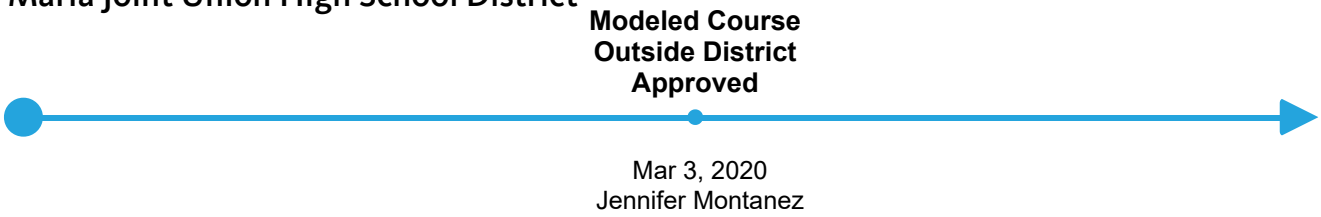
Culinary Arts 1

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
anta Maria High School (053305)	Classroom Based	Abbreviation: CulinaryArts 1A, CulinaryArts 1B Course Code: HE6211, HE6212
ioneer Valley High School (053847)	Classroom Based	Abbreviation: CulinaryArts 1A, CulinaryArts 1B Course Code: HE6211, HE6212
rnest Righetti High School (053303)	Classroom Based	Abbreviation: CulinaryArts 1A, CulinaryArts 1B Course Code: HE6211, HE6212

Title: Culinary Arts 1

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)?	Yes
Grade levels:	9th, 10th, 11th, 12th

ourse Description

urse overview:

Culinary Arts 1 is a hands on, work based introduction to the Hospitality and Foodservice Industry Pathway at Santa Maria Joint Union High School District. This concentration course prepares students for gainful employment and/or prepration for the capstone course within the Food Service and Hospitality Pathway. Students will develop marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and teamwork to manage an environment conducive to quality food production and service operations. Laboratory facilities and experiences, which include food production and service operations, offer school site Work Based Learning opportunities. The Foodservice and Hospitality Industry needs to be staffed at all levels by individuals who are well equipped with the knowledge, skills and appropriate attitudes to satisfy the demands of this dynamic industry. The Culinary Arts 1 course provides students an introductory curriculum designed to develop career specific qualities while strengthening their skills in the core subjects of math, science and English. Common Core Standards will be infused throughout this course to improve critical and creative thinking skills, such as problem solving, information literacy, and quantitative reasoning. Coursework includes kitchen academic preparation, laboratory sessions, and hands-on experience.

Expected student outcomes include:

- Students will develop the level of professionalism as required by an ever-changing foodservice and hospitality industry.
- Students will obtain an ANSI Food Handler Permit through cafoodhandlers.com,
- Students will apply work ethics, attitudes, and professional codes of conduct in the workplace.
- Students will research current and potential issues, trends and problems that could impact foodservice and hospitality operations.
- Students will communicate with co-workers, and instructors by using oral, written, and nonverbal skills required in food services operations.
- Students will demonstrate application of food safety principles in the food production environment. Students will use the concept of The Flow of Food to help ensure food safety.
- Students will gain an understanding of the physical and chemical properties of food.
- Students will improve their mathematical skills through measuring, recording and analyzing data.
- Students will demonstrate skills in the preparation, handling and cooking of foods both basic and creative to produce nutritious, appetizing and attractive meals and specialty items.
- Students will demonstrate reasoning and decision-making skills that reflect critical thinking (problem-solving, creative thinking, quantitative reasoning, application.)
- Students will research career options relating to the Foodservice and Hospitality Pathway.
- Students will maintain a culinary notebook/portfolio.

Direct Instruction

- Demonstrations
- Google Slides or Powerpoints and Lecture/Discussions, Guest Speakers

- Compare and Contrast using Graphic Organizers
- Prior learning assessment and check for understanding- chapter reviews
- Explicit teaching for modeling new skills and techniques
- Drill and Practice Games using Bingo and kahoot.

