

Standardized Course Outline - Santa Clara High School
CULINARY 2

COURSE TITLE	Culinary 2
DATE	Revised: September 2017
INDUSTRY SECTOR/PATHWAY	Hospitality, Tourism and Recreation/ Food Service and Hospitality
COURSE DESCRIPTION	<p>The widely established adage, “You eat with your eyes” defines the importance of the “Art” in Culinary Arts. Applying the fundamental techniques of culinary arts and baking and pastry arts learned in Culinary 1A & 1B, in this course students will learn to present, package and market food using elements of design and focusing on the visual aspect of Culinary Arts. Students will create their own unique recipes, learn food styling techniques and learn the basics of food photography. Event planning will be an ongoing focus of this course. Students will experience a wide range of creative tasks, required in producing real events and have the opportunity as a team to analyze and critique their options. A class business will be run by students and will require them to do product development and package design as well as marketing their products to potential customers. Through this variety of experiences students will develop an understanding of aesthetics with relation to food. This course will allow students the opportunity to be creative and expressive through food with the goal of building a life-long passion for the “Art” of Culinary Arts.</p>
OCCUPATIONS FOR IDENTIFIED PATHWAY	<p>Food Expeditor Executive Chef Research Chef Pastry Chef Restaurant Manager Banquet and Catering Director Event Planner</p>

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COURSE OBJECTIVES	<p>Students will increase skills with kitchen operation, working as a team member</p> <p>Students will select and practice proper use of culinary tools</p> <p>Students will become proficient with a variety of culinary techniques</p> <p>Students will understand the importance of food safety and sanitation</p> <p>Students will understand and comply with professional kitchen safety practices</p> <p>Students will become proficient in recipe development and costing</p> <p>Students will explore post-secondary training and career opportunities in the Culinary Arts pathway</p> <p>Students will create a professional working portfolio including a resume, references, and a sample job application</p> <p>Students will be prepared for entry level employment in the field</p> <p>Students will develop leadership skills via participation in CTSO</p>
INSTRUCTIONAL STRATEGIES	<p>Lectures and Demonstrations</p> <p>Multimedia Sources</p> <p>Project Based Learning</p> <p>Work-Based Learning</p> <p>Field Trips</p> <p>Guest Speakers</p>
PREREQUISITES	<p>Culinary 1A or 1B (Required)</p> <p>Culinary 1A AND 1B (Recommended)</p> <p>Intro to Art - Fine Art/ Graphic Design (Recommended)</p>
ACADEMIC CREDIT	Full year, 10 credits
UC A-G APPROVED	August 2017 - Visual & Performing Arts ("f")/ Interdisciplinary Arts
STANDARDS	<p><u>Hospitality, Tourism and Recreation Knowledge and Performance Anchor Standards</u> All anchor standards met</p>
INSTRUCTIONAL MATERIALS / TEXTBOOKS	Modern meals Macmillan McGraw Hill 1990

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CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS - (Essential Employability Skills)

<p>1. Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.</p>
<p>2. Communications Acquire and use accurately (industry) sector terminology and protocols for communicating effectively in oral, written, and multimedia formats.</p>
<p>3. Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions and manage personal career plans.</p>
<p>4. Technology Use existing and emerging technology, to investigate, research, and produce products and services as required in the (industry) sector workplace environment.</p>
<p>5. Problem Solving and Critical Thinking Create alternative solutions to answer a question or solve a problem unique to the (industry), using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.</p>
<p>6. Health and Safety Demonstrate health and safety policies, procedures, regulations, and personal health practices related to the (industry) sector workplace environment.</p>
<p>7. Responsibility and Flexibility Demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the (industry) sector workplace environment and community settings.</p>
<p>8. Ethics and legal Responsibilities Practice professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.</p>
<p>9. Leadership and Teamwork Work with peers to promote effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution.</p>

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10. Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the (industry) sector.

11. Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the anchor standards, pathway standards, career technical student organizations, and performance indicators in classroom, laboratory and/or workplace settings.

COURSE OUTLINE - INSTRUCTIONAL UNITS	Key Assignments	Anchor Standards	Pathway Standards
Unit 1: Safe Work Standards	Identify and recognize safe kitchen practices through assigned reading in text book Create Safety Posters Identify Unsafe practices in safety video Apply safety knowledge in cooperative game playing scenarios	1.0, 2.1-3, 2.5, 4.1, 4.3-4, 5.1-5, 6.1-7, 7.2-4, 7.7, 8.1-2, 9.7, 10.1-2, 11.1	B2 1-4, B3 1-6, B4.2, B5 1-2, B6.3, B7.1, B7.3
Unit 2: Sanitation	Compare proper and improper food handling procedures in videos Identify and recognize kitchen sanitation practices through reading in text book Describe/ select proper personal grooming, hygiene and work attire Participate in dishwashing/kitchen clean-up lab Recall video/ reading information to demonstrate knowledge on worksheets	1.0, 2.1-3, 2.5, 4.1, 4.3-4, 5.1-5, 6.1-7, 7.2-4, 7.7, 8.1-2, 9.7, 10.1-2, 11.1	B2 1-4, B3 1-6, B4.2, B5 1-2, B6.3, B7.1, B7.3
Unit 3: Measurement	Review previous knowledge of fractions by watching videos and demonstrations Complete graphic worksheets simulating measuring tools Participate in competitive measurement simulation games Remember and Recite nemonic devices used in referencing measurement facts	1.0, 4.1, 5.1-3, 7.2, 10.1, 10.11, 11.1	B6.1-3, B7.1-3
Unit 4: Kitchen Basics	Practice a variety of cooking techniques through hands on labs: <ul style="list-style-type: none"> • Prepare breakfast foods and beverages • Prepare soups and salads • Prepare entrees • Prepare desserts and baked goods • Employ principles of mis en place 	1.0, 2.1-2, 2.4-5, 4.1, 5.1-2, 6.2-6, 7.2-7.4, 9.1-4, 9.7, 10.6-7, 10.11	B5.3, B6.1-7, B7.1-6

