

**Syracuse City School District**  
**Career and Technical Education Program**  
**Course Syllabus**  
**CUL100: 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 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, as well as current COVID guidelines. Through small scale food production, students develop both individual and team culinary skills.

**Work-Based Learning**

Students will be connected with culinary arts and food service professionals in the community through Career Coaching, field trips and job shadowing which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their 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.

**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 One*. New York: Prentice Hall, 2018.

**Grading**

25%	Class Assignments and Participation
15%	Homework
30%	Labs and Projects
30%	Exams and Quizzes

**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.
  - 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"> <li>• Introduction and School Policy</li> <li>• Culinary Career Pathways</li> <li>• Professional Image</li> <li>• Work-Based Learning: Career Coaching, Field Trip</li> <li>• Safety and Sanitation:               <ul style="list-style-type: none"> <li>○ Chemical and Food Storage</li> <li>○ Time and Temperature</li> <li>○ Introduction to ServSafe</li> <li>○ Introduction to COVID Regulations</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>• Kitchen Safety:               <ul style="list-style-type: none"> <li>○ Government Agencies</li> <li>○ Preventing Fires and Burns</li> <li>○ Knife Safety and Preventing Cuts</li> </ul> </li> <li>• Kitchen Basics: Foodservice Equipment</li> <li>• Work-Based Learning: Career Coaching</li> </ul>
3	<ul style="list-style-type: none"> <li>• Kitchen Basics               <ul style="list-style-type: none"> <li>○ Weights and Measurements</li> <li>○ Standardized Recipes</li> <li>○ Cooking, Holding, and Service Equipment</li> </ul> </li> </ul>
4	<ul style="list-style-type: none"> <li>• Food Preparation: Salads</li> <li>• Work-Based Learning: Career Coaching</li> <li>• Food Preparation:               <ul style="list-style-type: none"> <li>○ Basic Baking Principles</li> <li>○ Baker's Percentage and Scaling</li> <li>○ Fruits and Vegetables</li> <li>○ Herbs and Spices</li> </ul> </li> <li>• Working with People</li> </ul>

**Syracuse City School District**  
**Career and Technical Education Program**  
**Scope and Sequence**  
**CUL100: 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
<b>Weeks 1-3</b>  <b>Introduction and School Policy</b>  <b>Culinary Career Pathways</b>	<ul style="list-style-type: none"> <li>What are the expectations in the culinary classroom and lab?</li> <li>How did the culinary profession evolve through the centuries?</li> <li>What are some career pathways in the culinary industry?</li> </ul>	<ul style="list-style-type: none"> <li>Summarize classroom expectations.</li> <li>Explain the evolution of the culinary industry from past to present.</li> <li>Describe the different career pathways in today's culinary industry.</li> <li>Explain the educational requirements for different culinary careers.</li> <li>Define the different roles and responsibilities in the culinary industry and the professional attributes that are required by each.</li> <li>Describe the roles of executive chef, sous chef, pastry chef, and entrepreneur</li> </ul>	<ul style="list-style-type: none"> <li>Research and Presentation: Career Pathway (Salary, Job Requirements, and Benefits)</li> <li>Group Assignment: Time Period in Evolution of Culinary Industry</li> <li>Word Wall: Professional Attributes</li> <li>Role Play: Professional Attributes Required for Chosen Pathway</li> <li>Quiz: Roles and Responsibilities</li> <li>Interview of Person in Position of Chosen Pathway</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,5,9,10,12  <b>Cluster Standards</b> AG 5 HT 2,6  <b>Pathway Standards</b> AG-FD 4 HT-RFB 9,10	<b>ELA</b> 9-10R 1,2,4,8 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6  <b>Literacy</b> 9-10RST 1,2,4 9-10WHST 2,5,6,7
<b>Weeks 4-5</b>  <b>Professional Image</b>  <b>Work-Based Learning: Career Coaching, Field Trip</b>	<ul style="list-style-type: none"> <li>What is the importance of professional and personal hygiene?</li> <li>Why is projecting a professional image important?</li> <li>What can be learned from culinary arts professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Describe professional and personal hygiene.</li> <li>Demonstrate how to project a professional image through proper dress and hygiene.</li> <li>Participate in Career Coaching process.</li> <li>Participate in field trip to local culinary arts businesses.</li> </ul>	<ul style="list-style-type: none"> <li>Student-Created Rubric of Good Personal Hygiene</li> <li>Student-Created Dress Code for Lab and Café</li> <li>Dress Code Agreement</li> <li>Daily Modeling of Dress Code</li> <li>Quiz: Hygiene</li> <li>Career Coaching Self-Assessment</li> <li>Field Trip Reflection</li> <li>Professional Portfolio</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,3,4,7,9,10,11,12  <b>Cluster Standards</b> AG 3 HT 6  <b>Pathway Standards</b> AG-FD 1 HT-RFB 1	<b>ELA</b> 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6  <b>Literacy</b> 9-10RST 1,2,4 9-10WHST 2,4
<b>Weeks 6-10</b>  <b>Safety and Sanitation:</b> <ul style="list-style-type: none"> <li><b>Chemical and Food Storage</b></li> <li><b>Time and Temperature</b></li> <li><b>Introduction to ServSafe</b></li> <li><b>Introduction to COVID Regulations</b></li> </ul>	<ul style="list-style-type: none"> <li>What is the importance of safety and sanitation in the kitchen?</li> <li>Why is proper hand washing important in the kitchen?</li> <li>What is a Safety Data Sheet (SDS)?</li> <li>What are the seven principles of the Hazard Analysis and Critical Control Point (HACCP) system?</li> <li>What is the First In First Out (FIFO) method of inventory control?</li> <li>What is ServSafe?</li> <li>Why is it important to follow current COVID</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate proper hand washing procedures per COVID guidelines.</li> <li>Explain a SDS (Safety Data Sheet) and its use.</li> <li>Identify the seven principles of HACCP (Hazard Analysis and Critical Control Point).</li> <li>Explain the flow of food through a foodservice establishment.</li> <li>Explain the time and temperature danger zones.</li> <li>Describe the FIFO method of inventory control and its importance.</li> <li>Describe the guidelines for storing chemical cleaning supplies.</li> <li>Describe what ServSafe is and its importance to the food industry.</li> <li>Explain the importance of following current COVID and EPA safety guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>SDS (Safety Data Sheet) Reference Book</li> <li>Poster: HACCP Food Safety System</li> <li>Set Up and Implementation of FIFO System</li> <li>Table of Correct Temperatures for Storing Foods</li> <li>Design and Implementation of Storage System for Chemicals and Cleaning Supplies</li> <li>Training Videos on COVID Precautions and Guidance: Notetaking, Summary and Demonstration</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,5,8,12  <b>Cluster Standards</b> AG 3 HT 4,5  <b>Pathway Standards</b> AG-FD 1 HT-RFB 2,10	<b>ELA</b> 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6  <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4

