

Culinary Arts

COURSE OUTLINE

1. **Course Title:** Foods & Nutrition
2. **CBEDS Title:** Food and Hospitality Services
3. **CBEDS Number:** 4420
4. **Job Titles:**
 - Nutritionist Assistant
 - Food Service Worker
 - Caterer
 - Catering Assistant
 - Baker
 - Pastry Chef
 - Assistant Pastry Chef
 - Chef Assistant
 - Chef
 - Food Processing Worker
 - Food Service Manager

5. Course Description: This course helps students learn how to select, store, prepare, and serve foods while preserving their nutrients, flavors, textures, and colors. Students will learn safe food handling practices to prevent food borne illness. Practical experience is gained through the application of skills in food preparation, menu planning, serving meals, customer relations, nutrition and sanitation. Students will learn in a well-equipped, modern kitchen and may prepare food for school functions and events. This course includes classroom instruction, practical lab work in a commercial kitchen.

Student Outcomes and Objectives:

Students will:

1. Analyze influences on personal good selection
2. Explain the role each of the six nutrient groups play in good health
3. Summarize the *Dietary Guidelines for Americans*
4. Recognize food practices that place individuals at higher health risk
5. Interpret ingredient lists and nutritional facts on food product labels
6. Describe the chef's role in creating nutritionally balanced dishes
7. Use culinary terminology correctly
8. Demonstrate safe practices in the kitchen
9. Demonstrate safe practices in handling foods
10. Develop their skills in planning, preparing, and serving nutritious, safe, and sensory-satisfying meals
11. Become acquainted with and respectful of food customs of other countries
12. Gain an awareness of the role of government and consumer in ensuring a safe and healthy food supply

Pathway

Recommended Sequence	Courses
Introductory	Basic Science Core or Intro to Health
Skill Building	Culinary Arts or Foods & Nutrition
Advanced Skill	Advanced Culinary Arts or Baking & Pastry Arts or Culinary Arts Cooperative

6. Hours: *Students receive up to 180 hours of classroom instruction.*

7. Prerequisites: None

8. Date (of creation/revision): July 2011

9. Course Outline

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Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.				
Instructional Units and Competencies	Course Hours	Model Curr. Standards	CA Academic Content Standards	CAHSEE
<p>I. CAREER PREPARATION</p> <p>A. Career Planning and Management.</p> <ol style="list-style-type: none"> 1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. <ol style="list-style-type: none"> a. Students will identify skills needed for job success b. Students will identify the education and experience required for moving along a career ladder. 2. Understand the scope of career opportunities and know the requirements for education, training, and licensure. <ol style="list-style-type: none"> a. Students will describe how to find a job. b. Students will select two jobs in the field and map out a timeline for completing education and/or licensing requirements. 3. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio. <ol style="list-style-type: none"> a. Students will write and use word processing software to create a resume, cover letters, thank you letters, and job applications. b. Students will participate in mock job interviews. 4. <i>Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</i> <ol style="list-style-type: none"> a. <i>Students will conduct a self—assessment and explain how professional qualifications affect career choices.</i> 5. <i>Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</i> <ol style="list-style-type: none"> a. <i>Contact two professional organization and identify the steps to become a member.</i> 6. <i>Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</i> <ol style="list-style-type: none"> a. <i>Students will describe careers in the business industry sector.</i> b. <i>Students will identify work-related cultural differences to prepare for a global workplace.</i> <p>B. Technology.</p> <ol style="list-style-type: none"> 1. Understand past, present and future technological advances as they relate to a chosen pathway and on selected segments of the economy. 2. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services. 3. Use appropriate technology in the chosen career pathway. <p>C. Problem solving and Critical Thinking.</p> <ol style="list-style-type: none"> 1. Understand the systematic problem-solving models that incorporate input, process, outcome and feedback components, and apply appropriate problem-solving strategies and critical thinking to work-related issues and tasks. 	<p>10</p> <p>Additional hours are integrated throughout the course.</p>	<p>Transportation Industry Sector, Model Curriculum Standards</p> <p>3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0</p>	<p><u>Language Arts</u> (8) R 1.3, 2.6 W1.3, 2.5. LC 1.4,1.5 1.6 LS1.2, 1.3, (9/10) R2.1,2.3,2 W2.5 LC1.4 LS 1.1, 2.3 (11/12) R2.3 W2.5 LC1.2 <u>Math</u> (7) NS1.2, 1.7 MR 1.1,1.3 2.7,2.8, 3.1</p>	<p>Lang. Arts R 8.2.1 (9/10) R 2.1, 2.3 W2.5 Math (7) NS 1.2, 1.3, 1.7 MR 1.1, 2.1, 3.1</p>

