

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE <p style="text-align: center;">Culinary I</p>																		
DISTRICT COURSE NUMBER <p style="text-align: center;">0553</p>		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) <p style="text-align: center;">4361</p>																
Rationale:	The field of food science, dietetics and nutrition is wide open to job seekers due to culinary, social and demographic trends that are continually reshaping the role of food in daily living. A introductory course in Culinary I allows students to explore the food industry, building a foundation of knowledge.																	
Course Description that will be in the Course Directory:	This course will emphasize the relationship of nutrition to health and wellbeing; the selection, preparation and care of food; meal management to meet individual and family food needs and patterns of living; and optimal use of the food dollar. In addition, the course demonstrates competencies needed for planning, preparation and serving food attractively within a given time schedule.																	
How Does this Course align with or meet State and District content standards?	This course meets district standards and is aligned with State and National Family and Consumer Science Standards.																	
NCLB Core Subjects:	<i>Select up to two that apply:</i> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Arts</td> <td><input type="checkbox"/> Civics and Government</td> <td style="text-align: right;">X Not Core Subject</td> </tr> <tr> <td><input type="checkbox"/> Economics</td> <td><input type="checkbox"/> History</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English</td> <td><input type="checkbox"/> Mathematics</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foreign Language</td> <td><input type="checkbox"/> Reading / Language Arts</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Geography</td> <td><input type="checkbox"/> Science</td> <td></td> </tr> </table>			<input type="checkbox"/> Arts	<input type="checkbox"/> Civics and Government	X Not Core Subject	<input type="checkbox"/> Economics	<input type="checkbox"/> History		<input type="checkbox"/> English	<input type="checkbox"/> Mathematics		<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Reading / Language Arts		<input type="checkbox"/> Geography	<input type="checkbox"/> Science	
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CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input checked="" type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject <input type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input type="checkbox"/> N/A															
Length of Course:	<input checked="" type="checkbox"/> Year <input checked="" type="checkbox"/> Semester																	
Grade Level(s):	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12																	
Credit:	X Number of credits: 10 X Meets graduation requirements (subject Elective) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement g		<input checked="" type="checkbox"/> College Prep															
Prerequisites:	None																	
Department(s):	Career Technical Education																	

District Sites:	EDHS, ORHS, PHS, UMHS
Board of Trustees COS Adoption Date:	April 14, 2009
Textbooks / Instructional Materials:	Guide to Good Food , 13 th Edition, 2015, Velda L. Largen and Deborah L. Bencw, Goodheart-Wilcox
Funding Source:	Perkins/CTEIG
Board of Trustees Textbook Adoption Date:	May 9, 2017

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Culinary I

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EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Culinary I (Foods and Nutrition)**

Course Number: **0553**

Unit Title:

Nutrition and Health

Content Area Standards HTR – A10.5 Standards 21:

- 21.1 Explain the functions and sources of the major nutrients and their relationship to good health. (HTR – A10.5.1)
- 21.2 Compare an individual’s daily diet with average needs for each food group in the USDA MyPlate based on age, gender, and physical activity. (HTR – A10.5.2)
- 21.3 Evaluate nutritional needs, food choices, and habits of individuals in different stages of the life cycle and design or modify their diets. (HTR – A10.5.3)
- 21.4 Describe food related illnesses and examine strategies for their prevention and treatment. (HTR – A10.5.4)
- 21.5 Compare and analyze label information and terminology on food products and other sources of nutritional information provided through various media. (HTR – A10.5.5)
- 21.6 Explain the process of digestion, absorption, and metabolism in the body’s use of food and the effects of medications, alcohol, and drugs. (HTR – A10.5.6)
- 21.7 Compare and evaluate dietary programs and information that deal with weight control and nutrition. (HTR – A10.5.7)

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Students will be able to identify the essential nutrients, their functions and associated food sources.
- Students will be able to analyze their individual diets and compare to Recommended Dietary Guidelines and the Choose My Plate recommendations using computer personal dietary programs.
- Students will understand the principles of nutrition, fitness and healthy lifestyles and their relationship to good health through the life cycle.
- Students will be able to identify the warning sign, treatment and long term health effects of eating disorders.
- Students will analyze the influence of social media on these disorders.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards. Instructional Strategies may include but are not limited to the following:

- Healthy lifestyles slideshows
- Videos - “Fed Up”, Fat Like Me,
- BID, BED, Anorexia and Nervosa, Bulimia and Obesity
- Group Projects-Analyze and compare diets and healthy lifestyle habits
- Bookwork- Vocabulary and review
- Oral projects
- Bullying personal reflection questions related to obesity
- Poster projects and oral presentations
- Nutrition Hot Topic research and group presentations
- Superfoods digital poster project
- Personal diet and fitness recall and analysis using technology
- Dietary analysis of special needs groups
- Create nutrition labels for food labs
- Lecture with note taking
- Guest speakers
- Food labs that focus on nutrients and cooking processes to preserve nutrients

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards. Assessments may include but are not limited to the following:

Tests and Quizzes

Completed dietary print out and personal written analysis of data.

