

**RIALTO UNIFIED SCHOOL DISTRICT  
CURRICULUM PROPOSAL**

<b>Name of Course:</b>	Advanced Foods Preparation	<b>Grade Level(s):</b>	10-12
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<b>Brief Course Description:</b>	
<p>The Advanced Foods Preparation is a CTE Capstone course that provides for the understanding of the physical, chemical and biological characteristics of food. It is an advanced course in the Food Service and Hospitality pathway. It is an applied laboratory based course that focuses on advanced skills and terminology used in meal management and food preparation. The courses focuses instruction on advanced food safety and sanitation, chemical composition of food, reactions of food and food microbiology as related to food preparation and techniques, along with facilities, storage and equipment. Students use the ability to research, collect data, analyze information, report findings, and evaluate products and performance.</p>	

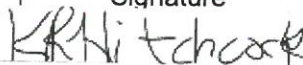
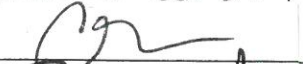




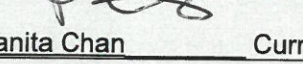
<b>Proposed By:</b>	Joye Cantrell	<b>School:</b>	Rialto High School	<b>Date:</b>	4/15/2020
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<b>The Following is Proposed for this Course:</b>					
<input type="checkbox"/> Addition	<input checked="" type="checkbox"/> Revision	<input checked="" type="checkbox"/> A - G	<input type="checkbox"/> Deletion		
<input type="checkbox"/> Required Course	<input type="checkbox"/> Content	<input type="checkbox"/> Honors	<input type="checkbox"/> Name of Course		
<input type="checkbox"/> Elective	<input type="checkbox"/> Name Change	<input checked="" type="checkbox"/> Career Tech. Ed.			

<b>The Following Maximum Credits are Proposed for this Course:</b>		
<b>10</b>	Units of Credit in (Subject Area):	Career Technical Education or in:

<b>The Following Schools will Offer this Course:</b>			
<input checked="" type="checkbox"/> Carter High	<input checked="" type="checkbox"/> Eisenhower High	<input checked="" type="checkbox"/> Rialto High	<input checked="" type="checkbox"/> Milor/Zupanic

<b>The Proposed Course will have the Following Budget Implication:</b>	
Individual School Site:	
District Level:	
Total Estimated Cost:	

<b>Approval Signatures for the Proposed Course:</b>				
Printed Name	Signature	Title	Yes/No	Date
Rochelle Hitchcock		Submitting School Department Chair	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4/15/2020
Dr. Greg Anderson		Carter High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	5/14/2020
Frank Camacho		Eisenhower High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	5/14/2020
Dr. Caroline Sweeney		Rialto High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	5/14/2020
Kayla Griffin		Milor /Zupanic High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	5/14/2020
Juanita Chan <small>(CTE Chair)</small>		District Curriculum Committee Chair	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	5/14/2020
Dr. Patricia Chavez		Curriculum Council Chair	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	5/14/2020


Approved by <u>Juanita Chan</u>	Curriculum Committee on (Date)	4/15/2020
Approved by Curriculum Council on (Date): <u>5/14/2020</u>		
Approved by Rialto Unified School Board on (Date): <u>06/10/20</u>		
Approved by UC (or N/A) on (Date): _____		

# ADVANCED FOODS PREPARATION (4420)

Rialto Unified School District

Submitted: May 8, 2020

Decision: Pending

 Pending UC  
review

## Basic Course Information

### School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
		Abbreviation	Course Code
Lincoln High School (052622)	Classroom Based	ADV FOOD	4420
Rialto High School (052629)	Classroom Based	ADV FOOD	4420
Dr. John H. Milor High School (052642)	Classroom Based	ADV FOOD	4420
Vilmer Carter High School (053855)	Classroom Based	ADV FOOD	4420

<b>Title:</b>	ADVANCED FOODS PREPARATION (4420)
<b>Length of course:</b>	Full Year
<b>Subject area:</b>	College-Preparatory Elective (G) / Interdisciplinary
<b>UC honors designation?</b>	No
<b>Prerequisites:</b>	Culinary Arts and Management (Required)
<b>Co-requisites:</b>	None
<b>Integrated (Academics / CTE)?</b>	Yes: Food Service and Hospitality
<b>Grade levels:</b>	10th, 11th, 12th



# Course Description

## Course Overview:

The Advanced Foods Preparation course provides for the understanding of the physical, chemical and biological characteristics of food. It is an advanced course in the Food Service and Hospitality pathway. It is an applied laboratory based course that focuses on advanced skills and terminology used in meal management and food preparation. The course focuses instruction on advanced food safety and sanitation, chemical composition of food, reactions of food and food microbiology as related to food preparation and techniques, along with facilities, storage and equipment. Students use the ability to research, collect data, analyze information, report findings, and evaluate products and performance.