<b>Time Frame Unit of Study</b>	<b>Key Questions</b>	<b>Key Learning Targets (Students will know and be able to)</b>	<b>Assessment Evidence of Learning</b>	<b>CCTC Standards</b>	<b>NYS Standards</b>
	and EPA safety guidelines?				
<b>Weeks 11-13</b>  <b>Kitchen Safety: Government Agencies</b>	<ul style="list-style-type: none"> <li>What is the role of government agencies in maintaining safety and sanitation and preventing accidents and injuries?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the roles of local and federal government agencies in foodservice safety including the Health Department, the Food and Drug Administration (FDA), the Environmental Protection Agency (EPA) and the Centers for Disease Control (CDC).</li> <li>Explain the role of OSHA (Occupational Safety and Health Administration) in safety.</li> <li>Explain the proper procedure for handling spills.</li> <li>Explain how to prevent slips and falls.</li> </ul>	<ul style="list-style-type: none"> <li>Group Simulated Health Inspection</li> <li>Ranked List of Critical Safety Points in the Kitchen</li> <li>Group Set-Up and Identification of Kitchen Hazards</li> <li>Presentation: Written Safety Audit of Kitchen/Lab</li> <li>List of COVID Guidelines</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,5,7,8,9,12 <b>Cluster Standards</b> AG 1,3 HT 4,5 <b>Pathway Standards</b> AG-FD 1 HT-RFB 1,10	<b>ELA</b> 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6 <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4
<b>Weeks 14-15</b>  <b>Kitchen Safety: Preventing Fires and Burns</b>	<ul style="list-style-type: none"> <li>What can be done to prevent fires and burns in the kitchen?</li> <li>What are three different classes of fires?</li> </ul>	<ul style="list-style-type: none"> <li>List ten steps for preventing burns.</li> <li>Explain how proper uniforms are designed to protect employees from burns.</li> <li>Identify three classes of fires and the correct extinguisher to use for each.</li> <li>Compare and contrast electrical and grease fires.</li> <li>Demonstrate how to use a fire extinguisher utilizing the PASS (Pull, Aim, Squeeze, Sweep) system.</li> </ul>	<ul style="list-style-type: none"> <li>Poster: Ten Steps to Prevent Burns</li> <li>Daily Modeling of Correct Uniforms to Prevent Burns</li> <li>Checklist for Inspecting Electrical Equipment</li> <li>Quiz: Fire Extinguishers and PASS System</li> <li>Written Fire Safety Plan</li> </ul>	<b>Career Ready Practices</b> CRP 2,3,4,8,12 <b>Cluster Standards</b> AG 3 HT 4,5 <b>Pathway Standards</b> AG-FD 1 HT-RFB 2,10	<b>ELA</b> 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6 <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4
<b>Weeks 16-18</b>  <b>Kitchen Safety: Knife Safety and Preventing Cuts</b>	<ul style="list-style-type: none"> <li>What can be done to prevent cuts in the kitchen?</li> <li>What sharp hazards are found in the kitchen other than knives?</li> <li>What is important to know about handling knives safely?</li> <li>What kinds of knives are used in the kitchen?</li> </ul>	<ul style="list-style-type: none"> <li>List sharp hazards other than knives that can be found in the kitchen.</li> <li>Describe how to properly handle broken glass and other sharp items.</li> <li>Explain ten knife handling practices.</li> <li>Identify the parts of a knife.</li> <li>Identify and demonstrate different knives and their uses.</li> </ul>	<ul style="list-style-type: none"> <li>List: Sharp Hazards and Safety Tips for Each</li> <li>Poster: Safe Knife Handling Practices</li> <li>Labeled Diagram: Parts of a Knife</li> <li>Written Summary of Correct Method for Handling Sharp Items</li> <li>Practical Assessment of Different Knives and Uses</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,3,4,5 <b>Cluster Standards</b> AG 3 HT 4,5 <b>Pathway Standards</b> AG-FD 1 HT-RFB 2,10	<b>ELA</b> 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6 <b>Literacy</b> 9-10RST 1,2,4 9-10WHST 2,4
<b>Weeks 19-21</b>  <b>Kitchen Basics: Foodservice Equipment</b>  <b>Work-Based Learning: Career Coaching</b>	<ul style="list-style-type: none"> <li>What is the proper use of the equipment in a commercial kitchen?</li> <li>What can be learned from culinary arts professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain the proper use of the basic small equipment used in a commercial kitchen.</li> <li>Determine the correct pan to use according to the recipe yield.</li> <li>Explain how to store food and supplies properly on shelves and in refrigerators and freezers.</li> <li>Describe the order in which food and supplies flow through the culinary establishment.</li> <li>Participate in Career Coaching process.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration: Use of Basic Small Equipment</li> <li>Labels for Coolers and Freezers Identifying Appropriate Storage of Food Items</li> <li>PowerPoint Presentation: Correct Flow of Supplies</li> <li>Career Coaching Self-Assessment</li> <li>Reflection on Guest Speaker Interview</li> <li>Professional Portfolio</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,9,12 <b>Cluster Standards</b> AG 3 HT 5 <b>Pathway Standards</b> AG-FD 1,3 HT-RFB 2,10	<b>ELA</b> 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6 <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4

<b>Time Frame Unit of Study</b>	<b>Key Questions</b>	<b>Key Learning Targets (Students will know and be able to)</b>	<b>Assessment Evidence of Learning</b>	<b>CCTC Standards</b>	<b>NYS Standards</b>
		<ul style="list-style-type: none"> <li>• Create and pose questions for guest speaker (Chef).</li> </ul>			
<b>Weeks 22-24</b>  <b>Kitchen Basics: Weights and Measurements</b>	<ul style="list-style-type: none"> <li>• What is the importance of accurate measurement in cooking and baking?</li> <li>• How is the yield of a recipe changed?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe various measuring utensils and their uses.</li> <li>• Explain the importance of exact measurements in cooking and baking.</li> <li>• Explain the use of a portion scale to correctly weigh ingredients.</li> <li>• Use equivalences for basic units of measure.</li> <li>• Describe how to increase or decrease the yield in a recipe.</li> <li>• Identify the correct equipment, time, and temperature for increased or decreased yield.</li> </ul>	<ul style="list-style-type: none"> <li>• Conversion of Recipe to a Different Desired Yield</li> <li>• Quiz: Conversion, Conversion Factors, and Desired Yields</li> <li>• Group Project: Adjustments to Time, Temperature, and Equipment for Recipe with a New Desired Yield</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,6,8,11,12 <b>Cluster Standards</b> AG 1 HT 3 <b>Pathway Standards</b> AG-FD 1,3 HT-RFB 2,10	<b>ELA</b> 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6 <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4
<b>Weeks 25-27</b>  <b>Kitchen Basics: Standardized Recipes</b>	<ul style="list-style-type: none"> <li>• What is a standardized recipe?</li> <li>• What are the differences between Customary and Metric systems?</li> <li>• What preparations need to be made before cooking begins?</li> <li>• What are three methods of cooking?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the components and functions of a standardized recipe.</li> <li>• Demonstrate the differences in measurements between Customary and Metric systems.</li> <li>• Describe basic pre-preparation techniques including mise en place.</li> <li>• Define three methods of cooking and identify a list of foods suited for each.</li> </ul>	<ul style="list-style-type: none"> <li>• Labeled Recipe: Components and Functions of a Standardized Recipe</li> <li>• Conversions from Customary to Metric System for a Given Recipe</li> <li>• Labeled Recipe Indicating of Mise En Place Needed</li> <li>• Group Demonstration: Correct Measuring of Wet and Dry Ingredients</li> <li>• Group List: Ten Foods Cooked in Each of Three Methods</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,6,8,9,12 <b>Cluster Standards</b> AG 1 HT 4 <b>Pathway Standards</b> AG-FD 3 HT-RFB 2,8,10	<b>ELA</b> 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6 <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4
<b>Weeks 28-29</b>  <b>Kitchen Basics: Cooking, Holding, and Service Equipment</b>	<ul style="list-style-type: none"> <li>• What is the proper use of the equipment in a commercial kitchen?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the parts of and how to use a commercial mixer.</li> <li>• Describe and demonstrate how to adjust the heat on a range for a given recipe.</li> <li>• Explain the correct method for filling and emptying hot holding wells.</li> <li>• Demonstrate how to fill, drain, and wash dishes using a commercial dishwasher.</li> </ul>	<ul style="list-style-type: none"> <li>• Labeled Diagram: Commercial Mixer with Written Summary of Use</li> <li>• Demonstration: Appropriate Use of a Commercial Range</li> <li>• Written Summary: How to Safely Fill and Drain Hot Holding Wells</li> <li>• Demonstration: Appropriate Use of Commercial Dishwasher</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,12 <b>Cluster Standards</b> AG 3 HT 3 <b>Pathway Standards</b> AG-FD 1 HT-RFB 2,8,10	<b>ELA</b> 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6 <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4
<b>Weeks 30-31</b>  <b>Food Preparation: Salads</b>  <b>Work-Based Learning: Career Coaching</b>	<ul style="list-style-type: none"> <li>• What food preparation techniques are used for salads?</li> <li>• What can be learned from culinary arts professionals?</li> </ul>	<ul style="list-style-type: none"> <li>• List the five types and four parts of salads.</li> <li>• Demonstrate the correct method for washing and preparing greens.</li> <li>• Explain and demonstrate the correct cuts for vegetables in salads.</li> <li>• Participate in Career Coaching process.</li> <li>• Create and pose questions for guest speaker (business owner).</li> </ul>	<ul style="list-style-type: none"> <li>• Written List of Types and Parts of Salads</li> <li>• Group Project: One Type of Salad with Student-Designed Rubric</li> <li>• Demonstration: Various Cuts of Vegetables</li> <li>• Written Summary: Correct Method for Cleaning Greens and Other Vegetables</li> <li>• Career Coaching Self-Assessment</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,6 <b>Cluster Standards</b> AG 1 HT 3 <b>Pathway Standards</b> AG-FD 3 HT-RFB 2,8,10	<b>ELA</b> 9-10R 1,2,4 9-10W 2,5,6,7 9-10SL 1,2,4,6 9-10L 1,3,6 <b>Literacy</b> 9-10RST 1,2,4 9-10WHST 2,4

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

**Syracuse City School District**  
**Career and Technical Education Program**  
**Course Syllabus**  
**CUL200: 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 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 second year of this four-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.

