CULINARY ARTS SYLLABUS

Grade 9

Upon completion of the ninth grade level of the Culinary Arts course, having been given the necessary tools, equipment, and instruction, students should be able to meet the following Proficiencies:

1. Practice good safety habits and cooperate with others in the promotion and

operation of a shop safety program consistent with the School Safety Standards Plan and shop safety guidelines.

1. Practice and develop appreciation for good personal hygiene and shop sanitation according to ServSafe Food Managers Certification.
2. Demonstrate an awareness of the career opportunities and job requirements in the culinary arts field.
3. Identify and safely use or operate basic tools, utensils, machinery and equipment in the culinary arts shop.
4. Practice good work habits and demonstrate cooperation with co-workers and instructor.
5. Plan breakfast and luncheon menus and price out meals.
6. Perform basic preparation operations, such as egg cookery, salads, sandwich fillings, and simple desserts.
7. Introduction to computer services in food trades.

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|  | 9.  10.  11.  12.  13.  14.  15.  16.  17.  18.  19.  20.  21.  22.  23.  24. | Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.  Identify career interests, abilities, and skills  Describe the importance of academic and occupational skills to achievement in the work world.  Access and assess information on specific topics using both technological (e.g. computer, telephone, satellite) and print resources available in libraries or media centers.  Recognize and define a problem, or clarify decisions to be made.  Use the library media center as a critical resource for inquiry and assessment of print and non‑print materials.  Identify and evaluate the validity of alternative solutions.  Interpret and analyze data to draw conclusions.  Evaluate the effectiveness of various solutions.  Set short and long term goals.  Work cooperatively with others to accomplish a task.  Evaluate their own actions and accomplishments.  Describe constructive responses to criticism.  Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity and gender.  Use time efficiently and effectively.  Describe how ability, effort, and achievement are interrelated. |