



## Culinary Arts Course Outline

### Course Description

The 519 hour Culinary Arts course is a rigorous program that presents various learning activities found in today's commercial food services and hospitality industry. This course will provide students with the skills necessary to become successful in a wide range of careers such as food service, hospitality, food science, dietetics and nutrition. Students receive training in kitchen safety and sanitation, equipment, facility use, knife skills, and food preparation, as well as, an understanding of different functional positions that makes food service one of the most fast paced and competitive sectors in the hospitality industry. Students will understand and participate in the planning, costing, preparation, serving, storage and critique of menu options in a project based learning theater. The large state of the art kitchen is complemented with classrooms and eventrooms used for in house catering and events. Students will operate the kitchen in meal productions, run a cafe complete with coffee barista, and provide meals on a daily basis aligned with the course curriculum.

### Course Details

**Length of Program and Academic Credits Earned:**

Year-long 3 hour course = 519 hours total (~260/semester)

30 total units (15/semester):

- 30 non-a-g elective credits (15/semester)

**Pre-Requisites:**

- High School Junior or Senior, or 16 years or older
- Algebra I with C or better

**CTE Classification:**

- **Industry Sector: Hospitality, Tourism, and Recreation**
- **Industry Pathway: Food Science, Dietetics, Nutrition, Food Service and Hospitality**
- **CA Basic Education Data System (CBEDS) Code: 4420**

**Work-Based Learning:**

- Students participate in an authentic workplace environment with daily operation of the HUB and student cafe, *Le Patisserie*.

**Certifications & State Tests:**

- SERVSAFE Food Handlers Card
- SERVSAFE Managers Certification -2nd year
- SVCTE Certificate of Completion awarded "C" or better average for both semesters.

## Community College Articulations

Students completing the culinary course with a grade of “B” or better may be granted college credits upon registration and request:  
 Mission College – 5.0 Units  
 More info and application form: <http://missioncollege.edu/>

## Possible Education & Career Pathways

College & Career Pathways	Career Opportunities	O*NET Codes
<u>Post-Secondary:</u> Students with a high school diploma and having successfully completed this course have a number of entry-level career opportunities, as well as continuing their education.	<ul style="list-style-type: none"> <li>● Cook, Fast Food</li> <li>● Cook, Restaurant</li> <li>● Cook, Institution and Cafeteria</li> <li>● Cook, Short Order</li> <li>● Cook, Private Household</li> <li>● Food Preparation Worker</li> <li>● Host and Hostess, Restaurant, Lounge, and Coffee Shop</li> <li>● Counter Attendant, Cafeteria, Food Concession, and Coffee Shop</li> </ul>	35-2011.00 35-2014.00 35-2012.00 35-2015.00 35-2013.00 35-2021.00 35-9031.00 35-3022.00
<u>Community College Majors &amp; Degrees:</u> <ul style="list-style-type: none"> <li>● AS in Hospitality Management</li> <li>● AS in Culinary Arts</li> </ul>	<ul style="list-style-type: none"> <li>● Chef and Head Cook</li> <li>● First-Line Supervisor of Food Preparation and Serving Worker</li> <li>● Food Service Manager</li> </ul>	35-1011.00 35-1012.00 11-9051.00
<u>University Majors &amp; Degrees:</u> <ul style="list-style-type: none"> <li>● BA in Food Science &amp; Safety</li> <li>● BA in Culinary Arts</li> <li>● BS in Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>● Food Scientist and Technologist</li> <li>● Food Service Manager</li> <li>● Dietitians &amp; Nutritionist</li> </ul>	19-1012.00 11-9051.00 29-1031.00
<u>Post-Baccalaureate Degrees</u> <ul style="list-style-type: none"> <li>● MS in Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>● Food Scientist and Technologist</li> <li>● Dietitians &amp; Nutritionist</li> </ul>	19-1012.00 29-1031.00

Ongoing Unit: Career Readiness & Professionalism		10 Hours
<p>Students will develop personal and professional skills in the classroom that will transfer to the workplace.</p> <ul style="list-style-type: none"> <li>● Time management and organization</li> <li>● Interpersonal skills</li> <li>● Professional and industry standard dress codes</li> <li>● Industry certifications</li> <li>● Career planning through post secondary education</li> <li>● Job search skills including: resume, job applications and effective interview skills</li> </ul>		
<p><b>Standards Alignments:</b>            CCSS: LS 11-12.6; WS 11-12.4, 11-12.5, 11-12.6; WHSST 11-12.4, 11-12.5</p>		
Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will participate in mock interviews with industry professionals, peers and instructors to increase their communication, interpersonal and employability skill-set.</p> <p><b>Assessment:</b> rubric, observation of role playing, peer and self- assessment</p>	2.0, 4.0, 11.0	
<p>✓ <b>Key Assignment:</b> Students will prepare a virtual portfolio including letter of intent and resume through workshop, self and peer editing, teacher instruction and demonstration.</p> <p><b>Assessment:</b> rubric, observation, peer and self- assessment</p>	3.0, 4.0, 11.5	
<p>✓ <b>Key Assignment:</b> Students will discuss through research, industry dress standards and expectations as well as personal responsibility and safe working practices and articulate their findings to instructor and peers using a presentation software such as PowerPoint.</p> <p><b>Assessment:</b> oral presentation, coaching, peer/self evaluation</p>	5.0, 6.1, 8.0, 11.0	B 1.1
<p>✓ <b>Key Assignment:</b> Students will explore post secondary education for certifications and industry required degrees while reflecting on their career path with journal entries and use of a career path graphic organizer.</p> <p><b>Assessment:</b> observation, questioning, discussions</p>	2.0, 3.0, 4.0, 8.2, 10.1, 10.4, 10.4, 11.0	

**Ongoing Unit: Front and Back of House Skills** **30 hours**

Students will take a deeper look at the job titles, expectations, salaries and education needed for various food service and hospitality industry positions. Students will also examine and understand the difference in title, skills and responsibilities for both front and back of house positions.

- Job vs Career
- Bobby Flays Road to Success
- Customer service skills

**Standards Alignments:**

**CCSS:** LS 11-12.1, 11-12.2, 11-12.6; **WS** 11-12.1; **WHSST** 11-12.4; **RSIT** 11-12.3  
**NGSS:** CC 1, 2, 3, 4

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Each student will research a specific job title from a designated list and provide a powerpoint presentation with their acquired information regarding the job title within the industry, which will then be presented to the instructor and peers for feedback.</p> <p><b>Assessments:</b> peer and self-assessment, public presentation</p>	2.0, 4.0, 5.0, 7.0, 8.0 9.0, 10.0	1.1, 1.2, 1.3, 1.4
<p>✓ <b>Key Assignment:</b> Students will be able to identify customer service needs, by practicing positive customer service techniques through customer service role play. Students will be given a specific dissatisfied customer scenario to address.</p> <p><b>Assessment:</b> observation of role playing, peer and self- assessment</p>	1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0	8.1, 8.2, 8.3, 8.4, 8.5
<p>✓ <b>Key Assignment:</b> Students will use critical thinking to write script for customer service scenarios and think, pair share what they believe is ideal for exceptional customer service and produce a list of ten positive customer service expectations. As a collaborative group, the entire class will then produce their TOP 10 customer service goals to maintain throughout the semester.</p> <p><b>Assessment:</b> pair share, oral defense, peer and self- assessment</p>	2.0, 4.0, 5.0, 7.0, 8.0 9.0, 10.0	8.1, 8.2, 8.3, 8.4, 8.5

**Ongoing Unit: Safety and Sanitation** **45 hours**

Throughout the year an emphasis will be made in regards to kitchen safety and sanitation regulations. Students will understand, demonstrate and apply principles of food safety and sanitation on a daily basis in all labs, activities and especially within food production. Students will understand national, state and local agencies responsible for both safety and sanitation.