**Work-Based Learning**

Students will be connected with culinary arts and food service professionals in the community through Career Coaching, field trips and job shadowing which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

**Pre-Requisites**

CUL100: Culinary Arts 100

**Course Objectives**

By the end of this course, students will:

7. Identify the career ladders and pathways to become a foodservice professional.
8. Develop the fundamental management and culinary skills needed to be a foodservice professional.
9. Understand the importance of safety procedures for foodservice professionals.
10. Develop employability skills of leadership, accountability, teamwork, and responsibility in the foodservice industry.
11. Learn the essentials of nutrition, customer service, communication, marketing, purchasing, inventory and cost control
12. Begin to obtain hours of mentored work experience toward the 400 required by ProStart Certification.
13. 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. 2018. *Foundations of Restaurant Management & Culinary Arts, Level One*. New York: Prentice Hall.

**Grading**

25% Class Assignments and Participation  
15% Homework

- 30% Food Labs
- 30% 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"> <li>• Food Service Careers, Chefs, and Restaurants</li> <li>• Review of Food Safety Guidelines</li> <li>• Knife Cuts</li> <li>• Work-Based Learning: Career Coaching</li> <li>• Food Safety Management</li> <li>• Cleaning and Sanitizing</li> <li>• COVID Protocols</li> <li>• Kitchen Operation               <ul style="list-style-type: none"> <li>○ Culinary Professionals</li> <li>○ Kitchen Brigade</li> <li>○ Work Stations</li> <li>○ Standardized Recipes and Conversions</li> <li>○ Menu and Menu Pricing</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>• Kitchen Operation (cont.)</li> <li>• Kitchen Essentials               <ul style="list-style-type: none"> <li>○ Terminology</li> <li>○ Cooking and Heat Transfer Methods</li> <li>○ Cooking Methods, Seasonings, and Flavorings</li> <li>○ Cooking and Nutrition</li> </ul> </li> <li>• Work-Based Learning: Career Coaching, Field Trip</li> </ul>
3	<ul style="list-style-type: none"> <li>• Kitchen Essentials               <ul style="list-style-type: none"> <li>○ Stocks</li> <li>○ Soups</li> <li>○ Sauces</li> <li>○ Grand Sauces</li> <li>○ Potatoes</li> </ul> </li> <li>• Work-Based Learning: Career Coaching, Field Trip</li> <li>• Customer Service and Service Styles</li> <li>• Food Service Technology: Apps and Social Media</li> </ul>
4	<ul style="list-style-type: none"> <li>• Management Essentials</li> <li>• Culinary Careers               <ul style="list-style-type: none"> <li>○ Job Applications</li> <li>○ Resumes</li> <li>○ Interviews</li> <li>○ Post-Secondary Education</li> </ul> </li> <li>• Work-Based Learning: Career Coaching</li> <li>• Portfolio Presentation</li> <li>• Review and Final Examinations</li> </ul>



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



<b>Time Frame Unit of Study</b>	<b>Key Questions</b>	<b>Key Learning Targets (Students will know and be able to)</b>	<b>Assessment Evidence of Learning</b>	<b>CCTC Standards</b>	<b>NYS Standards</b>
<b>Weeks 1-3</b>  <b>Food Service Careers, Chefs, and Restaurants</b>  <b>Review of Food Safety Guidelines</b>  <b>Knife Cuts</b>  <b>Work-Based Learning: Career Coaching</b>	<ul style="list-style-type: none"> <li>Why is it important follow classroom guidelines and procedures?</li> <li>What is a professional portfolio and why is it important?</li> <li>What are some trending occupations in food service?</li> <li>What is Skills USA and how might it help advance your career in Culinary Arts?</li> <li>What are restaurateurs and what are their roles?</li> <li>What are different types of Chefs, their training, and roles?</li> <li>What is the importance of safety and sanitation in the kitchen?</li> <li>Why is proper hand washing important in the kitchen?</li> <li>What is a Safety Data Sheet (SDS)?</li> <li>What are the seven principles of the Hazard Analysis and Critical Control Point (HACCP) system?</li> <li>Why is it important to follow current COVID and EPA safety guidelines?</li> <li>What are the most common knife cuts?</li> <li>Why is it important that all knife cuts are uniform?</li> <li>What can be learned from culinary arts professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate expected classroom guidelines and procedures.</li> <li>Create a professional portfolio for the school year demonstrating various cooking techniques learned.</li> <li>Identify new occupations within the food service industry.</li> <li>Define and discuss various competition and community service aspects of Skills USA.</li> <li>Compare the differences between the roles of chefs and restaurant owners.</li> <li>Demonstrate proper hand washing procedures per COVID guidelines.</li> <li>Explain a SDS (Safety Data Sheet) and its use.</li> <li>Identify the seven principles of HACCP (Hazard Analysis and Critical Control Point).</li> <li>Explain the time and temperature danger zones.</li> <li>Describe the guidelines for storing chemical cleaning supplies.</li> <li>Explain the importance of following current COVID and EPA safety guidelines?</li> <li>List and demonstrate various types of knife cuts.</li> <li>Explain the importance of uniformity in knife cuts.</li> <li>Participate in Career Coaching process.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Poster: Guidelines and Expectations</li> <li>Professional Portfolio</li> <li>Group Presentation: Trending Occupation in Foodservice</li> <li>Think-Pair-Share: Benefits of Joining Skills USA</li> <li>Group Concept Map: Compare/Contrast Roles of Chefs and Restaurateurs</li> <li>Quiz: Food Safety Guidelines</li> <li>Career Coaching Self-Assessment</li> <li>Professional Portfolio</li> <li>Carrot Cutting Experiment</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,5,9,10,11,12  <b>Cluster Standards</b> AG 1,2,5 HT 6  <b>Pathway Standards</b> AG-FD 4 HT-RFB 9,10	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,4,6 9-10L 1,3,4,6  <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4,5,6,7
<b>Weeks 4-6</b>  <b>Food Safety Management</b>  <b>Cleaning and Sanitizing</b>  <b>COVID Protocols</b>	<ul style="list-style-type: none"> <li>What is a food borne illness?</li> <li>What are three hazards that make food unsafe?</li> <li>What personal behaviors contaminate food?</li> <li>What are the ways to prevent cross-contamination?</li> <li>What are the elements of a master cleaning schedule?</li> <li>Why is it important to follow current COVID and EPA safety guidelines?</li> </ul>	<ul style="list-style-type: none"> <li>Review guidelines and procedures for identifying food borne illnesses, food hazards, personal hygiene, and food safety.</li> <li>Identify ways to prevent cross-contamination.</li> <li>Demonstrate proper hand washing procedures per COVID guidelines.</li> <li>Create and explain a master cleaning schedule for the culinary lab following current COVID protocols.</li> </ul>	<ul style="list-style-type: none"> <li>Article Activity: Food Borne Illness</li> <li>Word Wall: Preventing Cross-Contamination</li> <li>Group Project: Master Schedule of Cleaning Duties Including COVID Protocols</li> </ul>	<b>Career Ready Practices</b> CRP 2,3,4,5,8,12  <b>Cluster Standards</b> AG 3 HT 4,5  <b>Pathway Standards</b> AG-FD 1,2 HT-RFB 2,10	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,6 9-10L 1,3,4,6  <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4,7
<b>Weeks 7-14</b>				<b>Career Ready Practices</b>	<b>ELA</b>

