

# **The Applied Technology Center**

**2399 West Main Street  
Rock Hill, South Carolina 29732  
(803) 981-1100**

## **Culinary Arts Management I**

**Instructor:** Chef Jenkins

**E-mail:** [tjenkins@rhmail.org](mailto:tjenkins@rhmail.org)

**Room:** C-412

**Phone:** (803) 981-1110

**Class Times:** 1<sup>st</sup> Block – (8:30am – 9:55am)  
2<sup>nd</sup> Block – (10:17am – 11:42am)  
3<sup>rd</sup> Block – (12:20pm – 1:45pm)  
4<sup>th</sup> Block – (2:07 – 3:32pm)

**Extra Help and Conference Times:** 7:30-8:00 a.m., 3:30-4:00 p.m., and by appointment.

**Course Description:** This single-blocked, semester-long course (85 mins per day for 18 weeks) will provide the culinary foundation for students who have chosen the Hospitality/Tourism and Foodservice Career Cluster. Students will learn to be proficient in a commercial kitchen, using commercial tools, utensils and equipment, standardized procedures, safety and sanitation procedures as outlined by ServSafe and HACCP, a variety of dry and moist cooking methods, costing, menu planning, nutritional trends and career exploration.

**Instructional Philosophy:** Using a variety of technology and multiple learning strategies to personalize learning, students will participate in a variety of hands-on lab experiences following textbook introductions, lectures, and demonstrations, designed to practice culinary skills and create/produce food selections. Students will most often work collaboratively, but will be expected to individually exhibit the highest standards in hygiene, safety, sanitation, and professional attire. Additionally, students will be expected to produce quality work with emphasis on time management, leadership, teamwork, personal integrity and ethical behavior through commitment and initiative. Formative and Summative Assessments will include written exams for mid-term and finals, tests, quizzes, homework, projects and labs.

**Standards/Course Goals:** State Standards and Course goals for CAI will be followed as outlined:

Academics-to be aligned with Culinary Arts specific standards.

- Customer Service-Identify ways customer service effects the success of the food service business.
- Workplace Guidelines-Demonstrate managerial skills.
- Foodservice Tools and Equipment-Identify and demonstrate the appropriate use of kitchen tools and equipment.
- Food safety, sanitation and workplace safety and procedures -Identify the 3 types of contaminants (hazards), demonstrate food safety and sanitation procedures, and implement safe behaviors in food service facilities.
- Menu Management--Explain factors that affect food and menu prices.
- Nutrition-Analyze the roles of nutrients in the diet.
- Food Production Techniques--Demonstrate a variety of dry heat and moist heat methods of cooking.

## Major Assessments and Grading Practices

### Grading Scale:

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	59 – 0

Test/Quizzes: 25%  
Projects and Reports: 25%  
Labs: 30%  
Homework/Daily/Journals: 20%  
Long term assignments that are late will be deducted  
Accordingly: -10 points a day for late work up to 5 days

**\* Students will be required to maintain an 80% or higher to participate in lab activities (NO EXCEPTIONS!!!)**

### Assessments

The teacher's grade book entries reflect the progress students are making toward mastery of standards within a unit of study. As part of the district's plan for gradual release of responsibility, students are encouraged to monitor their achievement in the course by keeping a record of their own performance.

Assessments will be divided into two categories: formative and summative. Formative should be considered "practice" and summative should be considered the "end performance". Formative and summative assessments focus on standards-based learning targets.

**Formative assessments** occur during the process of learning or the development of a product. Formative assessments include observations, chapter quizzes, weekly homework assignments and practice labs. Students use the information gained from these assessments to enhance learning. All formative assessments are related to the standards for the course and are administered to help students practice the skills they need to master before the summative assessment is given.

**Summative assessments** are used to determine the degree of success at the end of a unit of instruction. The goal is to evaluate student competency as it relates to the set of standards addressed in instruction. Summative assessments include chapter tests, exams, and projects, food prep labs for service or sale, and safety/sanitation. The information gained from these assessments will be recorded in the grade book and determine the nine weeks and final grade for the course. All summative assessments are aligned to the standards for the course.

### Grading

#### Summative Grades:

- **Safety/Sanitation** is based on personal hygiene and daily uniform. The grade is reflective per week and cannot be made up.
- **Food preparation for service or sale** grade is reflective of any major food preparation for the purpose of serving foods and the sale of food items produced by the students. Food production dates will be clearly outlined in advance for students. Students missing a Food Production due to an **Excused Absence** will receive a grade of "55" and will have an opportunity to make up the grade with afterschool function activities or other assignment given by the instructor. Students missing a Food Production due to not having a clean uniform or not properly dressed for food production will earn a grade of "0" and may have an opportunity to earn a grade with afterschool function activities or other assignment given by the instructor. Food Production cannot be made up, thus the opportunity to make up the grade will be assigned by the instructor.

