

High School Course Description for **Culinary I**

Course Title: Culinary I	Curricular Area: CTE/Home Economics
Course Number: CTE5220	Length: One Year
Grade Level(s): 10-12	Prerequisites: None. Food & Nutrition recommended
Meets a UC a-g Requirement: In process	Meets NCAA Requirement: No
Meets High School Graduation Requirement for:	Career Technical Education/Elective Credit

Course Description

This is the second course in the Hospitality Pathway, or it could be the first for those students who are interested in learning basic culinary arts. It focuses on key aspects of the food service and restaurant industry. Students taking this class will have in-depth, hands-on experiences that emphasize industry awareness, sanitation and safe food handling, food and beverage production, nutrition, food service, restaurant management, and customer service. Requirements for pursuing a career in Food Service will be covered. Students will also be exposed to post-high school education and career opportunities. Students in this class may be required to get a San Bernardino Food Workers Permit.

Alignment

This course is aligned to the California State Career Technical Pathway Standards for the Food Service and Hospitality and California Common Core State Standards for English and Math.

Instructional Materials

<u>Required Textbook(s)</u>	ISBN 10: 0-13-801938-X	1. XXX
<u>Foundations of Restaurant Management and Culinary Arts, Level One</u> , Curriculum of the ProStart program offered by the National Restaurant Association: Prestice Hall, Pearson, 2011	ISBN 13: 978-0-13-801938-9	<u>Web Sites</u>
	<u>Novels and Other Readings</u>	1. XXX
	1. XXX	<u>Software/Applications</u>
	<u>Supplemental Materials</u>	1. XXX
	1. XXX	
	<u>Suggested Video/DVDs//Films</u>	

Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Food Labs.....	30%
Classwork, Participation, and Projects.....	35%
FHA-HERO and Leadership Activities	15%
Tests and Final Exam.....	20%
Total:	100%

Development Team

This Course of Study was developed in May 2016 by Kathleen Dickerson, Colton High School

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Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Annotated reading
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

Extra time or modified versions of assignments will be given. The District will provide a language assistant. Additional strategies will be developed through the Response to Intervention plans –such as:

- SDAIE strategies
- Texts/materials in first language.
- Flexible grouping
- Structured engagement
- Peer pairing
- Academic vocabulary development
- Realia

Support for Special Education Students:

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

Stretching the Lesson for GATE Students:

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified texts
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

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SEMESTER ONE

UNIT ONE: MAJOR ASPECTS OF THE FOOD SERVICE AND HOSPITALITY INDUSTRY

OVERVIEW	
This chapter provides a big picture of the hospitality industry. Students will gain an understanding of the history, types of businesses that make up the travel and tourism industry, some current trends in hospitality. They will learn how local, state, national, and global economies are affected by the hospitality industry. They will define career opportunities in the foodservice industry. Students will have an understanding of the diversity of careers offered in the foodservice industry.	
UNIT OBJECTIVES TO BE ASSESSED	
<p>Students will demonstrate an understanding of the major aspects of the foodservice and hospitality industry and the role of the industry in local, state, national, and global economies.</p> <p>They will be able to define and compare core elements of the foodservice industry.</p> <p>They will be able to explain the relationship between industry trends and the economy.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
The Hospitality Industry is a big one and contributes to local, state, national, and international economies. There are many jobs available to people who work in this industry.	<p>What types of establishments offer foodservice opportunities within the travel and tourism industry?</p> <p>What are the two categories of career opportunities in the foodservice industry?</p> <p>What are the entry-level jobs in this field?</p> <p>How do these jobs contribute to the economy?</p> <p>What are industries that support the foodservice hospitality industry?</p>
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<p>Students will know the types of businesses that are within the hospitality industry.</p> <p>Students will know jobs available to them within the foodservice and hospitality industry.</p> <p>They will know how these industries contribute to local, state, national and international economies.</p> <p>They will know how trends in foodservice affect the economy.</p>	<p>Students will be able to list types of businesses within the hospitality industry.</p> <p>They will be able to list career opportunities and jobs available to them within the food service industry.</p> <p>They will be able to define how these industries contribute to the local, state, national and international economies.</p> <p>They will be able to define industry trends and how they affect the economy.</p>

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KEY ASSIGNMENTS

Working in groups, students will choose a 20-year period of time between 1850 and today. They will develop a time line that indicates at least ten historical events in foodservice that took place during that period.

Students will write a short paper or essay on a discovery or advancement that they consider one of the most important to the foodservice industry in the last 100 years. They will explain their answers and relate how this discovery or advancement has affected the foodservice industry today.

UNIT ASSESSMENT:

Each student will research three foodservice career opportunities available in the local area. They will describe the role each plays in the local economy. Their work will be placed in a portfolio.

TEXTS

Foundations of Restaurant Management and Culinary Arts, Chapter 1, Welcome to the Restaurant and Foodservice Industry, Section 1.1: Overview of the Restaurant and Foodservice Industry; Section 1.2: Career Opportunities in the Industry; Section 1.3: Overview of the Lodging Industry.