- Handwashing
- Station cleanliness
- Microorganisms and foodborne illness
- FIFO (First In First Out)
- Critical temperatures
- Proper Health Department food storage

**Standards Alignments:**

**CCSS: WS 11-12.1; WHSST 11-12.4, 11-12.8; LS 11-12.1, 11-12.2, 11-12.6; RSIT 11-12.3; AD 12.7**  
**NGSS: CC 1, 2, 3, 4, 5, 6**

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will be given glo germ to rub on their hands, then asked to wash their hands without direction regarding water temperatures and/or washing duration. Students will then use a black light to examine the cleanliness of their hands and evaluate how well they washed their hands based on remaining glo germ.</p> <p><b>Assessment:</b> peer feedback and discussion, peer checks, teacher observation, skills checklist/rubric</p>	2.0, 5.0, 6.0	B 2.0, B 3.0, B 5.0
<p>✓ <b>Key Assignment:</b> Students will be given a list of pathogens to include: e. coli, salmonella, staphylococcus aureus, norovirus, hepatitis A, and giardia. They will be given an article or information fact sheet about their microorganism, as well as access to the ServSafe information to research information on their own microorganism chart. The information will be used for classroom discussion before testing their knowledge with a quiz.</p> <p><b>Assessment:</b> peer and instructor feedback and discussion, quiz</p>	2.0, 5.0, 6.0, 8.0	B 2.0, B 3.0, B 5.0, B 6.0, B 7.0
<p>✓ <b>Key Assignment:</b> Students will be exposed to videos and written material regarding First In First Out (FIFO) and understand the concepts behind FIFO. In teams, students will then be directed to organize a pantry that is not set to FIFO standards within 2 minutes. This will ensure that students understand the FIFO guidelines and can work together as a team to keep the kitchen within regulatory compliance.</p> <p><b>Assessment:</b> teacher observation, peer and instructor feedback and discussion</p>	2.0, 5.0, 6.0, 8.0	B 2.0, B 3.0, B 5.0, B 6.0, B 7.0

**Unit 1: Knives and Small Tools** **15 hours**

In order to progress to Unit 1, all students must first pass their safety and sanitation test. In this unit students will be introduced to different types of knives and small tools used in the kitchen. Students will be given comprehensive instruction on knives and how to handle them to ensure proper use and safe handling. Students will also be guided on identifying, applying and properly using small tools that are common within an industrial kitchen to include:

- Basic knife identification, skills and cutting techniques
- Identify and properly use small tools for culinary and baking
- Knife safety with sharpening and storing

**Standards Alignments:**

**CCSS:** LS 11-12.1, 11-12.2, 11-12.4, 11-12.6; **RLST** 11-12.1, 11-12.4

**NGSS:** CC 1, 5, 6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will familiarize themselves with the different types of knives utilized in a kitchen and be able to properly identify these knives when displayed with its proper name and use. The knives on display will include: bread knife, boning knife, butter knife, ceramic knife, cheese knife, chef’s knife, mini chef’s knife, chestnut knife, clam knife, cleaver, deli knife, devein knife, fillet knife, mincing knife (single and double bladed), oyster knife, paring knife, sandwich knife, roast beef knife, santoku knife, sashimi knife, serrated knife, carving knife, slicing knife, tomato knife, steak knife, and utility knife. Students will enter the kitchen two by two for safety purposes, each student will have to identify the knife and its intended purpose on a self assessment handout.</p> <p><b>Assessments:</b> instructor &amp; peer critique, skills rubric, practical test</p>	2.0, 4.0, 5.0, 9.0, 10.0	B 2.0, B 3.0, B 5.0, B 6.0
<p>✓ <b>Key Assignment:</b> Students will demonstrate the proper method of sharpening a knife using the sharpening steel. Students will demonstrate and describe how they are sharpening the knife including the value of the angle at which the blade must be while sharpening.</p> <p><b>Assessments:</b> demonstration, observation, instructor critique, skills rubric</p>	2.0, 4.0, 5.0, 9.0, 10.0	B 2.0, B 3.0, B 5.0, B 6.0
<p>✓ <b>Key Assignment:</b> Students will independently describe and demonstrate proper cutting techniques to include: knife grips, knife control, rocking the blade, pinch the blade, tip to the table, hiding fingertips during slicing.</p> <p><b>Assessments:</b> demonstration, observation, instructor critique, skills rubric</p>	2.0, 4.0, 5.0, 9.0, 10.0	B 2.0, B 3.0, B 5.0, B 6.0

**Unit 2: Equipment, Policy and Procedures** **15 hours**

In order for students to progress to unit 2 they must first pass unit 1 with a grade of 90% or higher. In this unit students will be introduced to various large equipment found in a traditional culinary kitchen. Students will become familiar with proper identification, use and maintenance of the equipment while using the correct culinary jargon. Students will be introduced to food preparation terms, station organization, time management, as well as policy and procedures for safety and sanitation of each piece.

**Standards Alignments:**

**CCSS: LS** 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, **RLST** 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.7; **RSIT** 11-12.2, 11-12.4, 11-12.7, **AD** 12.7  
**NGSS: CC** 1, 2, 4, 5, 6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will work in groups of four to complete the first round of the Super Food Bowl challenge. In the first round students will be given a short list of words to unscramble within a short period of time. The top four groups will advance to the second round which will consist of a larger list of scrambled terms regarding food preparation and equipment. The top two groups from the second round will then proceed to the Super Food Bowl where they will compete to see which group can score the highest in defining the terms. During the Super Food Bowl final each Super Food Bowl team going to the finals will have a “pre-heat” group that they can refer to for advice. The “pre-heat” group will consist of students not in the two groups going to the final challenge. Super Food Bowl final challenge students can only use their “pre-heat” card three times and given an extra 30 seconds to meet with their team. The group with the most correct answers wins.</p> <p><b>Assessments:</b> student conference, fishbowl, oral defense</p>	1.0, 2.0, 5.0, 6.0, 7.0, 9.0, 10.0	B 5.0, B 6.0, B 7.0, B 9.0, B 10.0
<p>✓ <b>Key Assignment:</b> Students will be grouped into work stations. Within the workstation the students will find a messy and unorganized workstation. Students will clean, organize and label their station to meet industry standards to include: proper equipment position and cleanliness, proper labeled ingredients in its correct container and proper sanitation. Students will walk around to each station and critique their peer stations prior to teacher final observation and critique.</p> <p><b>Assessments:</b> gallery walk, observation, instructor &amp; peer critique, skills rubric</p>	1.0, 2.0, 5.0, 6.0, 7.0, 9.0, 10.0	B 5.0, B 6.0, B 7.0, B 9.0, B 10.0

**Unit 3: Recipes, Formulas, and Costing** **15 hours**

Students will continue to increase their industry vocabulary based on terminology and basic food preparation lessons that include policy, procedure, recipes and formulas. Students will focus on understanding and reiterating correct measurements, analyze efficiency, cost and yield. Students will understand the importance of using standardized recipes, accurate measurement techniques, food and cost control.

