

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

COURSE TITLE Culinary II			
DISTRICT COURSE NUMBER 0556		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 4361	
Rationale:	Students interested in a career in the Food Service and Hospitality Industry can develop more advanced skills to prepare them for the work force in this area. It provides challenges for students to improve and develop a higher level of skill in this area.		
Course Description that will be in the Course Directory:	This course builds on those units learned in Culinary I class. It covers the selection and preparation of food in meal management, as well as budgeting. Students prepare and serve meals to staff members or students during the second semester. In addition, students study and prepare foods from geographic regions in the United States as well as foods of other cultures. Career options and speakers are emphasized in this course.		
How Does this Course align with or meet State and District content standards?	This course meets district standards and is aligned with the State and National Family and Consumer Science Standards.		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Economics <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Government <input type="checkbox"/> History <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Science X Not Core Subject		
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 type="checkbox"/> CTE Introductory (01) <input checked="" 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 type="checkbox"/> Semester		
Grade Level(s):	<input 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) X Fulfills UC "g" approval <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement		<input checked="" type="checkbox"/> College Prep
Prerequisites:	Culinary I (formerly Foods and Nutrition). Teacher approval required for Sophomores.		
Department(s):	Career Technical Education		

District Sites:	ORHS, PHS, EDHS, UMHS
Board of Trustees COS Adoption Date:	April 14, 2009
Textbooks / Instructional Materials:	Introduction to Culinary Arts , 2 nd Edition, Jerry Gleason, Pearson, ISBN: 978-0-13-273744-9
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 II

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EDUCATIONAL SERVICES

Department: **Career Technical Education**

Course Title: **Culinary II**

Course Number: **0556**

Unit Title:

Technical Knowledge and Skill Review

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- | | |
|------|---|
| B5.0 | Students understand the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies: |
| B5.6 | Understand the procedures for cleaning, maintaining, and repairing facilities and equipment and the importance of preventive maintenance. |
| B6.0 | Students understand and apply the basics of food preparation in professional and institutional kitchens. |
| B6.1 | Know the qualities and properties of food items and ingredients used in food preparation. |
| B6.2 | Use, maintain, and store the tools, utensils, equipment, and appliances appropriate for preparing a variety of food items. |
| B6.3 | Know the principle of <i>mise en place</i> , including the placement and order of use of ingredients, tools, and supplies. |
| B6.4 | Prepare food by using the correct techniques and procedures specified in recipes and formulas. |
| B6.5 | Use plating techniques, including accurate portioning and aesthetic presentation skills. |
| 10.1 | Understand the principles of nutrition and their relationship to good health through the life cycles. |
| 10.2 | Understand the basic principles of food safety and sanitation and the proper techniques for preparing and serving foods. |
| 10.3 | Understand the basic principles of food purchasing, food preparation, and meal management in a variety of settings. |
| 10.4 | Collaborate with industry experts for specific technical knowledge and skills. |
| 10.5 | Understand the aspects of science related to food preparation, product development, and nutrition. |
| 10.6 | Understand how to select, safely use, and efficiently care for facilities and equipment related to health, leisure, and recreation at each stage of the life cycle. |

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 essential knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation.
- Students complete online workplace and food safety certifications.
- Students can identify various tools and equipment, and exhibit proper techniques for cleaning, storing and using them.
- Students will demonstrate basic food preparation and management techniques.

Instructional Strategies: May include, but not limited to:

Review
Lecture
Group discussion
Lab work
Book work
Knife skills demonstration and practice - guest chef
"Good Eats" and other online Videos

Assessments: May include, but not limited to:

Tests/ quizzes
Skills Proficiency Assessment
Group discussions - verbal and online
Completed labs and projects
Salad Prep Final

Interventions: May include, but not limited to:

Retest/ review
Group discussions
Projects
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 II**

Course Number: **0556**

Unit Title:

Sanitation and Safe Food Handling

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- | | |
|------|---|
| B3.1 | Understand basic local, state and federal sanitation regulations as they pertain to food production and service. |
| B3.2 | Know the standards of personal grooming and hygiene required by local, state and federal health and safety codes. |
| B3.3 | Understand safe and sanitary procedures in all food handling, including food receiving, storage, production, service and cleanup. |
| B3.4 | Know types of food contamination, the potential causes, including cross-contamination, and methods of prevention. |

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 basic principles of sanitation and safe food handling.
- Students will complete online food and workplace safety certifications.
- Students will be able to identify potential food hazards and contaminants.