Indirect Instruction

- Reflective problem solving using personal lab journal
- Creative problem solving used for generating ideas
- Case Studies-from text, current events and competition prompts
- Reflective discussions to stimulate reflection and to extend comprehension
- Writing to Inform-students create menus, brochures, Google Slides presentations
- Concept mapping to explore new information while relating it to previously learned concepts

Experiential Learning

- Field Trips
- Conducting Experiments
- Food Labs, Cafeteria asstiance, Project Based Learning
- Games, Surveys

Independent Study

- Research Projects
- Journals
- Surveys
- Reports

Interactive Instruction

- Role Playing and Brainstorming
- Peer Partner Learning and Discussions
- Kitchen/ Lab Groups
- Think Pair Share-review and check for understanding
- Jigsaw to develop teamwork and cooperative learning
- Interviewing-Job Skills

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Unit 1: Kitchen Safety & Sanitation

Students will receive instruction on the principles and practices of sanitation and hygiene as applied to the foodservice industry. Students will research the basic local, state and federal sanitation regulations as they pertain to the food industry and understand The Flow of Food and basic HAACP Principles. Students will be able to understand the role of food safety, demonstrate knowledge of sanitation standards, explain various sources of foodborne illnesses and contamination, describe responsibilities of food handlers, as well as present the steps necessary for ensuring safe and sanitary working conditions. Instruction will be given in the form of lecture, videos, and independent reading. Students will verify their understanding of the concepts through passage of quizzes on how the individual can ensure safe food environments and prevent unsafe working conditions in the food industry. Following the unit, students will pass the California Food Handlers exam.

Students will also receive instruction on knife safety and kitchen safety that will be put into practice during kitchen meal preparation and laboratory activities as well as catering projects. Students will be trained on proper knife selection for the task at hand, how to properly hold a knife and how to properly maintain a knife's edge. Students will also be trained on what to do in case of an emergency whether it be a knife cut or a kitchen fire. Students will be tested on first aid, fire safety and the causes of kitchen fires, and the use of fire extinguishers. Students will demonstrate safety skills before participating in food preparation or laboratory activities to ensure a safe and prepared learning environment.

⮒ Unit Assignment(s):

Students must complete and pass the California eFoodHandlers approved safety and sanitation test before food handling is permitted.

During the knife safety section, students will use worksheets to identify proper names and sizes of standard knife cuts. A knife cut test will follow instructor demonstration of proper knife cuts. During the test, students will be required to properly set up a knife cutting station, demonstrate a brunoise, small dice, medium dice, julienne, mince, chop, battonette.

Students will demonstrate their understanding of the proper techniques of dish and small ware washing by entering the dish washing station and washing dishes. Students will explain and demonstrate the chemicals and soaps used in dishwashing, how to wash each item correctly and what steps are taken to ensure proper drying and storage of items washed. Students will write a minimum of one paragraph in their notebooks/portfolios describing the demonstration and methods used. Students will emphasize the importance of dishwashing guidelines in their paragraphs. A rubric will be used to score student notebooks/portfolio.

Unit 2: Culinary Equipment

Students will utilize critical thinking to organize supplies and ingredients as well as setting up equipment in our kitchen pantries. Students will identify tools, uses, safety and storage for tools and equipment. Students will use a variety of techiniques to learn and memorize equipment, smallware and tools. Exit tickets will be used to ensure understanding of equipment and their uses. Students demonstrate proper tools and equipment use through daily food production and labs.

⮒ Unit Assignment(s):

Demonstrate the use and care of a minimum of ten teacher identified pieces of equipment and tools used in the laboratory. Students need to complete and pass a culminating teacher prepared exam on equipment and tool use, care and storage.

Utilizing school and community resources, students will identify, define and demonstrate the safe use and care of facilities and equipment. Students illustrate how to use the facilities and equipment properly when they are participating in the food preparation labs. Students will identify and assess the possible safety hazards commonly occurring in the laboratory

facilities. Through teacher observations students are evaluated on the proper use, care and storage of equipment. Students take a laboratory safety test which includes the safety hazards and emergency procedures specific to the class. A percentage of the student's grade is based on proper sanitation of the facilities and equipment.

