Escondido Union High School District

Advanced Culinary Arts & Restaurant Management

EUHSD Board Approval Date: 6/21/16
The EUHSD *Advanced Culinary Arts & Restaurant Management* curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The course is the capstone course in a series of Food Service and Hospitality pathway courses designed to meet college and career expectations in the pathway and industry sector. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description  
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline  
C. Instructional Materials References  
D. Scope and Sequence Map with Essential Standards outlined by Unit  
E. References to key essential design and implementation documents

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school demonstrating college and career readiness skills. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “*All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.*”

A key design consideration in the transition to the new California State Standards is a focus on changes to pedagogy. The English Language Arts instructional shifts guide classroom teaching and learning and the foundation of curriculum and instructional design. Key considerations of the ELA Instructional shifts can be found by visiting the following URL: [http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/](http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/)

The curriculum document is aligned to the California State Standards for Culinary Arts & Food Science and serves to support outcomes evidenced in the College and Career Readiness Standards.  
Advanced Culinary Arts & Restaurant Management Course Description

Advanced Culinary Arts & Restaurant Management: This is a capstone course in a sequence of career technical education courses in the Food Service and Hospitality pathway. Students will participate in a variety of advanced level hands on tasks and longer projects that serve to assist them in demonstrating competency in all phases of food service and food production. Through a variety of individual and group assignments, students will demonstrate their learning of a variety of topics, included but not limited to, the study of stocks, sauces, soups, meat, poultry, fish and seafood, appetizers, plating, garnishing and presentation. Students will complete a safety test to assure that they are ready to participate fully in the course utilizing a variety of culinary arts equipment. Students will apply their skills and techniques learned in class to a variety of service and catering opportunities.

Advanced Culinary Arts & Restaurant Management Course Requirements

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>One Year</th>
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</thead>
<tbody>
<tr>
<td>UC/CSU Requirement:</td>
<td>Approved as UC “g” requirement</td>
</tr>
<tr>
<td>Course Numbers (Semester A):</td>
<td>3518</td>
</tr>
<tr>
<td>Course Numbers (Semester B):</td>
<td>3519</td>
</tr>
<tr>
<td>Credits</td>
<td>5 per semester</td>
</tr>
<tr>
<td>Required Prerequisite/s:</td>
<td>None</td>
</tr>
<tr>
<td>UC/CSU Requirement:</td>
<td>Approved as UC “g” requirement</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10-12</td>
</tr>
<tr>
<td>Graduation Requirement:</td>
<td>Meets EUHSD Board Approval for CTE or Elective Credit</td>
</tr>
<tr>
<td>Transcript Abbreviation (Semester A):</td>
<td>ADV CULNRY/REST A</td>
</tr>
<tr>
<td>Transcript Abbreviation (Semester B):</td>
<td>ADV CULNRY/REST B</td>
</tr>
<tr>
<td>Board Approval Date (Curriculum):</td>
<td>6/21/16</td>
</tr>
<tr>
<td>Board Approval Date (Materials):</td>
<td></td>
</tr>
<tr>
<td>Supplemental Instructional Material/s:</td>
<td>Each unit of instruction outlines a variety of instructional resources designed to meet the objectives of the unit.</td>
</tr>
<tr>
<td>Technology Resource/</td>
<td>Chromebooks or access to a computer lab</td>
</tr>
<tr>
<td>Assessment/s:</td>
<td>See the scope and sequence for specific assessments, as outlined within each unit of study.</td>
</tr>
</tbody>
</table>
Advanced Culinary Arts & Restaurant Management Scope and Sequence Guide

The Scope and Sequence Guide is a California standards based document that delineates the standards based skills students are expected to know and do in order to meet College and Career Readiness expectations outlined within the California Model Career Technical Education Standards. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit learning objectives.

In coursework requiring reading and writing, the following standards are not specifically stated in any one unit of study, but are the result of implementation throughout the curriculum as students participate in reading, writing, and speaking/listening standards based activities.

- By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11-CCR text completely band proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)
- Students will write routinely over extending time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. (Writing Standard 10)
- “To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Standards for ELA Anchor Standards for Speaking/Listening).
Advanced Culinary Arts & Restaurant Management Scope and Sequence

Unit 1 - Basic Safety and Food Handling Requirements

Unit Description: Unit 1 is designed to build on the foundational understanding of the basic safety requirements and food safety requirements when working in a commercial grade kitchen and hands-on lab space utilizing a variety of industry equipment and tools and when handling foods, preparing foods, and serving foods. Students will visit a variety of websites and participate in hands-on demonstration labs designed to assess learning. Unit 1 builds on a student’s understanding of food storage, basic food chemistry and the technology that has become a foundational support in the industry sector as students apply that learning to real world college and career readiness skills in an authentic restaurant environment. As in the foundational course, students are required to establish a digital portfolio and keep an interactive notebook. The digital portfolio will contain all of the key assignments, while the interactive notebook will contain specific industry sector terminology and specific notes and references acquired throughout the course.

