COURSE TITLE: Introduction to Culinary Arts	
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Forsyth County Schools
Course Syllabus 2022-2023

Course Description: Introduction to Culinary Arts is a course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. Course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

Standards: Forsyth County offers many State Board of Education approved CTAE Career Pathways with three sequenced courses. *To view course standards, pathway guides, and plans of study, visit the following links:*

Standards: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/cluster-pathway-courses.aspx

Programs of Study:
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Programs-of-Study.aspx

Standard 1 in all CTAE courses is to demonstrate employability skills required by business and industry. This includes communication, demonstrating creativity, exhibiting critical thinking and problem-solving skills, modeling work readiness traits required for success in the workplace, and applying the appropriate skill sets to be productive in the workplace. Standard 1 also places emphasis on presenting a professional image through appearance, behavior, and language.

CTSO Affiliation (Career Tech Student Organizations): CTSOs are co-curricular organizations with leadership programs and competitive events which reflect current curriculum standards and competencies for the instructional programs they serve. Teachers infuse CTSO activities into the instructional activities, thereby helping students see the real world value of their academic studies. The CTSO for this course appears below, and students are encouraged to take advantage of these additional leadership opportunities.

FCCLA: The mission of FCCLA is to promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner and community leaders, members develop skills for life through -- character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

Required Assignments: *Lab assignments are an integral part of the class. Labs are hard to make up. Please make every effort to be in class on lab days. Labs may have to be made up at home if the lab cannot be recreated or if time limitations interfere with the lab.*

Availability for Extra Help: Due to the nature of catering, it is best to make an appointment. *I can be available during IF, before or after school by appointment.*

Makeup Work: *Make up work is defined as work assigned during a student's absence, not work assigned prior to an absence. The student has five (5) school days upon returning to school to complete make-up work. The teacher has the discretion to grant a longer period to make up work, if there are extenuating circumstances.*

Grading Calculations:

Non-EOC Course Average = 50% (1st Sem. Course Work) + 50% (2nd Sem. Course Work)
1st and 2nd Semester Course Work = 75% Summative + 25% Formative

Grading Policy:
A = 90 – 100
B = 80 – 89
C = 70 – 79
Failing = Below 70

Formative Assessments include, but are not limited to homework, class work, practice tests, rough drafts, and sections of projects/ research papers/presentations.

Summative Assessments include, but are not limited to unit tests, final projects, final essays, final research papers, and final presentations.

A quality point is provided to students who successfully complete the entire course which is designated as Advanced Placement, International Baccalaureate, or Dual Enrollment.

Learning Resources/Textbook(s): All learning resources, both print and digital, are meant to support and enhance the student learning experience of this class. Below are the names of the textbooks and websites that will be used in this course. Some of the web-based resources require parent permission per federal regulations. Federal laws that guide parent permission requirements are as follows:

- **Children's Internet Protection Act (CIPA):** The school is required by CIPA to have technology measures and policies in place that protect students from harmful materials including those that are obscene and pornographic. Any harmful content contained within inappropriate sites will be blocked. http://fcc.gov/cgb/consumerfacts/cipa.html
- **Children's Online Privacy Protection Act (COPPA):** COPPA applies to commercial companies and limits their ability to collect personal information from children under 13years of age. No personal student information is collected for commercial purposes. https://www.ftc.gov/tips-advice/business-center/guidance/complying-coppa-frequently-asked-questions-0

Initials _____ (every page initialed by parent)   Updated July 2022

- **Family Educational Rights and Privacy Act (FERPA):** FERPA protects the privacy of student education records and gives parents the right to review records. Under FERPA, schools may disclose directory information in certain circumstances.
http://www2.ed.gov/policy/gen/guid/fpco/ferpa

Please review the resource list. Each website related to the curriculum resources is provided along with their privacy policies. Should you have any questions regarding these resources immediately contact the course teacher via email or phone.

