Articulation agreements may include several school districts and/or BOCES and multiple postsecondary institutions. The school district or BOCES may enter into multiple articulation agreements for a program seeking approval.

Process

- Reviewers confirm that the postsecondary articulation agreement is designed to prepare students for the transition from high school study to postsecondary study in the career area of the program seeking approval.
- Reviewers confirm that a postsecondary articulation agreement has been obtained that offers direct benefits to students in the program seeking approval.
- Reviewers confirm that the postsecondary articulation agreement includes the
 - prerequisite skills, knowledge, or coursework required of students to participate in the agreement
 - roles and responsibilities of each institution
 - duration of the agreement
 - endorsement by officials of each institution
- Signed articulation agreements must be on file within the school district or BOCES.

Documentation

Documentation of the postsecondary articulation agreement is maintained by the school district or BOCES and updated whenever modifications are made. Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee. A copy of the signed postsecondary articulation agreement must be attached to the Application for Career and Technical Education Program Approval.

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

**Articulation Agreement
between
Syracuse City School District (SCSD)
725 Harrison St, Syracuse, NY
and
Onondaga Community College
4585 West Seneca Turnpike, Syracuse, NY**

The signatories of this articulation agreement, Syracuse City School District (SCSD) and Onondaga Community College (OCC), declare their intention to participate in a partnership for the purpose of delivering educational instruction to eligible students. The parties to this agreement have reached the following understanding:

1. Term

The term of this agreement shall be for four years from January 1, 2018-June 30, 2021 and subject to the following conditions:

- Both parties have the option to extend this Agreement for one (1) additional four-year period giving written notice to the College no later than ninety (90) days prior to the expiration date.

2. Modification and Waiver

No waiver or modifications shall be valid unless it is in writing and signed by OCC and SCSD.

3. Curriculum and Courses

- Students who have enrolled in the Culinary Arts program at Syracuse City School District will be eligible to enroll in College Credit Now and earn credit for:
 - CIS 100, Information and Computer Literacy, subject to an annual Memorandum of Understanding and the availability of a credentialed high school instructor or the identification of an OCC faculty member to teach the course on-premises at the Institute of Technology at the Syracuse City School District; and;
- Students who have enrolled in and successfully complete the Culinary Arts program at Syracuse City School District will be eligible to earn credit for:
 - FSA 101, Cooking Basics, for graduates of ITC with a CTE designation in Culinary Arts and grades of C or higher; and;
 - FSA 100, Food Service Sanitation, for graduates of ITC with a CTE designation in Culinary Arts and successful completion of the Serv Safe Manager certification program.
- The above courses are offered as follows:
 - CIS 100, FSA 101, and FSA 100 are courses within the Hospitality Management, A.A.S. degree at OCC.
- Tuition for concurrent enrollment courses will be incurred according to all applicable requirements in place by the State University of New York. For courses taught by Onondaga Community College faculty, the Syracuse City School District will additionally incur the cost set by annual Memorandum of Understanding between SCSD and OCC.

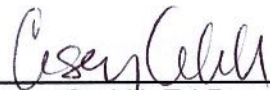
- Students will be assisted in the course registration process by OCC. Students will also be supported in the admission process to Onondaga Community College through a specialized workshop and the Office of Student Recruitment.

4. Students

Each student must enroll and remit payment as required by SUNY for the course(s) with OCC through the College Credit Now registration process as directed by the Director of Concurrent Enrollment and Secondary School Programs.

5. Entire Agreement

This Agreement Constitutes the entire Agreement between the College and SCSD with respect to the subject matter hereof. This Agreement supersedes any and all other agreements, whether oral or in writing, between parties with respect to the subject matter hereof.



Casey Crabill, Ed.D.
President
Onondaga Community College



Jaime Alicea
Superintendent
Syracuse City School District

3/7/18

Date

2/1/18

Date

E. Work-based Learning

Work-based learning (WBL) is the “umbrella” term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students to develop broad, transferable skills for postsecondary education and the workplace. A quality WBL experience can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.

Time requirements that students in an approved program may devote to work-based learning experiences are set by administrators of the approved program. This time should be an outcome of the self-study report and external review phases of the approval process. Work-based learning experiences must be sufficient in length and rigor to contribute to student achievement of the State learning standards as well as specific technical competencies.

Process

- The school district/BOCES and the employer cooperatively plan all work experiences.
- The school district/BOCES set up a formal procedure for the supervision/coordination of all work-based learning experiences and must ensure that work-based learning coordinators are appropriately certified.
- The school district/BOCES provide work-based learning experiences for students with disabilities
- The school district/BOCES and employer must ensure compliance with federal and state labor laws, and the State Department of Labor regulations and guidelines.
- The school district/BOCES must explore and develop work-based learning experiences in settings that are relevant to the program.
- The school district/BOCES must comply with Commissioner’s Regulations and Department policy where credit towards graduation is being awarded.

Documentation

Recommendations for work-based learning should be included in the self-study report and reviewed by the external committee.

Resources

New York State Education Department Work Experience Manual
<http://www.emsc.nysed.gov/cte/wbl/>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



SYRACUSE CITY SCHOOL DISTRICT
Career and Technical Education

CTE

Internship Handbook

Preparing today's students for tomorrow's careers.



Syracuse City School District

Career and Technical Education Internship

Introduction to Career & Technical Education Work Based Learning

Introduction to Syracuse City School District CTE Internship

Career & Technical Education Program/Teacher Guidelines

1. Legal requirements of Internship Program
2. Career & Technical Education Program/Teacher Checklist

Employer Internship Partner Guidelines

1. Employer Safety Requirements
2. Expectations and responsibilities of the employer partner
3. Worksite/Employer Internship Partner Checklist

Student Intern Guidelines

1. Student Intern expectations and responsibilities
2. Student Internship Checklist

FORMS

- NYSED Application for Employment Certificate (NYSED form attached)
- SCSD Certificate of insurance to cover student liability (sample attached)
- SCSD Memorandum of Agreement (Form #1)
- SCSD Internship Program Application (Form #2)
- SCSD Internship Ready to Work Assessment (Form #3)
- SCSD Internship Training Plan (Form #4)
- SCSD Notification of unpaid internship (Form #5)
- SCSD Internship Safety Certification (Form #6)
- SCSD Worksite Orientation (Form #7)
- SCSD Weekly Time Log/Record of Attendance (Form #8)
- SCSD Student Evaluation (Form #9)
- SCSD Mentor Program Evaluation (Form #10)

Forms are available on SCSD CTE website www.syracusecityschools.com/cte



Introduction

Syracuse City School District Career and Technical Education Work Based Learning

Learning in the workplace is not a new concept. Informal, on-the-job training is an integral part of all workforce development. Work based learning (WBL) provides structured learning experiences for students through exposure to a range of occupations. The Harvard University report, Pathways to Prosperity (February, 2011) suggested that “Work-linked learning should play an especially important role in the new American system of pathways to prosperity. There is mounting evidence that this would be an effective strategy for encouraging young adults to complete both high school and post-secondary degrees. Co-operative education is a tested model that provides students with extensive work experience that is monitored by the school.”