Unit Standards:

Hospitality, Tourism, and Recreation (Knowledge and Performance Anchor Standards):

2.0 Communications: (used throughout all units of study)
- 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.

3.0 Career Planning and Management (used throughout all units of study)
- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology (used throughout all units of study)
- Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment.

5.0 Problem Solving (used throughout all units of study)
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

Strategies for Meeting the Needs of English Learners:

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards:
  http://www.cde.ca.gov/sp/el/er/docs/eldstandspublication14.pdf
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks:

When planning instruction for ELs consider:

Learning Objectives:

Students will be able to:
- Identify the key safety features of working in a kitchen/lab based setting.
- Use, demonstrate, and cite health and safety practices for storing, cleaning, and maintaining equipment and supplies.
- Utilize industry related terminology during class discussions.
- Demonstrate safe work habits and safety responses to basic first-aid situations.
- Participate individually and work collaboratively with others.
- Utilize the WWW and other technology (such as a chromebook) to conduct short and more sustained research on a specific topic.

Instructional Resources:

- https://www.youtube.com/watch?v=HqFPFsjnqA (Basic Food Safety UTUBE videos – Segments 1)
- https://www.youtube.com/watch?v=U1ZGlfqinU - Google U-tube Video (setting up a digital portfolio)
- https://www.youtube.com/watch?v=Hk4jPinPVCs (Video 2 – Safe Food Handling – Temperature)
- https://www.youtube.com/watch?v=Zv9uD44te9s – (Video 3 – Personal Hygiene)
- https://www.youtube.com/watch?v=yvgmo2la24h –
6.0 Health and Safety (used throughout all units of study)
- 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.

7.0 Responsibility and Flexibility (used throughout all units of study)
- 7.4 Practice time management and efficiency to fulfill responsibilities.

8.0 Ethics and Legal Responsibilities (used throughout all units of study)
- 8.1 Access, analyze, and implement quality assurance standards of practice.

9.0 Leadership and Teamwork (used throughout all units of study)
- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, teamwork and individual decision-making, benefits of workforce diversity, and conflict resolution as practices in the career technical student organization. (FHA-HERO, the California Affiliate of FCCLA).

10.0 Technical Knowledge and Skills (used throughout all units of study)
- 10.1 Interpret and explain terminology and practices specific to industry.
- 10.5 Define the principles of nutrition and their relationship to good health through the life cycle.
- 10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.
- 10.9 Identify the aspects of science related to food preparation, product development, and nutrition.

- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.
- Reading in chunks or use of EUHSD literacy routines.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.
- Reading in chunks or use of EUHSD literacy routines.
- Contact EUHD Literacy Coach and/or EL Specialist for additional strategies and resources in meeting the needs of EL students.

- Identify both primary and secondary sources and cite appropriately utilizing a citation manual such as APA.
- Demonstrate leadership and teamwork.
- Synthesize and compare information from a variety of sources.
- Interpret and explain specific industry related terminology.
- Utilize and cite standards of grooming and hygiene required for working in a lab based kitchen setting.
- Cite basic sanitation requirements for handling food.
- Explain basic types of food contamination, causes, and methods of prevention.
- Apply procedures for cleaning and maintaining facilities and equipment and importance of preventative maintenance.
- Practice procedures for inventory of basic food products, storing, and restocking.

(Video 4 – Inadequate Cooking and Food Illness)
- https://www.youtube.com/watch?v=bW8HkHIQU1U

(Video 5 - Adulterated Food)
- https://www.youtube.com/watch?v=XkcEqBViAhg

(Review Video 6)
- https://owl.english.purdue.edu/owl/
- Purdue writing center
- Industry related safe food handling training materials
- http://www.cdc.gov
- Center for Disease Control
- FDA Food Safety website
• 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.

11.0 Demonstration and Application (used throughout all units of study)
• 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practice.
• 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.