- Single to multiple serve conversions
- Cost cards
- Yield
- Concasse
- Mirepoix
- Mise En Place

**Standards Alignments:**

**CCSS: WS** 11-12.1; **LS** 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6; **WHSST** 11-12.1, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10; **RLST** 11-12.2; **RSIT** 11-12.3; **A-CED** 1, 3, 4  
**NGSS: SEP** 1, 2, 3, 4; **CC** 1, 2, 3, 4, 6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will write an essay explaining the advantages of Standardized Recipe and Portion Controls. Students will identifying the components of standardized recipes through portion control. Students will also identify two outcomes of inaccurate portion control.</p> <p><b>Assessments:</b> quick write, interactive notebooks, quiz</p>	2.0, 4.0, 5.0, 7.0, 8.0, 10.0	B 10.0, B 11.0, B 12.0
<p>✓ <b>Key Assignment:</b> Students will view multiple properly written recipes in which they will highlight the essential parts. Thereafter the students are given a jumbled, out of sequence recipe and asked to write the recipe as a properly written recipe to include the essential parts in the correct order: yield, ingredients, time/temperatures, container size/shape, and step by step instructions.</p> <p><b>Assessments:</b> quick write, interactive notebooks, quiz</p>	2.0, 4.0, 5.0, 7.0, 8.0, 10.0	B 10.0, B 11.0, B 12.0
<p>✓ <b>Key Assignment:</b> Students will work in their cooking groups to create the mystery jumbled recipe given to them in the prior assignment. Students will have 50 minutes to</p>	2.0, 4.0, 5.0, 7.0, 8.0,9.0, 10.0, 11.0	B 3.0, B 5.0, B 6.0, B 10.0, B 11.0, B 12.0

<p>complete the project. Students will perform a gallery walk and taste each groups dish to judge who had the best tasting dish.</p> <p><b>Assessments:</b> observation, interactive notebooks, gallery walk, self and instructor assessment</p>		
<p>✓ <b>Key Assignment:</b> Students will work in their cooking groups to create a recipe cost card for a given recipe name with an estimated yield and portion sizes. The idea is for students to understand the amount of ingredients that is necessary for a specific yield and to budget their productions costs with selling prices.</p> <p><b>Assessments:</b> students conference, interactive notebooks, observation, gallery walk, exit ticket</p>	2.0, 4.0, 5.0, 7.0, 8.0,9.0, 10.0, 11.0	B 3.0, B 5.0, B 6.0, B 10.0, B 11.0, B 12.0

<b>Unit 4: Garnishing and Plating</b>	<b>15 hours</b>
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Students will learn the art of plate presentation through classical plating consisting of a 12 hour clock display/presentation, as well as the modern plate design. Garnishes and edible art presentation for plates and catering tables will be introduced. Students will identify the six factors of proper plate presentation to include eat with your eyes and mouthfeel.

**Standards Alignments:**

**CCSS:** LS 11-12.1, 11-12.2, 11-12.3; **WS** 11-12.1; **RSIT** 11-12.2, 11-12.3; **RLST** 11-12.2, 11-12.5; **WHSST** 11-12.1, 11-12.10

**NGSS:** SEP 2, 8; **CC** 1, 3, 5, 6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will define and explain in a mock culinary article the essential plating techniques to include: diagonal lines, C plate line, shapes/forms, space, texture and color. Students will also define the importance of food art emphasis, balance, unity/harmony, contrast, movement/rhythm, sequencing/facing and pattern/repetition.</p> <p><b>Assessments:</b> interactive notebooks, peer and instructor assessment</p>	4.0, 10.0	B 6.0, B 8.0, B 9.0, B 10.0
<p>✓ <b>Key Assignment:</b> Students will be given ten different pictures of poorly plated dishes. Students will be asked to identify the problem(s), and give feedback on recommendations to make the plate more presentable to the patron. Each student will present the worst plated dish (in their opinion) and provide their recommendations for proper plating/garnishing.</p>	4.0, 5.0, 10.0	B 6.0, B 8.0, B 9.0, B 10.0

<b>Assessment:</b> observation, interactive notebooks, gallery walk, peer and instructor assessment		
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<b>Unit 5: Salads and Dressing</b>	<b>15 hours</b>
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Students will explore types of salads, the components of a salad, greens and correct plating to create artful and appealing salads. Students will learn how to make different types of dressings, and be able to recreate and present a salad from an international list while utilizing their prior knowledge on safety and sanitation in salad preparations.

**Standards Alignments:**

**CCSS: WS** 11-12.1; **LS** 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6; **WHSST** 11-12.1, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10; **RLST** 11-12.2; **RSIT** 11-12.3  
**NGSS: SEP** 8; **CC** 1, 3, 5, 6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will compare and contrast in essay from the difference between composed and bound salads, provide examples of both types of salads, as well as how each salad should be plated.</p> <p><b>Assessments:</b> interactive notebooks, peer and instructor assessment</p>	4.0, 10.0	B 3.0, B 6.0, B 8.0, B 9.0, B 10.0
<p>✓ <b>Key Assignment:</b> Students will pick a salad from a list of international salads, research and write a mock culinary magazine article on the salad. Research will consist of which country the salad originated in, the popularity of the salad, if the salad can be a meal or if it is more commonly known as a cold side dish. Students will also include the ingredients and instruction on how to prepare the salad. Students will prepare the salad in the kitchen with proper safety and sanitations practices, as well as proper plating prior to presenting it the instructor and peers.</p> <p><b>Assessment:</b> observation, interactive notebooks, gallery walk, peer and instructor assessment</p>	4.0, 5.0, 10.0	B 3.0, B 6.0, B 8.0, B 9.0, B 10.0

**Unit 6: Sandwiches, Cold Pantry and Appetizers** **30 hours**

A great and easy way for students to understand the production line and a uniform production presentation is through sandwiches. Sandwiches are relatively low cost to produce, easy to handle and have become a convenient meal for busy consumers. Students will learn how to efficiently prepare a sandwich, as well as work as a team to create and effective production line for the HUB. Students will be introduced to the first steps of catering preparation and presentation through the production of an appetizer table for a specific function.