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
<b>Kitchen Operation</b> <ul style="list-style-type: none"> <li>• Culinary Professionals</li> <li>• Kitchen Brigade</li> <li>• Work Stations</li> <li>• Standardized Recipes and Conversions</li> <li>• Menu and Menu Pricing</li> </ul>	<ul style="list-style-type: none"> <li>• What does it mean to be a culinary professional?</li> <li>• What is a kitchen brigade?</li> <li>• What is a work station?</li> <li>• What are the components and functions of a standardized recipe?</li> <li>• How are recipes converted to yield smaller and larger quantities based on operational needs?</li> <li>• What are some determining factors when creating a menu?</li> <li>• How are the prices of menu items determined?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the standards of a culinary professional.</li> <li>• Create a kitchen brigade explaining the task of each worker.</li> <li>• Create work stations for the culinary lab.</li> <li>• Identify and demonstrate functions of a standardized recipe.</li> <li>• Determine the cost per serving and the total cost of a recipe.</li> <li>• Create a menu and explain the steps of costing out a menu.</li> </ul>	<ul style="list-style-type: none"> <li>• Research: Culinary Professional Standards</li> <li>• Group Project: Kitchen Brigade</li> <li>• Group Project: Work Stations</li> <li>• Written Standardized Recipe</li> <li>• Activity: Costing Recipes</li> <li>• Concept Map: Factors in Creating a Menu</li> </ul>	CRP 2,4,6,8,11,12 <b>Cluster Standards</b> AG 2 HT 3 <b>Pathway Standards</b> AG-FD 3 HT-RFB 2,5,10	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 <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4,5,6,7
<b>Weeks 15-19</b>  <b>Kitchen Essentials</b> <ul style="list-style-type: none"> <li>• Terminology</li> <li>• Cooking and Heat Transfer Methods</li> <li>• Cooking Methods, Seasonings, and Flavorings</li> <li>• Cooking and Nutrition</li> </ul> <b>Work-Based Learning: Career Coaching, Field Trip</b>	<ul style="list-style-type: none"> <li>• What equipment is needed for receiving and storing food and supplies?</li> <li>• What equipment is needed for holding and serving food and beverages?</li> <li>• What is mise en place?</li> <li>• How is heat transferred to food through conduction, convection, and radiation?</li> <li>• What are different types of cooking methods?</li> <li>• What is the difference between seasoning and flavoring?</li> <li>• How can culinary professionals use the dietary guidelines for Americans to plan meals?</li> <li>• What is a healthy diet?</li> <li>• What can be learned from culinary arts professionals?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify equipment needed for receiving, storing, holding, and serving food and beverages.</li> <li>• Define mise en place.</li> <li>• Categorize cooking and heat transfer methods and explain which method is correct based on a given recipe.</li> <li>• Explain and demonstrate different cooking techniques in the kitchen lab.</li> <li>• Compare and contrast seasonings and flavorings.</li> <li>• Explain dietary guidelines.</li> <li>• Explain the components of a healthy diet.</li> <li>• Participate in Career Coaching process.</li> <li>• Participate in field trip to local culinary arts businesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Word Wall: Equipment for Receiving, Storing, Holding and Serving Food, Beverages, and Supplies</li> <li>• Flow Chart: Heat Transfer Methods</li> <li>• Performance Assessment: Cooking with Heat Transfer Methods</li> <li>• Performance Assessment with Rubric: Cooking Techniques</li> <li>• Lab: Identification of Flavorings and Seasonings</li> <li>• Research Project: Dietary Guidelines and Creating Healthier Recipes</li> <li>• Career Coaching Self-Assessment</li> <li>• Field Trip Reflection</li> <li>• Professional Portfolio</li> </ul>	<b>Career Ready Practices</b> CRP 2,3,4,7,11,12 <b>Cluster Standards</b> AG 2,3 HT 3 <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 2,8,10	<b>ELA</b> 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 <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4,5,6,7
<b>Weeks 20-23</b>  <b>Kitchen Essentials</b> <ul style="list-style-type: none"> <li>• Stocks</li> <li>• Soups</li> <li>• Sauces</li> <li>• Grand Sauces</li> </ul>	<ul style="list-style-type: none"> <li>• What are four essential parts of a stock and their specific ingredients?</li> <li>• What are two basic kinds of soup?</li> <li>• How are the basic ingredients for broth, consommé, puree, clear, and cream soups prepared?</li> <li>• What are the grand or mother sauces?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain the parts of a stock and their specific ingredients.</li> <li>• Define two basic soups and demonstrate how to prepare them.</li> <li>• List ingredients for various soups.</li> <li>• List the grand or mother sauces.</li> <li>• List the proper ingredients for sauces and demonstrate how to prepare them.</li> </ul>	<ul style="list-style-type: none"> <li>• Think-Pair-Share: Parts of a Stock</li> <li>• Drawing: Parts of Stock and Specific Ingredients</li> <li>• Performance Assessment: Basic Soups</li> <li>• Research Project: Grand/Mother Sauces</li> <li>• Performance Assessment: Grand/Mother Sauces</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,6,8,12 <b>Cluster Standards</b> AG 2 HT 3 <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 2,8,10	<b>ELA</b> 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 <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 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
	<ul style="list-style-type: none"> <li>What are the proper ingredients for sauces?</li> </ul>				
<b>Weeks 24-25</b>  <b>Kitchen Essentials: Potatoes</b>  <b>Work-Based Learning: Career Coaching, Field Trip</b>	<ul style="list-style-type: none"> <li>What are some different types of potatoes?</li> <li>What are methods for selecting, receiving, and storing potatoes?</li> <li>What are different types of cooking methods and recipes for preparing potatoes?</li> <li>What can be learned from culinary arts professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare various types of potatoes.</li> <li>Explain methods of selecting, receiving, and storing potatoes.</li> <li>Demonstrate different methods for cooking potatoes.</li> <li>Participate in Career Coaching process.</li> <li>Participate in field trip to local culinary arts businesses.</li> </ul>	<ul style="list-style-type: none"> <li>Poster: Methods for Selecting, Receiving, and Storing Potatoes</li> <li>Performance Assessment: Cooking Potatoes Using Different Methods</li> <li>Career Coaching Self-Assessment</li> <li>Field Trip Reflection</li> <li>Professional Portfolio</li> </ul>	<b>Career Ready Practices</b> CRP 2,3,6,8,11  <b>Cluster Standards</b> AG 2 HT 3  <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 2,8,10	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,6 9-10L 1,3,4,6  <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4,5,6,7
<b>Weeks 26- 28</b>  <b>Customer Service and Service Styles</b>  <b>Food Service Technology: Apps and Social Media</b>	<ul style="list-style-type: none"> <li>What is meant by service and hospitality and how do they affect an operation's success?</li> <li>What is the importance of first impressions?</li> <li>What are different styles of table settings and service?</li> <li>What impact has technology had on the food service industry?</li> </ul>	<ul style="list-style-type: none"> <li>Define service and hospitality and demonstrate both.</li> <li>Identify the importance of first impressions and explain why they are important.</li> <li>Identify and demonstrate different styles of table settings and service.</li> <li>Identify the ways that technology is being used in the food service industry.</li> </ul>	<ul style="list-style-type: none"> <li>Written Test: Service and Hospitality</li> <li>Performance Assessment: Table Settings and Service</li> <li>Review of Food Service Apps</li> <li>Pros and Cons of Social Media in the Food Service Industry</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,5,6,8,9,10,12  <b>Cluster Standards</b> AG 2,5 HT 3  <b>Pathway Standards</b> AG-FD 1,2,3 HT-RFB 4,9,10	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,6 9-10L 1,3,4,6  <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4,9
<b>Weeks 29-32</b>  <b>Management Essentials</b>	<ul style="list-style-type: none"> <li>What is leadership?</li> <li>How can diversity be promoted in the workplace?</li> <li>How do stereotypes and prejudices negatively affect people's ability to be productive and successful?</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the importance of leadership in the workplace.</li> <li>Identify ways to promote diversity in the workplace.</li> <li>Define prejudice and stereotypes and discuss the impact in a work environment.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Assessment: Group Leadership</li> <li>Presentation: Diversity, Prejudice, and Stereotypes in the Workplace</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,5,6,8,9,10,12  <b>Cluster Standards</b> AG 2,5 HT 3,6  <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 4,9,10	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,4,6 9-10L 1,3,4,6  <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4,5,6,7
<b>Weeks 33-37</b>  <b>Culinary Careers</b> <ul style="list-style-type: none"> <li>Job Applications</li> <li>Resumes</li> <li>Interviews</li> <li>Post-Secondary Education</li> </ul> <b>Work-Based Learning: Career Coaching</b>	<ul style="list-style-type: none"> <li>What does an effective job-search plan include?</li> <li>What are the skills needed by restaurant and foodservice professionals?</li> <li>Why is it important to have a mentor?</li> <li>How do you write a resume?</li> <li>What are the skills for an effective job interview?</li> <li>What are the steps to choosing a college or trade school?</li> <li>What can be learned from culinary arts professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Create a job-search plan.</li> <li>Identify the skills needed for success in the food industry.</li> <li>Discuss the importance of mentorship for career success.</li> <li>Identify effective resume writing techniques.</li> <li>Write an effective resume.</li> <li>Identify the skills for an effective job interview.</li> <li>Explain the steps in choosing a college or trade school by researching various post-secondary institutions.</li> <li>Participate in Career Coaching process.</li> </ul>	<ul style="list-style-type: none"> <li>Essay: Foodservice Career Skills</li> <li>Written Resume</li> <li>Performance Assessment: Mock Interview</li> <li>Presentation: College or Trade School</li> <li>Career Coaching Self-Assessment</li> <li>Professional Portfolio</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,5,6,8,9,10,12  <b>Cluster Standards</b> AG 2,5 HT 3,6  <b>Pathway Standards</b> AG-FD 4 HT-RFB 4,9,10	<b>ELA</b> 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  <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4,5,6,7
<b>Weeks 38-40</b>  <b>Professional Portfolio Presentation</b>	<ul style="list-style-type: none"> <li>What does a successful professional portfolio look like?</li> </ul>	<ul style="list-style-type: none"> <li>Present a completed professional portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation: Professional Portfolio</li> <li>Reflection Essay: Learning and Application</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,5,6,8,9,10,12  <b>Cluster Standards</b> AG 2,5 HT 3,6	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,4,6 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
<b>Review and Final Examinations</b>	<ul style="list-style-type: none"> <li>• What are some things you have learned and how will you apply them to the culinary industry?</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on what they have learned and how they will apply it to their work in the foodservice industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Final Practical Exam</li> <li>• ProStart Level 1 Exam</li> </ul>	<b>Pathway Standards</b> AG-FD 1,2,3,4 HT-RFB 2,4,8,9,10	<b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4,5,6,7

