

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY**

COURSE TITLE: Culinary Arts and Management
COURSE NUMBER: (Aeries)
CBEDS NUMBER: (Aeries)
DEPARTMENT: CTE
LENGTH OF COURSE: Year
CREDITS PER SEMESTER: 5 Credits
GRADE LEVEL(S): 10th, 11th, 12th
REQUIRED OR ELECTIVE: Elective (“g”)

PREREQUISITES:

Required - Enrollment in a California Partnership Academy
Culinary Arts

Recommended -

BOARD OF EDUCATION ADOPTION: (Date of Action Meeting)

COURSE DESCRIPTION:

Culinary Arts and Management will build upon the foundation techniques of Culinary Arts which allowed students to utilize a hands-on laboratory learning environment to begin to build industry driven culinary and baking skills. Throughout this course, students will continue to collaborate to develop an understanding of the historical and cultural influences on global cuisine, the science of culinary processes, and engage in analyzing the contents and properties of food.

COURSE PURPOSE:

Students will understand the application of the physical and chemical properties of foods. Students will use traditional and emerging laboratory and food preparation equipment to prepare food. Students learn and utilize standardize knife skills in order to meet industry standards. Students will be required to participate in fund raising activities as well as community service projects that will allow for a "real-world" experience. All students will be enrolled as members of SkillsUSA or FCCLA, which will allow them to develop leadership skills, as well as soft skills that are necessary for employment in the industry. Students will show problem solving skills, analytical thinking, and be rigorously challenged to build reading, writing and speaking skills throughout the entire course.

COURSE OUTLINE:

Unit One: Career Preparation

During the career preparation unit, students will participate in SkillsUSA or FCCLA Professional Development Program (PDP) curriculum, which requires students to practice goal setting, community service project planning and implementation, career exploration, and presentation preparation. Students will also be required to research, prepare and present multiple projects during the course of the year. The first project will be researching local as well as national culinary school options. During the research, students will not only utilize technology to research potential colleges, they will also be required to conduct a phone interview with the college. During their presentation, they will cite specific quotes from school representatives, which will allow for more in-depth understanding of the school and what it offers. Following the culinary school presentations, students will also be given the opportunity to visit local culinary schools. The second project will be a restaurant review. After analyzing published restaurant reviews from magazines and newspapers, students will follow a set rubric to create their own restaurant review. Reviews will be both written as well as verbally presented to the class. Students will also be required to research chefs of renown. They will work to understand how these individuals entered the

industry, how they've created their businesses, and what their food philosophies are. Students will look at the lives of restaurant owners, chefs, and cooks. Students will look at their own food choices in order to identify why they eat and how their choices affect their health. Finally, in the career preparation unit, students will participate in a variety of catering events which not only provide real-life experience, but also a chance to put into practice skills learned in other units in order to have a successful and profitable event.

Unit Two: Kitchen Safety and Sanitation

Students receive instruction on the principles and practices of sanitation and hygiene as applied to the food service industry. Students will research the basic local, state and federal sanitation regulations as they pertain to the food industry and learn the principles of Hazard Analysis Critical Control Points (HACCP). Students will be able to understand the role of food safety, demonstrate knowledge of sanitation standards, explain various sources of foodborne illnesses and contamination, describe responsibilities of food handlers, as well as present the steps necessary for ensuring safe and sanitary working conditions. Instruction will be given in the form of lecture, videos, and independent reading. Students will verify understanding of concepts through passage of quizzes along with a one-page paper describing how the individual can ensure safe food environments and prevent unsafe working conditions in the food industry. Following the unit, students will pass the California Food Handlers exam. Students will also receive instruction on knife safety and kitchen safety that will be put into practice during laboratory activities as well as catering projects. Students will be trained on proper knife selection for the task at hand, how to properly hold a knife and how to properly maintain a knife's edge. Students will also be trained on what to do in case of an emergency whether it be a knife cut or a kitchen fire. Students will be tested on first aid and fire safety before participating in laboratory activities to ensure a safe and prepared learning environment.