**Standards Alignments:**

**CCSS: LS** 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6; **WS** 11-12.1; **WHSST** 11-12.1, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10; **RLST** 11-12.2; **RSIT** 11-12.3

**NGSS: SEP** 2, 8; **CC** 1, 3, 4, 5

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will pick a sandwich from a list of international sandwiches, research and write a mock culinary magazine article on the sandwich they selected. Research will consist of which country the sandwich originated in, and the popularity of the sandwich. Students will also include the ingredients and instruction on how to prepare the sandwich. Students will prepare the sandwich in the kitchen with proper safety and sanitations practices, as well as proper plating prior to presenting it the instructor and peers.</p> <p><b>Assessments:</b> interactive notebooks, peer and instructor assessment</p>	4.0, 10.0	B 3.0, B 6.0, B 8.0, B 9.0, B 10.0
<p>✓ <b>Key Assignment:</b> After discussing the types of appetizers and how to arrange them students will work in groups and select an event theme to create an appetizer display for the event. Students will use butcher block paper, markers, colored pencils, construction paper, magazines, and other types of craft items to produce a mock spread to fit the selected theme. The themes include, but not limited to: kids birthday party (i.e. cowboy, princess, superhero, race car, etc.), teenager birthday party, graduation, luau, superbowl,</p>	4.0, 5.0, 10.0	B 3.0, B 6.0, B 8.0, B 9.0, B 10.0

<p>Halloween, and Valentines day. The display must be enough for 25 people with 5 appetizers minimum. A centerpiece, table cloth, plates, and other decorative artifacts should be specified in the project.</p> <p><b>Assessment:</b> observation, interactive notebooks, gallery walk, peer and instructor assessment</p>		
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<b>Unit 7: Culinary Nutrition</b>	<b>15 hours</b>
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Presentation is not the only essential element in plating, understanding the nutritional factor and the needs of the audience is necessary. Students will apply basic nutrition to recipes, menus and diet plans. By understanding the food pyramid and utilizing it as a key to nutrition building, students will explore food combinations to promote balanced and nutritious meals. Students will analyze existing recipes in order to substitute ingredients and/or meal preparation to promote a healthy alternative. Students will be aware of how much fat is ingested in specific meals, and how much is needed each day according to their height, weight and activity level.

**Standards Alignments:**

**CCSS:** LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6; **WS** 11-12.1; **RLST** 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6; **RSIT** 11-12.2, 11-12.3; **WHSST** 11-12.10; **A-CED** 1, 3, 4

**NGSS:** SEP 1, 2, 3, 4, 5, 6, 7, 8; **PS** 1.B, **PS** 3.A, **PS** 3.B; **CC** 2, 3, 4, 5, 6, 7

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will use the USDA website <a href="https://www.choosemyplate.gov">https://www.choosemyplate.gov</a> to understand the fundamentals of the food pyramid. Students will be asked to journal their food consumption for three days. On the fourth day students will use the tool <i>my plate</i> on the same USDA link to assess how much fat, grains, fruits, vegetables, etc is needed based on their personal biometrics. Students will counterbalance their journal entry to the recommended USDA nutritional value.</p> <p><b>Assessments:</b> interactive notebooks, quiz</p>	4.0, 6.0, 10.0	B 1.0, B 6.0, B 8.0, B 9.0, B 10.0
<p>✓ <b>Key Assignment:</b> Students will be taught how to properly read a nutritional label. Students will test their knowledge on fat grams, calories, how to convert to calories and calories percentages by self assessing themselves with a provided worksheet.</p> <p><b>Assessments:</b> interactive notebooks, quiz</p>	4.0, 6.0, 10.0	B 1.0, B 6.0, B 8.0, B 9.0, B 10.0

<p>✓ <b>Key Assignment:</b> Students will be given an original recipe that is not a healthy menu item. Students will then be asked to substitute ingredients and/or preparation in order to create a healthy alternative. Students will then work in teams to create their health alternative. As a group the students will have a round table discussion on the preparation, the price change between the healthy and unhealthy version, and taste test compare both the original and healthy version of the recipe.</p> <p><b>Assessment:</b> observation, interactive notebooks, gallery walk, peer and instructor assessment</p>	<p>4.0, 5.0, 6.0, 9.0, 10.0, 11.0</p>	<p>B 1.0, B 3.0, B 6.0, B 7.0, B 8.0, B 9.0, B 10.0, B 11.0</p>
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<b>Unit 8: Stocks, Soups and Sauces</b>	<b>45 hours</b>
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Stocks and sauces play a vital role achieving rich flavor in the culinary world. In this unit students will understand the basics of stocks, soups and sauces and how they can be utilized in a variety of application. Students will be able to apply five mother sauces to full plating applications, as well as learn the procedure to “a la minute” preparation of sauces. Students will also be able to identify between white stock, brown stock, fish stock and vegetable stock, while recognizing the proper application of each to particular dishes.

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6; **RSIT** 11-12.2, 11-12.3, 11-12.7; **RLST** 11-12.2, 11-12.3, 11-12.4, 11-12.5; **WHSST** 11-12.1, 11-12.10; **A-CED** 1, 3, 4  
**NGSS:** SEP 2, 5; **LS** 1.D; **CC** 3, 7

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will demonstrate their working understanding of using correct ratios and percentages when making stock and sauces through a culinary based mathematical worksheet.</p> <p><b>Assessments:</b> interactive notebooks, quiz</p>	<p>4.0, 6.0, 10.0</p>	<p>B 1.0, B 6.0, B 8.0, B 9.0, B 10.0</p>
<p>✓ <b>Key Assignment:</b> Students will be split into five groups. Each group will be given a mother sauce to research and present to the class. The students will ensure proper pronunciation, spelling, originating country, key characteristics, how to make the sauce and what common dishes the sauces are used for in the culinary world. Students will also provide nutritional facts.</p> <p><b>Assessments:</b> interactive notebooks, fishbowl, instructor assessment</p>	<p>4.0, 6.0, 10.0</p>	<p>B 1.0, B 6.0, B 8.0, B 9.0, B 10.0</p>

<p>✓ <b>Key Assignment:</b> Students will be able to fill in the missing steps to the procedure used in “a la minute” sauce preparation. Students will also be able to use proper sauce vocabulary and properly define each of the four finishing techniques: Mone au beurre, Liaison, Reduction and Straining.</p> <p><b>Assessment:</b> interactive notebooks, peer and instructor assessment</p>	4.0, 6.0, 10.0	B 1.0, B 6.0, B 8.0, B 9.0, B 10.0
<p>✓ <b>Key Assignment:</b> Students will work in cooking teams to research a given soup. Students will research what country the soup originated in, a brief history about the soup, then recreate the soup in the kitchen. Each group will present their findings and provide a taste test to their peers.</p> <p><b>Assessment:</b> observation, interactive notebooks, gallery walk, peer and instructor assessment</p>	4.0, 5.0, 6.0, 9.0, 10.0, 11.0	B 1.0, B 3.0, B 6.0, B 7.0, B 8.0, B 9.0, B 10.0, B 11.0

<b>Unit 9: Grains, Pasta and Vegetable Sides</b>	<b>24 hours</b>
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Students will understand the importance of grains, especially whole grains and the current trend of quinoa in the industry. The ease of preparation and the variety of grains used allow students to explore in multiple platforms which will allow for a better understanding of how to prepare and critique different past selections for main meals, as well as side dishes. Students will also be introduced to bread preparation with specific grains, and pizza doughs for production.

