MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY

COURSE TITLE:	**Culinary Arts**
COURSE NUMBER:	**(Aeries)**
CBEDS NUMBER:	**(Aeries)**
DEPARTMENT:	**CTE**
LENGTH OF COURSE:	**One Year**
CREDITS PER SEMESTER:	**5 credits**
GRADE LEVEL(S):	**9th, 10th, 11th, 12th**
REQUIRED OR ELECTIVE:	**Elective "g"**

PREREQUISITES:

Required -	**Enrollment in California Partnership Academy**
	Concurrent or previous enrollment in Algebra or Math I
	Concurrent or previous enrollment in English I
Recommended -	**Concurrent or previous enrollment in a college prep science**

BOARD OF EDUCATION ADOPTION: (Date of Action Meeting)

COURSE DESCRIPTION:
This course is a hands-on entry level culinary course that introduces students to a professional kitchen. Culinary is designed to prepare students to be ready to embark upon a career in food service, but students will find that the skills learned in class can be used to prepare foods at home, as well. Students will learn food safety and sanitation, how to use professional kitchen equipment, basic cooking techniques (including knife skills), and culinary terminology. A focus on nutrition, the politics and ethics of food sourcing and production, and the life of a professional cook will be a major aspect of the curriculum. Safety and sanitation is paramount and applied in a classroom laboratory setting.
Through reading expository and non-fiction articles, writing, listening and speaking students will develop the ability to research, collect data, analyze information, report findings and evaluate food products. This course meets common core academic standards along with the standards in the area of Hospitality, Tourism and Recreation (HTR) Industry Sector per the California Department of Education (CDE) in Consumer and Family Studies established for Food and Nutrition.

COURSE PURPOSE:
By the end of the course, students will be able to:

- Demonstrate proper kitchen food safety and sanitation procedures
- Identify and demonstrate the use of kitchen utensils, tools, and equipment
- Demonstrate practical knife skills
- Demonstrate culinary mathematics by calculating recipe measurements and using mathematics in other culinary-related problem solving
- Demonstrate expository writing skills in writing about food and food culture
- Understand and demonstrate proper "recipe sense": use of *mise en place*, use of proper utensils and vocabulary, demonstration of organizational skills and efficient cooking practices
- Describe the actual working life of a professional chef
- Argue for a specific set of eating choices based on evidence both scientific and ethical reasoning

COURSE OUTLINE:

Unit One: Facilities, Equipment, and Measurement
Students will utilize critical thinking to procure ingredients and equipment. Students will identify tools,

uses, safety and storage for tools and equipment. Students demonstrate proper tools and equipment use through daily labs. Students analyze and critique kitchen layouts based on work flow scenarios. Students learn and practice proper measurement techniques.

Students will learn the names of and proper uses for paring, filet, chef's, and serrated knives. Students will know the parts of the knife. Students will demonstrate proper care for knives (storage, maintenance, and use). Students will perform the following knife cuts:

- Dice
- Mince
- Julienne
- Rondelle
- Chiffonade
- Roll cut
- Brunoise

Unit Two: Food Safety and Sanitation

Students will identify organisms that cause food spoilage, contamination, and conditions for growth. They will also identify common types of food borne illnesses and translate the information into a chart. Students will learn to employ sanitary practices before, during and after food preparation and service throughout the course. Students will learn to select proper techniques for storage and preparation of food. Lastly, students will describe the agencies that determine food safety and nutrition regulations and verbally argue their effectiveness while supporting their claims.

Unit Three: Introduction to Nutrition and Health

Students gain an understanding of the role nutrients play in the body as well as in the food they eat. The base knowledge they gain in unit three will help them understand what nutrients are in the foods they prepare as well as eat. Students will evaluate and draw conclusions for their own nutritional needs using the USDA ChooseMyPlate.gov website. Students investigate and report on the role of the nutrients in the body including toxicity, deficiency, sources and functions. Students then create an informational malnutrition brochure. Students need to understand how to use the scientific method in order to complete labs throughout the course. Students will use the scientific method when completing the digestive process lab report. A grasp of all these are necessary before the students are able to plan and evaluate meals for themselves as well as others.