ACADEMIC VOCABULARY

Define
Explain
Analyze

CONTENT-SPECIFIC VOCABULARY

Food Service
Hospitality
Trends
Economy

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PRIORITY STANDARDS	SUPPORTING STANDARDS
<p><u>Pathway Standard: B1.0 Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies.</u></p> <p>B1.2: Understand how the various segments of the industry contribute to, and impact local, state, national, and international economies, cultures, and the environment.</p> <p>B1.3 Explain the relationship between industry trends and local, state, national, and international economic trends.</p> <p><u>Anchor Standard: 3.0 Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.(Direct alignment with SLS 11-12.2)</u></p> <p>3.5: Integrate changing employment trends, societal needs, and economic conditions into career planning.</p> <p>3.7: Recognize the importance of small business in the California and global economies.</p>	<p><u>Pathway Standard B1.0</u></p> <p>B1.1: Define and compare core elements of the food service and hospitality industry from various supporting industries.</p> <p>B1.4: Research and advantages and disadvantages of the working conditions of various careers in the food service and hospitality industry.</p> <p><u>Anchor Standard: 2.0: Acquire and accurately use Hospitality, Tourism , and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS9-10, 11-12.6)</u></p> <p><u>Anchor Standard 11.0 Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical students organization (FHA-HERO, the California Affiliate of FCCLA).</u></p> <p>11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.</p>
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<p>Jigsaw Pair-Share Time Line Reading Writing Interview</p>	

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SEMESTER ONE

UNIT 2: SCOPE OF CAREER OPPORTUNITIES IN FOODSERVICE AND HOSPITALITY

OVERVIEW	
Students will explore the variety of career options in Foodservice and Hospitality. They will define qualifications, knowledge, skills, and educational requirements necessary for these careers. They will investigate their career interests and goals. They will look at necessary postsecondary options and employment strategies. They will recognize the importance of professional growth and development plans and the role of professional organizations in the Foodservice Industry.	
UNIT OBJECTIVES TO BE ASSESSED	
Students will list and describe careers in Foodservice and Hospitality. They will develop a plan for a personal career goal. They will recognize professional organizations related to Foodservice Hospitality.	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
There are many career opportunities available in Foodservice and Hospitality. Students must prepare themselves for these careers in a changing environment of trends, societal needs, and economic conditions. They must be informed of the requirements, knowledge, skills, and education necessary to achieve their personal career goals.	What are your career goals? How can you achieve your own career goals? What skills and interests do you already have to help you get to your career? What are the requirements to be a professional in the Foodservice industry? How can professional organizations benefit you?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
Students will know several career options in the Foodservice Industry. They will know the requirements, skills, and education necessary for these careers. They will know strategies for employment in various Foodservice careers. They will know several professional organizations in the Foodservice industry and the benefit of being a member.	Students will be able to list and define several careers in the Foodservice industry. They will be able to organize a plan to reach a career goal that includes learned skills and educational requirements. They will be able to write and organize a resume.

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KEY ASSIGNMENTS

Students will do a career search that includes knowledge, requirements, skills and education, for certain Foodservice careers.

They will investigate Foodservice industry professional organizations and research how these contribute to professional growth and development.

UNIT ASSESSMENT:

Students will write a resume of their personal employment or volunteer experiences. This resume will be kept in their portfolio and updated periodically.

TEXTS

Foundations of Restaurant Management and Culinary Arts, Level One: Chapter 12 – Building a Successful Career in the Industry

Section 12.1: Starting a Career in Foodservice

Section 12.2: Completing Applications Effectively

Section 12. 3: The job Interview

Section 12. 4: Advancing in a Career

Section 12. 5: Careers in the Industry

ACADEMIC VOCABULARY

Investigate
Develop
Organize
Define
Recognize

CONTENT-SPECIFIC VOCABULARY

Resume

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PRIORITY STANDARDS	SUPPORTING STANDARDS
<p><u>Anchor Standard 3.0: Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct Alignment with SLS 11-12.2)</u></p> <p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>3.4: Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.</p> <p>3.6: Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>3.9: Develop a career plan that reflects career interests, pathways, and postsecondary options.</p> <p><u>Anchor Standard 11.0 Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical students organization (FHA-HERO, the California Affiliate of FCCLA).</u></p> <p>11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.</p>	<p><u>Anchor Standard 5.0: conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation Industry, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WE 11-12.7)</u></p> <p>5.4: Interpret information and draw conclusions, based on the best analysis to make informed decisions.</p>
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<p>Internet research Analysis Reading Writing Resume writing Role-Play</p>	

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SEMESTER ONE

UNIT 3: PROFESSIONAL ETHICS AND STANDARDS

OVERVIEW	
In this unit, students will access and implement quality assurance standards of practice. They will identify local, state, and federal regulatory agencies, entities, and laws related to the Foodservice Industry. They will demonstrate and explain ethical and legal practices consistent with Hospitality, Tourism, and Recreation sector workplace standards. They will learn appropriate dress, grooming, and personal hygiene for the workplace, especially for the Foodservice Industry.	
UNIT OBJECTIVES TO BE ASSESSED	
Students will identify local, state, and federal regulatory agencies and laws that are related to the Foodservice Industry. They will demonstrate or explain ethical and legal practices consistent with the Foodservice Industry. Students will explain the importance of personal integrity and other ethical behaviors in the workplace. They will describe appropriate dress, grooming, and personal hygiene for the workplace.	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
All industries have regulations for consistency and safety of both the employee and customer. There are also ethical behaviors that are important for the integrity of the business. Having a knowledge of and practicing these regulations, behaviors, ethics, and laws are a vital for understanding professionalism and success.	<p>What are the legal responsibilities of a foodservice business?</p> <p>How are the legal responsibilities of a foodservice business different from a different type of business?</p> <p>How have you observed business ethics in other types of business, such as the health industry?</p> <p>What are the legal rights of a foodservice employers and employees?</p> <p>What is appropriate dress for work?</p>
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
Students will know what regulatory agencies exist at the local, state, and federal level for the Foodservice Industry. They will know ethical and legal practices that are consistent for the Foodservice Industry. They will know the importance of personal integrity, confidentiality, and ethical behavior for the workplace. They will know appropriate dress for the workplace.	<p>Students will be able to list local, state and federal regulatory agencies for the Foodservice Industry.</p> <p>They will be able to analyze certain behaviors and practices to identify what is ethical and what is not, or what is legal and what is not.</p> <p>They will be able to explain the importance of personal integrity in the workplace.</p> <p>They will be able to describe appropriate dress for the workplace.</p>

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KEY ASSIGNMENTS

Students will investigate local, state, and federal regulatory agencies, laws and regulations for the Foodservice Industry.