Learning in the workplace is connected to and supports learning in the classroom. Work based learning also helps students achieve established academic standards. Properly developed and supported, work based learning provides a practical context for school subject matter and enhances the traditional classroom learning. Workbased learning activities promote the development of broad, transferable skills and are a key element of a rigorous and relevant education for students. It enables students to acquire the attitudes, skills and knowledge needed to succeed in today’s workplace.

Employer partners can develop and support work based learning experiences that promote the attainment of workplace knowledge and skills. In doing so, they can support academic achievement and personal growth by designing, structuring, supporting and connecting work based learning experiences. Work based learning also supports professional, technical, and work-readiness skills development. Quality work based learning should:

- Be designed to enhance the learning of skills and workplace knowledge in all aspects of the industry
- Be structured to be safe, legal and measurable
- Be developmentally appropriate
- Have identified learning objectives and assess student performance
- Develop career ready practices and provide opportunities for reflection
- Be supported and documented by appropriate planning and training; and
- Comply with State and Federal labor laws

Syracuse City School District Career and Technical Education Internship

A Career and Technical Education Internship provides an important link between the classroom and the workplace for students age 16 and older. It is a structured, time-limited, career preparation activity in which students are assigned to a workplace for a defined period of time to participate in and observe firsthand within a given industry. The internship enhances and adds relevance to classroom learning. The internship may provide the opportunity to work in teams, rotate through a number of departments and job functions, or work on a project of interest to the student. It is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students are given the opportunity to apply, and thereby enhance, the knowledge and skills obtained in the classroom. The internship is related to the student’s CTE program of study, with the primary goals of promoting:

- The exploration of and experience in a field of interest
- Exposure to a wide range of careers and jobs within an industry
- Opportunities to develop, practice and demonstrate new skills
- The acquisition of occupational knowledge and awareness of the skills and education needed to be successful in the industry



Career & Technical Program/ Teacher Guidelines

Legal Requirements of SCSD CTE Internship Program

All Career and Technical Education Internship Programs have the common objective of providing opportunities for students to develop and demonstrate job skills at a supervised worksite. They are supported by training plans developed cooperatively by the employer, instructor, and student. There should be ongoing communication between the job mentors and the CTE teacher or work based learning coordinator concerning students' performance and needs.

Each internship program needs to have the following:

- New York State Education Department (NYSED) approval of the CTE program
- The employer understands that the student placement is governed by NYSED, New York State Workers' Compensation Board (NYSWCB), New York State Department of Labor (NYS DOL), and United States Department of Labor (USDOL) labor laws and regulations
- Employer is provided a Certificate of Insurance from school where school liability insurance protects the employer from any damage student may do in the workplace
- Students are given written notification that this program is unpaid and they are not due any wages per NYSDOL regulations
- Per NYS, students are required to receive coverage under the employer's Workers' Compensation Insurance if student is interning for a for-profit company. If student is interning at a non-profit entity, the student is required to be covered by the employer's visitors or volunteer insurance.
- Worksite must be in compliance with Occupational Safety and Health Administration (OSHA) regulations. Health and safety instruction/training appropriate for the job is provided by the SCSD and employer specific training is provided by the employer on the worksite.
- Memorandum of Agreement is in effect between the cooperating business and the education agency and outlines the responsibilities of the student, employer, parent/guardian, and school/coordinator, all of whom must sign to confirm their support of the agreement.
- Students complete an Internship Application indicating their understanding of, and agreement to, all rules and regulations of the program.
- Students receive instruction embedded within their CTE curriculum relating to the technical and career ready practices.
- An Internship Training Plan (ITP) is developed and used for each participating student. The plan identifies the general and specific job tasks the student will perform on the job, the desired learning outcomes of the experience, and the time frame the student will spend at each task. The training plan should be designed to ensure that the student will have a progressive learning experience.
- All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects. No students on academic probation will participate in the internship.
- Employment Certificate (Working Papers) for students provide verification that a student under age 18 is eligible for employment. The student, employer, and school must complete the form. Employment certificates are obtained at the high school – typically the main office, health office, or guidance office.
- Time Log/Record of Attendance provides an official record of the weekly and cumulative hours the student has worked during the experience. It must be maintained for each student.
- An intern evaluation will be done by the CTE teacher before the internship, at the midpoint of the internship and at the end of the internship. This same form will be completed by the on-site supervisor in the midpoint and at the end of the internship.



SCSD CTE Internship Program Checklist (To be completed by CTE teacher or WBL coordinator)

- NYSED has approved the CTE program
- The employer understands that the student placement is governed by NYSED, NYSWCB, NYSDOL, and USDOL labor laws and regulations
- NYSED Application for Employment certificate (working papers, usually available in school counseling office) has been verified (NYSED form attached)
- Employer is provided with a Certificate of Insurance from school to cover liability (sample attached)
- A written Memorandum of Agreement is in effect between the cooperating business and the education agency (**Form #1**)
- Students complete an Internship Application indicating their understanding of, and adherence to all rules and regulations set forth by the program. (**Form #2**)
- Students receive instruction embedded within their CTE curriculum relating to the technical and Career Ready Practices. The CTE teacher and the student have completed the SCSD CTE Internship Ready to Work Assessment (**Form #3**)
- An Internship Training Plan (ITP) is developed and used for each participating student (**Form #4**)
- Students are given written notification that this program will be unpaid and they are not due any wages per NYS DOL regulations (**Form #5**)
- All SCSD internship candidates have received appropriate safety certification for the industry provided by the school before internship and employer specific training and orientation is provided by the employer on the worksite (**Form #6 & Form #7**)
- All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects
- Review Time Log/Record of Attendance which serves as an official record of the hours the student has worked during the experience (**Form #8**)

REQUIRED FORMS

NYSED Application for Employment Certificate

Certificate of Insurance

SCSD Memorandum of Agreement
(**Form #1**)

SCSD Internship Program Application
(**Form #2**)

SCSD Internship Ready to Work Assessment
(**Form #3**)

SCSD Internship Training Plan
(**Form #4**)

SCSD Notification of unpaid internship
(**Form #5**)

SCSD Internship Safety Certification
(**Form #6**)

SCSD Worksite Orientation
(**Form #7**)

SCSD Weekly Time Log/Record of Attendance
(**Form #8**)

Forms are available online at the SCSD CTE website : www.syracusecityschools.com/cte

CTE Teacher/WBL Coordinator

Date



Employer Internship Partner Guidelines

SCSD CTE Internship Employer Requirements

Safety

At all times, both school personnel and the employment site personnel must take appropriate steps to ensure that safe practices are stressed and followed. However, it is impossible to guarantee that no injuries resulting in medical expenses and liability will occur. The following prudent steps are encouraged:

1. In-school course content must include training related to safety at the worksite. Appropriate safety certification should be offered if possible. SCSD internship candidates will have received appropriate safety training before beginning their internship.
2. Any sites used for SCSD CTE internships will be reviewed by school personnel prior to placing a student at the worksite.
3. Employers must provide safety training information to interns as they would a new employee. Safety training must be provided if the employer engaged in a particularly hazardous occupation for minors as defined by the USDOL.
4. Provisions for student safety must be included as part of the training agreement signed by the employer, student, parent, and school representative.