**Syracuse City School District**  
**Career and Technical Education Program**  
**Course Syllabus**  
**CUL300: 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 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.

**Work-Based Learning**

Students will be connected with culinary arts and food service professionals in the community through Career Coaching, field trips and job shadowing which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

**Pre-Requisites**

CUL100: Culinary Arts 100  
CUL200: Culinary Arts 200

**Course Objectives**

By the end of this course, students will:

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

**Integrated Academics**

NA

**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. 2018. *Foundations of Restaurant Management & Culinary Arts, Level Two*. New York: Prentice Hall.

**Grading**

25%	Class Assignments and Participation
15%	Homework
30%	Food Labs

**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"> <li>• Syllabus</li> <li>• ServSafe Review</li> <li>• COVID Guidelines Review</li> <li>• Food Preparation                             <ul style="list-style-type: none"> <li>○ Dairy Products and Eggs</li> <li>○ Breakfast Foods and Drinks</li> <li>○ Sandwiches</li> </ul> </li> <li>• Basics of Nutrition</li> </ul>
2	<ul style="list-style-type: none"> <li>• Work Based Learning: Career Coaching, Field Trip</li> <li>• Cost Control                             <ul style="list-style-type: none"> <li>○ Food Costs</li> <li>○ Labor Costs</li> <li>○ Quality Standards</li> </ul> </li> <li>• Food Preparation                             <ul style="list-style-type: none"> <li>○ Salads</li> <li>○ Salad Dressings and Dips</li> <li>○ Garnishes</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>• Introduction to Purchasing                             <ul style="list-style-type: none"> <li>○ Making Purchasing Decisions</li> <li>○ Managing Purchases</li> </ul> </li> <li>• Work-Based Learning: Career Coaching</li> <li>• Food Preparation                             <ul style="list-style-type: none"> <li>○ Meat</li> <li>○ Charcuterie and Garde Manger</li> <li>○ Poultry</li> <li>○ Seafood</li> </ul> </li> </ul>
4	<ul style="list-style-type: none"> <li>• Introduction to Marketing                             <ul style="list-style-type: none"> <li>○ Market Analysis</li> <li>○ Market Identity</li> <li>○ Communication</li> <li>○ Menu as Marketing Tool</li> </ul> </li> <li>• Work-Based Learning: Career Coaching</li> <li>• Environmental Responsibility                             <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Water Conservation</li> <li>○ Energy Conservation</li> <li>○ Waste Management</li> <li>○ Sustainable Food Practices</li> </ul> </li> <li>• Professional Portfolio Presentation</li> <li>• Final Examinations                             <ul style="list-style-type: none"> <li>○ ServSafe Manager Exam</li> <li>○ Final Practical Exam</li> <li>○ ProStart Level 2 Exam</li> </ul> </li> </ul>

**Syracuse City School District**  
**Career and Technical Education Program**  
**Scope and Sequence**  
**CUL300: Culinary Arts 300**