Given a teacher generated simulation, students will work individually or in groups to identify whether certain behaviors are ethical or legal. They will explain or correct unethical or illegal behaviors. They will also identify personal behaviors, such as integrity, confidentiality, and dress in the simulation.

UNIT ASSESSMENT:

Students will take a test identify ethical behaviors, regulatory agencies, laws, integrity, and dress for the workplace. This test will be placed in the student's portfolio.

TEXTS

Foundations of Restaurant Management and Culinary Arts, Level One Chapter 4 – Kitchen Essentials1 – Professionalism

Section 4.1 Professionalism

Foundations of Restaurant Management and Culinary Arts, Level One Chapter 8 – Management Essentials

Section 8.1 Learning to Work Together

Section 8.2 Being a Successful Leader

Section 8.3 Interviewing and Orientation

Section 8.4 Training and Evaluation

ACADEMIC VOCABULARY

Demonstrate
Explain
Describe
Analyze
Professionalism
Ethics
Integrity

CONTENT-SPECIFIC VOCABULARY

Regulatory Agencies
Workplace Standards

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PRIORITY STANDARDS	SUPPORTING STANDARDS
<p><u>Anchor Standard 8.0 - Ethics and Legal Responsibilities: Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)</u></p> <p>8.1 Access, analyze, and implement quality assurance standards of practice.</p> <p>8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Hospitality, Tourism, and Recreation industry sector.</p> <p>8.3 Demonstrate ethical and legal practices consistent with Hospitality, Tourism, and Recreation sector workplace standards.</p> <p>8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.</p>	<p><u>Anchor Standard 8.0</u></p> <p>8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.</p> <p>8.7 Conform to rules and regulations, regarding sharing of confidential information, as determined by Hospitality, Tourism, and Recreation sector laws and practices.</p> <p><u>Anchor Standard 9.0 Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical students organization (FHA-HERO, the California Affiliate of FCCLA). (Direct alignment with SLS 11-12.1b)</u></p> <p>9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.</p> <p>9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.</p>
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<p>Direct Instruction</p> <p>Modeling</p> <p>Reading</p> <p>Research</p> <p>Role Play</p> <p>Writing</p> <p>Analyzing</p>	

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SEMESTER ONE

UNIT 4: SAFETY, SECURITY, AND EMERGENCY PROCEDURES

OVERVIEW	
Students will learn role of safety laws, CAL/OSHA, and safety procedures necessary for keeping the workplace safe for the Foodservice Industry. Prevention of accidents and injuries and first aid for both employees and customers will be discussed as it pertains to foodservice. This unit also includes security for employees and equipment and procedures for emergencies and disasters in workplace situations.	
UNIT OBJECTIVES TO BE ASSESSED	
<p>Students will be assessed on their knowledge of important safety laws and procedures for safety as they are pertinent to the employee of different ages.</p> <p>They will analyze how to prevent accidents and injuries foodservice places of work and what first aid is appropriate for certain injuries.</p> <p>They will describe the role of CAL/OSHA in the Foodservice Industry.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
Workplace safety cannot be taken lightly. There are laws and safety standards that must be followed to prevent insurance claims that could close businesses. Following safety and emergency procedures help make business run more efficiently and keep costs down. All foodservice workers should be aware of these safety standards.	<p>How is the employee protected from injury and accidents in the workplace?</p> <p>Would an injured employee be treated differently than an injured customer?</p> <p>Who's job is it to enforce safety rules in the Foodservice Industry?</p> <p>How are accidents and injuries reported?</p> <p>Would you know what to do if someone got cut with a knife? (burned, slipped and fell, cut with broken glass, was burned by chemicals)</p>
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<p>Students will know certain safety laws and procedures necessary to make the workplace safe for the employee and customer.</p> <p>They will know what CAL/OSHA is and its role in workplace safety.</p> <p>They will know how to report a workplace injury or accident.</p> <p>They will know basic first aid treatments for the injuries that can happen in the Foodservice Industry.</p> <p>They will know basic emergency and security procedures for the workplace.</p>	<p>Students will be able to list certain safety laws and procedures for workplace safety.</p> <p>They will be able to define CAL/OSHA and describe its role in workplace safety.</p> <p>They will be able to report a workplace injury.</p> <p>They will be able to identify basic first aid treatments for workplace injuries.</p> <p>They will be able to plan emergency routes and analyze security procedures for safety and appropriateness.</p>

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KEY ASSIGNMENTS

Working in pairs, students will conduct a general safety audit of a classroom, the cafeteria, a home, or another place as permitted. They can present their report orally to the class.

Identify 6 ways you can help prevent customer injuries in a restaurant. What training will the employees need to protect the guests?

You are part of the management team at a local coffee bar. A customer slips and falls on some spilled coffee. What do you do? Work with two or three other students to develop an appropriate response.

UNIT ASSESSMENT:

Students will create a comprehensive workplace safety plan for a large convention center, using information provided by the teacher. They will identify and explain the reasoning behind this plan and it will be placed in the student's portfolio.

