

Glendale Unified School District

High School

May 23, 2017

Department: Career Technical Education
Course Title: Culinary 1-2 (Formerly Foods 1-2)
Course Code: 5237/5238
Grade Level(s): 9-12
Course Credits: 10
Recommended Prerequisite: None

Recommended Textbook: Food for Today, Student Edition, 9th Edition, Helen Kowtaluk (Author)
McGraw-Hill Education ISBN: 978-0078616440

Course Overview: Culinary 1-2 is the introductory course in the Food Service and Hospitality Pathway. This one-year course offers students a hands-on education in kitchen safety and sanitation, food preparation, and basic nutrition. Cooking skills and techniques are emphasized with a focus on industry standards. Students will have embedded lessons on kitchen math, (measuring & converting), kitchen terminology, and etiquette. Cultural foods and traditions are explored in the second semester. Finally, students will identify pre-professional associations and careers in the food and nutrition industries.

Course Content

Semester 1

Unit 1: Food Safety and Sanitation (2 weeks)

STANDARDS

Hospitality Recreation and Tourism
Anchor Standard 6.3, 10.6
Food Service and Hospitality Pathway
Standard B.6.3, B.7.3

CCSS LS 11-12.6, LS 1.B

- A. Food safety and sanitation is the most important area of study and the foundation of everything that follows within the pathway. The unit approaches sanitation practices from the viewpoint of how it affects the food service employee and the consumer in a hospitality operation. It is covered in two components. The first component covers the types of common food-borne illnesses and how to prevent and control them. Students will use industry provided resources from the National Restaurant Association Educational Foundation to prepare for the ServSafe certification program. Kitchen safety is the second component of this unit. It covers accident prevention and intervention. Students will also learn how to use a fire extinguisher and know where they are located. Disaster procedures are explained in this unit as well. A multiple choice district approved safety test must be passed by a score of 90% or higher before a student may cook in the lab.
- B. Students will design and create a food safety or sanitation public service poster. The poster communicates both a visual and text message that expresses the urgency of proper food handling. Posters will be shared, discussed, and evaluated with the class.

Unit 2: Facilities and Equipment

(2 weeks)

STANDARDS

Hospitality Recreation and Tourism

Anchor Standard 6.3, 6.4, 10.11

A. Food Science, Dietetics, and Nutrition

Standard A.8.1, A.8.2

B. Food Service and Hospitality Pathway

Standard B.6.1, B.6.3, B.6.4, B.7.1, B.7.3

CCSS RLST 11-12.7

- A. Students will demonstrate and practice the safe use and care of kitchen facilities and equipment. Students will identify and learn how to prevent safety hazards that may occur while using common kitchen tools and equipment. Students are evaluated through teacher observations of use, care, and maintenance of equipment. The work triangle concept and how to work efficiently are also learned and practiced. Students will be assessed through tests, lab work, multimedia presentations, discussion, and participation.
- B. Students will participate in kitchen tool/equipment identification assignment.

Students are given descriptions of various tools and equipment and will locate and properly label them in the kitchen lab. A visual collection of common tools and equipment are provided. Students are to research the correct name and use of each by using classroom texts and videos as resources.

Unit 3: Lab Preparation

(2 weeks)

STANDARDS

Hospitality Recreation and Tourism

Anchor Standard 5.1, 5.2, 7.7, 9.2, 9.7, 11.1

A. Food Science, Dietetics, and Nutrition

Standard A.5.0, A.8.3

B. Food Service and Hospitality Pathway

Standard B.6.1, B.6.3, B.6.4, B.6.5, B.7.3

CCSS RLST 11-12.3, 11-12.4, G-N-Q1

- A. Students will learn the concept of mise en place (setting up the physical work space and mentally preparing oneself before work). Organization and personal preparation are fundamental when working in a professional kitchen and are qualities that will be stressed during lab activities. The components covered in this unit include recipe interpretation and adaptation, measuring/weighing techniques and equivalencies, and beginning skills practice. Students will be assessed through tests, lab work, multimedia presentations, discussion, and participation.
- B. After teacher-led demonstrations, students will accurately measure flour, sugar, brown sugar, milk, butter, baking soda, baking powder, and vanilla. A rubric will be provided to the students before the activity. The outcomes will be assessed teacher observations and by product evaluation. Timing and efficiency are also part of the evaluation.