Unit 3: Career Awareness and Employability Skills

Students will evaluate career options related to foodservice and hospitality as well as trends in the industry. They will be able to define and describe employability skills and professionalism. Students will describe the expectations of employers, job related responsibilities, positive work habits, work ethics, and ethical behavior as well as evaluate dress, grooming, and personal hygiene appropriate for various job situations. Students will analyze skills needed to work effectively and efficiently as a supervisor or employee and describe and practice the behaviors and attitudes that contribute to success in job retention and promotion.

Students receive instruction on filling out employment applications, interviewing and professional conduct necessary to gain employment. Students will analyze what employers are seeking when hiring. Students must prepare answers to common interview questions in paragraph form using higher-level vocabulary that reflects their skills and desirability for the position they have chosen. Guest speakers are brought in for authenticity and to perform mock interviews. Students research various hospitality job titles and create various projects describing the positions to include duties, salary, hours and promotion possibilities.

⮒ Unit Assignment(s):

Based on focus questions provided by the teacher the student will investigate different careers in the Hospitality, Tourism and Recreation Industry and write a research paper on one of their choices.

Students must fill out an employment application and participate in mock interviews where they must utilitze their prior knowledge of proper interviewing skills to be successful.

Unit 4-Leadership, Communication and Teamwork

Students will demonstrate the characteristics of teamwork, leadership, and citizenship in the school, community, and workplace settings. Students will apply multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace. They will also demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

⮒ Unit Assignment(s):

Through peer, self, and teacher evaluations students evaluate their strengths and weakness related to teamwork skills.

Students work in groups when doing various projects as well as food production labs. Students need to communicate effectively with group members in order to accomplish the task at hand. Students use problem solving skills when facing a group conflict. Communication skills are some of the most important skills the students learn and use in class as well as the workplace. The skills are assessed through self reflections and teamwork and collaboration rubrics. The leadership roles in the lab groups change on a weekly basis giving each student an opportunity to be a leader in their individual group. Students evaluate themselves as well as their team mates at the end of each lab or other group assignment through rubrics.

Unit 5-Culinary Math & Proper culinary measurements

Instructor will present information about measuring equipment and how fractions and math skills are used on a daily basis in a kitchen setting. Students will discuss and practice culinary math skills through recipe conversion and measurements used in food production. Students will have frequent math and measurement activities including recipe conversions in the form doubling, tripling and halving measurements, reinforcement of these skills will be utlized during culinary labs. Students will be able to identify different types of standard measuring; both volume and liquid; and the proper use of each. Students will be able to identify different types of measuring tools, and properly use digital scales.

Supplemental Instructional Materials for Culinary Math:

- http://www.khanacademy.org
- http://www.recipetips.com
- http://www.goodcooking.com

⮓ Unit Assignment(s):

Students will be required to:

1. Identify the parts of a standardized recipe.
2. Utilize and explain the importance of using a standardized recipe.
3. Use math applications to vary the yield of a standardized recipe.
4. Describe factors that could impact conversions in a standardized recipe.
5. Demonstrate correct technique for measuring and portioning ingredients by weight and by volume.

Unit 6-Baking Fundamentals and Food Science

Students will be introduced to the fundamentals of baking and will demonstrate a knowledge of basic ingredients, bread production, quick breads and muffins, cookies, cakes and pies. Students will be able to demonstrate a variety of mixing methods to produce the appropriate bakery product. Students will be able to interpret formula instructions and convert measurements. Students will acquire this knowledge through instructor lectures and demonstrations, textbook reading, laboratory activities and baking labs. Students will understand the difference between chemical, physical and biological leaveners. Students knowledge will be assessed through quizzes and analysis of prepared baked items.

Topics to be covered

- Yeast dough
- Creaming method
- Muffin method
- Egg Foam method
- Biscuit Method
- Various cookie types (bar, drop, rolled, ice box, etc.)
- Cakes

Key Assessments:

Through a variety of teacher led lectures and demonstrations students will learn each of the different baking and pastry methods for each topic. Students must learn the fundamentals of the variety of baking and pastry methods and demonstrate their understanding through labs. Students must follow a mutlistep procedure in order to be succesful and aquire the desired end result.