TEXTS

Foundations of Restaurant Management and culinary Arts, Level One: Chapter 3 – Workplace Safety

Section 3.1 Introduction to workplace safety

Section 3.2 Preventing Accidents and Injuries

Section 3.3 First Aid and External Threats

ACADEMIC VOCABULARY

Identify
Analyze
Describe
Define

CONTENT-SPECIFIC VOCABULARY

CAL/OSHA
First Aid
Material Safety Data Sheets (MSDSs)
Personal Protective Equipment (PPE)
Safety Audit
Safety Plan

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PRIORITY STANDARDS	SUPPORTING STANDARDS
<p><u>Pathway Standard B2.0 Demonstrate the basics of safe work habits, security, and emergency procedures required in foodservice and hospitality establishments.</u></p> <p>B2.1 Identify the causes, prevention, and treatment of common accidents and the reporting procedures involved.</p> <p>B2.2 Practice the basic procedures for the safety of employees and guests, including the procedures for emergency situations.</p> <p>B2.3 Understand the role of the California Occupational Safety and Health Administration, the Environmental Protection Agency, and other agencies in regulating practices in the foodservice and hospitality industry.</p> <p>B2.4 Understand the source and purpose of information in the Material Safety Data Sheets (MSDS) and know the proper use of personal protective equipment (PPE).</p>	<p><u>Anchor Standard 6.0 Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)</u></p> <p>6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.</p> <p>6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.</p> <p>6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.</p> <p>6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA)</p>
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<p>Direct Instruction Reading Writing Analyzing Organizing Observing Group Work</p>	

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SEMESTER ONE

UNIT 5: PRINCIPLES OF SANITATION AND SAFE FOOD HANDLING

OVERVIEW	
Students will interpret and use the basic principles of sanitation and safe food handling in this unit.	
UNIT OBJECTIVES TO BE ASSESSED	
<p>Students will use the standards of personal grooming and hygiene required by local state, and federal health and safety codes.</p> <p>They will explain the types of food contamination and potential causes, including cross-contamination and methods of prevention.</p> <p>They will practice safe and sanitary procedures in all food handling.</p> <p>They will understand the essential principles of Hazard Analysis Critical Control Points (HACCP), including the use of flowcharts.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
Students must know the principles of maintaining sanitary conditions and safe food handling if they are receiving, storing, preparing, and serving food to customers. They must know the causes of food contamination and methods of prevention.	<p>How do we keep food safe to eat before it is cooked?</p> <p>What are the cooking temperatures necessary to make food safe to eat?</p> <p>How do we keep food safe to eat after it is cooked?</p> <p>What are Hazard Analysis Critical Control Points and what role does this play in keeping food safe?</p> <p>What are some causes and preventions of safe food handling?</p>
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<p>Students will know how the importance of maintaining personal hygiene and grooming standards in foodservice.</p> <p>They will know local, state, and federal sanitation regulations.</p> <p>They will know some causes of food contamination and how to prevent them.</p> <p>They will know procedures for sanitizing work surfaces and equipment.</p> <p>They will know what HACCP is and how to use flowcharts to document its use.</p> <p>They will know receiving and storage regulations for various foods and cleaning supplies and chemicals.</p> <p>They will know the purpose and process of required certification for foodservice workers.</p>	<p>Students will be able to employ the standards of personal grooming and hygiene required by local, state, and federal regulations.</p> <p>They will list some of the causes of food contamination and how to prevent them.</p> <p>They will be able to use proper procedures for sanitizing work surfaces and equipment consistently.</p> <p>They will be able to read a HACCP flowchart and understand its use.</p> <p>They will identify the proper food receiving and storage regulations for various foods, and cleaning and chemical supplies.</p> <p>They will be able to understand the purpose of required industry certification and the procedures to acquire them.</p>

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KEY ASSIGNMENTS

In group of two or three, research and write two paragraphs about a recent foodborne illness outbreak. Describe the source of the problem, the identity of the pathogen, the number of people affected, and steps taken to rectify the situation. Report and discuss your research with the class.

Brainstorm as a class about the balance between personal choice and professional appearance. As a class, decide on a “look” for a restaurant. In smaller groups, design a uniform that conforms to the overall look for various employees of the restaurant. Bring your group’s design back to the class and discuss if there could be a food safety problems with this look? Discuss as a class why it is important for our class to have a “look” or uniform for participation in this class.

UNIT ASSESSMENT:

Using a teacher generated scenario, describe how you would properly receive and store various food items for safety and sanitation. Describe your actions. Create a HACCP flowchart for one of the foods, showing it from receiving to serving to the customer.

TEXTS

Foundations of Restaurant Management and Culinary Arts, Level One: Chapter 2 – Keeping Food Safe

Section 2.1 Introductions to Food Safety

Section 2.2 Good Personal Hygiene

Section 2.3 Preventing Hazards in the Flow of Food

Section 2.4 Food Safety Management Systems

Section 2.5 Cleaning and Sanitizing

ACADEMIC VOCABULARY

Research
Analyze
Identify
Flow Chart
Discuss

CONTENT-SPECIFIC VOCABULARY

Hygiene
Hazard Analysis Critical Control Points (HACCP)
Foodborne Illness
Pathogens
ServSafe Certification
San Bernardino County Food Workers Permit

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PRIORITY STANDARDS	SUPPORTING STANDARDS
<p><u>Pathway Standard B3.0 Interpret the basic principles of sanitation and safe food handling.</u></p> <p>B3.1 Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.</p> <p>B3.2 Understand basic local, state, and federal sanitation regulations as they pertain to food productions and service.</p> <p>B3.3 Explain the types of food contamination, the potential causes, including cross contamination, and methods of prevention.</p> <p>B3.4 Practice safe and sanitary procedures in all food handling, including food receiving storage, production, service and clean-up.</p> <p><u>Anchor Standard 10.0 Technical Knowledge and Skills</u> <u>Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)</u></p> <p>10.6 Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.</p>	<p><u>Pathway Standard B3.0</u></p> <p>B3.5 Understand the essential principles of Hazard Analysis Critical Control Points, including the use of flowcharts.</p> <p>B3.6 Understand the purpose and process of required industry certification (e.g., ServSafe, California Food Handlers Card).</p> <p><u>Anchor Standard 6 Health and Safety Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)</u></p> <p>6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.</p>
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<p>Research Reading Writing Analyzing Direct Instruction Group Work</p>	