Unit Three: Culinary Math

Instructor will review information about measuring equipment and how fractions and algebra skills are used on a daily basis in a kitchen setting. Students will continue to practice culinary math skills through recipe conversion, measurements used in food production, and recipe costing. Daily bell work will continue to include recipe conversion in the form of tripling, quadrupling, halving, and quartering measurements including whole numbers and fractions. Students will also need to show measurement conversion during bell work converting cups to quarts and teaspoons to tablespoons. Students will increase their recipe costing knowledge through the introduction of percent yields. Percent yields not only give a more accurate cost for a recipe; they also allow students to practice conversion of decimals, percentages and fractions. Weekly homework assignments of percentage yield and recipe costing will reinforce algebra and stoichiometry skills needed to convert units of measure and accurately calculate cost per serving.

Unit Four: Front of the House Service Standards

Quality restaurant service is a critical and integral component within the hospitality industry. Students will develop a working knowledge of the elements involved in establishing and managing a food-service operation. Students will employ menu planning, purchasing, pricing, and food preparation techniques designed to maximize guest satisfaction and financial profitability. Students will be exposed to the Hospitality and Tourism Industry through exploration of front of the house and back of the house careers. Students will review and research proper service styles, etiquette of service, table etiquette, dining room etiquette, and tableside service at the beginning of the year. Throughout the entire course, catering projects will test students' ability to assess what type of service should be used to meet the criteria of each job. Catering projects serve as fundraisers for the program and high levels of customer satisfaction means that the program will continue to be promoted and hired for events. Students will receive feedback from the instructor as well as the host organization after each event giving praise for correct decisions as well as suggestions for future events.

Unit Five: Culinary Techniques

Students will continue their education of fundamental cooking techniques, theory, and terminology through reading of textbooks, instructor lectures, peer presentations, and application of knowledge during laboratory activities. Students will be able to demonstrate and describe moist and dry heat cooking methods as they apply to both vegetables and meat proteins. Students will also be able to demonstrate appropriate cooking methods to produce a variety of products using potatoes, grains, vegetables, pastas, soups, and breakfast items. At the end of each section, students will be tested on cooking methods and terminology with a written test along with a mystery basket laboratory activity. During the mystery basket activity, students will be required to assess available product, decide what type of product they would like to create, determine the best way to achieve their desired product, and execute all of their decisions to create a product to be tasted and evaluated by the instructor. Students will also be required to show a minimum of two different knife cuts in their final product.

Unit Seven: Baking and Pastry

Students will continue their baking and pastry education through review of fundamentals and increased levels of difficulty with recipes and techniques. Students will ascertain knowledge through instructor lectures, laboratory activities, and textbook readings. Students will be able to demonstrate a variety of mixing methods to produce various baking goods. Students will be able to demonstrate the proper steps for a rubbed dough method, a creaming method, a muffin method, as well as an egg foam method as learned the previous year while increasing difficulty of directions and steps. Students will also learn and be able to demonstrate how to make a laminated dough, how to make and use a sourdough starter for breads, and how to cook and manipulate sugar for desired candy effects. Following each section or mixing method, students will be required to complete a quiz as well as produce a product without written instruction to assess learning and understanding of the steps. Students will also be required to participate in holiday fundraiser activities to give industry type experience through large-scale production of baked goods.

KEY ASSIGNMENTS:

Unit One: Career Preparation

During the culinary school project, students will receive a rubric that explains what is expected of them and how their grade will be broken down. Students are expected to produce a PowerPoint presentation detailing information about the school including tuition cost, entrance requirements, school location, number of students per class, and job placement services. The goal of the project is to inform students of their post-secondary education options both local and nationally.

During the famous chef exploration, students will write two papers. One (an informative/explanatory piece), will explain how three chefs became successful. The second will argue for their own philosophy of food, utilizing evidence from their research. Included in the second will be a discussion of whether the student's food philosophy includes future work in a restaurant kitchen.

During the catering event projects, students will work in small teams to create sample menu and invoices that will be offered to persons interested in hiring the class. Menus will include recipes that have been taught in class but also recipes that have been researched. Menus will follow a theme and have to be created to fit specific environments such as:

- An outdoor venue without any provided culinary equipment
- Use of the mobile catering cart that includes a barbeque and flat-top griddle
- An indoor venue and warming carts but nothing else
- Use of the classroom for events held on campus

Menus must demonstrate how the food will be created in each environment, which will reflect the students' understanding of culinary foundations along with problem solving skills because no environment will be completely perfect.