Evaluate written assignments and projects

Revamped food journals

Poster Projects

Digital: PPT and Brochures

Interventions: May include, but not limited to:.

Review, redo with easier dietary analysis

Review basic nutritional guidelines

Evaluate Student Learning Re-Teach areas of weakness

Video/Computer Learning More time on tests

Use of the learning resource center

Tutorial time

After school/lunchtime tutoring

Contact parents/counselors

Extended time on projects

EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Culinary I**

Course Number: **0553**

Unit Title:

Food Safety and Sanitation

Content Area Standards HTR – A10.6 Standard 22

22.1 Identify organisms that cause food-borne illnesses and food spoilage; sources of contamination; and conditions required for the growth of organisms. (HTR – A10.6.1)

22.2 Employ sanitary practices before, during, and after food preparation and service. (HTR – A10.6.2)

22.3 Demonstrate and compare the proper techniques for safe storage and preparation of food. (HTR – A10.6.3)

22.4 Identify and evaluate information provided by agencies and media regarding food safety regulations as well as nutrition and environmental issues. (HTR – A10.6.4)

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Students understand and demonstrate the basic principles of food safety and sanitation and the proper techniques for preparing, holding, and serving food.
- Students will be able to identify potential food safety hazards and areas of potential cross contamination.
- Students will complete online food safety quizzes and exams.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards. Instructional Strategies may include but are not limited to the following:

Poster Projects- Food Safety Prevention Posters and presentations
 Bacteria Research Project- digital presentation
 Computer Brochures- Foodborne illness and contagious disease prevention
 Hands on foods labs
 Glo-germ lab
 Instructional Videos - Dr. X
 Bookwork- Vocabulary and review questions
 Lectures with note taking
 Reports
 Oral Student Presentations
 Internet assignments and research
 Group Projects
 Tests and Quizzes
 Portfolios

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards. Assessments may include but are not limited to the following:

Graded Lab
 Observations during cooking labs
 Graded Projects
 Completed Work Test/quizzes
 Poster Projects
 Digital: PPT and Brochures

Interventions: May include, but not limited to:

Retest

More practice and review

More bacteria labs

Evaluate Student Learning

Re-Teach areas of weakness

Video/Computer Learning

More time on tests

Use of the learning resource center

Tutorial time

After school/lunchtime tutoring

Contact parents/counselors

Extended time on projects

EDUCATIONAL SERVICESDepartment: **Career Technical Education**Course Title: **Culinary I**Course Number: **0553****Unit Title:****Food Preparation and Meal Management****Content Area Standards** HTR – A10.7 Standards 23**A. Food Purchasing**

23.1 Identify and demonstrate techniques to manage and conserve time, energy, and resources when planning, selecting, and preparing foods or meals. (HTR – A10.7.1)

23.2 Compare information on food labels to analyze and determine serving size, number of servings, calories, ingredients, and nutritional value. (HTR – A10.7.2)

23.3 Compare food quality, products, brands, number of servings, and unit prices as well as expiration dates. (HTR – A10.7.3)

23.4 Apply consumer and decision-making skills when selecting and purchasing food. (HTR – A10.7.4)

23.5 Identify and compare commercially- and home-prepared food and meals based on cost, nutritional value, quality, time, and energy. (HTR – A10.7.5)

23.6 Evaluate a food budget for an individual or a family based on income, nutritional needs, and stages of the life cycle. (HTR – A10.7.6)

23.7 Identify and compare local food source outlets for cost, convenience, services, and variety of selections. (HTR – A10.7.7)

B. Food Preparation

23.8 Define food preparation terminology and interpret standardized recipes used in the preparation of food products. (HTR – A10.7.8)

23.9 Describe the properties and functions of ingredients and their substitutes used to prepare foods. (HTR – A10.7.9)

23.10 Use appropriate equipment and techniques for dry and liquid measurements. (HTR – A10.7.10) III-18 CFS-HS-2013

23.11 Define and demonstrate food preparation techniques and skills that preserve nutrients and enhance the flavor and appearance of food. (HTR – A10.7.11)

23.12 Plan, prepare, and serve meals that apply the principles of contrasts in flavors, textures, and temperatures and are aesthetically pleasing and nutritious. (HTR – A10.7.12)