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.2, 11-12.3, 11-12.6; **WS** 11-12.1; **RSIT** 11-12.1, 11-12.2, 11-12.7; **RLST** 11-12.2, 11-12.3, 11-12.4; **WHSST** 11-12.1, 11-12.10  
**NGSS:** PS 1.B; CC 1, 3, 5, 7

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will be given a worksheet containing different names of pastas and grains. A table will have a number of jars filled with different pastas and grains. Students will have to identify each jar by indicating the jar number on the worksheet next to the correct name.</p> <p><b>Assessments:</b> observation, interactive notebooks, quiz</p>	5.0, 10.0	B 1.0, B 6.0
<p>✓ <b>Key Assignment:</b> In order to better understand the necessity and benefits of pasta and grains students will be given an information worksheet to complete which contains information regarding vitamins and minerals, dietary health benefits, physical and</p>	4.0, 5.0, 6.0, 10.0	B 1.0, B 6.0, B 10.0

<p>nutritional differences between Bran, Endosperm and Germ, proper grain storage, steps for cooking pasta, explain the scientific process of pasta cooking, and the proper use of white flour or whole wheat flour.</p> <p><b>Assessments:</b> observation, interactive notebooks, instructor assessment</p>		
<p>✓ <b>Key Assignment:</b> Students will work in teams. Each team will be given an international bread that they will have to research on its origin, how it is commonly used/consumed, and what grain is associated with the bread. Each team will then have to make the bread and present their findings and their final product to both the instructor and their peers.</p> <p><b>Assessment:</b> observation, interactive notebooks, gallery walk, peer and instructor assessment</p>	4.0, 6.0, 9.0, 10.0	B 1.0, B 6.0, B 5.0, B 7.0, B 8.0, B 9.0, B 10.0
<p>✓ <b>Key Assignment:</b> Students will have to use knowledge from previous units to complete the key assignment. Students will break into cooking team and will be given the opportunity to create their own pizza dough from scratch and present their selection of pizza toppings and combinations. The team must prepare a presentation to explain why they selected their choice and nutritional factors. A panel of select guests will vote on which pizza to make for production at the HUB.</p> <p><b>Assessment:</b> observation, interactive notebooks, presentation, peer and instructor assessment</p>	5.0, 6.0, 9.0, 10.0, 11.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 8.0, B 9.0, B 10.0, B 11.0

<b>Unit 10: Eggs, Dairy, and Short Order</b>		<b>45 hours</b>
<p>Eggs are used in a variety of ways in a culinary kitchen, from the simple fried egg to bonding ingredient for meatloaf. This unit will cover the many functions and uses of eggs within an assortment of recipes. Students will understand egg and dairy products, the uses, correct cooking as well as use and storage techniques. Within this unit students will demonstrate and practice short order cooking techniques.</p> <p><b>Standards Alignments:</b>  <b>CCSS:</b> LS 11-12.1, 11-12.2, 11-12.3, 11-12.5, 11-12.6; <b>RSIT</b> 11-12.1, 11-12.2, 11-12.7; <b>RLST</b> 11-12.2, 11-12.3, 11-12.4; <b>WHSST</b> 11-12.10  <b>NGSS:</b> PS 1.B; CC 2, 3, 6, 7</p>		
<b>Key Assignments</b>	<b>CTE Anchor Standards</b>	<b>CTE Pathway Standards</b>
<p>✓ <b>Key Assignment:</b> Students will learn the basic and advanced function of an egg in a recipe, this will also include safety use of raw eggs. Students will demonstrate the proper procedure for making mayonnaise through proper terminology and procedure.</p>	5.0, 6.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0

<b>Assessments:</b> observation, interactive notebook, quiz		
<p>✓ <b>Key Assignment:</b> Students will learn the three methods of egg separation: egg separator tool, bare hands method, and egg yolk transfer between shells. Students will also be exposed to egg foams including how to create egg foams and what they are used for. Each student will be able to practice all three methods of egg separation as well as egg foam prior to performing a practical for egg separation use in a lemon curd and egg foam for meringue cookies during a culinary production lab.</p> <p><b>Assessments:</b> observation, interactive notebook, practical test</p>	5.0, 6.0, 7.0, 8.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0, B 11.0
<p>✓ <b>Key Assignment:</b> Students will be able to define homogenized and pasteurized milk. Students will also be able to identify the eight different types of milk in an oral and written quiz, and be able to identify which milk product is used for specific recipes. The eight types of milk include homogenized milk, 2%, 1%, skim, lactose free, soy, almond, half and half.</p> <p><b>Assessments:</b> observation, interactive notebook, quiz, oral defense</p>	5.0, 6.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0

<b>Unit 11: Poultry</b>	<b>30 hours</b>
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A seasoned chef is able to correctly break down a chicken while maintaining a safe and clean work space, prevent cross contamination and understand the importance of cleaning and sanitizing the cutting boards and workstations once the breakdown is finished. Students will be able to set up a safe workstation, use the correct sharpened tools to butcher a whole chicken into nine pieces and clean up/sanitize their work space after completing the breakdown.

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.2, 11-12.3, 11-12.5, 11-12.6; **RIST** 11-12.1, 11-12.2, 11-12.7; **RLST** 11-12.2, 11-12.3, 11-12.4; **WHSST** 11-12.10  
**NGSS:** SEP 2; **LS** 1.B; **CC** 1, 2, 3, 4, 6, 7

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will be questioned and assessed on their handling of knives, sharpening knives and plan for post work clean up and sanitation. Students will have to set up their workstation and orally defend their selection and set up of equipment to use prior to the breakdown in the next assignment. To ensure safety of the students the student must be able to pass the assessment with 80% or higher before proceeding.</p> <p><b>Assessments:</b> observation, oral defense, skills rubric</p>	5.0, 6.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0

<p>✓ <b>Key Assignment:</b> Students will be given a whole chicken to cut into nine pieces. The parts must be laid out prior to covering, labeling and properly storing the pieces for future production labs in order for the instructor to assess the accuracy and yield of each cut.</p> <p><b>Assessments:</b> observation, teacher assessment, interactive notebook, skills rubric</p>	5.0, 6.0, 7.0, 8.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0, B 11.0
<p>✓ <b>Key Assignment:</b> Students will work in cooking teams and be given the opportunity to research a chicken dish and use their previous chicken breakdown cuts to create their researched recipe. Students will then present their dish, allow for a panel to taste test and select the winner for that weeks chicken production dish.</p> <p><b>Assessments:</b> observation, gallery walk, teacher assessment, interactive notebook, skills rubric</p>	5.0, 6.0, 7.0, 8.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0, B 11.0

<b>Unit 12: Meat</b>	<b>45 hours</b>
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In the US culinary industry meat is one of the most popular protein dishes to include beef, veal, pork and lamb. In this unit students will be able to correctly identify and demonstrate cooking techniques for the appropriate meat and meat cut. Proper safety and sanitation, as well as nutrition awareness is implemented into the unit. Students will begin the unit with an understanding of carcass identification and meat location. Students will begin with primal cuts and advance to cutting in regards to taste, tenderness, cooking methods and yields in relation to as purchased (AP) and edible portion (EP) yields. Additionally, students will have an extended lecture on ground meat, this will include the identification of a variety of ground meat.