<p>2. Use and apply critical thinking and decision making skills to make informed decisions, solve problems, and achieve balance in the multiple roles of personal, home, work and community life.</p> <p>D. Health and Safety.</p> <ol style="list-style-type: none"> 1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 2. Understand critical elements of health and safety practices related to a variety of business environments. <p>E. Responsibility & Flexibility.</p> <ol style="list-style-type: none"> 1. Understand the qualities and behaviors that constitute a positive and professional work demeanor. 2. Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles and how individual actions can affect the larger community. 3. Understand the need to adapt to varied roles and responsibilities. <p>F. Ethics and Legal Responsibilities</p> <ol style="list-style-type: none"> 1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations. 2. Understand the concept and application of ethical and legal behavior consistent with workplace standards. <ol style="list-style-type: none"> a. <i>Contact a business and obtain a copy of their rules for employment.</i> b. <i>Role play difference ethical scenarios.</i> 3. Understand the role of personal integrity and ethical behavior in the workplace. <p>G. Leadership and Teamwork.</p> <ol style="list-style-type: none"> 1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings for effective performance and attainment of goals. 2. Understand the ways in which professional associations, such as, American Restaurant Assn., HERO and competitive career development activities enhance academic skills, career choices, and contribute to promote employability. 3. Know multiple approaches to personal conflict resolution and understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. 				
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Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
I Classroom Procedures A. Rules B. Make-up work C. Extra credit D. Foods Notebooks E. Grading <ol style="list-style-type: none"> a. Cooking labs, food products, participation b. Tests and quizzes c. Class folder, reports 	1			
II. Kitchen Safety A. Safe workplace B. Dress for safety C. Kitchen injuries D. Fire safety E. First Aid	15	Hospitality, Tourism, & Recreation Ind. Sector Food Sci., Dietetics PW A3.2	ELA 9-10; R: 2.6 WO; 1.3,1.4,1.7 LS; 1.3,1.7,1.9	ELA 9-10; R; 1.1, 1.2 W; 1.1-1.6, 1.9 LC; 1.1-1.3, 1.5
III. Kitchen Sanitation A. Time & temperature principle B. Cross-contamination C. Clean versus sanitary D. Cleaning and sanitizing the whole kitchen E. Personal hygiene F. Insect and rodent control G. Health inspection	15	Hospitality, Tourism, & Recreation Ind. Sector Food Sci., Dietetics & Nutrition PW A3.0 A3.1 A3.2		
III. Equipment and Utensils A. Identification, Care and Safe Use of Utensils and tools B. Identification of Equipment C. Care and Safe Use of Equipment <ol style="list-style-type: none"> 1. Commercial Ovens and Grills 3. Commercial Dish Machines 4. Hobart Mixer and Attachments 5. Kitchen Knives 6. Food Processor 	15	Hospitality, Tourism, & Recreation Ind. Sector Food Svc. & Hospitality PW A3.2	ELA 11-12; R: 1.1-1.3; 2.1, 2.2-2.5, 2.6 W; 1.1-1.5, 1.6-1.8, 1.9; 2.1-2.6; LC; 1.1-1.3; LS; 1.1-1.14; 2.1-2.5 M 0-12; Alg. 1; 13.0, 16.0, 17.0, 18.0, 24.1, 24.3, 25.3 Geo; 3.0 PS; 6.0, 8.0	ELA 9-10; R; 1.1, 1.2; 2.1-2.5; 2.7; W; 1.1-1.6; 2.1-2.5; LC; 1.1-1.3, 1.5 M 9-12; Alg. 1; 4.0-6.0, 9.0

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
IV.. Nutrition and Health A. Ever Changing Food Plate in Planning Daily Specials, Soup, Entrée, and Dessert B. Food Labels C. Nutritional Elements D. Nutritional needs E. Personal Nutrition F. Making healthful food choices G. Eating disorders	15	Hospitality, Tourism, & Recreation Ind. Sector Food Sci., Dietetics PW A4.0 A4.1 A4.2 A4.3 B10.2	S. 9-12; Bio.; 1b, g, j; 9z, f, g, I S. 9-12; IE: 1n S. 9-12; Chem.; 10a, c.	ELA 9-10; R; 1.1-1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7 W; 1.1-1.6, 1.9, 2.1-2.5; LC; 1.1-1.3, 1.5 M 9-12; Alg. 1; 4.0- 6.0, 9.0
V. Using recipes A. Measuring Techniques B. Substitutions C. Conversion of Recipes	5	Hospitality, Tourism, & Recreation Ind. Sector Food Svc. & Hospitality PW B6.1 B6.4	ELA 11-12; R; 1.1-1.3, 2.1, 2.2-2.5, 2.6; LS; 1. M. 7, NS; 1.3 MG; 1.1 9-12; Alg.; 1; 13.0, 16.0, 17.0, 18.0, 24.1, 24.3, 25.3 Geom.; 3.0 PS; 6.0 & 8.0	
VI. Food Preparation A. Grain foods B. Vegetables C. Fruits D. Dairy products E. Eggs F. Meat G. Poultry H. Fish and shellfish I. Salads, casseroles, and soups J. Breads K. Cakes, cookies, pies, and candies	43	Hospitality, Tourism, & Recreation Ind. Sector Food Svc. & Hospitality PW B6.1	S. 9-12; Physics; 3c Chem.; 7a, 7b, 7c	
VI. Foods of the world A. United States and Canada B. Latin America C. Europe D. Mediterranean countries E. Middle East and Africa F. Asia	55	Hospitality, Tourism, & Recreation Ind. Sector Food Sci. Dietetics & Nutrition PW A5.5		(10)WA 1.1 (8)R2.1 (10)R2.1 (7) NS 1.2, 1.3

10. Additional recommended/optional items

a. Articulation: None

b. Academic credit: N/A

c. Instructional strategies:

Methods of Instruction:

a. Lecture and Discussion

b. Demonstrations

c. Lab projects and Analysis

d. Research and Reports

e. Use of Available Audiovisual Materials

f. Community Resources (speakers)

g. Field Trips

d. Instructional materials: Text: Guide to Good Food, Goodheart-Wilcox publishers: 2008

ServSafe®, Serving Safe Food, The Educational Foundation of the National Restaurant Association

e. Certificates: None