Unit Four: Recipe Sense

Students will learn the proper way to read recipes (traditional and narrative). Students will learn how use of mise en place strategies will reduce errors while cooking. This knowledge is necessary as we move through the year; the more understanding students possess of these rules, the more in-depth our cooking experiences can be.

Unit Five: Intro to Cooking Methods

Cooking a variety of types of egg dishes allows students to truly explore how different cooking methods affect food. Since the material is the same, the changes affected by each cooking method are highlighted. Many of the methods will be practiced multiple times, so students can compare and contrast the outcome when there are minor changes in the process. During this process, students learn the attention to detail they need to succeed in the kitchen, but also in many other aspects of life. Students will learn and practice:

- Boiling (soft and hard)
- French Omelet
- Poaching
- Scrambling

- Baked
- Custards
- Meringue
- Hollandaise
- Soufflé

Unit Six: Stocks, Soups and Sauces/Food Culture

In this massive unit, students are working to understand the building blocks of many dishes. Students will compare and contrast the flavors of homemade and store bought stocks. After make their own stock, students will utilize it in soups and sauces. Students will learn properties that allow sauces to thicken (for example, making a roux and reduction). During this unit, students will also be learning the qualities of food prepared around the world and will be making soups from multiple different areas around the globe. Students will also examine the historical, geographical, cultural, political and economic impacts of food around the world. Students will also engage in a research project on the animal for food industry in the US and write an argument piece that makes and substantiates a claim on the appropriate use of meat for food.

Ongoing Through the Year: Researching Famous Chefs and Creating of a Cooking Philosophy

Students will have multiple chances to research chefs of renown. We will work to understand how these individuals entered the industry, how they've created their businesses, 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.

Ongoing Through the Year: Leadership, Communication and Teamwork

Students will demonstrate the characteristics of teamwork, leadership, and citizenship in the school, community, and workplace settings. Students organize and structure work individually and in teams for effective performance and the attainment of goals. Students will apply multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace. They will also demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

KEY ASSIGNMENTS:

Unit One: Facilities, Equipment, and Measurement

1. Demonstrate the use and care of a minimum of ten teacher identified pieces of equipment and tools used in the laboratory. Students need to complete and pass a culminating teacher -prepared exam on equipment and tool use, care, and storage.
2. Utilizing school and community resources, students will identify, define and demonstrate the safe use and care of facilities and equipment. Students illustrate how to use the facilities and equipment properly when they are participating in the food preparation labs. Students will identify and assess the possible safety hazards commonly occurring in the laboratory facilities. Through teacher observations students are evaluated on the proper use, care and storage of equipment. Students take a laboratory safety test which includes the safety hazards and emergency procedures specific to the class. A percentage of the student's grade is based on proper sanitation of the facilities and equipment.
3. Through a series of demonstrations and labs, students learn to measure ingredients correctly. Students practice using dry measures, liquid measures, measurement by weight, and conversion from volume to weight. Students will demonstrate abilities in a lab in which they will decrease the yield by half.
4. Students will prepare a series of items while mastering the above knife skills: sautéed potatoes, fruit salad, salsa, and pesto.
5. Students will write a knife use manual that attractively presents the proper use of knives.

Unit Two: Food Safety and Sanitation

1. Students will utilize proper research and citation skills to identify the correct answers to the SafeServ exam. Then, students will complete and pass a food safety and sanitation test based on the SafeServ exam.
2. Students will complete a pamphlet on a specific food borne illness and describe the illness and causes and then complete a peer evaluation on other classmates' pamphlets as well.