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.2, 11-12.3, 11-12.5, 11-12.6; **RSIT** 11-12.1, 11-12.2, 11-12.7; **RLST** 11-12.2, 11-12.3, 11-12.4; **WHSST** 11-12.10  
**NGSS:** SEP 2; **LS** 1.B; **CC** 1, 2, 3, 4, 6, 7

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will be tested on the proper location of carcass primal cuts, techniques and storage. Students will have to identify on a blank animal diagram the location of: chuck, ribs, loin, rump, round, hind shank, flank, plate, brisket and foreshank.</p> <p><b>Assessments:</b> worksheet, teacher assessment, interactive notebook, skills rubric</p>	5.0, 6.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0
<p>✓ <b>Key Assignment:</b> Students will define and apply yield, wholesale/retail beef cuts, and cooking methods to a specific case study. Students will then pair off and compare each</p>	5.0, 6.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0

<p>others notes to the case study, being able to reassess their own work prior to orally defending their case to the instructor.</p> <p><b>Assessments:</b> pair share, self and teacher assessment, interactive notebook, skills rubric</p>		
<p>✓ <b>Key Assignment:</b> Students will work in pairs and compare different types of ground meat to include: pork, beef and lamb. Within these options students maybe given a specific variety of the ground beef to include regular, lean and extra lean. Each pair will have a specific type and quality of ground meat that they must present to the class. Within their presentation there should be information regarding nutritional content, texture, taste, cost and popular use of the specific meat along with the recipe.</p> <p><b>Assessments:</b> fishbowl, teacher assessment, interactive notebook, skills rubric</p>	5.0, 6.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0
<p>✓ <b>Key Assignment:</b> Students will work in cooking teams and be given the opportunity to research a meat dish and use their previous knowledge on meat cuts and yields to create their researched recipe. Students will then present their dish, allow for a panel to taste test and select the winner for that weeks meat production dish.</p> <p><b>Assessments:</b> observation, gallery walk, teacher assessment, interactive notebook, skills rubric</p>	5.0, 6.0, 7.0, 8.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0, B 11.0

<b>Unit 13: Fish and Shellfish</b>		<b>30 hours</b>
<p>Students will research a variety of flat fish, round fish, crustaceans and shellfish and know how to apply correct cooking techniques to each type. Safety, sanitation, and nutrition are integrated into the unit, especially in terms of food allergies and consumer safety. In this unit the instructor will teach the basic product knowledge required to prepare students to follow specific procedures for both fish and shellfish. Students will be introduced to the structure and composition of fin fish, the various market forms and varieties of fin fish characteristics.</p> <p><b>Standards Alignments:</b>  <b>CCSS:</b> LS 11-12.1, 11-12.2, 11-12.3, 11-12.5, 11-12.6; <b>RSIT</b> 11-12.1, 11-12.2, 11-12.7; <b>RLST</b> 11-12.2, 11-12.3, 11-12.4; <b>WHSST</b> 11-12.10  <b>NGSS:</b> SEP 2; <b>LS</b> 1.B; <b>CC</b> 1, 2, 3, 4, 6, 7</p>		
<b>Key Assignments</b>	<b>CTE Anchor Standards</b>	<b>CTE Pathway Standards</b>
<p>✓ <b>Key Assignment:</b> Students will be challenged on their knowledge of proper fish related terms through worksheet and peer assessment. The worksheet will cover specific fish related jargon to include: perishable, opaque, anadromous, freezer burn, drip loss, vacuum packed and aquaculture.</p>	5.0, 6.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0

<b>Assessments:</b> worksheet, peer and teacher assessment, interactive notebook, skills rubric		
<p>✓ <b>Key Assignment:</b> Students will work in cooking teams to create either New England or Manhattan clam chowder. Each team will present a brief historical synopsis of the chowder, as well as the ingredients, recipe and taste test.</p> <p><b>Assessments:</b> observation, presentation, teacher assessment, interactive notebook, skills rubric</p>	5.0, 6.0, 7.0, 8.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0, B 11.0
<p>✓ <b>Key Assignment:</b> Students will work in cooking teams and be given the opportunity to research a fish dish and use their previous knowledge on specific fish and techniques for their researched recipe. Students will then present their dish, allow for a panel to taste test and select the winner for that weeks fish production dish.</p> <p><b>Assessments:</b> observation, gallery walk, teacher assessment, interactive notebook, skills rubric</p>	5.0, 6.0, 7.0, 8.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0, B 11.0

<b>Unit 14: Bakery, Cakes and Pastry</b>	<b>60 hours</b>
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In this unit students will enter the world of bakery and desserts. Although students may have previous encounter with baking and small dessert order experience in previous units, this particular unit allows for students to better understand, demonstrate and apply bakery tools, supplies, equipment and formulas to produce galettes, croissants, turnovers, cakes, cheesecakes, and holiday products. Students will be able to plan and prepare bakery and pastry products, including cake and cookie decorating. Students will learn how to make a single crust pie pastry which is essential for Skills USA competitions, and be exposed to different types of crusts, edge finishes and the historical representation of pies. Students will also be exposed to the sweeter side of the kitchen to include ganache, chocolate truffle, caramel candies and caramel corn.

**Standards Alignments:**  
**CCSS:** LS 11-12.1, 11-12.2, 11-12.3, 11-12.5, 11-12.6; **RSIT** 11-12.1, 11-12.2, 11-12.7; **RLST** 11-12.2, 11-12.3, 11-12.4; **WHSST** 11-12.4, 11-12.6, 11-12.10  
**NGSS:** SEP 1, 3; PS 1.B, LS 1.B; CC 1, 2, 3, 4, 5, 6, 7, 8

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will explore the world of pretzels and preparation thereof to have a better understanding of yeast, pH in foods and how to use various baking tools. Students will be able to produce a basic pretzel dough and then create their own pretzels</p>	1.0, 4.0, 5.0, 6.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0,