Instructional Strategies May include, but not limited to:

Lecture
Group work & book work
Online Research/Google Slide Presentation
Videos
"Growing Bacteria" lab

Assessments: May include, but not limited to:

Completed Research Projects/Presentations
Demonstration of safe food handling in all labs
Tests/quizzes
Group discussion
Completion of www.sp2.org food and workplace safety certifications
Food Handlers Permit certification

Interventions: May include, but not limited to:

Review

Retest

After school tutoring/ intervention

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 II**

Course Number: **0556**

Unit Title:

Food Preparation

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- B6.1 Know the qualities and properties of food items and ingredients used in food preparation.
- B6.2 Use, maintain, and store the tools, utensils, equipment, and appliances appropriate for preparing a variety of food items.
- B6.3 Know the principle of *mise en place*, including the placement and order of use of ingredients, tools, and supplies.
- B6.4 Prepare food by using the correct techniques and procedures specified in recipes and formulas.
- B6.5 Use plating techniques, including accurate portioning and aesthetic presentation skills.
- 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

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 apply the basics of food preparation in professional and institutional kitchens
- Students will be able to identify and explain the functions of ingredients in recipes.
- Students will be able to substitute ingredients where appropriate.

Instructional Strategies May include, but not limited to:

Lecture/PowerPoint presentations

Videos

Teacher demonstrations

Student demonstrations

Guest speakers

Planning and Preparing for Cooking Labs

(Cooking labs-soups/salads, microwaving, garnishing, herbs, casseroles, hors d'ouvres , appetizers, candy making, meat and poultry, breads, fruits and vegetables, pasta, low fat cooking, pastries and desserts, milk and dairy, grains)

Assessments May include, but not limited to:

Tests/quizzes

Group discussion

Completed labs

Fresh Pasta lab

Grains lab

Herb identification lab

Sampling herb lab

Meat Unit labs

Special Occasion Meal (ex: Thanksgiving)

Plating Lab

Host Brunch Event

Pantry Raid Lab

Brown bag lunch lab

Garnishing labs

Completed projects

Interventions: May include, but not limited to:

Review

Retest

After school tutoring/ intervention

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 II**

Course Number: **0556**

Unit Title:

Baking, Pastry and Dessert Preparation

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- B7.0 Students understand and apply the basics of baking, pastry, and dessert preparation in professional and institutional kitchens:
- B7.1 Know the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts.
- B7.2 Use, maintain, and store the tools, utensils, equipment, and appliances appropriate for preparing, serving, and storing baked goods, pastries, and desserts.
- B7.3 Know the principle of *mise en place*, including the placement and order of use of the ingredients, tools, and supplies needed to produce baked goods, pastries, and desserts.
- B7.4 Produce baked goods, pastries, and desserts by using correct techniques, procedures, and various finishing techniques.

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 apply the basics of baking, pastry, and dessert preparation in professional and institutional kitchens.
- Students will be able to choose and prepare various baked goods and evaluate them based on the elements and principles of design.

Instructional Strategies May include, but not limited to:

Demonstrations / Videos- cake decorating
 Guest speakers – professional baker
 Baking labs
 Gluten Ball Lab
 Dessert Plating lecture/activity
 PowerPoint lecture of the elements and principles of design and how they apply to food preparation and presentation

Assessments May include, but not limited to:

Tests/quizzes
 Student demonstrations
 Completed labs
 Quick Breads - scones, muffins, breads for production
 Yeast Doughs lab
 Baking Production labs
 Cake Decorating lab
 Chocolate unit
 Cupcake Wars
 Specialty Desserts - cheesecake, crème brulee, etc.
 Croquembouche final
 Dessert Plating assessment