<b>Time Frame Unit of Study</b>	<b>Key Questions</b>	<b>Key Learning Targets (Students will know and be able to)</b>	<b>Assessment Evidence of Learning</b>	<b>CCTC Standards</b>	<b>NYS Standards</b>
<b>Weeks 1-5</b>  <b>Syllabus</b>  <b>ServSafe Review</b>  <b>COVID Guidelines Review</b>	<ul style="list-style-type: none"> <li>Why is it important follow classroom guidelines and procedures?</li> <li>What is ServSafe certification and why is it important to have?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate expected classroom guidelines and procedures.</li> <li>Identify and demonstrate proper sanitation procedures.</li> <li>Review ServSafe and COVID guidelines and procedures by identifying foodborne-illness, food hazards, personal hygiene, and food safety.</li> </ul>	<ul style="list-style-type: none"> <li>Student-Developed Classroom Rules and Procedures</li> <li>ServSafe Manager Course</li> <li>Quiz: COVID Guidelines and Food Safety</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,3,4,8,12 <b>Cluster Standards</b> AG 3 HT 4,5 <b>Pathway Standards</b> AG-FD 1 HT-RFB 2,8,10	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,4,6 11-12L 1,3,4,6 <b>Literacy</b> 11-12RST 1,2,4,7,8 11-12WHST 2,4,5,6,7
<b>Weeks 6-8</b>  <b>Food Preparation</b> <ul style="list-style-type: none"> <li>Dairy Products and Eggs</li> <li>Breakfast Foods and Drinks</li> <li>Sandwiches</li> </ul>	<ul style="list-style-type: none"> <li>How can a variety of dairy products be used to create different breakfast foods?</li> <li>Why would someone want breakfast to consist of a variety of foods?</li> <li>How many sandwiches can be created?</li> </ul>	<ul style="list-style-type: none"> <li>List the characteristics of milk and identify the ways to keep it safe.</li> <li>Identify the different forms of cream and their fat contents.</li> <li>Differentiate between butter and butter substitutes and describe the characteristics of each.</li> <li>Identify the different types of cheese and give examples of each.</li> <li>List the characteristics of eggs and identify ways to keep them safe.</li> <li>Prepare and serve eggs using a variety of cooking methods.</li> <li>Give examples of different types of sandwiches, including simple cold, simple hot, open-faced, hors d'oeuvres, grilled, and deep-fried.</li> <li>Explain the roles of the three components of a sandwich, bread, spread, and filling.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation: Dairy Products - Proper Storage, Fat Content, and Substitutes</li> <li>Preparation of Student-Developed Recipes for Different Cheeses and Eggs</li> <li>Preparation of Student-Developed Recipes for Spreads and Sandwiches</li> <li>Set-Up of a Sandwich Unit</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,12 <b>Cluster Standards</b> AG 5,6 HT 3,6 <b>Pathway Standards</b> AG-FD 1,2,3 HT-RFB 2,4,8,10	<b>ELA</b> 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 <b>Literacy</b> 11-12RST 1,2,4,7,8 11-12WHST 2,4,5,6,7
<b>Weeks 9-11</b>  <b>Basics of Nutrition</b>  <b>Work-Based Learning: Career Coaching, Field Trip</b>	<ul style="list-style-type: none"> <li>Why is it important to have a basic knowledge of proper nutrition?</li> <li>How can menus be altered to be more nutritious?</li> <li>What can be learned from culinary arts professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Explain why nutrition is important to the foodservice industry.</li> <li>List six basic types of nutrients found in food.</li> <li>Describe how phytochemicals and fiber function in the body.</li> <li>Name the types of carbohydrates and fats and describe their function in the body.</li> <li>Describe the makeup of proteins and their function in the body.</li> <li>Identify food sources of proteins.</li> <li>Describe the three major vegetarian diets.</li> <li>Explain the functions of vitamins, minerals, and water.</li> <li>Explain what food additives are and how they function in food.</li> <li>Explain the role of digestion in nutrition and health.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation on Importance of Nutrition</li> <li>Nutritional Upgrade of Local Menu</li> <li>Research Project on Newest Nutritional Findings</li> <li>Menu Based on Nutritional Research</li> <li>Career Coaching Self-Assessment</li> <li>Field Trip Reflection</li> <li>Professional Portfolio</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,3,4,7,8,11,12 <b>Cluster Standards</b> AG 1,2,3 HT 2,4 <b>Pathway Standards</b> AG-FD 2 HT-RFB 7,10	<b>ELA</b> 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 <b>Literacy</b> 11-12RST 1,2,4,7,8 11-12WHST 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
		<ul style="list-style-type: none"> <li>Describe techniques for food preparation that preserve nutrients.</li> <li>Suggest healthful substitutes for high fat items.</li> <li>Participate in Career Coaching process.</li> <li>Participate in field trip Syracuse University Nutrition Program.</li> </ul>			
<b>Weeks 12-16</b>  <b>Cost Control</b> <ul style="list-style-type: none"> <li><b>Food Costs</b></li> <li><b>Labor Costs</b></li> <li><b>Quality Standards</b></li> </ul>	<ul style="list-style-type: none"> <li>Why is it important to keep costs down in a business?</li> <li>How is the price of food calculated?</li> <li>How can productivity levels affect the price of food?</li> <li>Why are high quality standards important?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the types of costs incurred by a foodservice business and give examples of each.</li> <li>Explain the purpose of budgets, profit-and-loss reports, and invoices in a foodservice business.</li> <li>Identify tools to help cost control.</li> <li>Define and calculate food costs and food cost percentage.</li> <li>Calculate as purchased (AP) and edible portion (EP) amounts.</li> <li>Calculate the total cost and portion costs of a standardized recipe.</li> <li>Explain the importance of portion control to food costs.</li> <li>Give examples of portion-control devices used in foodservice operations.</li> <li>Explain the steps in the process to control food costs.</li> <li>Forecast sales by analyzing and evaluating sales histories, popularity, invoices, and production sheets.</li> <li>Explain the importance of standards and standard procedures used for controlling production volume.</li> <li>Explain the various methods for menu planning.</li> <li>Explain the importance of standard labor costs to a business's success.</li> <li>Explain the factors that affect labor costs.</li> <li>Describe the relationship between sales volume and labor costs.</li> </ul>	<ul style="list-style-type: none"> <li>Business Plan Based on Specific Budget</li> <li>Menu for Business with Calculated Menu Prices</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,3,4,6,7,8,11,12 <b>Cluster Standards</b> AG 1,6 HT 1,2,3 <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 5,6,7,8,10	<b>ELA</b> 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 <b>Literacy</b> 11-12RST 1,2,4,7,8 11-12WHST 2,4,5,6,7
<b>Weeks 17-20</b>  <b>Food Preparation</b> <ul style="list-style-type: none"> <li><b>Salads</b></li> <li><b>Salad Dressings and Dips</b></li> <li><b>Garnishes</b></li> </ul>	<ul style="list-style-type: none"> <li>How is a salad made?</li> <li>How many primary salad dressings exist?</li> <li>How are dips made?</li> <li>Why is the appearance of a meal important?</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the various ingredients used to make salads.</li> <li>List the four parts of a salad and explain the role of each.</li> <li>Identify various types of salad and explain how to prepare them.</li> <li>Explain the roles of salads on the menu.</li> <li>Design attractive salads.</li> <li>Differentiate among various oils and vinegars.</li> <li>Prepare vinaigrettes and other emulsions.</li> </ul>	<ul style="list-style-type: none"> <li>Salad Preparation with One of Four Basic Salad Dressings</li> <li>Cost Analysis of Salad and Dressing</li> <li>Presentation on Salad Comparisons</li> <li>Essay on Use of Garnishes</li> <li>Preparation of Vegetables and Fruit Garnishes</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,12 <b>Cluster Standards</b> AG 5,6 HT 3,6 <b>Pathway Standards</b> AG-FD 1,2,3 HT-RFB 2,4,8,10	<b>ELA</b> 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 <b>Literacy</b> 11-12RST 1,2,4,7,8 11-12WHST 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
		<ul style="list-style-type: none"> <li>Give examples of ingredients used to make dips.</li> <li>Give examples of garnishes.</li> <li>Describe and prepare ingredients commonly used as garnishes.</li> </ul>			
<b>Weeks 21-26</b>  <b>Introduction to Purchasing</b> <ul style="list-style-type: none"> <li><b>Making Purchasing Decisions</b></li> <li><b>Managing Purchases</b></li> </ul> <b>Work-Based Learning: Career Coaching</b>	<ul style="list-style-type: none"> <li>How can the purchasing process affect an operation?</li> <li>How often are purchases made?</li> <li>Why is it important to make smart purchases?</li> <li>What can be learned from culinary arts professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Define the terms purchasing, selection, and procurement.</li> <li>Outline the objectives of the purchasing function in a foodservice operation.</li> <li>Explain the differences between formal and informal buying and the formal bidding process.</li> <li>Explain the factors that help to determine an operation's quality standards.</li> <li>Describe buyer considerations when conducting a make-or-buy analysis.</li> <li>Outline the process for procuring products and services.</li> <li>Identify production records used to calculate buying needs.</li> <li>Write purchase orders for items to be purchased.</li> <li>Describe ways to verify that the supplier services meet an operation's needs.</li> <li>Describe factors that affect food prices.</li> <li>Summarize proper procedures for receiving deliveries.</li> <li>Summarize proper procedures for storing food and supplies.</li> <li>Describe perpetual inventory and physical inventory systems.</li> <li>Participate in Career Coaching process.</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint Presentation on Purchasing Procedures</li> <li>Product Ordering Form</li> <li>List of Possible Suppliers</li> <li>Career Coaching Self-Assessment</li> <li>Written Reflection on Career Coaching Guest Speaker</li> <li>Professional Portfolio</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,3,4,8,11,12  <b>Cluster Standards</b> AG 1,2,6 HT 1,2,3  <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 5,6,7,8,10	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5 11-12SL 1,2,6 11-12L 1,3,4,6  <b>Literacy</b> 11-12RST 1,2,4,7,8 11-12WHST 2,4,5,6,7
<b>Weeks 27-30</b>  <b>Food Preparation</b> <ul style="list-style-type: none"> <li><b>Meat</b></li> <li><b>Charcuterie and Garde Manger</b></li> <li><b>Poultry</b></li> <li><b>Seafood</b></li> </ul>	<ul style="list-style-type: none"> <li>Why is the main dish so important to the success of the overall meal?</li> <li>What are charcuterie and garde manger?</li> <li>How can poultry be served?</li> <li>How is seafood an asset to the menu?</li> </ul>	<ul style="list-style-type: none"> <li>Outline the federal grading systems for meat.</li> <li>Describe the various kinds of meat.</li> <li>Identify the proper purchasing and storing procedures for meat.</li> <li>Describe charcuterie and garde manger.</li> <li>Outline the federal grading systems for poultry.</li> <li>Describe the various kinds of poultry.</li> <li>Outline basic techniques for cooking poultry.</li> <li>Match various cooking methods with different forms of poultry.</li> <li>Describe the various kinds of seafood.</li> <li>Outline basic techniques for cooking seafood.</li> <li>Match various cooking methods with different forms of seafood.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation on Buying and Storage Procedures for Meat and Seafood</li> <li>Student-Developed Recipe for Fabricated Chicken</li> <li>Essay on Duties and Importance of Garde Manger</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,11,12  <b>Cluster Standards</b> AG 5,6 HT 3,6  <b>Pathway Standards</b> AG-FD 1,2,3 HT-RFB 2,4,8,10	<b>ELA</b> 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  <b>Literacy</b> 11-12RST 1,2,4,7,8 11-12WHST 2,4,5,6,7
<b>Weeks 31-35</b>				<b>Career Ready Practices</b>	<b>ELA</b>