<p>in terms of being a regular salted pretzel, a cinnamon and sugar pretzel, or a unique savory pretzel such as jalapeno and cheese.</p> <p><b>Assessment:</b> observation, gallery walk, teacher assessment, interactive notebook, skills rubric</p>		
<p>✓ <b>Key Assignment:</b> Students will learn the basics of pie crusts and filling. Students will work in baking teams to create a randomly selected pie. The team will have to research the historical synopsis of the pie, where the pie originated, when is it commonly used throughout the year (i.e. pumpkin pie for Thanksgiving), and nutritional facts. Students will then present their pie, allow for a panel to taste test and select the winner and first runner up for that weeks pie production.</p> <p><b>Assessments:</b> observation, gallery walk, teacher assessment, interactive notebook, skills rubric</p>	5.0, 6.0, 7.0, 8.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0,
<p>✓ <b>Key Assignment:</b> Students will work in baking teams to generate and produce numerous bakery products to be offered at the “Le Patisserie” cafe to include, but not limited to: cakes, cheesecakes, croissants, galettes, turnovers, caramel corn and holiday products.</p> <p><b>Assessments:</b> observation, gallery walk, teacher assessment, interactive notebook, skills rubric</p>	5.0, 6.0, 7.0, 8.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0, B 11.0

<b>Unit 15: Culture and Global Food</b>	<b>20 hours</b>
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As a final capstone unit the students will explore not only American regional and national trends, but they will also explore the wonderfully enticing culinary excellence available world wide. This unit is designed to introduce the concepts of how food and culture are married to produce an experience that involves four senses: sight, smell, taste and feel. Students will become acquainted with different cultures, food, and local agriculture that directly affects the food used in their traditional dishes.

**Standards Alignments:**  
**CCSS:** WS 11-12.1; LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6; **WHSST** 11-12.1, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10; **RLST** 11-12.2, 11-12.3, 11-12.4, 11-12.5; **RSIT** 11-12.2, 11-12.3, 11-12.4, 11-12.7  
**NGSS:** SEP 3, 7, 8; LS 4.A, ESS 3.A; CC 1, 2, 3, 4, 6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will participate in a global food game where numerous rounds of “name that dish” will be played in groups of 4. The game consists of various pictures of global dishes where each team will have to correctly identify the country associated with</p>	1.0, 2.0, 4.0, 5.0, 9.0, 10.0	B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0,

<p>the dish. The top two teams will then challenge each other to a final match up of “name that dish.”</p> <p><b>Assessment:</b> fishbowl, teacher assessment, interactive notebook, skills rubric</p>		
<p>✓ <b>Key Assignment:</b> Students will work in groups of 4, select a country to generate their final culinary project. Students will have to share information about the country including a map, flag, and pictures of the region. Each student will equally present the following: what type of food is common in that region, what agricultural advantages are within the country, common plate garnishes and/or plating, as well as table settings that are traditional to the country. Each student team will be asked to prepare an appetizer, a main dish and a dessert that is traditional for the country.</p> <p><b>Assessments:</b> observation, presentation, gallery walk, teacher assessment, interactive notebook, skills rubric</p>	<p>1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0</p>	<p>B 1.0, B 3.0, B 5.0, B 6.0, B 7.0, B 10.0, B 11.0</p>

## Instructional Materials

Textbooks	Electronic Media/Supplemental Print Materials/Online Resources
<p><b><i>Foundations of Restaurant Management &amp; Culinary Arts, Level one</i></b> 1<sup>th</sup> edition            Kristine Westover, Michelle Graas, Michelle Somody, Tom Finn, Claire Hunter, Abshier House – National Restaurant Association Education Foundation © 2011            ISBN: 978-0-13-801938-9</p>	<ul style="list-style-type: none"> <li>● <b><i>SERVSAFE Course Book</i></b> 6th Edition                National Restaurant Association Foundation ©2012</li> <li>● <b><i>Nutrition and Wellness for Life</i></b> 4th Edition                Dorothy F. West-The Goodheart-Willcox Company ©2012</li> <li>● <b>USDA</b> <a href="https://www.choosemyplate.gov">https://www.choosemyplate.gov</a></li> </ul>

## Standards Assessed in this Course

<p><b>CTE Anchor Standards</b></p>
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- 1.0 Academics: Academics standards are aligned to pathways; see below.
- 2.0 Communications: Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 3.0 Career Planning and Management: Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 4.0 Technology: Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.
- 5.0 Problem Solving and Critical Thinking: Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 6.0 Health and Safety: Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.
- 7.0 Responsibility and Flexibility: Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.
- 8.0 Ethics and Legal Responsibilities: Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 9.0 Leadership and Teamwork: Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.
- 10.0 Technical Knowledge and Skills: Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

### **Hospitality, Tourism, and Recreation Sector — Pathway Standards: Food Service and Hospitality**

- B1.0 Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies.**
  - B1.1 Define and compare core elements of the food service and hospitality industry from various supporting industries.
  - B1.2 Understand how the various segments of the industry contribute to, and impact, local, state, national, and international economies, cultures, and the environment.
  - B1.3 Explain the relationship between industry trends and local, state, national, and international economic trends.
  - B1.4 Research the advantages and disadvantages of the working conditions of various careers in the food service and hospitality industry.
- B2.0 Demonstrate the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments.**
  - B2.1 Identify the causes, prevention, and treatment of common accidents and the reporting procedures involved.
  - B2.2 Practice the basic procedures for the safety of employees and guests, including the procedures for emergency situations.

- B2.3 Understand the role of the California Occupational Safety and Health Administration, the Environmental Protection Agency, and other agencies in regulating practices in the food service and hospitality industry.
- B2.4 Understand the source and purpose of information in the Material Safety Data Sheets (MSDS) and know the proper use of personal protective equipment (PPE).
- B3.0 Interpret the basic principles of sanitation and safe food handling.**
- B3.1 Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.
- B3.2 Understand basic local, state, and federal sanitation regulations as they pertain to food production and service.
- B3.3 Explain the types of food contamination, the potential causes, including cross contamination, and methods of prevention.
- B3.4 Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
- B3.5 Understand the essential principles of Hazard Analysis Critical Control Points, including the use of flowcharts.
- B3.6 Understand the purpose and process of required industry certification (e.g., ServSafe, California Food Handlers Card).
- B4.0 Analyze the basics of food service and hospitality management.**
- B4.1 Understand the responsibilities of management, such as ensuring safe work practices and conditions and complying with important laws and regulations that affect employment, such as wage and hour laws, tenant status, and accommodation of minors.
- B4.2 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.
- B4.3 Interpret the differences in goals and organizational management of various food service businesses.
- B4.4 Understand the relationship of effective management and business procedures to important outcomes, such as profitability, productivity, workplace atmosphere, consumer and guest satisfaction, and business growth.
- B4.5 Design and interpret business plans including: the mission, vision, target market, location, financing, and the community and ecological context of the business.
- B5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies.**
- B5.1 Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventive maintenance and the use of nontoxic and less toxic materials.
- B5.2 Recognize the types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous environmental and physical properties of chemicals and the use of Material Safety Data Sheets (MSDS).
- B5.3 Practice the procedures for maintaining inventories: ordering food, equipment, and supplies; and storing and restocking supplies.
- B5.4 Understand the relationship between facilities management and profit and loss, including the costs of resource consumption, breakage, theft, supplies use, and decisions for repairs or replacement.
- B5.5 Understand how various departments in a food service facility contribute to the economic success of a business.
- B5.6 Prioritize tasks and plan work schedules based on budget and personnel.
- B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.**
- B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.