Hospitality, Tourism, and Recreation Pathway Standards (Food Service and Hospitality Pathway)
• B2.1 Identify the causes, prevention, and treatment of common accidents and the reporting procedures involved.
• B2.2 Practice the basic procedures for the safety of employees and guests, including the procedures for emergency situations.
• B3.1 Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.
• B3.2 Understand basic local, state, and federal sanitation regulations as they pertain to food production and service.
• B3.3 Explain the types of food contamination, the potential causes, including cross-contamination, and methods of prevention.
• B3.4 Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
• B5.1 Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventive...
maintenance and the use of nontoxic and less toxic materials.
- B5.2 Recognize the types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous environmental and physical properties of chemicals and the use of Material Safety Data Sheets (MSDS).
- B5.5 Understand how various departments in a food service facility contribute to the economic success of a business.
- B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.

Key Unit Assignments:
- Safety and Work Habits Assignment & Safe Food Handling Exploration Assignment: In year 1, students build a foundational understanding of industry specifications of safety in the work place and food handling requirements. In year two, students expand upon that learning by participating in a hand’s on Food Safety lab exercise. (Part 1) Students will identify and list industry specifications for working with equipment and utensils in a commercial kitchen. They will then conduct web-based research to validate their findings, including additions of specific safety requirements common to the Food Service and Hospitality industry sector. Students will review safety protocols and will take a safety test where they will need to demonstrate 100% accuracy before participating in the use of any kitchen/hands on lab related activities. This Safety and Work Habits assignment will be repeated throughout each unit of study or key assignment as students work with more sophisticated tools and equipment or when encountering a new technology. (Part 2) Students will watch a series of safe food handling educational videos U-Tube videos completed by Cisco Foods. They will take guided notes, summarize, and then create a classroom presentation that serves to demonstrate an in-depth understanding of the industry specifications for safe food handling, industry recommended standards for personal grooming and hygiene, and the steps taken to prevent the spread of food-borne pathogens and illness, allergens, cross-contacts, and contaminants. They will present their findings as a digital presentation to a group of four using an industry standard rubric. The presentation will utilize a WEB 2.0 tool and will serve to inform a group of their peers and/or industry experts. The food prevention techniques will be repeated throughout the year as students continue to demonstrate their learning during hands-on lab exercises. At the conclusion of unit 1, students will take both a safety and handling exam, both of which are designed to assist students in acquiring the skills to receive a California Food Handlers License.

- Digital Portfolio Set Up Assignment - Students are required to keep a digital portfolio that will serve to showcase their work, including notes, reflections, and photographs of key assignments completed throughout the course. They will utilize a technology of the teacher’s choice to create a digital portfolio.

Key Unit Assessments:
- Unit 1 Safety and Food Handling Exam
- Creation of Digital Portfolio
The students will also be required to keep a lab notebook that outlines key vocabulary/terminology utilized throughout the industry as an ongoing reference.

- **Introduction to Final End of Course Project** - As an end of year culminating final exam assessment of learning, students will complete the following assignment.

  - **Part 1** – Students will work throughout the year to create a five-item menu for a restaurant that specializes in a menu of breakfast, lunch, or dinner items. They will demonstrate a variety of food service and restaurant management skills throughout the year and prepare a variety of food items specific to one restaurant serving timeframe. At the beginning of the year, students will select the timeframe of focus and, throughout the year during their hands-on demonstration labs, will prepare at least one menu item from each lab which will serve as a capstone for their end of year menu. Students will be required to demonstrate learning of the following industry specifications relative to their menu selections:
    - Essential ingredients and nutritional value of recipe/menu item
    - Name of dish and rationale for name selection
    - Plating techniques
    - Cultural significance of dish/historical background
    - Beverage accompaniment/s & rationale for selection
    - Plating techniques & garnish selection
    - Specialized preparation equipment & utensils necessary for preparation
    - Cost of preparation for 1 serving

  - **Part 2** – Throughout the year students will study a variety of industry related careers. As the basis of understanding and as part of their end of year presentation, students will create a fictional restaurant that serves breakfast, lunch, or dinner food items. In addition to the creation of a menu, students will identify all of the required positions for operating the restaurant and the rationale for that position selection, including the job description. Students will submit this as part of their end of year presentation. The students will then select one specific position (of their choice) and will conduct research on the specific industry requirements for the position, including schooling and career readiness job skills/educational level. The students will summarize their findings as part of their overall presentation. They will then go to the WWW and/or a restaurant in their local area, request a job application, and complete it as part of their culminating project.

  - **Part 3** – Students will create a cover letter and resume utilizing industry specifications as the final demonstration of learning for the course. The cover letter and resume may be specific to a student’s job search or to the student’s industry related career search choice from Part 2 of the end of year task. All three parts of the end of year assessment of learning will be submitted to the student’s portfolio.