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SEMESTER ONE

UNIT 6: FOOD PREPARATION IN PROFESSIONAL AND INSTITUTIONAL KITCHENS

OVERVIEW	
<p>This unit will introduce the students to equipment and skills necessary for food preparation in the professional kitchen. All types of large and small equipment will be discussed. Knife skills, seasoning skills, and pre-preparation skills are taught. Different cooking methods and how to utilize them will be part of the unit. Finally, Students will apply skills for planning meals that are nutritionally balanced.</p>	
UNIT OBJECTIVES TO BE ASSESSED	
<p>Students will use, maintain, and store the tools, utensils, equipment and appliances safely and appropriately for preparing a variety of food items.</p> <p>They will apply the principle of <i>mise en place</i>, including the placement and order of use of ingredients, equipment, tools and supplies.</p> <p>They will evaluate the qualities and properties of food items and ingredients used in food preparation.</p> <p>They will prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<p>You can't be the best at what you do without understanding the tools and techniques of your trade. Knife skills are the foundation of cooking. <i>Mise en place</i> is the most important element of cooking. Choosing the correct or incorrect method can greatly impact a meal. Nutrition is the foundation of life and meals must have good nutrition for learning, thinking, healing, and enjoying life to the fullest.</p>	<p>What equipment is needed for receiving and storing food and supplies?</p> <p>What are the basic types of pots and pans and their common uses?</p> <p>What is <i>mise en place</i>?</p> <p>How do you use knives properly?</p> <p>What is the seasoning and flavoring?</p> <p>What is a healthy diet?</p>
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<p>Students will know what equipment is necessary for receiving, storing, preparing and holding food.</p> <p>They will know which knife to use for a specific task and how to care for it.</p> <p>They will know what <i>mise en place</i> means and how to apply it correctly.</p> <p>They will know correct cooking methods for a variety of foods.</p> <p>They will know how to plan a nutritious meal using MyPyramid as a guide.</p>	<p>Students will be able to identify equipment for receiving, storing, preparing and holding food.</p> <p>They will be able to choose and use a knife correctly for specific tasks.</p> <p>They will be able to apply the concept of <i>mise en place</i> in the pre-preparation and preparation of food.</p> <p>They will be able to identify correct cooking methods for a variety of foods.</p> <p>They will be able to demonstrate an understanding of nutrition by planning a nutritious meal using MyPyramid as a guide.</p>

Pacing Guide for Culinary I

KEY ASSIGNMENTS

Work in groups of three to develop a poster about knife safety, including how to pass and transport knives. Use graphics to depict proper handling.

Select a dish that combines cooking methods from a teacher-generated list. Write two paragraphs on its history, ingredients and cooking methods.

Pick three foods. Research on databases to determine the nutrient content of these foods, including the amount of protein a person would receive and the number of calories from fat.

UNIT ASSESSMENT:

Students will choose three cooking methods discussed in this unit and develop an entrée recipe based on each one. They will write a plan for *mise en place*, and create a list of equipment necessary for each entrée. They will plan how each plate will be designed, including all other components (vegetables, starch, sauce). They will write up their plan, providing diagrams of their plate presentations. This will be placed in the student portfolio.

TEXTS

Foundations of Restaurant Management and Culinary Arts: Level One, Chapter 5, Kitchen Essential for Equipment and Techniques
 Section 5.1 Foodservice Equipment
 Section 5.2 Getting Ready to Cook
 Section 5.3 Cooking Methods
 Section 5.4 Cooking and Nutrition

ACADEMIC VOCABULARY

Identify
 List
 Demonstrate

CONTENT-SPECIFIC VOCABULARY

Knife Skills
Mise en Place
 Cooking Methods
 Meal Planning
 MyPyramid

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PRIORITY STANDARDS	SUPPORTING STANDARDS
<p><u>Pathway Standard B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens</u></p> <p>B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.</p> <p>B6. 2 Apply the principle of <i>mise en place</i>, including the placement and order of use of ingredients, equipment, tools, and supplies.</p> <p>B6. 3 Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.</p> <p><u>Pathway Standard B10.0 Demonstrate and apply basic nutritional concepts in meal planning and food preparation.</u></p> <p>B10.1 Apply basic nutritional principles and know how to use food preparation techniques that conserve nutrients.</p> <p><u>Anchor Standard 10.0 Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)</u></p> <p>10.7 Apply the principles of food purchasing , food preparation, and meal management in a variety of settings.</p> <p>10.11 Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.</p>	<p><u>Pathway Standard B6.0</u></p> <p>B6.4 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.</p> <p>B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.</p> <p>B6.6 Design plating techniques, including accurate portioning and aesthetic presentation skills.</p> <p><u>Pathway Standard B10.0</u></p> <p>B10.3 Create nutritious, creative, and profitable menus in accord with availability and demand.</p>
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<p>Group Work Direct Instruction Reading Writing Demonstration</p>	

