

Glendale Unified School District

Middle School

May 23, 2017

Department: Career Technical Education

Course Title: Culinary 1-2 (Formerly 8th grade Advanced Foods)

Course Code: 5263/5264

Grade Level: 8

Course Credits: 10

Recommended Prerequisite: N/A

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

(3 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. 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. This assessment will have students identifying safety hazards, practice sanitation in the course of three weeks.
- B. Students design and maintain a food safety and sanitation graphic organizer. The graphic organizer communicates both a visual and text message that expresses the urgency of proper food handling. Organizers will be discussed and used to prepare for the safety assessment.

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. Lab activities, tests, and class participation will be used as assessment.
- B. Students will participate in kitchen tool/equipment identification assignment.

- C. 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

(3 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 need to understand and apply lab preparation concepts when they are involved in food preparation. Food preparation labs will be graded on teacher observation, self-evaluation, preparation techniques, following directions, and safety and sanitation. Three components are covered in this unit. Students will be able to interpret standardized recipes by learning about food preparation tier 3 vocabulary, properties and functions of ingredients and ingredient substitutions. The second component covers measurement equipment and techniques where students will be able to measure dry and liquid ingredients, convert volume and weight measurements, and be able to increase/decrease yields of recipes. In the final component of this unit, students will learn about food preparation techniques and skills through use of time, energy and resource as well as contrasts in flavors, textures, and temperatures.
- B. Students will watch a measuring demonstration and be expected to complete a lab assignment in which they practice measuring flour, brown sugar and a liquid properly.

Unit 4: 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.

- B. *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. Topic include *mis en place* (setting up the workspace), the properties and functions of specific ingredients, measuring techniques, knife skills (and other kitchen techniques), and the importance of efficiency (time, energy, and resources). 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, and discussion participation.
- C. Students will learn various cutting techniques during a knife skills demonstration. They will be expected to practice these techniques in the kitchen and produce a julienne and small dice. A rubric is used to assess.

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. Students will gain an understanding of the role nutrients play in the body as well as in the food they eat. 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.
- 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 are covered. The regions include, but not limited to Asia, Middle East, Northern European, Southern European and Latin countries. Cultural norms such as meal patterns, religious significance, and manners 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 an 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 a particular region.

Additional Recommended Materials - Food, Nutrition, & Wellness (1st Edition)
McGraw-Hill Education ISBN-13: 978-0078806636