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
<b>Introduction to Marketing</b> <ul style="list-style-type: none"> <li>• Market Analysis</li> <li>• Market Identity</li> <li>• Communication</li> <li>• Menu as Marketing Tool</li> </ul> <b>Work-Based Learning: Career Coaching, College Visits</b>	<ul style="list-style-type: none"> <li>• How do operations communicate their message to the public?</li> <li>• Why does an operation need to know how to conduct research?</li> <li>• How does the menu help an operation communicate with their target market?</li> <li>• What can be learned from culinary arts professionals?</li> </ul>	<ul style="list-style-type: none"> <li>• Define marketing and describe the steps in the marketing process.</li> <li>• Explain the role that marketing plays in determining products and services.</li> <li>• Describe factors that affect a market environment.</li> <li>• Define target market and explain why it is important to a business.</li> <li>• Identify the parts of a SWOT (strengths, weaknesses, opportunities, threats) analysis.</li> <li>• Describe ways to attract and keep customers.</li> <li>• Explain why promotions are important.</li> <li>• Identify the steps in developing a promotion mix and a promotion plan.</li> <li>• Explain different types of sales promotions.</li> <li>• Identify opportunities for public relations.</li> <li>• Describe a la carte, table d'hôte, California, limited, du jour, and cycle menus.</li> <li>• Explain the purposes of a menu sales mix analysis.</li> <li>• Define profitability and target margin.</li> <li>• Participate in Career Coaching process.</li> <li>• Participate in College Visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing Promotion Plan for Business</li> <li>• Presentation on Marketing Strategy</li> <li>• Essay on Importance of Menu to Success of Business</li> <li>• Menu Identification and Differentiation</li> <li>• Career Coaching Self-Assessment</li> <li>• Marketing Plan or Menu for Business Professional</li> <li>• Professional Portfolio</li> <li>• Written Reflection on College Visits</li> </ul>	CRP 1,2,4,6,8,10,11,12 <b>Cluster Standards</b> AG 1,2,6 HT 1,2,3 <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 5,6,7,8,10	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 <b>Literacy</b> 11-12RST 1,2,4,7,8 11-12WHST 2,4,5,6,7
<b>Weeks 36-37</b>  <b>Environmental Responsibility</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Water Conservation</li> <li>• Energy Conservation</li> <li>• Waste Management</li> <li>• Sustainable Food Practices</li> </ul>	<ul style="list-style-type: none"> <li>• How is the foodservice and hospitality industry becoming more environmentally responsible?</li> <li>• How many options does the foodservice and hospitality industry have regarding sustainable food practices?</li> </ul>	<ul style="list-style-type: none"> <li>• Define the terms sustainability and conservation.</li> <li>• Explain why water conservation is important.</li> <li>• Describe ways in which a restaurant or foodservice operation can improve the efficiency of its water usage.</li> <li>• Explain the differences between renewable and nonrenewable energy sources.</li> <li>• Explain why using energy efficiently is important.</li> <li>• Describe ways in which a restaurant or foodservice operation can improve the efficiency of its energy usage.</li> <li>• Identify ways to reduce the total amount of waste in a restaurant or foodservice operation.</li> <li>• Identify items that a restaurant or foodservice operation can reuse.</li> <li>• Identify items that a restaurant or foodservice operation can recycle.</li> <li>• Describe ways in which a restaurant or foodservice operation can build or make structural improvements to its facility in a sustainable way.</li> <li>• Define the term local sourcing.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay on Environmental Impact of Food Service Industry</li> <li>• Research and PowerPoint Presentation on Waste Reduction Strategies in Food Service Industry</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,5,6,7,8,11,12 <b>Cluster Standards</b> AG 1,2,4,6 HT 2,3 <b>Pathway Standards</b> AG-FD 1,2,4 HT-RFB 1,3,7,8,10	<b>ELA</b> 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 <b>Literacy</b> 11-12RST 1,2,4,7,8 11-12WHST 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
		<ul style="list-style-type: none"> <li>Identify the steps a restaurant or foodservice operation should take to purchase and then promote the use of sustainable food products.</li> <li>Identify the issues surrounding the global production of seafood, coffee, animals, and organic food.</li> </ul>			
<b>Week 38-40</b>  <b>Professional Portfolio Presentation</b>  <b>Final Examinations:</b> <ul style="list-style-type: none"> <li>ServSafe Manager Exam</li> <li>Final Practical Exam</li> <li>ProStart Level 2 Exam</li> </ul>	<ul style="list-style-type: none"> <li>What does a successful professional portfolio look like?</li> <li>What are some things you have learned and how will you apply them to the culinary industry?</li> </ul>	<ul style="list-style-type: none"> <li>Review, explain, and demonstrate what a professional portfolio is.</li> <li>Discuss what they have learned during the school year and how they will apply what they have learned to the industry.</li> </ul>	<ul style="list-style-type: none"> <li>Professional Portfolio Presentation</li> <li>Reflection Essay on Learning and Application</li> <li>ServSafe Manager Exam</li> <li>Final Practical Exam</li> <li>ProStart Level 2 Exam</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,10,11  <b>Cluster Standards</b> AG 5,6 HT 1,3,6  <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 2,7,9,10	<b>ELA</b> 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  <b>Literacy</b> 11-12RST 1,2,4,7 11-12WHST 2,4,7

**Syracuse City School District**  
**Career and Technical Education Program**  
**Course Syllabus**  
**CUL400: 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 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.

**Work-Based Learning**

Students will be connected with culinary arts and food service professionals in the community through Career Coaching, field trips, job shadowing, and internships which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

**Pre-Requisites**

CUL100: Culinary Arts 100  
CUL200: Culinary Arts 200  
CUL300: 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 ProStart Practical 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. 2018. *Foundations of Restaurant Management & Culinary Arts, Level Two*. New York: Prentice Hall.

**Grading**

25%	Class Assignments and Participation
15%	Homework
30%	Food Labs
30%	Quizzes and Exams

### Additional Course Policies

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

### Course Calendar

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

**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
<b>Weeks 1-6</b>  <b>Course Overview</b>  <b>Portfolio Review</b>  <b>Review:</b> <ul style="list-style-type: none"> <li>• Food Safety</li> <li>• COVID Protocols</li> <li>• Cooking Methods</li> <li>• Professional Image in Customer Service</li> </ul> <b>Preparation for ProStart Practical Assessment</b>	<ul style="list-style-type: none"> <li>• Why is it important follow classroom guidelines and procedures?</li> <li>• What is a professional portfolio and why is it important?</li> <li>• Why are internships necessary?</li> <li>• How will an internship help you develop your professional portfolio?</li> <li>• What is HACCP?</li> <li>• What are three types of hazards that make food unsafe?</li> <li>• What personal behaviors can contaminate food?</li> <li>• What are sautéing, braising, and stewing methods of cooking?</li> <li>• What role does professional image play when providing customer service?</li> <li>• What is required to pass the ProStart Practical Assessment?</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom guidelines and procedures.</li> <li>• Create a professional portfolio for the school year demonstrating various cooking techniques and performance tasks.</li> <li>• Interview for internship opportunities.</li> <li>• Identify and explain HACCP guidelines.</li> <li>• Explain three types of hazards that make food unsafe.</li> <li>• Explain personal behaviors that contaminate food.</li> <li>• Demonstrate various cooking techniques.</li> <li>• Explain the importance of professional image in customer service.</li> <li>• Prepare for ProStart Practical Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Student-Developed Classroom Rules and Procedures</li> <li>• Professional Portfolio</li> <li>• Presentation: HACCP</li> <li>• Chart: Professional Versus Nonprofessional Attire</li> <li>• Role Play: Customer Service Experiences</li> <li>• ProStart Practical Assessment Practice</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,3,4,5,8,10,12  <b>Cluster Standards</b> AG 3,5 HT 4,5,6  <b>Pathway Standards</b> AG-FD 1,2,4 HT-RFB 1,2,4,9,10	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5 11-12SL 1,2,4,6 11-12L 1,3,4,6  <b>Literacy</b> 11-12RST 1,2,4,7 11-12WHST 2,4,7
<b>Weeks 7-14</b>  <b>Internship Rotation 1</b>  <b>Global Cuisine 1: The Americas - North America</b>	<ul style="list-style-type: none"> <li>• Why are internships necessary?</li> <li>• How does an internship experience contribute to a professional portfolio?</li> <li>• What are the cultural influences of the northeast, south, Midwest, southwest, and pacific coast on food?</li> <li>• What are some popular dishes in each region of North America?</li> <li>• What are the key ingredients in Mexican cuisine?</li> <li>• What are the components of a mole Mexican sauce?</li> <li>• Why are peppers an integral part of Mexican cuisine?</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge and skills from the classroom to internship situations.</li> <li>• Explain how various food service professionals work together for the common goal of customer service.</li> <li>• Explain the importance of professionalism and ethics in the workplace.</li> <li>• Comply with workplace policies and regulations.</li> <li>• Explain the cultural influences of each region in North America.</li> <li>• Identify popular dishes in each region of North America.</li> <li>• Determine key ingredients in Mexican cuisine.</li> <li>• Identify and explain the components of mole sauce.</li> <li>• Research various peppers and their influence on Mexican cuisine.</li> </ul>	<ul style="list-style-type: none"> <li>• Internship Self-Assessment and Updated Employability Profile</li> <li>• Individual Projects: Cultural Influences in North America</li> <li>• Creation of Dishes from Each Region of North America</li> <li>• Presentation: Mole Sauce and Influence of Peppers in Mexican Cuisine</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,7,8,10,11,12  <b>Cluster Standards</b> AG 1,2,5 HT 3,6  <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 2,3,4,9,10	<b>ELA</b> 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  <b>Literacy</b> 11-12RST 1,2,4,7 11-12WHST 2,4,5,6,7
<b>Weeks 15-19</b>				<b>Career Ready Practices</b> CRP 1,2,4,6,7,8,11,12  <b>Cluster Standards</b>	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,6,7