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SEMESTER TWO

UNIT 7: COMMUNICATION

OVERVIEW	
This unit will help students to be good communicators. Effective listening, speaking, telephone, and writing skills will be taught. Organized communication, necessary for communication of business procedures and policies will be introduced. Students will also practice interpersonal communication skills to help with coworkers and customers.	
UNIT OBJECTIVES TO BE ASSESSED	
<p>Students will recognize the elements of communication using a sender-receiver model.</p> <p>They will identify barriers to accurate and appropriate communication.</p> <p>They will interpret verbal and nonverbal communications and respond appropriately.</p> <p>They will demonstrate elements of written and electronic communication using accurate spelling, grammar, and format.</p> <p>They will advocate and practice safe, legal, and responsible use of digital media information and communications technologies.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
Communication is one of the most important of all skills. To be an effective communicator, you must be aware of your surroundings, and be sensitive to who your audience is. Then you can adjust your communication style accordingly.	<p>What is the communication process?</p> <p>What are barriers to effective communication?</p> <p>What is effective listening?</p> <p>What is effective speaking?</p> <p>What are business appropriate telephone skills?</p> <p>What is effective writing?</p> <p>What is organizational communication, and how might it be used in the restaurant and foodservice industry?</p> <p>What is interpersonal communication?</p>
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<p>Students will know what the communication process is.</p> <p>They will know barriers to effective communication.</p> <p>They will know what is effective listening and speaking.</p> <p>They will know appropriate business telephone skills.</p> <p>They will know how to write effectively for businesses.</p> <p>They will know what organizational communication is and how it is used in the restaurant and foodservice industry.</p> <p>They will know what interpersonal communication is.</p> <p>They will know safe, legal and responsible use of digital media information and communications technologies.</p>	<p>Students will be able to recognize the elements of communication using a sender-receiver model.</p> <p>They will be able to identify barriers to accurate and appropriate communication.</p> <p>They will demonstrate effective listening and speaking skills.</p> <p>They will demonstrate effective written communication using accurate spelling, grammar and format.</p> <p>They will identify types of communication and explain how each is used in the restaurant and foodservice industry.</p> <p>They will use digital media information and communication technologies safely, legally and responsibly.</p>

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KEY ASSIGNMENTS

Working individually, each student will communicate important policy changes as if to employees. Write a message to them, containing all the relevant information and addressing the five W's of communication.

Students will create a list of the types of feedback that are most helpful to them and the types of feedback you are most likely to give others.

Work with two other students and perform a skit modeling both appropriate and inappropriate interpersonal communication in the workplace.

UNIT ASSESSMENT:

Write a person plan for enhancing your communication skills and public image using the information you learned in this unit. Ask yourself questions such as, how can I communicate more effectively with others at work and school? What can I do to present a professional image? Has my interactions with others changed by learning these communication skills? Why or why not? What can I do to improve my communication skills and become a more effective communicator?

TEXTS

Foundations of Restaurant Management and Culinary Arts: Level One Chapter 7: Communication

Section 7.1 The Communication Process

Section 7.2 Communication Skills

Section 7.3 Types of Communication

ACADEMIC VOCABULARY

Identify
Analyze
Interpret
Advocate
Demonstrate
Communication

CONTENT-SPECIFIC VOCABULARY

Organizational Communication
Business Telephone Skills

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PRIORITY STANDARDS	SUPPORTING STANDARDS
<p><u>Anchor Standard 2.0 Communications</u></p> <p><u>Acquire and accurately use Hospitality, Tourism, and Recreations sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats (Direct alignment with LS9-10, 11-12.6)</u></p> <p>2.1 Recognize the elements of communication using a sender-receiver model.</p> <p>2.2 Identify barriers to accurate and appropriate communication.</p> <p>2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.</p> <p>2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.</p>	<p><u>Anchor Standard 2.0</u></p> <p>2.3 Interpret verbal and nonverbal communications and respond appropriately.</p> <p>2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p>
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<p>Reading Writing Role Play Direct Instruction Analyzing Listening Speaking</p>	

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SEMESTER TWO

UNIT 8: EFFECTIVE CUSTOMER SERVICE

OVERVIEW	
In this unit, students will apply knowledge and skills essential for effective customer service. They will analyze the importance of customer service to the success of food service establishments. They will demonstrate the concept of exceptional customer service and know ways of anticipating the needs and desires of customers to exceed their expectations. Students will identify common customer complaints and learn solutions for preventing or resolving complaints.	
UNIT OBJECTIVES TO BE ASSESSED	
Students will analyze the importance of customer service to the success of a food service establishment. They will demonstrate the concept of exceptional customer service. They will recognize common customer complaints and solutions for preventing or resolving complaints. They will recognize how to interact with customers in a positive, responsive, and professional manner.	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
Competition for customers has never been greater. They have high expectations, especially about the way they want to be treated. Even if the food is great, guests will be disappointed if they service is poor, and then they probably won't be back. But if an operation gets it right, they could be rewarded with repeat business.	What are service and hospitality and how do they affect an operation's success? What is the important of first impressions? What is the proper way to handle customer complaints? How can you anticipate a customer's needs?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
Students will know the meaning of good service and hospitality. They will know how to make a good first impression. They will know how to properly handle customer complaints. They will know how to anticipate a customer's needs. They will know how to interact with customers in positive, responsive, and professional way.	Students will be able to define what good service and hospitality are. They will be able to make a good first impression upon a customer. They will be able to demonstrate how to handle customer complaints. They will be able to anticipate what a customer needs. They will be able to interact with customers in positive, responsive, and professional manners.

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KEY ASSIGNMENTS

Students will write scripts for different staff workers in a restaurant. They will demonstrate or role play their scripts for the class. Some staff they can write scripts for include the greeter, servers, bartender, and busser.

Working with a teacher generated scenario about a dining experience with dissatisfied customers, identify the reason for their complaint, and what would you do to correct or resolve the situation?

UNIT ASSESSMENT:

Write a mission statement for a dining establishment you want to start, making sure to address customer service. Then, write an additional paragraph identifying the specific steps you can take to make sure that you and your employees are treating your guests in ways that match your mission statement. For instance, if your mission statement asserts that you will provide friendly service, then you should explain specific ways in which you will provide such service.