Interventions: May include, but not limited to:

Review

Retest

After school tutoring/ intervention

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 II**

Course Number: **0556**

Unit Title:

Nutritional Concepts

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- | | |
|-------|---|
| B10.0 | Students understand and apply basic nutritional concepts in meal planning and food preparation: |
| B10.1 | Understand 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 | Understand the process for creating nutritious, creative, and profitable menus in accord with availability and demand. |
| B10.1 | Understand 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 | Understand the process for creating nutritious, creative, and profitable menus in accord with availability and demand. |
| 21.3 | Evaluate nutritional needs, food choices, and habits of individuals in different stages of the life cycle and design or modify their diets. |
| 21.4 | Describe food related illnesses and examine strategies for their prevention and treatment. |
| 21.5 | Compare and analyze label information and terminology on food products and other sources of nutritional information provided through various media. |
| 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. |
| 21.7 | Compare and evaluate dietary programs and information that deal with weight control and nutrition. |

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 apply basic nutritional concepts in meal planning and food preparation.
- Students will be able to read and interpret food labels and calculate percentages of fat, sugar and protein in the food product.
- Students will be able to recommend appropriate diets after reading case studies of various individuals with health and weight issues.

Instructional Strategies: May include, but not limited to:

Diet research project- Weight Watchers, Jenny Craig, Nutrisystem, etc.
Consumer Awareness project - supplements, vitamins, meal replacement
Dietary Special Needs (Gluten free, dairy free, diabetic, etc.)
Case study project
Food labeling lecture and project
Use of nutritional concepts in planning ingredients/substitutions for labs - ongoing
Analyze nutritional value of recipes used in labs
Lecture/ Bookwork/ Worksheets
Comparison labs
Videos - "Killer at Large"

Assessments: May include, but not limited to:

Completed projects
PowerPoint presentations
Food labeling quiz
Research Project of popular diets
Prepare "diet" foods in lab and analyze for taste, nutritional quality and value
Prepare special dietary foods in lab and analyze for taste, nutritional quality and value

Interventions: May include, but not limited to:

Review
Retest
After school tutoring/ intervention
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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Course Number: **0556**

Unit Title:

Budgeting/ Meal Management/ Food Purchasing

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- | | |
|-------|--|
| B10.3 | Understand the process for creating nutritious, creative, and profitable menus in accord with availability and demand. |
| B11.0 | Students understand and apply the basic processes of costing and cost analysis in food and beverage production and service: |
| B11.4 | Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost. |
| B5.1 | Understand how various departments in a food service facility contribute to the economic success of a business. |
| B5.2 | Know the procedures for maintaining inventories; ordering food, equipment, and supplies; and storing and restocking supplies. |
| B5.3 | Prioritize tasks and plan work schedules based on budget and personnel. |
| B5.4 | Understand the relationship between facilities management and profit and loss, including the costs of breakage, theft, supplies use, and decisions for repairs or replacement. |
| B5.6 | Understand the procedures for cleaning, maintaining, and repairing facilities and equipment and the importance of preventive maintenance. |
| 23.3 | Compare food quality, products, and brands, number of servings, and unit prices as well as expiration dates. |
| 23.4 | Apply consumer and decision-making skills when selecting and purchasing food. |
| 23.5 | Identify and compare commercially- and home-prepared food and meals based on cost, nutritional value, quality, time, and energy. |
| 23.6 | Evaluate a food budget for an individual or a family based on income, nutritional needs, and stages of the life cycle. |
| 23.7 | Identify and compare local food source outlets for cost, convenience, services, and variety of selections. |
| 10.6 | Understand food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition |

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 basics of systems operations and the importance of maintaining facilities, equipment, tools and supplies. Students understand the principles, food preparation, and meal management in a variety of settings.
- Students will prepare and compare various food products by making “from scratch” and “out of the box” items and evaluate for taste, price and time to prepare.