  - **Part 4** – Students will conduct presentations of their menu, their restaurant career choice, and their resume and cover letter to a group of their peers during an industry presentation faire. Using industry skills rubrics and terminology, students critique one another’s presentations. They will then write a
reflective paper of at least one page of the entire process and submit it, along with all of the part components, to their digital portfolio.
## Advanced Culinary Arts & Restaurant Management Scope and Sequence

### Unit 2 – The History of Food Service and Restaurant Management

**Unit Description:** In order to fully understand the food service and restaurant management industry sector, students will conduct a mini research project designed to explore the background of the restaurant management. The students will utilize the WWW and local resources to develop an understanding of the major aspects of the food service and hospitality industry sector. They will then conduct presentations on their findings to a group of their peers.

**Unit Standards:**

<table>
<thead>
<tr>
<th>Hospitality, Tourism, and Recreation Pathway Standards (Food Service and Hospitality Pathway)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• B1.1 Define and compare core elements of the food service and hospitality industry from various supporting industries.</td>
</tr>
<tr>
<td>• B1.2 Understand how the various segments of the industry contribute to, and impact, local, state, national, and international economies, cultures, and the environment.</td>
</tr>
<tr>
<td>• B1.3 Explain the relationship between industry trends and local, state, national, and international economic trends.</td>
</tr>
<tr>
<td>• B1.4 Research the advantages and disadvantages of the working conditions of various careers in the food service and hospitality industry.</td>
</tr>
<tr>
<td>• B3.0 Interpret the basic principles of sanitation and safe food handling.</td>
</tr>
<tr>
<td>• B4.0 Analyze the basics of food service and hospitality management.</td>
</tr>
<tr>
<td>• B8.0 Apply the knowledge and skills essential for effective customer service.</td>
</tr>
<tr>
<td>• B12.0 Describe the fundamentals of successful sales and marketing methods.</td>
</tr>
</tbody>
</table>

**Strategies for Meeting the Needs of English Learners:**

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstdspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstdspublication14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)
- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.

When planning instruction for ELs consider:

- Purdue Writing Center - [https://owl.english.purdue.edu/owl/resource/658/01/](https://owl.english.purdue.edu/owl/resource/658/01/)
- Customer Services Skills article - [https://www.helpscout.net/blog/customer-service-skills/](https://www.helpscout.net/blog/customer-service-skills/)

**Learning Objectives:**

Students will be able to:

- Utilize technology to conduct research on a specific industry related topic.
- Cite specific primary and secondary sources utilizing an APA style manual.
- Understand the basic history of the industry sector.
- Synthesize findings from a variety of informational texts.
- Write a research paper utilizing specific research elements.
- Provide and receive feedback utilizing industry standards and industry vocabulary.

**Instructional Resources:**

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<tr>
<td>Purdue Writing Center - <a href="https://owl.english.purdue.edu/owl/resource/658/01/">https://owl.english.purdue.edu/owl/resource/658/01/</a></td>
</tr>
<tr>
<td>Customer Services Skills article - <a href="https://www.helpscout.net/blog/customer-service-skills/">https://www.helpscout.net/blog/customer-service-skills/</a></td>
</tr>
</tbody>
</table>
Incorporating and valuing home culture of the student.
Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).
Opportunities to work collaboratively (pairs, groups).
Sentence frames or starters for any speaking tasks.
Outlines or guided notes for lectures.
Step by step processes with considerations of pictures/images for multi-step tasks.
Rubrics and model/sample papers for tasks involving writing.
Reading in chunks or use of EUHSD literacy routines.
Contact EUHD Literacy Coach and/or EL Specialist for additional strategies and resources in meeting the needs of EL students.

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<th>Key Unit Assignments:</th>
<th>Key Unit Assessments:</th>
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</table>
| **History of Food Service and Restaurant Management Mini Research Project** - Students will utilize a variety of sources to research the history of food service and restaurant management. Students will work individually and the class will be assigned a specific aspect of the industry sector. Students will then conduct research, synthesize information, and summarize in a research presentation utilizing a Web 2.0 tool of their choice (PPNT, PREZI, etc.) and showcase specific findings. The findings must include at least 3-5 primary source documents, citing sources utilizing APA formatting. The research will include both a written paper and a presentation of findings to a group of their peers. They will utilize a common rubric that aims to critique presentation of industry standards and historical significance of content. Feedback will include utilization of industry specific terminology and question/answer phase designed to further enhance student’s understanding of a variety of industry specific topics. Students will present their research to at least three other students, including a printout summary of their findings so that all students will have research and history on the following topics: | **Research Notes**  
**Presentation** |
- Core elements of the food service and hospitality industry sector and their impact on local economies.
- The history of sanitation and safe food handling, including standards of practice required by local health agencies.
- The basic responsibilities of management and the systems of operation & the knowledge and skills of effective customer service & fundamental sales and marketing methods.
**Advanced Culinary Arts & Restaurant Management Scope and Sequence**