**Materials:**

- Notebook: – 1 2 inch 3 ring binder (specifically designated for this course materials only)
- Subject dividers 5 tab pack
- Laptop (RHSD provides)
- Pen/Pencils/highlighters

Students are required to be properly prepared for class daily by bringing the above materials.

**Classroom Expectations:**

1. Have **RESPECT** for yourself, each other, the teacher, and guests. This means paying attention to those who are speaking, and being polite to anyone in the classroom.
2. I respect each of you as a young adult. You should feel free to address me with questions or concerns about materials without expecting to be ridiculed or criticized.
3. Make an **EFFORT** to do your best on every assignment. Completing assignments, participating in classroom discussions, and studying hard shows that you care about your education.
4. I will not give you work beneath your abilities and I will help you reach new levels of achievements. I will keep in mind your needs, abilities, and interests when developing lessons and activities for class.

**General Class Information and Requirements:**

1. **Grading-** All students will be given a grade at the end of each grading period based on the total of their accumulated points on the following:

- **Quizzes/Tests-** Quizzes will be assigned as hands on demonstration or as written quizzes relating to current units of study. Tests will be given as skill demonstration or as written tests relating to current and previous topics. ProStart Testing for certification will be given at the end of the school year.
- **Assignments and Homework-** Students will be assign classroom assignments if time does not permit then students will be allowed to finish classroom assignments at home. Homework assignments are due at the beginning of class the next day or the due date if it is a long-term assignment; homework will also be necessary to prepare for quizzes, tests, and group projects as well as food preparation continued practice.
- **Class Participation-** The subjective portion of your grade will be a reflection of my observation of your classroom participation, helpfulness as a class member, promptness to class and attendance. All students are expected to actively participate in the learning process by taking notes on lectures, videos, and guest speakers. Students are expected to come to class with a pencil, pen, notebook, and assignments.
- **Lab Groups Experience-** Labs will be set up on a team system. Teams will be assigned to a production area and required to perform various task. Labs evaluate uniforms, mise en place, sanitation, and teamwork/participation and product results. Team members **NOT** performing their duties and responsibilities will have points deducted from their lab participation grade. Keep in mind that what you do as an individual effects the product that your entire team will be graded on. In addition, each student will be given a leadership role throughout the course and evaluated on their performance. There is no tolerance for any goofing off or nonsense.

We are working with equipment that can burn, cut or (with careless food handling) make you sick. It is my responsibility to keep all of you safe in the lab.

When I speak, especially during labs I expect students to listen and immediately do what you are told. **Report safety or sanitation violations that you observe.**

- **Journals-** Each student will be required to turn in a journal no later than (NLT) Monday after the prior week of labs. Example: Lab days are Tues, Weds, Thurs, and journals will be due NLT Monday through Canvas. I will provide a template for journals.
- **Attendance (Make-Up Work) -** Attendance is crucial for lab days, as they cannot be made up. However, due to school activities, general illness and appointments, students will have to be out of class. Because of this, periodically through the grading period, 'Supplemental assignments have been incorporated into the schedule to give students an opportunity to supplement points they have missed in the lab. Make up work will be given when there is an excused absence from class and must be completed within 3 class days. All work to be made up is the responsibility of the student.

**Illness or Injury-** Notify the instructor immediately so appropriate arrangements can be made. If you are unable to perform lab work for more than 3 days a doctor's note will be required. Any illness that impacts food safety will require a doctor's release to return to food handling.

**Uniform Policy:** Labs will be conducted at Chef's discretion. Students must abide by the below guidelines to participate in lab activities. Students that are not in compliance with the below guidelines will not participate in lab activities and grades will be effected.

1. Students are required to purchase the culinary uniform in the amount of \$40. Uniforms consist of: chef's coat, hat, and apron and must be worn during lab days. Information will be provided in class and at the parent open house. Parents are strongly encouraged to attend **OPEN HOUSE**.
2. Hair must be able to fit entirely under chef's hat; if not students must use a hair restraint (hairnet) in addition to their chef hat. Baseball caps are prohibited in the lab.
3. Leather or hard plastic closed toed shoes with non-skid soles are highly recommended. Students are responsible for furnishing his/her own shoes. Tennis shoes with mesh on them will not be acceptable. High heeled and open-toed shoes are **NOT** permitted.
4. No nail polish, false nails, or long nails are permitted.
5. Students must avoid excessive use of cosmetics.
6. No excessive jewelry will be worn during labs.
7. Long pants will be the only acceptable pants in the lab. Holes in long pants, shorts, dresses, and skirts are prohibited in the lab.