TEXTS

Foundations of Restaurant Management and Culinary Arts, Level One Chapter 10: Serving Your Guests

Section 10.1 the Importance of Customer Service

Section 10.2 Ensuring a Positive Dining Experience

Section 10.3 Service Styles, Set-ups, and Staff

ACADEMIC VOCABULARY

Define
Demonstrate
Anticipate
Interact

CONTENT-SPECIFIC VOCABULARY

Customer service
Hospitality
Complaints
Customer needs

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PRIORITY STANDARDS	SUPPORTING STANDARDS
<p><u>Pathway Standard B8.0 Apply the knowledge and skills essential for effective customer service.</u></p> <p>B8.1 Analyze the importance of customer service to the success of the food service establishment.</p> <p>B8.2 Demonstrate the concept of exceptional customer service and know ways of anticipating the needs and desires of customers to exceed their expectations.</p> <p>B8.3 Recognize common customers complaints and the service solutions for preventing or resolving complaints.</p> <p>B8.5 Interact with customers in a positive, responsive, and professional manner.</p> <p><u>Anchor Standard 7.0 Responsibility and Flexibility Initiate, and participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Hospitality, Tourism, and Recreation sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)</u></p> <p>7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.</p>	<p><u>Pathway Standard B8.0</u></p> <p>B8.4 Understand the roles of management and employees in effectively meeting the needs of culturally, generally diverse, special needs customers.</p> <p><u>Anchor Standard 10.0 Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)</u></p> <p>10.8 Describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.</p>
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<p>Demonstration Direct Instruction Reading Writing Analyzing Listing Compare/Contrast Role Play</p>	

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SEMESTER TWO

UNIT 9: STOCKS, SAUCES, AND SOUPS

OVERVIEW	
<p>This unit instructs the essentials of making stocks, sauces and soups. Students will learn the essentials of making all types of stocks. They will learn the grand sauces and what secondary sauces can be made from them. They will how to match sauces to food. Basic soups will be discussed and essential skills necessary for their preparation will be demonstrated. Students will prepare some of these stocks, sauces and soups in kitchen labs.</p>	
UNIT OBJECTIVES TO BE ASSESSED	
<p>Students will list major flavoring ingredients used in making stocks. Students will demonstrate making a stock. They will identify the grand sauces and the other sauces made from them. They will describe preparation steps to preparing various sauces. They will describe various types of soups and list the basic ingredients of each.</p>	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<p>Stocks are the essential ingredient in many soups and sauces. If you can make a great stock, you can make a great soup or sauce. Students learn basic culinary techniques, seasonings, garnishing, and food service by learning how to making these building blocks of the kitchen.</p>	<p>What are the four essential parts of a stock and the proper ingredients for each? What are the various types of stock and their specific ingredients? What are the grand sauces? How do you prepare different kinds of sauces? How do you know which sauce to put with a food? What are the two basic kinds of soup? How do you prepare different kinds of soup?</p>
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<p>Students will know the essential parts of stock and the proper ingredients for each. They will know various types of stock and their specific ingredients. They will know the grand sauces. They will know how to prepare various sauces. They will know basic soups and how to prepare them.</p>	<p>Students will be able to identify the essential parts of stock and the proper ingredients for each. They will list various types of stock and their specific ingredients. They will list the grand sauces. They will be able to prepare various sauces. They will be able to prepare basic soups.</p>

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KEY ASSIGNMENTS

Students will pick two stocks and write a short report comparing and contrasting the ingredients, cooking process, and nutrition values of each. Suggest three dishes for which each stock might be the base.

Students will create flash cards with each of the grand sauces or derivative sauces on one side, and the list of appropriate ingredients on the other side. With three other students, take turns holding up a list of ingredients and have them write down the name of the sauce (or vice versa).

On a piece of paper, write each letter of the alphabet and place a line next to each letter. List the name of the at least one type of soup for every letter of the alphabet, and note if the soup is clear or thick.

UNIT ASSESSMENT:

Students will take a written test of stocks, sauces, and soups. In this test, students will have to identify stocks, sauces, and soups based upon ingredients and then describe uses for each.

TEXTS

Foundations of Restaurant Management and Culinary Arts, Level One Chapter 6: Stocks, Sauces, and Soups

Section 6.1 Stocks

Section 6.2 Sauces

Section 6.3 Soups

ACADEMIC VOCABULARY

List
Identify
Describe
Demonstrate
Prepare

CONTENT-SPECIFIC VOCABULARY

Stock
Sauce
Grand Sauce
Derivative Sauce
Soup
Thick Soup
Clear Soup
Mirepoix
Aromatics
Degreasing

Pacing Guide for Culinary I

PRIORITY STANDARDS	SUPPORTING STANDARDS
<p><u>Pathway Standard B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.</u></p> <p>B6.3 Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.</p> <p>B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.</p> <p><u>Anchor Standard 10.0 Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)</u></p> <p>10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of ways.</p>	<p><u>Pathway Standard B6.0</u></p> <p>B6.2 Apply the principle of <i>mise en place</i>, including the placement and order of use of ingredients, equipment, tools, and supplies.</p> <p>B6.3 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.</p>
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<p>Reading Writing Demonstration Direct Instruction Listing Compare/Contrast Food Labs</p>	