**Unit 3 – Advanced Food Preparation**

**Unit Description:** In unit 3 students demonstrate the basics of food handling, food safety, food preparation & nutrition through a series of project based hands-on lab activities preparing and serving a variety of menu items (breakfast, lunch and dinner) utilizing a variety of food items (stocks, sauces, & soups; meats; poultry; fish & shellfish; potatoes, and garnishes. Students will complete all of the labs and evaluate according to industry standards. Students will prepare, plate, and serve each item according to industry specifications.

**Unit Standards:**

<table>
<thead>
<tr>
<th>Hospitality, Tourism, and Recreation Pathway Standards (Food Service and Hospitality Pathway)</th>
<th>Strategies for Meeting the Needs of English Learners:</th>
<th>Learning Objectives:</th>
<th>Instructional Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• B2.0 Demonstrate the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments. (used in all labs)</td>
<td>• Utilize the student information system to acquire the language levels of EUHSD English Learners.</td>
<td>Students will be able to:</td>
<td>Core Text: <em>Culinary Essentials</em>, Glencoe/McGraw-Hill Publishing, ©2006, ISBN: 0-07-869070-6</td>
</tr>
<tr>
<td>• B3.0 Interpret the basic principles of sanitation and safe food handling. (used in all labs)</td>
<td>• In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: <a href="http://www.cde.ca.gov/sp/el/er/douments/eldstndspublication14.pdf">http://www.cde.ca.gov/sp/el/er/douments/eldstndspubli</a></td>
<td>• Work collaboratively with others to complete a task.</td>
<td>• Small Business Chronical Customer Service article - <a href="http://smallbusiness.chron.com/examples-good-service-restaurant-industry-38058.html">http://smallbusiness.chron.com/examples-good-service-restaurant-industry-38058.html</a></td>
</tr>
<tr>
<td>• B4.0 Analyze the basics of food service and hospitality management. (used in all labs)</td>
<td>• In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: <a href="http://www.cde.ca.gov/ci/rl/cf/douments/elaeldfwchapter11.pdf">http://www.cde.ca.gov/ci/rl/cf/douments/elaeldfwchapter11.pdf</a></td>
<td>• Utilize industry terminology correctly.</td>
<td>• FDA website - <a href="http://www.fda.gov/default.htm">http://www.fda.gov/default.htm</a></td>
</tr>
<tr>
<td>• B5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies. (used in all labs)</td>
<td>• When planning instruction for ELs consider:</td>
<td>• Summarize informational text.</td>
<td>• Wiki for Meis en place - <a href="https://en.wikipedia.org/wiki/Mise_en_place">https://en.wikipedia.org/wiki/Mise_en_place</a></td>
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<tr>
<td>• B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens. (used in all labs)</td>
<td>• Emphasis on developing Academic English vocabulary and language structures.</td>
<td>• Demonstrate effective customer service.</td>
<td>• Hospitality Gene (menu planning tips) - <a href="http://www.hospitalitygene.com/restaurant-tips/menu-planning-for-a-restaurant/">http://www.hospitalitygeni.e.com/restaurant-tips/menu-planning-for-a-re</a></td>
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<tr>
<td>• B7.0 Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens. (used in all labs)</td>
<td>• Accessing prior knowledge.</td>
<td>• Critique food utilizing industry guidelines.</td>
<td>• EHow (how to critique food) - <a href="http://www.ehow.com/how_8230358_critique-food.html">http://www.ehow.com/how_8230358_critique-food.html</a></td>
</tr>
<tr>
<td>• B8.0 Apply the knowledge and skills essential for effective customer service. (used in all labs)</td>
<td>• When planning instruction for ELs consider:</td>
<td>• Employ standards of personal grooming, safety, and sanitation in a commercial kitchen or food preparation workspace.</td>
<td>• EHow (how to critique food) - <a href="http://www.ehow.com/how_8230358_critique-food.html">http://www.ehow.com/how_8230358_critique-food.html</a></td>
</tr>
<tr>
<td>• B9.0 Apply the basic procedures and skills needed for food and beverage service.</td>
<td>• Emphasis on developing Academic English vocabulary and language structures.</td>
<td>• Analyze the nutritional value of foods.</td>
<td>• EHow (how to critique food) - <a href="http://www.ehow.com/how_8230358_critique-food.html">http://www.ehow.com/how_8230358_critique-food.html</a></td>
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<td>• B9.2 Apply the concept of mise en place in relation to food and beverage service.</td>
<td>• Accessing prior knowledge.</td>
<td>• Apply customer service techniques when serving others.</td>
<td>• EHow (how to critique food) - <a href="http://www.ehow.com/how_8230358_critique-food.html">http://www.ehow.com/how_8230358_critique-food.html</a></td>
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<td>• B9.3 Practice safe, efficient, and proper procedures for setting, serving, maintaining, and busing tables.</td>
<td>• When planning instruction for ELs consider:</td>
<td>• Demonstrate procedures for handling and maintaining facilities and equipment.</td>
<td>• EHow (how to critique food) - <a href="http://www.ehow.com/how_8230358_critique-food.html">http://www.ehow.com/how_8230358_critique-food.html</a></td>
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<td>• B9.5 Integrate appropriate, effective, and efficient techniques for writing food and beverage orders, relaying</td>
<td>• Emphasis on developing Academic English vocabulary and language structures.</td>
<td>• Practice the procedures for estimating cost of recipe.</td>
<td>• EHow (how to critique food) - <a href="http://www.ehow.com/how_8230358_critique-food.html">http://www.ehow.com/how_8230358_critique-food.html</a></td>
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orders to the kitchen, coordinating and assembling food orders, and preparing and presenting checks to customers.