#### **Course Outline:**

#### **Chapter 1: Overview of the Restaurant and Foodservice Industry**

##### **Section/Concepts:**

##### **1.1 Overview of the Restaurant and Foodservice industry**

*Commercial Restaurant and Foodservice Segment definitions/descriptions, noncommercial Foodservice Segment definitions/descriptions.*

*The Hospitality Industry, components, history, future and people who played significant roles.*

## *1.2 Career Opportunities in the Industry*

*Types of establishments*

*Career pathways*

## *1.3 Concept(s):*

*Why people travel, types of lodging operations, ratings organizations, lodging careers*

## **Chapter 2: Keeping Food Safe**

### *Section 2.1 Intro to Food Safety*

*Foodborne illness defined, forms of contamination, biological, chemical, physical, allergens, U.S. regulation of food safety*

### *Section 2.2 Good Personal Hygiene*

*Ways food handlers can contaminate food, personal hygiene and proper handling of food and Serv-Safe training, proper handwashing techniques, work requirements when ill*

### *Section 2.3 Preventing Hazards in the Flow of Food*

*Cross-contamination of food/equipment, time/temperature abuse of food, food safety in purchasing, receiving, storage, preparation, cooking, holding and serving food*

## **Chapter 2 continued**

### *Section 2.4 Food Safety Management systems*

*The HACCP Plan*

### *Section 2.5 Cleaning and Sanitizing*

*Proper techniques of cleaning and sanitizing effectively, developing a cleaning program, controlling pests*

## **Chapter 3: Workplace Safety**

### *Section 3.1 Introduction to workplace safety*

*Safety and the rights and laws regarding workers, government regulation, safety audits, Personal protective equipment (PPE), emergency plans*

### *Section 3.2 Preventing Accidents and Injuries*

*Fire hazards, classes of fires/fire extinguishers, preventing burns, slips, trips, falls and cuts, lifting and carrying techniques*

### *Section 3.3 First Aid and External Threats*

*Basic first aid and awareness of potential threats*

## **Chapter 4: Kitchen Essentials 1**

### *Section 4.2 Using Standardized Recipes*

*Business Math, US and metric measurements, standardized recipe facts and format, converting recipes, measuring techniques, mise en place (organizing techniques), converting recipes, edible portion(EP) and as purchased (AP) amounts*

## **Chapter 5: Kitchen Essentials 2**

### *Section 5.1 Foodservice Equipment*

*Types of equipment, use, care, storage of large/small equipment.*

### *Section 5.2 Getting Ready to Cook*

*Mise en place, knife basics, seasoning and flavorings and how to use, and store them, basic Pre-preparation techniques. \*Food Preparation Labs begin.*

*Section 5.3 Cooking Methods overview (definition, identification, demonstration for building vocabulary and recognition in recipes and formulas)*

*Dry, moist, combination and typical cooking methods used in foodservice are the focus of this section along with determining doneness of foods.*

#### **Section 5.4 Cooking and Nutrition**

*Healthy diets, dietary guidelines for Americans, My Plate\*updated from MyPyramid, nutrition labels explained.*

*Healthy cooking techniques and recipes will be the focus of labs.*

### **6: Stocks, Sauces, and Soups**

#### **Section 6.1 Stocks**

*Essential parts of stock, types of stock, preparation of bones/ingredients for stock, methods/techniques of preparation, cooling, degreasing, clarifying, storage and uses.*

#### **Section 6.2 Sauces**

*Grand sauces studied. Basic ingredients, preparation, and uses.*

#### **Section 6.3 Soups**

*Basic kinds of soup and preparation methods and techniques.*

### **Chapter 7: Communication**

#### **Section 7.1 the Communication Process**

*Process (es) and discussion of barriers to communication.*

#### **Section 7.2 Communication Skills**

*Factors affecting communication and effective methods and techniques.*

#### **Section 7.3 Types of Communication**

*Organizational and interpersonal communication*

### **Chapter 8: Management Essentials**

#### **Section 8.1 Learning to Work Together**

*Diversity, respect, and teamwork in workplace.*

#### **Section 8.2 being a successful Leader**

*Leadership skills in the workplace, motivation, ethics, problem solving, organizational skills in leadership roles.*

#### **Section 8.3 Interviewing and Orientation**

*Foodservice and management job descriptions, interviewing techniques, lawful hiring practices and job seekers rights, onboarding and orientation of employees.*