Types of Liability Insurance and Risk Management

Workers' Compensation and Employer Liability Insurance

All employers will have a policy that provides coverage for the Workers' Compensation statutory benefits as well as liability coverage for certain employment-related situations. Verification of employer's Workers Compensation insurance will be included in the Memorandum of Agreement. The SCSD will also have insurance that covers the student participating in a school-related internship experience.



SCSD CTE Internship Expectations & Responsibilities of Employer

Before

- Determine projects or activities that would be appropriate for your student intern
- Communicate with staff that an intern will be at the workplace and identify mentors
- Designate one employee, the on-site supervisor, to work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan

During

- Provide student with a Work Site Orientation to organization and any required training
- Train student intern for your work site, including all work site safety training
- Maintain a quality, safe and legal learning experience; provide effective supervision
- Use the Internship Training Plan as a guide for the internship; hold intern to employee standards/expectations; oversee, direct, and provide adequate tasking to maximize learning
- Meet with coordinator/teacher and student to decide on an ongoing communications strategy
- Evaluate intern work and provide constructive criticism
- Assist student in working toward learning outcomes
- Coordinate student schedule, approve weekly timesheets
- Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections
- Complete a student evaluation midway through internship and discuss with student

After

- Complete a final evaluation of the student
- Hold debriefing session and review performance with the student and teacher
- Complete a Program Evaluation



SCSD CTE Internship Employer Internship Partner Checklist (To be completed by On-Site Supervisor/Mentor)

- Meet with coordinator/teacher and student to agree on ongoing communication strategy (e-mail, text, telephone, etc.)
- A written Memorandum of Agreement is in effect between the cooperating business and the education agency ([Form #1](#))
- Work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan ([Form #4](#))
- Coordinate student schedule, approve weekly time log/record of attendance ([Form #8](#))
- Communicate with staff that an intern will be at the workplace and identify on-site supervisor and/or mentor

On-Site Supervisor _____

Mentor Name _____

- Provide student with Work Site Orientation to organization and any required training (Form #7)
- Create and maintain a quality, safe and legal learning experience
- Hold intern to employee standards/expectation; provide student support and candid feedback
- Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections
- Complete an interim SCSD CTE Internship Ready to Work Assessment of student performance and discuss with student ([Form #3](#))
- Provide effective supervision
- Complete a final assessment of the student ([Ready to Work Assessment, Form #3 and Student Training Plan, Form #4](#))
- Complete a program evaluation ([Form #10](#))

REQUIRED FORMS

SCSD Memorandum of Agreement
(Form #1)

SCSD Internship Ready to Work
Assessment
(Form #3)

SCSD Internship Training Plan
(Form #4)

SCSD Worksite Orientation
(Form #7)

SCSD Weekly Time Log/Record of
Attendance
(Form #8)

SCSD Mentor Program Evaluation
(Form #10)

*Forms are available online at the SCSD CTE
website : www.syracusecityschools.com/cte*

Employer/ Mentor

Date



Student Intern Guidelines

Expectations and Responsibilities of Students

Before

- Obtain working papers (if under 18)
- Return Internship Application and all permission slips with appropriate signatures
- Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan

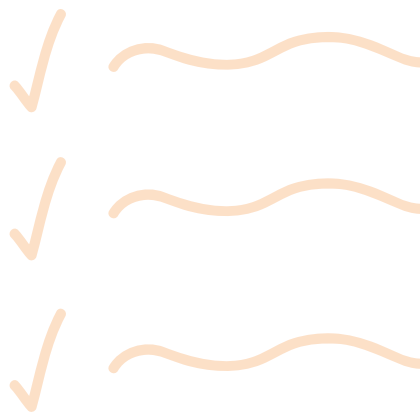
During

- Attend Orientation at the worksite
- Observe all workplace rules and regulations particularly those applicable to safety and security concerns
- Perform all duties, jobs and assigned tasks; treat internship like a real job
- Maintain regular work schedule and notify supervisor in advance of any vacation/appointments
- Track your hours as instructed on Weekly Timesheet
- Develop skill specific learning outcomes with your worksite supervisor
- Participate in ongoing reflection journal activities and skill building classroom assignments
- Communicate with your teacher/coordinator and worksite supervisor if issues arise
- Keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record of Attendance, and evaluations)

After

- Participate in self-evaluation and reflection activities
- Update your resume based upon new skills and experiences gained
- Send thank you note to employer

TO DO...



SCSD CTE Internship Student Checklist (To be completed by student)

- Obtain NYSED Application for Employment Certificate (usually available in school counseling office, application attached)
- A written Memorandum of Agreement is in effect between the cooperating business, the education agency, and signed by student and parents (**Form #1**)
- Return Internship Application (**Form #2**) and all permission slips with appropriate signatures
- Develop skill specific learning outcomes with your worksite supervisor
- Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan for the internship (**Form #4**)
- Attend orientation at the worksite (**Form #7**)
- Observe all workplace rules and regulations particularly those applicable to safety and security concerns
- Perform all duties, jobs and assigned tasks; treat internship like a real job
- Maintain regular work schedule and notify supervisor in advance of any vacation/appointments
- Track you hours as instructed on time log/record of attendance (**Form #8**)
- Participate in ongoing reflection activities and skill building classroom assignments
- Communicate with your teacher/coordinator and worksite supervisor, if issues arise and keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record of Attendance, and evaluations)
- Participate in self-evaluation and reflection activities (**Forms #3 & #9**)
- Update your resume based on new skills and experiences gained
- Send thank you note to employer

REQUIRED FORMS

SCSD Memorandum of Agreement
(Form #1)

SCSD Internship Program Application
(Form #2)

SCSD Internship Ready to Work
Assessment
(Form #3)

SCSD Internship Training Plan
(Form #4)

SCSD Worksite Orientation
(Form #7)