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<p>Unit 5: Food Service Equipment</p>	<p>Choose appropriate cookware for cooking labs Demonstrate knowledge and use of appliances and utensils in cooking labs Understand and correctly use measurement equipment practice safe knife use Complete study sheets with descriptions of all equipment used in labs</p>	<p>1.0, 2.1, 4.1, 4.3, 5.1-4, 6.2-7, 7.4,7.7, 9.2, 10.1, 10.7, 11.1,</p>	<p>B3.4, B5.1, B5.3, B6.1-3, B7.1,</p>
<p>Unit 6: Food Presentation and Service</p>	<p>Write restaurant reviews featuring evaluation of staffing experience Complete labs that employ creative plating techniques in serving food Design and implement artistic table presentation for meal service Practice professional dining etiquette and conventions</p>	<p>1.0, 2.1-3, 4.1, 5.1-3, 7.2-5, 7.7, 8.3-5, 9.2-4, 9.6-7, 10.1-4, 10.8, 11.1</p>	<p>B4.4, B5.5-6, B6.6, B7.5, B8.1-5, B9.1, B9.3,</p>
<p>Unit 7: Leadership and Teamwork in the Foodservice Industry</p>	<p>Create and follow lab plans, delineating team task assignments Design cooking lab as a team and execute plan Serve in a variety of food service positions, as a contributing member of a cohesive, production team</p>	<p>1.0, 2.1-6, 3.1-3, 4.1-2, 5.1-4, 8.4, 9.1-7, 10.1-2</p>	<p>B1.1-4, B4.1-3, B8.4</p>
<p>Unit 8: Cultural influences on Cuisine</p>	<p>Experience Dia de los Muertos, focusing on it's culinary traditions through video, reading and powerpoint Create Dia de los Muertos baked goods and sugar skulls Multi-Cultural Food labs like:</p> <ul style="list-style-type: none"> • Sushi • Breakfast burritos • Stir fry • German pancakes • Quiche • Eclairs 	<p>1.0, 2.1-2, 2.4-5, 4.1, 5.1-2, 6.2-6, 7.2-7.4, 9.1-7, 10.6-7, 10.11</p>	<p>B5.3, B6.1-7, B7.1-6</p>

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<p>Unit 9: Product Development/ Small Business Management</p>	<p>Research and test recipes that fulfill assignment of month and category Select recipes to sell as part of a snack-subscription on-campus business based on cost analysis, packaging design, perceived value and viability. Create marketing using video production, photography and desktop publishing Design and implement packaging Train classmates to produce packaging and food item participate in production and delivery of snacks</p>	<p>1.0, 2.1, 2.4-6, 3.1, 4.1-4.4, 5.1-5.4, 6.3, 6.4, 6.6, 7.3-7.7, 9.2-9.3, 9.7, 10.3-10.4, 10.7, 11.1, 11.4</p>	<p>A2.3, A3.1-A3.3, A9.2, B3.1-2, B3.4, B4.5, B6.1-6, B7.1-5, B8.1-5, B11.1, B11.6, B12.1, B12.4</p>
<p>Unit 10: Event Planning</p>	<p>Design and execute themed events to include: menu creation presentation to include table display and signage theme-specific menu decor publicly materials or invitations</p>	<p>1.0, 2.1, 2.4-6, 3.1, 4.1-4.4, 5.1-5.4, 6.3, 6.4, 6.6, 7.3-7.7, 9.2-9.3, 9.7, 10.3-10.4, 10.7, 11.1</p>	<p>A2.3, A3.1-A3.2, B1.4, B2.2, B3.1-2, B3.4, B5.6, B6.1-6, B7.1-4, B8.1-5, B9.1-4, B10.3, B11.6</p>
<p>Unit 11: Career Exploration and Job Application Skills</p>	<p>Review and Explore career options in the field of Hospitality, Tourism and Recreation Produce a resume, cover letter, and follow up Interview skills and business communication Appropriate and professional use of personal communication devices</p>	<p>1.0, 2.1-6, 3.1-9, 4.1-2, 5.1-2, 7.2-4, 7.7, 8.1-5, 8.7, 9.5-7, 10.1-2, 11.1-5</p>	<p>B12.5</p>