23.13 Convert volume and weight measurements to increase and decrease yields of recipes. (HTR – A10.7.13)

23.14 Investigate and describe current trends in food preparation. (HTR – A10.7.14)

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Students understand the principles of food purchasing, food preparation, and meal management in a variety of settings.
- Students will be able to demonstrate various food preparation techniques and methods used to prepare foods.
 - Baking Unit
 - Eggs, Dairy and Cheese
 - Meal Planning
 - Holiday/Entertainment/Specialty Items
 - Protein Unit
 - Fruits and Vegetables
 - Soups and Salads
- Students will plan and prepare various meals that incorporate different flavors, textures and temperatures that are aesthetically pleasing and nutritious.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards. Instructional Strategies may include but are not limited to the following:

Homework assignments related to food budgeting and meal plans at home.
Individual Homework food preparation assignments.
Cooking lab shopping and budgeting assignments.
Bookwork- Vocabulary and review
Internet assignment and research
Lectures with note taking
Computer brochures
Group projects: Food blog assignment
Instructional Chef Videos
Teacher Demonstrations
Guest speakers
Guest demonstrations
Experiments
Test and Quizzes

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards. Assessments may include but are not limited to the following:

Evaluation of completed assignments.
Tests/ Quizzes
Graded cooking labs
Graded homework
Graded projects
Poster Projects
Digital: PPT and Brochures

Interventions: May include, but not limited to:

Retest
More practice and review
Peer "buddy" practice
Teacher individualized demonstration/guidance
Evaluate Student Learning
Re-Teach areas of weakness
Video/Computer Learning
More time on tests
Use of the learning resource center
Tutorial time
After school/lunchtime tutoring
Contact parents/counselors
Extended time on projects
Peer tutoring

EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Culinary I**

Course Number: **0553**

Unit Title:

Food Culture and Etiquette

Content Area Standards HTR – A10.8 Standard 24

- 24.1 Demonstrate table manners and etiquette commonly accepted in the United States. (HTR – A10.8.1)
24.2 Describe and practice basic table setting techniques and a variety of meal service styles. (HTR – A10.8.2)
24.3 Identify regional differences in the United States affecting the preparation and service of food. (HTR – A10.8.3)
24.4 Identify cultural differences affecting the preparation and service of food. (HTR – A10.8.4)
24.5 Research and compare food preparation techniques, table settings, meal etiquette, food habits, and traditions of different cultures. (HTR – A10.8.5)
24.6 Describe the influence of such factors as culture, geographic region, and socioeconomic status on food choices and habits. (HTR – A10.8.6)

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Students understand commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.
- Students will explore and compare a variety of culinary foods and preparation techniques from around the world.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards. Instructional Strategies may include but are not limited to the following:

Table Setting activity
Etiquette and Food Service Activity
Menu Planning and Table Display Project
Cultural Food Project
Holiday Tradition / Multicultural report
"Table Manners" video
Group Projects

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards. Assessments may include but are not limited to the following:

Completed projects and reports, including cooking labs
Video questions
Observing table settings
Projects

Interventions: May include, but not limited to:

Retest

More practice and review

Evaluate Student Learning

Re-Teach areas of weakness

Video/Computer Learning

More time on tests

Use of the learning resource center

Tutorial time

After school tutoring

Contact parents/counselors

Extended time on projects

EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Culinary I**

Course Number: **0553**

Unit Title:

The Science of Food and Nutrition

Content Area Standards HTR – A10.9 Standard 25

- 25.1 Describe the physical and chemical processes that occur during food preparation and the effects of cooking methods and ingredient substitution on food products and their nutritional value. (HTR – A10.9.1)
- 25.2 Analyze and compare the nutrient content and density in a variety of foods. (HTR – A10.9.2)
- 25.3 Apply the scientific principles to food preparation (investigation, formulation of hypotheses, and experimentation). (HTR – A10.9.3)
- 25.4 Describe the biochemical processes enabling the body to use nutrients from food. (HTR – A10.9.4)
- 25.5 Apply data from nutritional research studies to evaluate information on nutrition and diet. (HTR – A10.9.5)
- 25.6 Describe the relationships of acid and alkaline bases, states of matter, and the use of energy to food and food sensory evaluations. (HTR – A10.9.6)
- 25.7 Describe the functions and effects of chemicals and additives in food. (HTR – A10.9.7)
- 25.8 Apply the scientific method to test food science principles or develop new food products. (HTR – A10.9.8)
- 1.2 Science
- (1.a) Select and use appropriate tools and technology (such as computer –linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- 1.2 Science
- (1.d) Formulate explanations by using logic and evidence.
- A4.2 Analyze appropriate nutrient intake, diet, and energy expenditure for individuals of different ages and with different dietary and health needs.
- A8.3 Practice safe laboratory and equipment use and maintenance procedures.
- A8.5 Document experiments and maintains laboratory records.
- A9.3 Prepare and test formulas for developing new food products.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students understand the aspects of science related to food preparation, product development, and nutrition.
Students are able to identify and explain the reasons behind chemical reactions of ingredients in recipes.
Students will demonstrate proper use of equipment and tools while completing labs.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards. Instructional Strategies may include but are not limited to the following:

Food Science experiments (leavening agents, effect of sugar on yeast production)
“Design a New Food Product” project
Reading a food label assignment/ Designing a food label
Food Science video
“Good Eats” videos & note taking
Food labs

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards. Assessments may include but are not limited to the following:

Tests/ quizzes
Video questions
Completed food labs
Individual food projects
Poster Projects

Interventions: May include, but not limited to:

Retest
More practice and review
More bacteria labs
Evaluate Student Learning
Re-Teach areas of weakness
Video/Computer Learning
More time on tests
Use of the learning resource center
Tutorial time
After school/lunchtime tutoring
Contact parents/counselors
Extended time on projects
Peer tutoring

EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Culinary I**

Course Number: **0553**

Unit Title:

Food Production and Technology

Content Area Standards HTR – A10.10 Standard 26

26.1 Describe and compare different methods of preserving foods. (HTR – A10.10.1)
26.2 Describe technological advances in food production, processing, and distribution methods and evaluate their impact on food quality, availability, and cost. (HTR – A10.10.2)
26.3 Analyze health, safety, and environmental issues related to current and emerging food technologies. (HTR – A10.10.3)
26.4 Describe quality assurance procedures used in food production and processing. (HTR – A10.10.4)
26.5 Compare food production and processing techniques, safety standards, and distribution methods in the world marketplace. (HTR – A10.10.5)
A3.3 Understand procedures for preventing the spread of food-borne pathogens and illness.
23.1 Describe ways to manage time, energy, and resources when planning, selecting, and preparing food or meals. (HTR – F10.3.1)
23.5 Explain the functions of ingredients used to prepare foods. (HTR – F10.3.5)
A8.2 Know terminology, methods, and equipment used in the food science and technology industry.
A8.3 Practice safe laboratory and equipment use and maintenance procedures.
A10.5 Understand the methods and importance of communicating accurate information to consumers about nutrition, food safety, and food products

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Students understand food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.
- Students will be able to plan and prepare various introductory and intermediate level foods or meals.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Guest speakers

Field trips

Videos : “GMO/OMG”, “Good Eats” videos

Foods labs

Computer labs

Group projects- “Design your Own Restaurant”

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards. Assessments may include but are not limited to the following:

Completed projects, presentations, slide shows

Completed food labs

Interventions: May include, but not limited to:

- Retest
- More practice and review
- More bacteria labs
- Evaluate Student Learning
- Re-Teach areas of weakness
- Video/Computer Learning
- More time on tests
- Use of the learning resource center
- Tutorial time
- After school tutoring
- Contact parents/counselors
- Extended time on projects

EDUCATIONAL SERVICES

Department: **Career Technical Education**

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Unit Title:

Facilities and Equipment

Content Area Standards HTR – A10.11 Standard 27:

- 27.1 Identify safety hazards and emergency procedures for accidents related to facilities and equipment. (HTR – A10.11.1)
27.2 Define the work triangle concept and apply the principles to kitchen safety and efficiency. (HTR – A10.11.2)
27.3 Describe food preparation equipment, appliances, and surfaces in terms of sanitation, safety, maintenance, and cost. (HTR – A10.11.3)
27.4 Apply appropriate practices when using, maintaining, and storing food preparation equipment and appliances. (HTR – A10.11.4)
B6.2 Use, maintains, and stores the tools, utensils, equipment, and appliances appropriate for preparing a variety of food items.
B6.4 Prepare food by using the correct techniques and procedures specified in recipes and formulas.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Students understand how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.
- Knife Skills

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Kitchen Inventory quiz
Safety and Sanitation videos
Guest speakers
Food Safety manuals
Food Handler/Safety Certification
Food labs
Knife skills
Industry terminology
Design Your Own Restaurant Project

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Tests/ quizzes
Completed projects
Successful lab completion and clean up
Inventory quizzes
Online Certifications

Interventions: May include, but not limited to:

- Retest
- More practice and review
- Use of peer "buddies"
- Evaluate Student Learning
- Chunk large projects/assignments into segments
- Re-Teach areas of weakness
- Video/Computer Learning
- More time on tests
- Use of the learning resource center
- Tutorial time
- After school tutoring
- Contact parents/counselors
- Extended time on projects