SCSD Weekly Time Log/Record of
Attendance
(Form #8)

SCSD Student Evaluation
(Form #9)

*Forms are available online at the SCSD CTE
website : www.syracusecityschools.com/cte*

Student

Date



SCSD CTE Internship Forms

NYSED Application for Employment Certificate

SCSD Certificate of Insurance to Cover Student Liability (Sample)

Form #1 SCSD Memorandum of Agreement

Form #2 SCSD Internship Program Application

Form #3 SCSD Internship Ready to Work Assessment

Form #4 SCSD Internship Training Plan

Form #5 SCSD Notification of unpaid internship

Form #6 SCSD Internship Safety Certification

Form #7 SCSD Worksite Orientation

Form #8 SCSD Weekly Time Log/Record of Attendance

Form #9 SCSD Student Evaluation

Form #10 SCSD Mentor Program Evaluation

Forms are available on SCSD CTE website at www.syracusecityschools.com/cte



THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NY 12234

APPLICATION FOR EMPLOYMENT CERTIFICATE

See reverse side of this form for information concerning employment of minors.

All signatures must be handwritten in ink, and applicant must appear in person before the certifying official.

PART I – Parental Consent – (To be completed by applicant and parent or guardian)

Parent or guardian must appear at the school or issuing center to sign the application for the first certificate for full-time employment, unless the minor is a graduate of a four-year high school and presents evidence thereof. For all other certificates, the parent or guardian must sign the application, but need not appear in person to do so.

Date.....

I, Age
[Applicant]

Home Address apply for a certificate as checked below
[Full Home Address including Zip Code]

- Nonfactory Employment Certificate – Valid for lawful employment of a minor 14 or 15 years of age enrolled in day school when attendance is not required.
- Student General Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age enrolled in day school when attendance is not required.
- Full-Time Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age who is not attending day school.

I hereby consent to the required examination and employment certification as indicated above.

.....
[Signature of Parent or Guardian]

PART II – Evidence of Age – (To be completed by issuing official only)

..... – Check evidence of age accepted – Document # (if any)
[Date of Birth]

Birth Certificate State Issued Photo I.D Driver’s License Schooling Record Other.....
[Specify]

PART III – Certificate of Physical Fitness

Applicant shall present documentation of physical exam from a school or private physician, physician’s assistant or nurse practitioner licensed to practice within New York State. Said examination must have been given within 12 months prior to issuance of the employment certificate. Date of physical exam on file with school If physical exam is over 12 months, provide student with certificate of physical fitness to be completed by school medical director or private health care provider. If the physical exam or Certificate of Physical Fitness is limited with regards to allowed work/activity, the issuing official shall issue a Limited Employment Certificate (valid for a period not to exceed 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes jobs. Enter the limitation on the employment certificate. THE PHYSICIAN’S CERTIFICATION SHOULD BE RETURNED TO THE APPLICANT.

PART IV – Pledge of Employment – (To be completed by prospective employer)

Part IV must be completed only for: (a) a minor with a medical limitation; and (b) for a minor 16 years of age or legally able to withdraw from school, according to Section 3205 of the Education Law, and must show proof of having a job.

The undersigned will employ residing at
[Applicant]

as at
[Description of Applicant’s Work] [Job Location]

for days per week hours per day, beginning a.m. p.m.

..... Factory ending..... a.m. p.m.
[Name of Firm]

..... Nonfactory
[Address of Firm]

..... Starting date
[Telephone Number] [Signature of Employer]

PART V – Schooling Record – (To be completed by school official)

Part V must be completed only for a minor 16 years of age who is leaving school and resides in a district (New York City and Buffalo) which require a minor 16 years of age to attend school, according to Section 3205 of the Education Law.

I certify that the records of
[Name of School] [Address]

Show that whose date of birth is
[Name of Applicant]

Is in grade.....
[Signature of Principal or Designee]

PART VI – Employment Certification – (To be completed by issuing official only)

Certificate Number Date Issued

.....
[School or Issuing Center] [Address] [Signature of Issuing Officer]

THIS APPLICATION DOES NOT AUTHORIZE EMPLOYMENT

GENERAL INFORMATION

An employment Certificate (Student Nonfactory, Student General, or Full Time) may be used for an unlimited number of successive job placements in lawful employment permitted by the particular type of certificate.

A Nonfactory Employment Certificate is valid for 2 years from the date of issuance or until the student turns 16 years old, with the exception of a Limited Employment Certificate. A Limited Employment Certificate is valid for a maximum of 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes job. It may be accepted only by the employer indicated on the certificate.

A new Certificate of Physical Fitness is required when applying for a different type of employment certificate, if more than 12 months have elapsed since the previous physical for employment.

An employer shall retain the certificate on file for the duration of the minor's employment. Upon termination of employment, or expiration of the employment certificate's period of validity, the certificate shall be returned to the minor. A certificate may be revoked by school district authorities for cause.

A minor employed as a Newspaper Carrier, Street Trades Worker, Farmworker, or Child Model, must obtain the Special Occupational Permit required.

A minor 14 years of age and over may be employed as a caddy, babysitter, or in casual employment consisting of yard work and household chores when not required to attend school. Employment certification for such employment is not mandatory.

An employer of a minor in an occupation which does not require employment certification should request a Certificate of Age.

PROHIBITED EMPLOYMENT

Minors 14 and 15 years may not be employed in, or in connection with a factory (except in delivery and clerical employment in an enclosed office thereof), or in certain hazardous occupations such as: construction work; helper on a motor vehicle; operation of washing, grinding, cutting, slicing, pressing or mixing machinery in any establishment; painting or exterior cleaning in connection with the maintenance of a building or structure; and others listed in Section 133 of the New York State Labor Law.

Minors 16 and 17 years of age may not be employed in certain hazardous occupations such as: construction worker; helper on a motor vehicle, the operation of various kinds of power-driven machinery; and others listed in Section 133 of the New York State Labor Law.

HOURS OF EMPLOYMENT

Minors may not be employed during the hours they are required to attend school.

Minors 14 and 15 years of age may not be employed in any occupation (except farmwork and delivering, or selling and delivering newspapers):

When school is in session:

- more than 3 hours on any school day, more than 8 hours on a nonschool day, more than 6 days in any week, for a maximum of 18 hours per week, or a maximum of 23 hours per week if enrolled in a supervised work study program approved by the Commissioner.
- after 7 p.m. or before 7 a.m.

When school is not in session:

- more than 8 hours on any day, 6 days in any week, for a maximum of 40 hours per week.
- after 9 p.m. or before 7 a.m.

This certificate is not valid for work associated with newspaper carrier, agriculture or modeling.