Instructional Strategies: May include, but not limited to:

PowerPoint
Lecture
Guest speakers

Hands on demonstrations
Meal planning and preparation
Use of online grocery shopping for cost evaluation
Grocery store comparisons
Brand Comparison labs
Virtual cookbook

Assessments: May include, but not limited to:

Tests/quizzes
Grocery shopping/ comparison shopping
Budget Meal Preparation
Cost evaluation of cooking labs
Cost analysis project

Interventions: May include, but not limited to: Review

Retest
After school tutoring/ intervention
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:

Career Awareness

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- | | |
|------|---|
| A3.1 | Know industry-recommended standards for personal grooming and hygiene. |
| A3.2 | Understand safe and sanitary food-handling procedures as set forth by local, state, and federal health and safety codes, including reporting and dealing with violations of the food safety code. |
| A3.3 | Understand procedures for preventing the spread of food-borne pathogens and illness. |
| B1.0 | Students understand major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies: |
| B1.1 | Know how the various segments of the industry contribute to local, state, national, and international economies. |
| B1.2 | Analyze the advantages and disadvantages of the working conditions and of various careers in the food service and hospitality industry. |
| B1.3 | Understand the relationship between industry trends and local, state, national, and international economic trends. |
| 3.1 | Know the personal qualifications, interests, aptitudes, knowledge, knowledge and skills necessary to succeed in careers. |
| 3.2 | Use the scope of career opportunities and know the requirements for education, training, and licensure. |
| 3.3 | Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options. |
| 3.4 | Understand the role and function of professional organizations, industry associations, and organized labor in a productive society. |
| 3.5 | Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning. |
| 3.6 | Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation portfolio. |
| 10.9 | Understand how individuals apply strategies that enable them to manage personal and work responsibilities to enhance productivity in the workplace. |

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 make effective decisions, use career information, and manage personal career plans.
- Students will choose and research a career related to hospitality, food service or a related occupation and prepare a google slide presentation to present to class.

Instructional Strategies May include, but not limited to:

PowerPoint
Group work
Online Discussions (Schoology)
Portfolio
Lecture Bookwork
Guest speakers
Field trips
FCCLA Leadership Concepts
FCCLA Opportunities

Assessments May include, but not limited to:

Observations
Work Habits Rubric
Completed portfolio
Tests/quizzes
Completed www.sp2.org workplace certifications
Google slide presentation

Interventions: May include, but not limited to:

Review
Retest
After school tutoring/ intervention
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 II**

Course Number: **0556**

Unit Title:

Food Culture and Etiquette

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- B10.0 Students understand and apply basic nutritional concepts in meal planning and food preparation
- B6.0 Students understand and apply the basics of food preparation in professional and institutional kitchens
- B6.1 Know the qualities and properties of food items and ingredients used in food preparation.
- B6.2 Use, maintain, and store the tools, utensils, equipment, and appliances appropriate for preparing a variety of food items.
- B6.3 Know the principle of *mise en place*, including the placement and order of use of ingredients, tools, and supplies.
- B6.4 Prepare food by using the correct techniques and procedures specified in recipes and formulas.
- 24.1 Demonstrate table manners and etiquette commonly accepted in the United States.
- 24.2 Describe and practice basic table setting techniques and a variety of meal service styles.
- 24.3 Identify regional differences in the United States affecting the preparation and service of food.
- 24.4 Identify cultural differences affecting the preparation and service of food.
- 24.5 Research and compare food preparation techniques, table settings, meal etiquette, food habits, and traditions of different cultures.
- 24.6 Describe the influence of such factors as culture, geographic region, and socioeconomic status on food choices and habits.

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 be able to identify and prepare foods common to various regions of the United States.

Instructional Strategies May include, but not limited to:

PowerPoint
Group work
Regional foods project research
Lecture
Bookwork
Regional foods labs
Guest Speaker
Videos

Assessments: May include, but not limited to:

Observations
Completed projects
Tests/quizzes
PowerPoint and/or google slide presentations
Lab Plan questions
Regional Foods Presentation

Interventions: May include, but not limited to:

Review
Retest
After school tutoring/ intervention
More time on tests
Use of the learning resource center
Tutorial time
After school tutoring
Contact parents/counselors
Extended time on projects