Unit 4: Beginning Skill Practice

(15 weeks)

STANDARDS

Hospitality Recreation and Tourism

Anchor Standard 3.1, 7.4, 9.2, 10.1, 10.4, 10.14, 11.1

B. Food Service and Hospitality Pathway

Standard B.6.6, B.8.0

CCSS RLST 11-12.5, 11-12.7, 11-12.9, PS 1.B

- A. This unit provides an introduction and application of the principles of food preparation. *Every three weeks* a different cooking technique/method will be covered, such as Eggs, Quick Breads, Yeast Breads, Desserts and Poultry. A combination of teacher lecture, textbooks, student participation lab, and multimedia technology are used. Topics include

the functions of specific ingredients, knife skills, and cooking methods. The importance of efficiency (time, energy, and resources) is stressed. The concept of using one's senses (taste, smell, sound, and visual) as a guide for evaluation is emphasized. Students will be asked to evaluate their own work and make suggestions for improved outcomes. Students will be assessed through tests, lab work, multimedia presentations, discussion, and participation.

- B. Students will learn the names and dimensions of industry knife cuts. They will be guided by teacher-led demonstrations, on-line website videos, and industry professional guest speakers. Practice will be ongoing throughout the year with the goal of gaining speed and accuracy. A rubric is used to assess performance execution and tests will assess cognitive knowledge and comprehension.

Semester 2

Unit 5: Nutrition and Health

(2 weeks)

STANDARDS

Hospitality Recreation and Tourism

Anchor Standard 5.4, 10.5, 10.10

A. Food Science, Dietetics, and Nutrition

Standard A.4.1, A.5.1, A.5.2, A.5.3, A.5.4, A.10.2

CCSS LS 1.A, LS 1.B, SEP 2

- A. This unit focuses on health and wellness. Students will gain an understanding of the role nutrients play in the body. The first part of this unit will cover the functions and sources of major nutrients, as well as their relationship to good health. Students will understand what nutrients are in the foods they prepare as well as evaluating and drawing conclusions for their own nutritional needs using www.choosemyplate.gov website. Students investigate and report on the role of the nutrients in the body including toxicity, deficiency, sources and functions. In the second part, student will learn about their daily nutrition needs through USDA (choosemyplate.gov), consideration of age, gender and physical activity and comparisons with the average needs for each food group. Students will be assessed through tests, lab work, multimedia presentations, discussion, and participation.
- B. Students will learn how to apply multiple nutritional theories to a real world problem by altering a recipe to make it healthier.

Unit 6: International Foods

(15 weeks)

STANDARDS

Hospitality Recreation and Tourism

Anchor Standard 7.8
A. Food Science, Dietetics, and Nutrition
Standard A.1.2, A.5.5, A.9.6
CCSS RSIT 11-12.7

- A. This unit is an introduction to culinary principles and techniques from around the world. Students are introduced to cooking methods, tools, and ingredients from various countries. *Every three weeks* a different region cooking technique and special ingredients will be covered. The regions include, but are not limited to Asia, Middle East, Northern European, Southern European and Latin countries. Cultural norms such as meal patterns, religious significance, economic influences, and etiquette are shared and discussed. The concept of flavor principle, which is a collection of ingredients that make up the flavors of a particular country is used to help students gain a understanding of the foods that make up a particular culture. Some food traditions may be used to enhance lab experiences. Students are also exposed to new languages of food vocabulary. Students will be assessed through tests, lab work, multimedia presentations, discussion, and participation.
- B. Students will produce several dishes from various regions of the world. They will learn common vocabulary and cooking techniques of each particular region.

Additional Recommended Materials - none