Minors 16 and 17 years of age may not be employed: --

When school is in session:

- more than 4 hours on days preceding school days; more than 8 hours on days not preceding school days (Friday, Saturday, Sunday and holidays), 6 days in any week, for a maximum of 28 hours per week.
- between 10 p.m. and 12 midnight on days followed by a school day without written consent of parent or guardian and a certificate of satisfactory academic standing from the minor's school (to be validated at the end of each marking period).
- between 10 p.m. and 12 midnight on days not followed by a school day without written consent of parent or guardian.

When school is not in session:

- more than 8 hours on any day, 6 days in any week, for a maximum of 48 hours per week.

EDUCATION LAW, SECTION 3233

"Any person who knowingly makes a false statement in or in relation to any application made for an employment certificate or permit as to any matter by this chapter to appear in any affidavit, record, transcript, certificate or permit therein provided for, is guilty of a misdemeanor."



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
	PHONE (A/C, No, Ext):	FAX (A/C, No):
INSURED	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	
	NAIC #	
	INSURER A :	
	INSURER B :	
	INSURER C :	
INSURER D :		
INSURER E :		
INSURER F :		

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR 500,000 Retained GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A WC STATUTORY LIMITS OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER**CANCELLATION**

CERTIFICATE HOLDER	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

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Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

Memorandum of Agreement

(Form #1)

Type of Work Based Learning Experience: Non-Paid Internship

This Work Based Learning Experience Agreement is entered into by and between the Syracuse City School District (SCSD) _____ (Student), his/her Parents/Guardian, _____ (Parent/Guardian), and his/her Work Experience Employer, _____ (Employer), on the date indicated below, whereby the Student will participate in a CTE Internship (Program at the Employer's place of business located at _____, on _____, during the hours of _____).

THE STUDENT UNDERSTANDS THAT HIS/HER CONDUCT IS A REFLECTION UPON THE SCHOOL NAME AND AGREES THAT HE/SHE WILL:

1. Provide his/her own transportation to and from the Employer's place of business (the SCHOOL, the Student's home school, the SCHOOL and the Employer are in no way responsible for providing the Student with transportation to and/or from the Employer's place of business at any time or for any incidents or accidents which may occur while the Student is on route to or from the Employer's place of business)
2. Demonstrate a conscientious attitude and be honest, punctual, cooperative, courteous and willing to learn while at the Employer's place of business.
3. Keep regular attendance as agreed upon with the Employer, excluding Employer-observed holidays, days on which the Employer's place of business is closed or other legal absences and understands that his/her attendance will be taken from his/her weekly attendance reports.
4. Keep regular attendance at his/her home school.
5. Give the Employer as much advance notice as possible if unable to report for work or to do so in a timely manner and contact the CTE teacher at (315) _____.
6. Report to SCHOOL if the Internship location is closed for any reason during at time in which the student is scheduled to be at the Internship location and SCHOOL is in session.
7. Complete weekly time log/record of attendance (Form # 8) reports as required by SCHOOL.
8. Engage in only those work based learning experiences approved by the supervisor at the work-site.

THE EMPLOYER AGREES THAT IT WILL:

1. Not permit the Student to replace any paid employee (in the case of an Internship).
2. Advise the Student of all company rules, regulations and policies which relate to the Student.
3. Explain to the Student the responsibilities and duties of his/her internship and shall correlate on-the-job training with safety instructions given by the SCHOOL.
4. The work of the Student in occupations declared particularly hazardous by the U.S. Department of Labor shall be (i) incidental to the Student's training; (ii) intermittent and for short periods of time; and (iii) under the direct and close supervision of a qualified and experienced person.
5. Provide direct supervision by an authorized employee to the Student as needed.
6. Complete an accident report form and return to SCHOOL in the event of an accident.
7. Review the Student's performance with him/her on a weekly basis and sign a weekly time sheet, complete an evaluation of the Student on forms provided by the SCHOOL.
8. Inform the SCHOOL Instructor/Coordinator when the Student is absent or not performing adequately by calling (315) _____.



(Form #1 Continued)

- Observe any and all laws that may relate to the Student's work experience.

THE SCHOOL AGREES THAT IT WILL:

- Carry the insurance listed for students during class activities including internships, job experiences and work placement.
- Accident Insurance: SCHOOL carries tertiary accident insurance to cover medical expenses as a result of an accident. The parent's health insurance is primary and the home school district would be secondary. General Liability Insurance: SCHOOL carries general liability insurance to cover up to one million dollars for a single event. As added protection, a ten million dollar umbrella policy is also in effect.
- Assist the Student in securing internship placement regardless of his/her sex, race, color, national origin or disability (all inquiries and/or complaints regarding discrimination should be directed to the compliance officer, Patty Clark, SCSD Central Office, 725 Harrison Street, Syracuse, New York 13210. Telephone: (315) 435-4131.
- Provide the STUDENT with safety instructions correlated by the EMPLOYER with on-the-job training.
- Review with the Student and the Employer their respective responsibilities and obligations while participating in the Program.

The parties/signatories hereby agree that good communication and understanding between them is vital if the objectives of this Program are to be met and that joint conferences between the Student, Employer, Parent/Guardian, Instructor, and others may be scheduled from time to time in order to discuss:

- the student's progress
- any misunderstandings
- the reason for termination of the Agreement

This Agreement is not in effect until signed by all parties. This Agreement may be terminated at any time by any party upon written notice to the other parties.

We the undersigned, have reviewed and agreed to the terms and conditions set forth herein.

Date	____/____/____	_____	Student
Date	____/____/____	_____	Parent/ Guardian
Date	____/____/____	_____	Daytime Phone
		_____	Evening Phone
Date	____/____/____	_____	Employer/ Supervisor
Date	____/____/____	_____	CTE Teacher
Date	____/____/____	_____	Home School Principal

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law.

Inquiries regarding the District's non-discrimination policies should be directed to:

Executive Director of Student Support Services, Civil Rights Compliance Officer, Syracuse City School District, 725 Harrison Street • Syracuse, NY 13210 (315) 435-4131, Email: CivilRightsCompliance@scsd.us





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

CTE Internship Program Application Form

(Form #2)

Personal Information

Last Name	First Name	Age	Date of Birth
Street		Home Telephone Number	Cell Phone Number
City, State, Zip		Emergency Contact Name	Telephone Number
Email Address		Relationship to Emergency Contact	
Primary Parent/ Guardian Name		Parent/ Guardian's Telephone Number	
Primary Parent/ Guardian Email		Home	
		Cell	
Secondary Parent/ Guardian Name		Secondary Parent/ Guardian's Telephone Number	
Secondary Parent/ Guardian Email		Home	
		Cell	
Working Papers Certificate Number		SCSD Student schedule should be attached to this form	
		School Counselor	

School Year Training/ Work Schedule Availability

Please list the hours you can work during a typical weekly schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Please check applicable box: Fixed Schedule Schedule will vary

Sports, Clubs, and Other Activities

Transportation

Please check the appropriate response

Do you have a license? <input type="checkbox"/> Yes <input type="checkbox"/> No	If YES, which license do you have? <input type="checkbox"/> Full License <input type="checkbox"/> Junior License
Do you drive to school? <input type="checkbox"/> Yes <input type="checkbox"/> No	License Number:

If you do not have a license, how do you plan on getting to and from your internship?