Name of Resource*	Hard copy/Website	Privacy Policy
Virtual Job Shadow	Website	https://www.virtualjobshadow.com/resources/policy/
KP Compass/Education Systems	Website	http://www.kpcurriculum.com/support
Adobe Creative Cloud	Website	https://www.adobe.com/
YouScience	Website	https://www.youscience.com/privacy-policy/
S/P2	Website	S/P2 Safety & Pollution Prevention Training

The following resources are county approved. These resources may vary by school due to sequencing, pacing, curriculum design, and/or individual needs of students.

Parent Initial for Approval **	Name of Resource	Website	Privacy Policy
	NOCTI EOPA Preparation Materials	https://www.nocti.org/index.cfm	https://www.nocti.org/pdf/Privacy_Notice.pdf
	Talk Hiring Job Interview Practice	https://www.talkhiring.com/	https://www.talkhiring.com/privacy-policy
	Servsafe	www.servsafe.com	
NOCTI EOPA Preparation Materials	https://www.nocti.org/index.cfm	https://www.nocti.org/pdf/Privacy_Notice.pdf	
	Canva, *optional resource*	https://www.canva.com/	https://about.canva.com/privacy-policy/

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	FlipGrid^	https://info.flipgrid.com/	https://legal.flipgrid.com/privacy.html
	Gimkit	https://www.gimkit.com/	https://www.gimkit.com/privacy
	Kahoot!^	https://kahoot.com/	https://kahoot.com/privacy-policy/
	Mentimeter^	https://www.mentimeter.com/	https://www.mentimeter.com/privacy
	my vr	https://myvr.com/	https://myvr.com/legal/privacy/
	Nearpod	https://nearpod.com/library/	https://docs.google.com/document/d/1chWenhEEky1oxRTvPVpzcUXz-0bbfIr5_XkPmT9zYZU/edit
	Quizlet	https://quizlet.com/	https://quizlet.com/privacy
	Quizziz^	https://quizizz.com/	https://quizizz.com/privacy
	Swivl^	https://www.swivl.com/	https://www.swivl.com/privacy/
	Wakelet^	https://wakelet.com/	https://wakelet.com/privacy.html
	Whiteboard^	https://whiteboard.fi/	https://whiteboard.fi/#faq

Dress for Success: Career and technical education pathways in Forsyth County incorporate Dress for Success Days throughout the school year. These experiences allow students to foster confidence and continue to develop a positive self-image, while understanding the importance of dressing well for their future profession. At certain intervals throughout the course, students will analyze industry standards of the profession and study the importance of dressing well for a job interview. This will culminate into being fully prepared for Community Mock Interviews which occur as students complete a career pathway.

Industry Credentialing/Credentials of Value (EOPA): Students are encouraged to select a career pathway beginning in the ninth or tenth grade that is connected to college and career goals. This course is one of three courses in the career pathway chosen by a student. At the conclusion of the third pathway course, students will be required to take an industry credentialing assessment. This assessment provides students an opportunity to demonstrate what they have learned by completing an online, nationally recognized exam and allows students the ability to earn a FCS Pathway Medallion and State Career Pathway Diploma Seals upon graduation. Student directory information may be shared with credentialing vendors offering the assessment.

The rigorous/technical coursework that you have been taking or will take in future years will provide you the foundational knowledge you will need for this exam. Your teacher will provide you with the testing details and share the study guide and resources that are available to also assist you in preparation for this industry certification exam.

Credential of Value (EOPA) Assessment Name: Secondary Culinary Graduate Certification
Credential of Value (EOPA) Assessment Vendor: NOCTI – ACF

I, _____, have read this course syllabus and approve of its contents. I agree to allow my student to use each of the classroom resources listed in the learning resource section. I will support my student following the classroom expectations outlined in this course syllabus. I agree that I am the person who is legally allowed to consent for my student whose name is listed below.

_____
Student's Name (Print)

_____
Parent's Name (Print)

_____   _____
Parent Signature   Date