#### **Section 8.4 Training and Evaluation**

*Training procedures and methods, performance appraisals (evaluation of on-the-job performance), and management equipment identified with their intended use.*

### **Chapter 9: Fruits and Vegetables**

*Section 9.1 Types, market forms, selection and purchasing, storing, pre-preparation, and cooking of various fruit.*

*Section 9.2 Types, market forms, selection and purchasing, storing, pre-preparation, and cooking of various vegetables.*

### **Chapter 10: Serving Your Guests**

#### **Section 10.1 the Importance of Customer Service**

*Definition and discussion of service and hospitality.*

#### **Section 10.2 Ensuring a Positive Dining Experience**

*Procedures and techniques in making reservations, handling customer requests, greeting customers and taking orders, suggestive selling techniques, serving alcohol, processing payments, getting customer feedback and resolving customer complaints*

#### **Section 10.3 Service Styles, Set-ups, and Staff**

*Contemporary and tradition service, set-ups, staff responsibilities, service tools and stations.*

### **Chapter 11: Potatoes and Grain**

#### **Section 11.1 Potatoes**

*Types, selection, storage, cooking methods/techniques.*

#### **Section 11.2 Legumes and Grains**

*Identification, basic selection, storage, pre-preparation and cooking techniques of legumes and grains.*

#### **Section 11.3 Pasta**

*Types of pasts and dumplings, cooking methods and techniques.*

### **Chapter 12: Building a Career in the Industry**

#### **Section 12.1 Starting a Career in Foodservice**

*Skills needed for a successful career, the job search process, and preparation of a resume, portfolio, and cover letter.*

#### **Section 12.2 Completing Applications Effectively**

*Mechanics of completing job and job related application forms.*

#### **Section 12.3 the Job Interview**

*Preparing for the interview, the interview process, interview follow-ups with roll-playing practice.*

#### **Section 12.4 Advancing in a Career**

*Factors affecting career advancement, dealing with work stress, time management, resigning from a job, and how to stay educated and involved on your job.*

*Section 12.5 Careers in the Industry. Various entry-level careers identified and discussed.*

### **LEVEL 1 Certification Test/Final Exam**

#### **Recommended and Required Readings:**

- Foundations of Restaurant Management & Culinary Arts Level I

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- References from Serv-Safe Manager, Culinary Essentials.

#### **Extra Help Opportunities:**

The teacher will post times available before, during or after the school day for extra help. Teachers may also be accessed through email to provide electronic support and assistance. It is the student's responsibility to request additional help.

#### **Tyrone Jenkins**

Before School (by appointment) 7:30-8:00 a.m.; Planning Period (10:00-11:25) and after School 3:30-4:00 p.m. by appointment) [tjenkins@rhmail.org](mailto:tjenkins@rhmail.org)

#### **Behavior Plan:**

Students are expected to follow the district handbook and their home school handbook as well as Culinary Class Room rules:

Classroom Conduct Expectations:

- Keep hands, feet, books, and objects to yourself.
- Listen and follow directions the first time it is given.
- Raise your hands to be recognized. Do not speak while others are talking (**RUDE BEHAVIOR WILL NOT BE TOLERATED.**)
- Use a classroom voice, appropriate language, and maintain a working body posture (**NO HEAD ON DESK!**)
- Students are required to have a pass from the instructor to leave the classroom *leaving without permission is considered skipping class.*
- Students are not allowed to gather around the door prior to the bell ringing.
- **CELLPHONES ARE PROHIBITED DURING CLASS AND LABS. *School policy states that they are off and out of sight prior to entering the room. The instructor will notify you when it is permissible to use your cell phone to photo your dishes. Phones are strictly prohibited in the lab.***
- **BE PROFESSIONAL AT ALL TIMES!**

**1<sup>st</sup> Violation Same Offense – Verbal Warning**

**2<sup>nd</sup> Violation Same Offense – Phone Call Home**

**3<sup>rd</sup> Violation – Student will be sent to the main office**



## CULINARY ARTS SYLLABUS

### Signature Page

Your signature confirms that you and your child have read the curriculum and understand what will be required of students to be successful in this program based on the classroom rules, safety, and expectations.

I \_\_\_\_\_ parent or guardian of \_\_\_\_\_ have read and agree with the description and guidelines and give my consent to have my child participate in the program and work with the necessary equipment needed.

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I also understand that lab classes required a proper uniform including various items that will need to be purchased (example...non-slip shoes and hair net) separately in order to participate in labs.

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Parent / Guardian Signature

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Date

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Student Signature

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Date

\*\*\*\*\*IMPORTANT\*\*\*\*\*

**Please sign and return to instructor.**