Public Transportation Other



(Form #2 Continued)

INSURANCE COVERAGE IN CASE OF INJURIES TO STUDENT AT INTERNSHIP:

EMPLOYER’S WORKER’S COMPENSATION MUST COVER THE STUDENT IN CASE OF INJURIES AT TRAINING SITE.

PROGRAM AWARENESS STATEMENT TO BE CHECKED BY STUDENTS:

- In order to receive credit for my work-based learning experience, I must be training at a legal site approved by the school’s CTE Teacher or work-based learning coordinator.
- I must notify my CTE teacher or work-based learning coordinator immediately if there is a change of work schedule or duties at the training site.
- Failure to report any disciplinary action, termination, or proper documentation of hours may result in the student not earning school credit.
- Students must present all daily attendance records to CTE teacher or work-based learning coordinator weekly and complete all assignments related to the program.
- I must immediately notify my work-based learning coordinator if I have or develop any medical condition(s) which affects my ability to participate in training, such as allergies, lifting heavy items, movement, standing, sitting, migraine headaches, etc. If there are any current conditions, please state them below. The presence of such a condition will not necessarily preclude me from participating in the internship and accommodations may be provided.

PARENTAL/GUARDIAN PERMISSION AND PICTURE/NEWS STORY RELEASE:

I give my child, _____ permission to participate in the work-based learning internship at the Syracuse City School District. By signing the parental permission form, it is understood that:

- All the information is accurate.
- In order to receive credit, students must work a minimum of 150 hours during the school year.
- All students must report to CTE teacher or work-based learning coordinator in the case of any change in employment.
- Failure to report any disciplinary action, termination, or proper documentation may result in the student not earning school credit.
- Students must present all daily attendance records to CTE teacher or work-based learning coordinator weekly and complete all assignments related to the program.
- A student with a junior license must only drive to school if they go directly to work following the school day and they must carry with them the proper paperwork as directed by the work-based learning coordinator.

In addition to agreeing with the above statements, please check off one:

- I give permission for my child’s photograph or name to be used to promote the Work Experience Program.
- I do not want my child’s photograph or name to be used to promote the Work Experience Program.

_____/_____/_____
 Parent/ Guardian’s Name Parent/ Guardian’s Signature Date

Relationship to Student

_____/_____/_____
 Student’s Name Student’s Signature Date

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Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

CTE Internship Ready to Work Assessment (Form #3)

Name _____ Program _____ Date ____/____/____

Scale
1 = Seldom. 2 = Occasionally. 3 = Usually. 4 = Always.

		Student	Teacher	Onsite Supervisor
ZEST				
1	Actively participates			
2	Shows enthusiasm			
3	Invigorates others			
GRIT				
4	Finishes whatever he or she begins			
5	Tries very hard even after experiencing failure			
6	Works independently with focus			
SELF CONTROL SCHOOL WORK				
7	Comes to class prepared			
8	Pays attention and resists distractions			
9	Remembers and follows directions			
10	Gets to work right away rather than procrastinating			
SELF-CONTROL INTERPERSONAL				
11	Remains calm even when criticized or otherwise provoked			
12	Allows others to speak without interruption			
13	Is polite to adults and peers			
14	Keeps his/her temper in check			

		Student	Teacher	Onsite Supervisor
OPTIMISM				
15	Gets over frustrations and setbacks quickly			
16	Believes that effort will improve his or her future			
GRATITUDE				
17	Recognizes and shows appreciation for others			
18	Recognizes and shows appreciation for his/her opportunities			
SOCIAL INTELLIGENCE				
19	Is able to find solutions during conflicts with others			
20	Demonstrates respect for feelings of others			
21	Knows when and how to include others			
CURIOSITY				
22	Is eager to explore new things			
23	Asks and answers questions to deepen understanding			
24	Actively listens to others.			
ACADEMIC PERFORMANCE				
25	Completes all assignments with quality and timeliness			
26	Uses tools appropriately and safely			
COMMITMENT				
27	Attends class with one or less absences per quarter			
28	Demonstrates loyalty and appreciation to the program and instructors			





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

CTE Internship Training Plan (Form #4)

Student's Name	Email	
Student's Address	Telephone	Date of Birth
CTE Program Career Cluster	Working Papers Certificate #	
School Coordinator		
Phone Number		
Fax Number		
Email		
Employer		
Phone Number		
Fax Number		
Email		
Immediate Job Supervisor		
Phone Number		
Email		
Corporate Address		

Training Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Insurance Coverage

- Student is a non-paid intern – Worker's Compensation
- Student is a non-paid observer – Worker's Compensation

Transportation Provided by

- Student/parent will provide own transportation
- School district will provide transportation during school hours

Goals for this Work-Based Learning Student:

1. To explore, learn and develop the skills necessary for this career.
2. To develop the Career Ready Practices necessary for success in the global, competitive world.
3. To be trained in the safe operations of this job title.
4. To be able to demonstrate positive behavior and appropriate dress.



(Form #4 Continued)

JOB TASKS AND LEARNING OUTCOMES (Determined by the Employer and Coordinator)	ACHIEVEMENT LEVEL AND COMMENTS 1. Mastered skill 2. Needs more training at the work site. 3. Needs more training at school. 4. Has not reached this training area.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

CAREER READY PRACTICES	Always	Frequently	Occasionally	Rarely
1. Student works cooperatively as a team member?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student is able to read instructions for information and application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student can calculate and measure for information and application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student can behave in a responsible manner without supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student can communicate verbally and in writing to evoke clear understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Student demonstrates good listening and follow through skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Student demonstrates critical thinking and problem solving skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Student can locate and manage resources for problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Student demonstrates a positive work ethic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Student demonstrates computer literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



(Form #4 Continued)

SAFETY TRAINING	DATE OF SAFETY TRAINING	ACHIEVEMENT LEVEL AND COMMENTS 1. Mastered safety training instruction. 2. Needs more safety training at work site. 3. Needs more safety training at school. 4. Has not reached this training area.
1. Safety precautions related to stairs, floors, office equipment and furniture.		
2. Safety precaution related to proper dress apparel, shoes, gloves, head, eye and ear protection.		
3. Safety precaution related to use of tools, machines, and chemicals.		
4. Safety precautions related to fire, weather and other natural disasters.		
5. Safety precautions related to sexual harassment and workplace violence.		