<b>Time Frame Unit of Study</b>	<b>Key Questions</b>	<b>Key Learning Targets (Students will know and be able to)</b>	<b>Assessment Evidence of Learning</b>	<b>CCTC Standards</b>	<b>NYS Standards</b>
<b>Global Cuisine 1: The Americas – Central America and Caribbean</b>	<ul style="list-style-type: none"> <li>How is Central American cuisine different from Mexican cuisine?</li> <li>What are the flavor profiles of Central America?</li> <li>What are some cultural influences of the Caribbean?</li> <li>What is the typical diet of the Caribbean population?</li> <li>What is the history of jerk spice?</li> </ul>	<ul style="list-style-type: none"> <li>Research and explain the similarities and differences between Mexican and Central American cuisine.</li> <li>Identify flavor profiles of Central America.</li> <li>Determine and explain the cultural influences of the Caribbean cuisine.</li> <li>Explain and demonstrate cooking techniques of the Caribbean diet.</li> <li>Research how jerk seasoning was created.</li> </ul>	<ul style="list-style-type: none"> <li>Individual Projects: Differences Between Mexican and Central American Cuisine</li> <li>Reference Chart: Key Ingredients in Central American Cuisine</li> <li>Creation of Caribbean Dishes Using Various Cooking Techniques</li> </ul>	AG 1,2 HT 3  <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 2,3,4,10	11-12SL 1,2,4,6 11-12L 1,3,4,6  <b>Literacy</b> 11-12RST 1,2,4,7 11-12WHST 2,4,5,6,7
<b>Weeks 20-23  Global Cuisine 1: The Americas – South America</b>	<ul style="list-style-type: none"> <li>What is a common cooking method of Brazil?</li> <li>What are two staple ingredients in Peruvian cuisine?</li> <li>What is ceviche?</li> <li>What are some cultural influences of Portugal and Brazil?</li> </ul>	<ul style="list-style-type: none"> <li>Research and demonstrate a common cooking method of Brazil.</li> <li>Explain the components of ceviche and demonstrate various recipes.</li> <li>Research and present on cultural influences of Portugal and Brazil.</li> </ul>	<ul style="list-style-type: none"> <li>Food Challenge: Cooking Methods of South American Cuisine</li> <li>Ceviche Demonstration</li> <li>Individual Projects: Cultural Influences of Portugal and Brazil</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,7,8,11,12 <b>Cluster Standards</b> AG 1,2 HT 3 <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 2,3,4,10	<b>ELA</b> 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  <b>Literacy</b> 11-12RST 1,2,4,7 11-12WHST 2,4,5,6,7
<b>Weeks 24-25  Internship Rotation 2  Global Cuisine 2: Europe</b>	<ul style="list-style-type: none"> <li>Why are internships necessary?</li> <li>How does an internship experience contribute to a professional portfolio?</li> <li>What are three signature cooking methods in French cuisine?</li> <li>What are the differences in French and Italian cuisine?</li> <li>What was the impact of the Columbian Exchange on European cuisine in Italy, France, and Spain?</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge and skills from the classroom to internship situations.</li> <li>Explain how various food service professionals work together for the common goal of customer service.</li> <li>Explain the importance of professionalism and ethics in the workplace.</li> <li>Comply with workplace policies and regulations.</li> <li>Identify and demonstrate three signature cooking methods in French cuisine.</li> <li>Create a chart identifying the differences between French and Italian cuisine.</li> <li>Research and present on the effects of the Columbian Exchange on European cuisine.</li> </ul>	<ul style="list-style-type: none"> <li>Internship Self-Assessment and Updated Employability Profile</li> <li>Food Preparation Using Three French Cooking Methods</li> <li>Chart: Differences Between French and Italian Cuisine</li> <li>Presentation: Effects of the Columbian Exchange on European Cuisine.</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,7,8,10,11,12 <b>Cluster Standards</b> AG 1,2,5 HT 3,6 <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 2,3,4,9,10	<b>ELA</b> 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  <b>Literacy</b> 11-12RST 1,2,4,7 11-12WHST 2,4,5,6,7
<b>Weeks 26-28  Global Cuisine 2: Mediterranean and Middle East</b>	<ul style="list-style-type: none"> <li>How might Greece's geography contribute toward the development of many regional cuisines rather than a single dominant cuisine?</li> <li>How does Greece's physical geography promote certain cooking methods?</li> <li>What are two ingredients commonly used in Tunisian cuisine?</li> </ul>	<ul style="list-style-type: none"> <li>Research and present the geographical contributions to the development of regional cuisines.</li> <li>Identify and explain the correlation between Greece's geography and cooking methods.</li> <li>Identify and demonstrate recipes used in Tunisian cuisine.</li> <li>Explain similarities of regional middle eastern cuisines.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation: Geographical Contributions of Regional Cuisine</li> <li>Global Cuisine Projects</li> <li>Preparation of Tunisian Cuisine</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,7,8,11,12 <b>Cluster Standards</b> AG 1,2 HT 3 <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 2,3,4,10	<b>ELA</b> 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  <b>Literacy</b> 11-12RST 1,2,4,7 11-12WHST 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
	<ul style="list-style-type: none"> <li>In what ways is Saudi Arabian cuisine similar to Maghreb cuisine?</li> </ul>				
<b>Weeks 29-32</b>  <b>Global Cuisine 2: Asia and African</b>	<ul style="list-style-type: none"> <li>Why is soy such an important ingredient in Japanese cuisine?</li> <li>What is China's influence on Japanese cuisine?</li> <li>What are the flavor profiles in African cuisine?</li> </ul>	<ul style="list-style-type: none"> <li>Explain why soy is a prominent ingredient in Japanese cuisine.</li> <li>Identify and demonstrate the influence of China in Japanese cooking.</li> <li>Explain the flavor profiles in African cuisine.</li> </ul>	<ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Poster: Chinese Cooking Influences</li> <li>Identification of Various African Flavor Profiles</li> <li>Global Cuisine Projects</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,7,8,11,12  <b>Cluster Standards</b> AG 1,2 HT 3  <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 2,3,4,10	<b>ELA</b> 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  <b>Literacy</b> 11-12RST 1,2,4,7 11-12WHST 2,4,7
<b>Weeks 33-37</b>  <b>Internship Assessment</b>  <b>Advanced Baking and Pastry</b>	<ul style="list-style-type: none"> <li>What were the areas of improvement as well as the challenges you experienced in your internship?</li> <li>What are the components of sabayon?</li> <li>Why is it necessary to temper chocolate?</li> <li>What is the rose piping technique?</li> <li>What is the process of making lace cookies?</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on and present a summary of their internship.</li> <li>Identify and explain the components of sabayon.</li> <li>Explain and demonstrate the process tempering chocolate.</li> <li>Demonstrate proper rose piping technique.</li> <li>Demonstrate and present the process of making lace cookies.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection Summary: Internship Experience</li> <li>Demonstration: Chocolate Tempering Technique</li> <li>Demonstration: Rose Piping Technique Using Buttercream Frosting</li> <li>Demonstration: Recipes for Lace Cookies</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,7,8,10,11,12  <b>Cluster Standards</b> AG 1,5 HT 3,6  <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 4,9,10	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5 11-12SL 1,2,6 11-12L 1,3,4,6  <b>Literacy</b> 11-12RST 1,2,4,7 11-12WHST 2,4,7
<b>Weeks 38-40</b>  <b>Professional Portfolio Project</b>  <b>ProStart Practical Assessment</b>	<ul style="list-style-type: none"> <li>What are some things you have learned and how will you apply them to the culinary industry?</li> <li>How is your learning presented in your professional portfolio?</li> </ul>	<ul style="list-style-type: none"> <li>Present work from professional portfolio explaining accomplishments and challenges.</li> <li>Explain what they have learned during the school year and how they will apply what they have learned to the industry.</li> </ul>	<ul style="list-style-type: none"> <li>Professional Portfolio Presentation</li> <li>Reflection Essay: Learning and Application</li> <li>ProStart Practical Assessment</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,10,11  <b>Cluster Standards</b> AG 1,5 HT 3,6  <b>Pathway Standards</b> AG-FD 2,3 HT-RFB 4,9,10	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5 11-12SL 1,2,6 11-12L 1,3,4,6  <b>Literacy</b> 11-12RST 1,2,4,7 11-12WHST 2,4,7