Unit Three: Introduction to Nutrition and Health

Students investigate and report on the role a specific nutrient in the body including toxicity, deficiency, sources and functions. Students write a 2-4 page informative/explanatory paper as well as give a 2-3 minute oral report that presents the information and findings using a multimedia platform.

Unit Four: Recipe Sense

1. Students will take notes on the different types of recipes and take a quiz that demonstrates knowledge of recipe structure and organization.
2. Students will research multiple recipes for the same dish, identify differences and make claims about why the recipes differ, and then create a recipe of their own to follow for the item. Their recipe will be accompanied by a short explanatory piece of justification.

Unit Five: Intro to Cooking Methods

1. Students will follow the scientific method during this unit and will create lab reports after each lab. After reading each recipe, students will create a hypothesis and test it. Upon completion, students will reflect on the outcome.
2. Students will research the scientific properties of eggs that allow for the different outcomes that the methods create and write an explanatory piece that connects that scientific knowledge to their own outcomes.
3. Students will write a short expository essay on Cooking and the Egg.

Unit Six: Stocks, Soups and Sauces/Food Culture

Students will watch a variety of documentaries (i.e., Food, Inc. and episodes of This American Life), conduct research that spans multiple text types, and write an argument piece that answers the prompt: Is the American meat industry conducting itself in the best possible way? Each student will deliver a short speech based on his or her findings

Ongoing Through the Year: Researching Famous Chefs and Creating of a Cooking Philosophy

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.

Ongoing Through the Year: Leadership, Communication and Teamwork

1. Through peer, self, and teacher evaluations students evaluate their strengths and weakness related to teamwork skills.
2. Students work in groups when doing various projects as well as food production labs. Students need to communicate effectively with group members in order to accomplish the task at hand. Students 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. The skills are assessed

through self-reflections and teamwork and collaboration rubrics. The leadership roles in the lab groups change on a weekly basis giving each student an opportunity to be a leader in their individual group. Students evaluate themselves as well as their team mates at the end of each lab or other group assignment.

INSTRUCTIONS METHODS and/or STRATEGIES:

Instructional Methods include direct teaching, project based learning, cooperative learning, and research & writing.

ASSESSMENTS INCLUDING METHODS and/or TOOLS:

Assessments include research assignments, collaborative projects, reflective writing, and labs.

INSTRUCTIONAL MATERIALS:

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Culinary Essentials	Johnson and Wales University	McGraw Hill	Second Edition	[empty]	Yes

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
Blood, Bones and Butter: The Inadvertent Education of a Reluctant Chef	Gabrielle Hamilton	Random House	2011	[empty]	No
Kitchen Confidential: Adventures in the Culinary Underbelly	Anthony Bourdain	ECCO/ Harper Perennial	2007	[empty]	No
The Omnivore's Dilemma: An Oral History of Four Meals	Michael Pollan	Penguin	2006	[empty]	No

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
ChooseMyPlate.gov	USDA - United States Department of Agriculture	USDA - United States Department of Agriculture	http://www.choosemyplate.gov
PBS Food Julia Child	PBS	PBS	http://www.pbs.org/food/Julia-Child

Multimedia

Title	Authors	Director	Name of video series	Date	Website	Medium of Publication
Food, Inc.	Eric Schosser	Robert Kenner	[empty]	2008	[empty]	DVD
No Reservations	Anthony Bourdain	Zero Point Zero Productions, Inc.	Anthony Bourdain: No Reservations (on the Travel Channel)	2005 - 2012	[empty]	DVD
A Day in the Life: Stephanie Izard	Erin Glass	[empty]	A Day in the Life on Hulu	2012	Hulu.com	on line video

Other

Title	Authors	Date	Course material type	Website
ServSafe Diagnostic	ServSafe	9/14/2015 (plus updated versions as appropriate)	Diagnostic Test	https://www.mmbizsolutions.com/Diagnostic_w_AnswerKey_2010.pdf

Committee Members:

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