DRESS AND BEHAVIOR CODE FOR POSITION	ACHIEVEMENT LEVEL AND COMMENTS 1. Dresses/behaves appropriately 2. Needs to modify dress/behavior. 3. Needs personal consultation.

Employer Name

Employer Signature

_____/_____/_____
Date

Work-based Learning Coordinator Name

Work Based Learning Coordinator Signature

_____/_____/_____
Date

Parent/ Guardian Name

Parent/Guardian Signature

_____/_____/_____
Date

Student Name

Student Signature

_____/_____/_____
Date

If you have any questions please do not hesitate to contact me at (315) 435-_____.

Thank you for your cooperation! _____, CTE Teacher

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Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD CTE Internship Notification of Unpaid Internship (Form #5)

This form serves as notification that the Syracuse City School District CTE Internship is an unpaid internship and students are not due any wages per New York State Department of Labor.

Student

_____/_____/_____
Date

CTE Teacher/ WBL Coordinator

_____/_____/_____
Date

Worksite Representative/ Mentor

_____/_____/_____
Date





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD Internship Safety Certification (Form #6)

Student

_____/_____/_____
Date

Mentor or Supervisor

CTE/ WBL Teacher

Student CTE Program SCSD Career and Technical Program:

SAFETY CERTIFICATIONS		Date
OSHA 10	<input type="checkbox"/>	/ /
Safe Serv	<input type="checkbox"/>	/ /
First Aid	<input type="checkbox"/>	/ /
CPR	<input type="checkbox"/>	/ /
Other	<input type="checkbox"/>	/ /





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD Internship Worksite Orientation (Form #7)

Student

_____/_____/_____
Date

Mentor or Supervisor

CTE/WBL Teacher

Company Orientation

Directions: Be sure that your student employee obtains information about the factors listed below. Check the information on each item as it is completed. Return the completed form to the CTE Teacher or Work Based Learning Coordinator.

Tour of Workplace

- A tour of the workplace
- An overview of the company safety plan
- Introductions to co-workers

Tour of Employee Facilities

- Rest rooms
- Lunch room
- Where to store personal belongings

Other _____

Safety Plan

- Safety plan
- Stairwell/fire exits
- Fire Extinguishers
- Special hazards
- Accident prevention
- Safety Training Log, updated as needed

About the Company

- Discuss company organizational structure
- Review type of business, products, services
- Overview of who the customers are

Other _____

Employer/training sponsor

_____/_____/_____
Date

Student

_____/_____/_____
Date

CTE Teacher/WBL Coordinator

_____/_____/_____
Date

Department/Position Specifics

- Explanation of work schedule
- Review of dress and conduct code
- Review of hours, breaks and lunch policies
- Location of time clock or sign-in
- Attendance requirements, including procedures for calling in when absent
- Relationship to working with other departments or co-workers

Job Specific

- How to use the phones and office equipment
- Supplies, paper, pens, etc.
- Job description, Work-Based Learning Plan and evaluation process

Supervisors Expectations

- Dress code including clothing, hair and jewelry
- Work performance including productivity and work habits
- Company culture

Materials provided to intern

- Copy of personnel handbook
- Organizational charts
- Telephone directory
- Security procedures





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

Weekly Time Log/Record of Attendance (Form #8)

Student _____

Training Title _____

Worksite Supervisor _____

Time Log for the Week of: ____ / ____ / ____

	Date	Start Time	End Time	Hours Worked
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Total Weekly Hours: _____

Student please list any new tasks performed this week: _____

By signing this timesheet, you are certifying that it is correct and truthful.

Student's Signature

Date

Supervisor Name

Phone

Date

Supervisor's Signature

Attention Worksite Supervisor:

If you have any questions or concerns, please contact:

CTE Teacher

Phone

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Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD CTE Internship Student Evaluation (Form #9)

Name _____

CTE Program _____

_____/_____/_____ — ____/____/_____
Dates of Internship

Year to Graduate

Please complete this form upon completion of your internship.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Overall, I had a great experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was actively involved in the team meetings and felt free to express my thoughts and opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentors encouraged and responded to my questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have an increased appreciation for teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a greater ability to ask good questions and synthesize information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was presented with opportunities to learn by doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I gained factual knowledge about careers throughout the internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this opportunity to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My time was well spent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would consider this employer as a future employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My co-workers are generally positive about work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The best thing about my experience was... _____

The worst thing about my experience was... _____

Any suggestions on how we could improve the intern experience? _____

Other comments... _____





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD CTE Internship Mentor Program Evaluation (Form #10)

Student Name

SCSD School

Interning Location

Supervisor/ Mentor Name

____ / ____ / ____
Date

Internship Preparation

- Exceptional
- Adequate
- Inadequate

Modes of Communication with SCSD Personnel

- In-Person
- Email
- Phone

Amount of Communication with SCSD Personnel

- Exceptionally good
- Appropriate
- Too much
- Too little

Suggestions for improvement: _____

Additional comments: _____

Return to CTE teacher: _____
CTE Teacher Email



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NOTICE OF NON-DISCRIMINATION

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law.

Inquiries regarding the District's non-discrimination policies should be directed to:

Assistant Superintendent for Student Support Services, Civil Rights Compliance Officer
Syracuse City School District
725 Harrison Street • Syracuse, NY 13210
(315) 435-4131

Email: CivilRightsCompliance@scsd.us

F. Employability Profile

The employability profile is a record of student achievement. That may include documentation of the student's attainment of technical knowledge and work-related skills, endorsements, licenses, clinical experience, work experience, performance on core academic Regent's examinations, performance on industry based assessments, attendance, student leadership honors and achievements and other honors or accolades of student success.

Process

- An employability profile model is developed for the program
- A profile of student achievement is developed for each student in the program and is maintained in accordance with records and retention policies of the school district/BOCES.
- The profile of student achievement is reviewed and updated on a continuous basis by the student and the appropriate program/guidance personnel.
- The work skills to be mastered by students with disabilities should be aligned with the student's Individualized Education Program (IEP).

Documentation

Recommendations for the employability profile model should be included in the self-study report and reviewed by the external committee.