Students must reflect on their laboratory procedures, method, and skills they are obtaining and ways they can improve upon. This also includes problem solving with their peers to correctly indentify mistakes and ways to work collabortively with their peeers.

Students will conduct experiments to determine the environmental requirements for yeast to produce fermentation and how it changes sugar to carbon dioxide and also experiment with different water temperatures with activation of yeast. Students will conduct experiments to illustrate the production of gas with chemical leavening agents using a vareity of acids to activiate chemical leaveners.

Students will expriment using different fats with a particular recpie. After the product has been baked the students must examine each of the different groups baked good by measuring the product using a kitchen ruler, compare the brownness of the product, flavor, density, and moistness.

Unit Assignment(s):

Teacher led instruction on proper measurement techniques through lecture and demonstration. Students practice proper measurement techniques using both dry and liquid measuring equiptment. Introduction to measuring by weight using a standard kitchen scale. Students will compare and contrast measurements by volume and by weight and discuss the benefit of each.

Students will complete various culinary math assignments that require students to cut a recipe in half, doubling or tripling a recipe. Students will also have to identify proper equipment for various ingredients to measure them properly.

Unit 7-Cooking Fundamentals

Students will be introduced to fundamental cooking techniques and theory with textbooks, instructor-led lectures, peer presentations and application of knowledge through kitchen activities. Students will identify ways to manage time and resources when planning and preparing their recipe.Students will be able to indentify and implement mise en place. Students will be able to apply appropriate cooking methods for potatoes, eggs, vegetables, grains and sauces. Students will learn to identify and prepare nutritious foods. Students will also demonstrate time management skills in order to complete assigned kitchen station assignments, laboratory activities, and clean up.

Topics to be covered: Stocks and sauces, variety of heat cooking methods, Breakfast menu items, vegetable techniques, and starch cooking.

⮒ Unit Assignment(s):

Through a variety of teacher led lectures and demonstrations students will learn each of the different cooking methods for each topic. Students must learn the fundamentals of the variety of cooking methods and demonstrate their understanding through labs. Students must follow a mutlistep procedure in order to be succesful and aquire the desired end result.

Students will utilize mise en place throughout all laboratory procedures.

Students must reflect on their laboratory procedures, method, and skills they are obtaining and ways they can improve upon. This also includes problem solving with their peers to correctly indentify mistakes and ways to work collabortively with their peeers.

Industry Business and Marketing

Knowing the industry and how to maintain a viable business and utilize proper marketing is essentail within the hospitality industry. Students will learn how local and international businesses market themselves and their products they offer to consumers. They will examine and learn the broad scope of promoting, pricing and distrubution of products and services. Promotional mixes will be covered including advertising and logo design/packaging and publicity. Students will refine their public speaking skills by presenting their business plan in front of their peers.

⮒ Unit Assignment(s):

Students will research various food truck businesses and their menus to devise their own concept of a food truck business. Students will observe various food truck businesses through mutlimedia presentations and guest speakers to gain insight and knowledge to the business. Through teacher led instruction, students will develop a 3D food truck concept complete with a customized logo and menu. Students will market their business using a social media account and appropriate marketing techniques. They will type out a business plan that includes their overall theme, marketing techniques, menu items, and tips for operating a successful business within the hospitality industry. Students will present their business plan, social media account and logo to the class and partcipate in a class competition. Each student will be a consumer deciding where they would spend their money based upon the business plan presented. Whichever business plan aquires the most money, the entire class will be able to make one menu item from the winning business truck.

ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primary
he Culinary Professional	John Draz, Christopher Koetke	Goodheart-Willcox Company	2009	[empty]	Yes
ood for Today	Alice O. Kopan/ Helen Kowtaluk	Glencoe	2010	[empty]	No

Websites

itle	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
alifornia Food Handlers	[empty]	cafoodhandlers	cafoodhandlers.com