- B10.0 Demonstrate and apply basic nutritional concepts in meal planning and food preparation.
- B11.0 Demonstrate an understanding of the basic processes of costing and cost analysis in food and beverage production and service.
- B11.1 Understand the customer’s perception of value and its relationship to profit and loss.
- B11.6 Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost.
- B12.0 Describe the fundamentals of successful sales and marketing methods.
- B12.1 Recognize methods to develop and maintain long-term customer relations.
- B12.4 Understand the value of advertising, public relations, social networking, and community involvement.

- Incorporating and valuing home culture of the student.
- Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.
- Reading in chunks or use of EUHSD literacy routines.
- Contact EUHD Literacy Coach and/or EL Specialist for additional strategies and resources in meeting the needs of EL students.

- Apply basic food preparation techniques, as utilized in a restaurant or commercial kitchen.
- Apply basic food preparation and safety techniques.
- Demonstrate understanding of basic beverage selection techniques.

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<th>Key Unit Assignments:</th>
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| **Advanced Food Preparation Lab 1 (Soups, Sauces, and Stocks)** – Students will demonstrate an understanding of major aspects of the food service industry by conducting a hands-on food preparation & service lab preparing a variety of stocks, sauces, and soups. Under teacher direction, students will analyze the ingredients, nutritional value, and apply preparation techniques to produce various soups, sauces, and stock recipes. Working in groups, students will select a group leader for each recipe. The team will have to create a preparation plan which will include the following:  
  - Cost of each item  
  - Nutritional value (including dietary considerations) of each item & overall nutritional value of completed product  
  - Selection of proper utensils and equipment, including review of safety and sanitation requirements  
  - Plating techniques (including garnishes when applicable)  
  - Service techniques (customer service considerations) | **Team Lab Plans for Labs 1-5**  
**Plated Photographs**  
**Feedback Summaries for Labs 1-5**  
**Unit Test** |

- Restaurant Teamwork article - [https://www.qsrmagazine.com/store/can-t-we-all-just-get-along](https://www.qsrmagazine.com/store/can-t-we-all-just-get-along)
Students will plan, prepare, and serve their dish to a group of their peers utilizing key industry techniques. Students will then write an academic summary of the process, take a photograph of their plate and upload it to their unit portfolio. They will conduct a taste test with at least two other student groups, generate industry specific feedback, and revise their recipe accordingly.

**Advanced Food Preparation Lab 2 (Meats)** - Students will demonstrate an understanding of major aspects of the food service industry by conducting a hands-on food preparation & service lab preparing a variety of stocks, sauces, and soups. Under teacher direction, students will analyze the ingredients, nutritional value, and apply preparation techniques to produce various meat recipes. Working in groups, students will select a group leader for each recipe. The team will have to create a preparation plan which will include the following:

- Cost of each item
- Nutritional value (including dietary considerations) of each item & overall nutritional value of completed product
- Selection of proper utensils and equipment, including review of safety and sanitation requirements
- Plating techniques (including garnishes when applicable)
- Service techniques (customer service considerations)

Students will plan, prepare, and serve their dish to a group of their peers utilizing key industry techniques. Students will then write an academic summary of the process, take a photograph of their plate and upload it to their unit portfolio. They will conduct a taste test with at least two other student groups, generate industry specific feedback, and revise their recipe accordingly.