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



EMPLOYABILITY PROFILE

Culinary Arts



Industry Based Skill Standards

Proficiency Definitions

NA = Not Applicable 1 = Introduced 2 = Developing 3 = Proficient 4 = Mastery

	9th	10th	11th	12th
Recipes				
Displays understanding of terminology, conversion of standardized recipes and following the rules of mise en place.				
Knife Skills				
Demonstrates common cuts, sharpening skills, safety, and identifies different knife types uses and care of all knives used.				
Large Equipment / Small Equipment				
Demonstrates proper use of all measurement tools, large and small equipment, and care of all tools and equipment.				
Safety and Sanitation				
Displays knowledge of cleaning and sanitizing methods using national principles of ServSafe and New York State Health Department regulations. Maintains all kitchen equipment under OSHA guidelines.				
Cold Food Preparation				
Demonstrates proper preparation and storage of all cold foods, as well as procedures for buffet preparation and maintenance.				
Fruits, Vegetables, and Starches				
Identifies fruits and vegetables by quality and grade, prepares and stores them correctly. Identifies various pastas, grains, and legumes, and demonstrates appropriate preparation procedures and storage techniques.				
Bakery Products				
Identifies procedures, terminology, and preparation and storage techniques in all aspects of baking products. (Cookies, quick breads, yeast doughs, icings, fillings, sauces, toppings, pies, tarts, pastries, creams, custards, mousse, etc.)				
Stocks, Sauces, and Hot Soups				
Prepares all five mother sauces, roux and thickening agents, flavor stocks and glazes. Identifies appropriate cooling and storage methods.				
Meat, Poultry, Fish, and Seafood				
Identifies and properly selects cuts of meats, poultry, fish and seafood, and demonstrates appropriate cooking techniques with proper degrees of doneness and storage and receiving methods.				

	9th	10th	11th	12th
Breakfast Foods				
Identifies and prepares breakfast starches, meats, different style eggs, cereals, and demonstrates proper storage methods for breakfast foods.				
Dairy Products and Alternatives				
Identifies milk products, dairy alternatives, cheese varieties, butters and butter alternatives, and storage methods.				
Food Allergies				
Identifies various food allergies, their effects on individuals with allergies, and the impacts that food allergies has on food preparation in the culinary arts. Understands the interventions for reactions to food allergies as a first response if necessary.				
Receiving				
Understands the physical and perpetual inventory, compares costs, weights, and prices of ingredients. Exhibits knowledge of HACCP policies and procedures.				
Storage				
Exhibits an understanding and knowledge of Health Department Regulations and HACCP policies for proper storage of food items.				
Nutritional Values				
Describes the four major food groups and the sources of nutrients and their benefits. Describes healthy cooking techniques and food choices.				
Management Skills				
Displays knowledge of various job profiles and the chain of command. Demonstrates food cost controls and calculates food cost percentages.				
Employability Skills				
Demonstrates an understanding of professional behavior, appearance, and job seeking and keeping skills. Develops resume, cover letter, and references in preparation for interviewing opportunities.				
Customer Service				
Demonstrates an understanding of basic customer service principles, calculation of guest checks, an understanding of menu items and special ingredients requests.				

Industry Certifications Attained	Yes
ServSafe® Certification	
ProStart® Certification	

College Credits Attained	Yes
SUNY OCC 4 Credit Hours	
Total College Credits Earned	



Culinary Arts

EMPLOYABILITY PROFILE

Student Name: _____

School Year: _____

Absences: _____

ID Number: _____

Teacher: _____

Final Grade: _____

Career Ready Practices / Career Development Standards

STANDARDS DEFINITIONS

NA = Not Applicable

1 = Developing

2 = Basic

3 = Proficient

4 = Mastery

	9th	10th	11th	12th
Acts as a responsible citizen/employee				
Is on time and prepared, follows workplace policies, demonstrates reliability and dependability, is polite and courteous to adults and peers, demonstrates appreciation, and is reliable and consistent in their actions				
Applies appropriate academic and technical skills				
Demonstrates an understanding of the academic knowledge and skills associated with their trade. Technical skills are developed with academic competencies including English language arts and science that are integrated within the CTE program.				
Attends to personal health and financial well-being				
Recognizes the benefits of physical, mental, social, and financial well-being to the importance of that success in their career. Accepts criticism and works towards self-improvement targets on a consistent basis.				
Communicates clearly, effectively, and with reason.				
Is able to communicate both verbally and in writing to express ideas and obtain information. Uses appropriate vocabulary to share information both verbally and in writing as well. Demonstrates active listening skills and verbal communication.				
Makes appropriate decisions				
Considers the environmental, social, and economic impacts of their decisions. Understands that their actions and decisions will impact other people directly. Works independently and responds positively to new ideas and suggestions.				
Demonstrates creativity and innovative thought				
Demonstrates creativity and new thinking to solve workplace problems as encountered. Is creative, innovative, and is eager to explore new ways of addressing issues and challenges that are encountered.				
Employs valid and reliable research strategies				
Seeks information to develop a deeper understanding of issues encountered. Uses technology as a tool to research, organize, and evaluate information critically incompetently. Interprets information and draws conclusions based on best analysis.				
Uses critical thinking skills and demonstrates perseverance				
Demonstrates problem-solving skills through the use of creative thinking, decision-making, and adaptability. Effectively reasons through difficult situations, and makes decisions even when faced with complex or challenging problems.				

	9th	10th	11th	12th
Models integrity, ethical behavior, and leadership				
Is accountable and transparent in all of their work and assignments. Consistently exhibits ethical behavior, and commitment to completing tasks as assigned. Develops and demonstrates leadership skills, assuming responsibility readily.				
Develops and implements a Career Plan				
Develops a career plan based on understanding of their personal goals and the career pathways that aligns to them. Develops resumes, cover letters, and examples of best work to aid in the job seeking process and/or entrepreneurial goals.				
Uses technology to enhance productivity				
Demonstrates an understanding of the use of technology related to their career pathway. Continually develops their ability to adapt to changing work environments using technology, including new tools and their associated applications.				
Works as a productive and respectful team member				
Actively participates as a member of a team recognizing and appreciating others skills and abilities. Adds to the collective value of the team, and invigorates others to add to the collective efforts and goals.				
Demonstrates reliability and dependability				
Regardless of tasks given, demonstrates reliable and dependable behaviors to meet the expectations as defined. Attendance and levels of participation meet expectations consistently. Take on additional responsibilities without prompting.				
Arrives on time and is prepared to work				
Consistently demonstrates promptness, reliability, and commitment to reporting for classes, work site experiences, and other assignments as defined. Reports prepared for work or education as requirements dictate, meets attendance requirements.				
Demonstrates safe working habits				
When engaging in worksite situations or learning labs, uses tools and equipment safely, observes general safety guidelines for material handling, and meets the expectations of maintaining a safe work environment for others.				
Demonstrates problem solving skills				
Addresses problems encountered using effective problem-solving strategies. Works to define potential solutions to problems, identifies and implements the best solution based on the information gathered and their skill and knowledge.				

Earned Technical Endorsement on Diploma YES NO

Industry Credential(s) Awarded - See Reverse Side

Special Recognitions or Scholarships _____

Student Leadership Organization _____