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SEMESTER TWO

UNIT 10: FRUITS AND VEGETABLES

OVERVIEW	
This unit will show students how to use fruits and vegetables. They will learn how to purchase, store, prepare and cook fruits and vegetables. Students will prepare various dishes using fruits and vegetables.	
UNIT OBJECTIVES TO BE ASSESSED	
Students will define the difference between a fruit and a vegetable. They will be aware of the different types of fruits and vegetables and their uses. They will evaluate quality of fruits and vegetables for purchasing. They will apply appropriate preparation and cooking methods to fruits and vegetables.	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
Fruits and vegetables are becoming more popular and important as people put more emphasis on eating a healthy diet. This, along with the increase of people following vegetarian diets has lead to restaurant and food-service operations to increasing the variety of vegetables they offer. From quick service to fine dining, more fruits and vegetables are being incorporated into meals and being put on menus. Fruits and vegetables provide nutrition as well as flavor, texture, color and variety to a meal.	What are fruits and vegetables and what are the various types of each? What factors affect purchasing fruits and vegetables? How do you properly store fruits and vegetables? What are the steps I preparing fruits and vegetables for service? What are the various methods for cooking fruits and vegetables? How do you maintain the quality of fruits and vegetables?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
Students will know the difference between a fruit and vegetable. They will know various types of fruits and vegetables They will know to purchase fruits and vegetables. They will know how to store fruits and vegetables. They will know how to prepare fruits and vegetables for service. They will know various methods for cooking fruits and vegetables. They will know how to maintain the quality of fruits and vegetables.	Students will be able to determine the difference between a fruit and vegetable. They will be able to define various types of fruits and vegetables. They will be able to define what factors are used to purchase good quality fruits and vegetables. They will be able to prepare various fruits and vegetables for service. They will be able to apply various cooking methods for the preparation of fruit and vegetable dishes. They will be able to maintain the quality of fruits and vegetables.

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KEY ASSIGNMENTS

Students will put together a dessert menu that consists of recipes using at least three fruits from each of the summer, winter, and tropical fruit categories. Along with each recipe, they will include a “fun fact” about one of the fruits used in the recipe.

Students will create a chart of the similarities and differences between chutney, compote, confit, conserve, coulis, jam, jelly, marmalade, preserve, relish, and salsa.

UNIT ASSESSMENT:

Students will work in groups to find two recipes, one using a fruit and another using a vegetable for the following uses: appetizer; main ingredients of a salad; entrée; and dessert. They will prepare one of these recipes as a report to the class. Pictures of their presentation and copies of their recipe will be placed in their portfolios.

TEXTS

Foundations of Restaurant Management and Culinary Arts, Level One Chapter 9: Fruits and Vegetables

Section 9.1 Fruits

Section 9.2 Vegetables

ACADEMIC VOCABULARY

Analyze
Identify
Define
Apply
Evaluate
Prepare

CONTENT-SPECIFIC VOCABULARY

Fruits
Vegetable
Fructose
Tropical Fruits
Summer Fruits
Winter Fruits
Ethylene Gas
Enzymatic
Organic

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PRIORITY STANDARDS	SUPPORTING STANDARDS
<p><u>Pathway Standard B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.</u></p> <p>B6.3 Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.</p> <p>B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.</p> <p><u>Anchor Standard 10.0 Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)</u></p> <p>10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of ways.</p>	<p><u>Pathway Standard B6.0</u></p> <p>B6.2 Apply the principle of <i>mise en place</i>, including the placement and order of use of ingredients, equipment, tools, and supplies.</p> <p>B6.3 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.</p> <p><u>Anchor Standard 11.0 Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical students organization (FHA-HERO, the California Affiliate of FCCLA).</u></p> <p>11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.</p>
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<p>Reading Writing Demonstration Direct Instruction Listing Compare/Contrast Food Labs</p>	

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SEMESTER TWO

UNIT 11: POTATOES AND GRAINS

OVERVIEW	
Students will learn the basics of identifying, preparing and cooking potatoes, grains, legumes, and pastas. They will learn various uses for these foods. Students will prepare various dishes using these foods.	
UNIT OBJECTIVES TO BE ASSESSED	
Students will identify types of potatoes, grains, legumes, and pastas. They will identify methods of selecting, receiving and storing potatoes, grains, legumes, and pastas. They will identify methods of cooking potatoes, grains, legumes, and pastas.	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
Potatoes, grains, legumes, and pastas are versatile foods that can be prepared many different ways. They add nutrition, flavor, texture, and color to a meal without adding extreme costs. Knowing methods to cook them properly is important to a food service establishment.	What are some types of potatoes and how are they best used? How do you define a grain and how should they be prepared? What are legumes and how do you prepare them? What is the difference between a pasta and a dumpling? How should pastas be prepared?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
Students will know how to identify potatoes, grains, legumes and pastas. They will know how to purchase, receive and store these products properly. They will know methods to prepare these products properly.	Students will be able to identify potatoes, grains, legumes and pastas. They will be able to describe how to purchase, receive and store these products properly. They will be able to describe methods to prepare these products in a variety of ways.

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KEY ASSIGNMENTS

Students will write a short essay that describes what qualifies as a legume. They will research the definition of legume and list at least five different legumes, suggesting a menu item that could be created with each.

Write two paragraphs comparing and contrasting Asian-style pasta with Italian-style pasta foods. Draw conclusions about your findings.

UNIT ASSESSMENT:

Prepare recipes successfully using potatoes, grains, legumes, and pasta. Share and evaluate your lab with the class.

TEXTS

Foundations of Restaurant Management and Culinary Arts, Level One Chapter 11: Potatoes and Grains

Section 11.1 Potatoes

Section 11.2 Legumes and Grains

Section 11.3 Pasta

ACADEMIC VOCABULARY

Identify
Analyze
Define
Prepare

CONTENT-SPECIFIC VOCABULARY

Legumes
Grains
Dumplings

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PRIORITY STANDARDS	SUPPORTING STANDARDS
<p><u>Pathway Standard B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.</u></p> <p>B6.3 Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.</p> <p>B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.</p> <p><u>Anchor Standard 10.0 Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)</u></p> <p>10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of ways.</p>	<p><u>Pathway Standard B6.0</u></p> <p>B6.2 Apply the principle of <i>mise en place</i>, including the placement and order of use of ingredients, equipment, tools, and supplies.</p> <p>B6.3 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.</p> <p><u>Anchor Standard 11.0 Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical students organization (FHA-HERO, the California Affiliate of FCCLA).</u></p> <p>11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.</p>
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<p>Reading Writing Demonstration Direct Instruction Listing Compare/Contrast Food Labs</p>	