**Advanced Food Preparation Lab 3 (Poultry)** - Students will demonstrate an understanding of major aspects of the food service industry by conducting a hands-on food preparation & service lab preparing a variety of stocks, sauces, and soups. Under teacher direction, students will analyze the ingredients, nutritional value, and apply preparation techniques to produce various poultry recipes. Working in groups, students will select a group leader for each recipe. The team will have to create a preparation plan which will include the following:

- Cost of each item
- Nutritional value (including dietary considerations) of each item & overall nutritional value of completed product
- Selection of proper utensils and equipment, including review of safety and sanitation requirements
- Plating techniques (including garnishes when applicable)
- Service techniques (customer service considerations)

Students will plan, prepare, and serve their dish to a group of their peers utilizing key industry techniques. Students will then write an academic summary of the process, take a photograph of their plate and upload it to their unit portfolio. They will conduct a taste test with at least two other student groups, generate industry specific feedback, and revise their recipe accordingly.
it to their unit portfolio. They will conduct a taste test with at least two other student groups, generate industry specific feedback, and revise their recipe accordingly.

- **Advanced Food Preparation Lab 4 (Fish/Shellfish)** - Students will demonstrate an understanding of major aspects of the food service industry by conducting a hands-on food preparation & service lab preparing a variety of stocks, sauces, and soups. Under teacher direction, students will analyze the ingredients, nutritional value, and apply preparation techniques to produce various fish/shellfish recipes. Working in groups, students will select a group leader for each recipe. The team will have to create a preparation plan which will include the following:
  ○ Cost of each item
  ○ Nutritional value (including dietary considerations) of each item & overall nutritional value of completed product
  ○ Selection of proper utensils and equipment, including review of safety and sanitation requirements
  ○ Plating techniques (including garnishes when applicable)
  ○ Service techniques (customer service considerations)

Students will plan, prepare, and serve their dish to a group of their peers utilizing key industry techniques. Students will then write an academic summary of the process, take a photograph of their plate and upload it to their unit portfolio. They will conduct a taste test with at least two other student groups, generate industry specific feedback, and revise their recipe accordingly.

- **Advanced Food Preparation Lab 5 (Potatoes)** - Students will demonstrate an understanding of major aspects of the food service industry by conducting a hands-on food preparation & service lab preparing a variety of potato items and recipes. Under teacher direction, students will analyze the ingredients, nutritional value, and apply preparation techniques to produce various meat recipes. Working in groups, students will select a group leader for each recipe. The team will have to create a preparation plan which will include the following:
  ○ Cost of each item
  ○ Nutritional value (including dietary considerations) of each item & overall nutritional value of completed product
  ○ Selection of proper utensils and equipment, including review of safety and sanitation requirements
  ○ Plating techniques (including garnishes when applicable)
  ○ Service techniques (customer service considerations)

Students will plan, prepare, and serve their dish to a group of their peers utilizing key industry techniques. Students will then write an academic summary of the process, take a photograph of their plate and upload it to their unit portfolio. They will conduct a taste test with at least two other student groups, generate industry specific feedback, and revise their recipe accordingly.
### Advanced Culinary Arts & Restaurant Management Scope and Sequence

#### Unit 4 - Career Readiness & Exploration

**Unit Description:** As a culminating end of year final project demonstrating advanced understanding of the college and career readiness skills for a career in the food service and hospitality industry, students will create and design a menu of items and a comprehensive restaurant personnel management plan for a restaurant that serves either breakfast, lunch, or dinner items and present to a group of industry experts and peers. Students will present their career exploration information and their menu of items using a professional industry critique rubric that critiques both the menu of items and the student’s knowledge of industry employees and job specific educational requirements.

**Unit Standards:**

**Hospitality, Tourism, and Recreation Pathway Standards (Food Service and Hospitality Pathway)**

- 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.
- B1.1 Define and compare core elements of the food service and hospitality industry from various supporting industries.
- B1.2 Understand how the various segments of the industry contribute to, and impact, local, state, national, and international economies, cultures, and the environment.
- B1.3 Explain the relationship between industry trends and local, state, national, and international economic trends.
- B1.4 Research the advantages and disadvantages of the working conditions of various careers in the food service and hospitality industry.
- B3.0 Interpret the basic principles of sanitation and safe food handling.
- B4.0 Analyze the basics of food service and hospitality management.
- B5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies.
- B5.5 Understand how various departments in a food service facility contribute to the economic success of a business.
- B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.