- B6.2 Apply the principle of mise en place, including the placement and order of use of ingredients, equipment, tools, and supplies.
- B6.3 Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.
- B6.4 Plan and follow a food production schedule, including timing and prioritization of tasks and activities.
- B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.
- B6.6 Design plating techniques, including accurate portioning and aesthetic presentation skills.
- B6.7 Develop a food preparation plan using forecasting and cross-utilization of products to maximize profit and eliminate waste.
- B7.0 Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens.**
- B7.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing, serving, and storing baked goods, pastries, and desserts.
- B7.2 Apply the principle of mise en place, including the placement and order of use of the ingredients, equipment, tools, and supplies unique to baking and pastry production.
- B7.3 Produce baked goods, pastries, and desserts by using the correct terminology, food safety, techniques, procedures, and various finishing techniques.
- B7.4 Evaluate the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts.
- B7.5 Understand packaging and merchandising techniques to feature seasonal and standard bakery products.
- B7.6 Develop a plan using forecasting and cross-utilization of products to maximize profit and eliminate waste.
- B8.0 Apply the knowledge and skills essential for effective customer service.**
- B8.1 Analyze the importance of customer service to the success of the food service establishment.
- B8.2 Demonstrate the concept of exceptional customer service and know ways of anticipating the needs and desires of customers to exceed their expectations.
- B8.3 Recognize common customer complaints and the service solutions for preventing or resolving complaints. Understand the roles of management and employees in effectively meeting the needs of culturally, generationally diverse, special needs customers.
- B8.5 Interact with customers in a positive, responsive, and professional manner.
- B9.0 Apply the basic procedures and skills needed for food and beverage service.**
- B9.1 Differentiate the required duties of various positions, including those of the host/hostess, wait staff, bus person, and others related to opening, closing, change-of-shift, and preparatory work.
- B9.2 Apply the concept of mise en place in relation to food and beverage service.
- B9.3 Practice safe, efficient, and proper procedures for setting, serving, maintaining, and bussing tables.
- B9.4 Practice proper techniques for customer service, including greeting, seating, presenting and explaining menu items, and taking customer orders.
- B9.5 Integrate appropriate, effective, and efficient techniques for writing food and beverage orders, relaying orders to the kitchen, coordinating and assembling food orders, and preparing and presenting checks to customers.
- B9.6 Apply procedures for handling cash transactions, converting currency, and identifying counterfeit currency.

- B9.7 Apply the procedures for handling non-cash transactions including: credit cards, debit cards, ATM cards, money orders, personal checks, coupons, discounts, and online transactions.
- B9.8 Conduct all financial transactions in an accurate, professional, and ethical manner, including gratuities.
- B9.9 Produce a product that identifies and explains the impact of theft on the food service and hospitality industry.
- B10.0 Demonstrate and apply basic nutritional concepts in meal planning and food preparation.**
- B10.1 Apply basic nutritional principles and know how to use food preparation techniques that conserve nutrients.
- B10.2 Interpret nutritional or ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals.
- B10.3 Create nutritious, creative, and profitable menus in accord with availability and demand.
- B11.0 Demonstrate an understanding of the basic processes of costing and cost analysis in food and beverage production and service.**
- B11.1 Understand the customer’s perception of value and its relationship to profit and loss.
- B11.2 Understand the components of a profit and loss statement emphasizing food and labor costs.
- B11.3 Utilize the practices of reduce, reuse, and recycle to maximize profits.
- B11.4 Understand the importance and structure of standardized systems, such as the Uniform System of Accounts for Restaurants.
- B11.5 Evaluate the importance of the menu as the primary source of revenue generation and cost control.
- B11.6 Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost.
- B12.0 Describe the fundamentals of successful sales and marketing methods.**
- B12.1 Recognize methods to develop and maintain long-term customer relations.
- B12.2 Identify the major market segments of the industry and understand how marketing principles and procedures can be applied to target audiences.
- B12.3 Understand basic marketing principles for maximizing revenue based on supply and demand and competition.
- B12.4 Understand the value of advertising, public relations, social networking, and community involvement.
- B12.5 Research the various types of entrepreneurial opportunities in the foodservice industry.
- B12.6 Design marketing strategies, including branding, benchmarking, and promotional selling and upgrading and their effect on profits.

**Common Core State Standards:**

**Language Standards – LS – (Standard Area, Grade Level, Standard #)**

- LS 11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LS 11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- LS 11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- LS 11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LS 11-12.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Writing Standards – WS – (Standard Area, Grade Level, Standard #)**

- WS 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WS 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WS 11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WS 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Reading Standards for Informational Text – RSIT – (Standard Area, Grade Level, Standard #)**

- RSIT 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RSIT 11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RSIT 11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RSIT 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RSIT 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Reading Standards for Literacy in Science and Technical Subjects – RLST – (Standard Area, Grade Level, Standard #)**

- RLST 11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes to any gaps or inconsistencies in the account.

- RLST 11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RLST 11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- RLST 11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
- RLST 11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- RLST 11-12.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- RLST 11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects – WHSST – (Standard Area, Grade Level, Standard #)**

- WHSST 11-12.1. Write arguments focused on discipline-specific content.
- WHSST 11-12.4. Produce clear and coherent writing in which the development, organization, and A1.0 style are appropriate tot task, purpose, and audience.
- WHSST 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHSST 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- WHSST 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHSST 11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHSST 11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.
- WHSST 11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Math Standards – Algebra – Creating Equations – A-CED (Standard Area, Grade Level, Standard #)**

- A-CED 1 Create equations and inequalities in one variable including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions.
- A-CED 3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context
- A-CED 4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in equations. For example, rearrange Ohm’s law  $V = IR$  to highlight resistance  $R$ .

**California History/Social Science Standards:**

**Principles of American Democracy and Economics – AD**

AD 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

**Next Generation State Standards:**

**Scientific and Engineering Practices**

- SEP 1 Asking questions (for science) and defining problems (for engineering)
- SEP 2 Developing and using models
- SEP 3 Planning and carrying out investigations
- SEP 4 Analyzing and interpreting data
- SEP 5 Using mathematics and computational thinking
- SEP 6 Constructing explanations (for science) and designing solutions (for engineering)
- SEP 7 Engaging in argument from evidence
- SEP 8 Obtaining, evaluating, and communicating information

**Disciplinary Core Ideas**

- LS 1.B From Molecules to Organisms: Growth and Development of Organisms
- LS 1.D From Molecules to Organisms: Information Processing
- LS 4.A Biological Evolution: Evidence of Common Ancestry and Diversity
- PS 1.B Chemical Reaction
- PS 3.A Energy: Definitions of Energy
- PS 3.B Conservation of Energy and Energy Transfer
- ESS 3.A Natural Resources

**Crosscutting Concepts**

- CC1 Patterns
- CC2 Cause and effect
- CC3 Scale, proportion and quantity
- CC4 Systems and system models
- CC5 Energy and matter
- CC6 Structure and function
- CC7 Stability and change