Unit Two: Kitchen Safety and Sanitation

During the knife safety section, students will use worksheets to identify proper names and sizes of standard knife cuts. A knife cut test will follow instructor demonstration of proper knife cuts. During the test, students will be required to properly set up a knife cutting station, demonstrate a brunoise, small dice, medium dice, julienne, mince and chiffonade. Students will also be required to fabricate a chicken using the proper knife to create an 8-piece fabrication.

Unit Three: Culinary Math

As part of the catering projects, students will be required to perform recipe costing on a predetermined menu. This recipe costing will then be used to create an invoice to be given for payment that will include a price per serving. Recipe costing and invoice creation are vital components of the course since catering projects act as fundraisers to support the program.

Unit Four: Front of House Service Standards

The final project for this course will be to work in teams of four to create a four-course meal based on a chosen theme. Students will work together to choose a theme, plan a menu based on the theme, create a recipe costing for the menu items, create a printed menu and table design, and determine preparation schedules for the menu. Groups will then prepare and produce their menu and serve the food using proper service standards to a variety of judges. Grades will be based on appearance of food, flavor of food, and service of the food. Students will need to communicate effectively with group members in order to accomplish the task at hand. Students will use problem-solving skills when facing a group conflict. Communication skills are some of the most important skills the students learn and use in class as well as the workplace. Students will evaluate themselves as well as their teammates at the end of the assignment.

Unit Five: Culinary Techniques

During the culinary unit, students will be required to work in pairs to create a five-minute video describing and demonstrating the steps of a recipe. Before filming, students will be required to research a specific recipe, analyze the appropriateness of the steps based on learned techniques, prepare a lab plan sheet, create a market order for the recipe, prepare a supply and equipment list, and construct a time-management schedule. Each team will write a one-page paper describing the project and explaining which standard for the course will be addressed giving explicit rationale. Once the instructor has reviewed the essays and research, students will create a video of the recipe and edit the video appropriately. Students will be required to demonstrate time management skills due to varying schedules of the team members. Videos will be viewed in class and graded based on organization of the presentation, proper terminology used, clarity of instruction, and the ability of class members to produce the product after viewing the video.

Unit Six: Baking and Pastry

At the conclusion of each section, students will be challenged to demonstrate their understanding of key concepts. Students will work individually as well as a member of a team to create a product that represents the section. First, students will work individually to write appropriate steps and directions for a list of ingredients given. Students will analyze the list of ingredients, create a set of directions appropriate for the section as well as the ingredients and create a name for their recipe. Students will then work as a team to compare and contrast individual directions to create a cohesive team recipe for the ingredients. Once the team recipe has been finalized, students will create the product based on the directions. Grading of the product by the instructor will be based on structure, color, texture and taste of the final product. Students will also create a self-reflection piece

to assess their participation in the production of the product, how the directions were created, and how well they feel they participated as a member of the team.

The mid-term assignment for each student will be to create a decorated cake, which will show a minimum of three baking techniques, learned during the course. Students will be given the assignment in advance, giving them time to plan their cake and what techniques they choose to demonstrate. The cake will be completed at the end of the week and a written description of the cake must be presented with the final product. Students learn preparation planning, review fundamental techniques, and demonstrate their skill set with this test.

INSTRUCTIONS METHODS and/or STRATEGIES: Instructional methods include, direct instruction, project based learning, collaborative learning, cooking labs, and research & writing.

ASSESSMENTS INCLUDING METHODS and/or TOOLS: Assessments include research and writing assignments, cooking labs, oral presentations and group projects.

INSTRUCTIONAL MATERIALS:

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
The Culinary Professional	John Draz, Christopher Koetke	Goodheart-Willcox Company	1st Edition	[empty]	Yes
Professional Cooking	Wayne Gisslen	John Wiley & Sons	4th Edition	[empty]	Yes
Professional Baking	Wayne Gisslen	John Wiley & Sons	6th Edition	[empty]	Yes

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
California Food Handlers		eFoodHandlers	http://www.cafoodhandlers.com/
Choose My Plate		United States Department of Agriculture	https://www.choosemyplate.gov/

Committee Members:

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