**Strategies for Meeting the Needs of English Learners:**

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

**Learning Objectives:**

- Students will be able to:
  - Create and design a menu of items for a specific restaurant type serving breakfast, lunch, or dinner.
  - Conduct online research into the skills and educational levels of positions in the food service industry.
  - Prepare and present findings to others on a specific topic.
  - Identify key careers in the food service and hospitality restaurant business.
  - Cite specific industry standards and expectations for a variety of topics.
  - Utilize industry specific terminology.
  - Apply the basics principles of food preparation and mise en place techniques.

**Instructional Resources:**

**Core Text:** *Culinary Essentials*  

- [http://study.com/articles/Food_Service_Worker_Career_Options_and_Requirements.html](http://study.com/articles/Food_Service_Worker_Career_Options_and_Requirements.html) - Food Service Industry Jobs website
- [http://www.wikihow.com/Do-a-Presentation-in-Class](http://www.wikihow.com/Do-a-Presentation-in-Class) - Conducting a class presentation website
- [https://resumegenius.com/cover-letters-the-how-to-guide/food-service-cover-letter-samples](https://resumegenius.com/cover-letters-the-how-to-guide/food-service-cover-letter-samples) - Food Service Industry sample job applications, resumes, and cover letters
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<td><strong>Final End of Course Project</strong> - As an end of year culminating final exam assessment of learning, students will create a five-item menu that specializes in a restaurant serving breakfast, lunch, or dinner items. Throughout the year students will be preparing food items and studying them for their nutritional value, the overall quality of taste and presentation, accompanying beverages for a variety of menu items, quality of ingredients, cost of preparation, storage requirements, handling techniques, etc. As an end of year activity, students will select their five best items and use them as the basis of their menu. The students will complete parts 1-4 of the end of year task, working individually according to teacher timeframes to prepare, present, and reflect on each part of the assignment.</td>
<td><strong>Final Presentation Menu, Resume, Cover Letter, and Reflection</strong></td>
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Part 1 – Students will work throughout the year to create a five-item menu for a restaurant that specializes in a menu of breakfast, lunch, or dinner items. They will demonstrate a variety of food service and restaurant management skills throughout the year and prepare a variety of food items specific to one restaurant serving timeframe. At the beginning of the year, students will select the timeframe of focus and, throughout the year during their hands-on demonstration labs, will prepare at least one menu item from each lab which will serve as a capstone for their end of year menu. Students will be required to demonstrate learning of the following industry specifications relative to their menu selections:

- Essential ingredients and nutritional value of recipe/menu item
- Name of dish and rationale for name selection
- Plating techniques
- Cultural significance of dish/historical background
- Beverage accompaniment/s & rationale for selection
- Plating techniques & garnish selection
- Specialized preparation equipment & utensils necessary for preparation
- Cost of preparation for 1 serving

Part 2 – Throughout the year students will study a variety of industry related careers. As the basis of understanding and as part of their end of year presentation, students will create a fictional restaurant that serves breakfast, lunch, or dinner food items. In addition to the creation of a menu, students will identify all of the required positions for operating the restaurant and the rationale for that position selection, including the job description. Students will submit this as part of their end of year presentation. The students will then select one specific position (of their choice) and will conduct research on the specific industry requirements for the position, including schooling and career readiness job skills/educational level. The student will explain the rationale for their choice and it’s availability as a career choice on a local, regional, state, and national level. The students will summarize their findings as part of their overall presentation. They will then go to the WWW and/or a restaurant in their local area, request a job application, and complete it as part of their culminating project. When presenting their job application, students will explain the position and
how it fits into the various segments of the industry sector and discuss the advantages and disadvantages of working conditions relative to their choice.

- **Part 3** – Students will create a cover letter and resume utilizing industry specifications as the final demonstration of learning for the course. Students will focus on highlighting specific industry related skills. The cover letter and resume may be specific to a student’s job search or to the student’s industry related career search choice from Part 2 of the end of year task. All three parts of the end of year assessment of learning will be submitted to the student’s portfolio.

- **Part 4** – Students will conduct presentations of their menu, their restaurant career choice, and their resume and cover letter to a group of their peers during an industry presentation faire. Using industry skills rubrics and terminology, students critique one another’s presentations. They will then write a reflective paper of at least one page of the entire process and submit it, along with all of the part components, to their digital portfolio.