The Advanced Foods Preparation course presents students with a comprehensive curriculum that includes laboratory and academic preparation using food and gastronomy to better understand aspects of chemistry and biology. Expected outcomes include:

1. Cite basic to advanced principles and techniques of food preparation.
2. Read, plan for, and demonstrate the use of instructions from a variety of recipe resources according to acceptable standards of quality.
3. Recognize the terminology used in advanced food preparation and management.
4. Construct time, materials, references, and resources effectively; demonstrate the use of advanced management principles.
5. Conduct comparative studies evaluating use, cost, ease of preparation, and aesthetics of a variety of foods.
6. Prepare foods using methods that conserve nutritional value.
7. Identify materials, equipment, and products used in class. Synthesize (make connections among) the disciplines (at least scientific, cultural and social).
8. Relate scientific, psychological, sociological, and sound business principles to food preparation service and management. In addition, learn to make connections among disciplines: scientific, cultural, and social in the preparation and presentation of food.
9. Understand the past, analyze the present and develop plans for the future in food service management.
10. Exhibit attributes of general employability including initiative, promptness, dependability, courtesy, cooperation, cleanliness, safety, working effectively with others, maintaining regular attendance, willingness to do necessary and menial jobs, and a sense of responsibility for activities and their outcomes.
11. Exhibit ability to prepare and serve many foods attractively and efficiently.
12. Recognize and produce a wide variety of acceptable food products for public consumption.
13. Select and use appropriate advanced techniques in planning, storing, and serving foods.
14. Use and understand safe and sanitary methods of handling food.
15. Use specialized tools and equipment for tasks.
16. Handle equipment safely and efficiently in all operations from preparation to clean up.
17. Locate, understand, and use NSF standards when selecting equipment.
18. Outline the basic legal aspects of the hospitality industry.
19. Define the basic local, state, and federal laws that influence the food industry.

## Course Content:

### Assessments and Sample Assignments

Evaluation is based on formative and summative assessments. Students will be evaluated on laboratory performance, including written laboratory reports, team collaboration, in-class presentations, completion of assignments, and development of a portfolio of work. Academic knowledge and key concepts and terminology will be assessed through tests and quizzes, as well as research assignments.

Instructional methods vary, depending on what is being taught. Among those used are:

1. Direct instruction and lecture
2. PowerPoint presentations
3. Teacher demonstrations
4. Independent research assignments
5. Team collaboration
6. Project-based learning
7. Hands-on laboratory experiments and activities
8. Guest speakers
9. Field trips

In addition to the laboratory activities listed above, students will complete the following assignments:

#### Career Investigation (Research Project):

Using trade association speaker lists and other industry related resources; students will identify someone in a food industry related job and interview that person at his/her place of business. Possible interviewees might include: restaurant chef, hospital dietician, organic farmer, etc. Students will submit a preliminary profile that includes their subject's job title, and place and type of business. Students will then write a report detailing what they learned and saw during their visit, and present photographic evidence of their visit. Students will also present their findings in a brief report to the class.

#### Cultural Cuisine Research and Presentation

Students will be given a culture to research and create a power point presentation to be given to the class. They will also research a cultural recipe and demonstrate how it is prepared to the rest of the class.

#### Knife Skills: "Vegetable Soup"

Students will develop and write a standardized recipe for a salsa. They will prepare this recipe and the school's Advanced Beverage and Food (Capstone) class will evaluate and judge the vegetable soup for knife skill, doneness of vegetables and taste.

#### Catered Luncheon Event

Students will plan a lunch event from start to finish. They will create menus based on the guidelines provided by their texts and develop and standardize recipes, and ensure safe food handling processes are followed.

#### Foods Debate

Two groups will be given a format and will use prior knowledge of what has been learned during the current year and in Introduction to Foods to create points in which to present to the rest of the class on why their food is more diverse, tastier, and more nutritious than the opposition's food which is similar, yet different.

#### Environmental Effects of Industry Project

Students will create a "Sustainable" food service establishment. Students will conduct detailed investigations and devise menus and research their key market to gather information on the following:

1. GMO foods
2. Organic food production
3. The effect of pesticides on food



4. Food allergies and sensitivities
5. Food additives

### Key Chefs and Trends in Industry

Students will research a current food trend and/or chef to write a paper on this chef's contribution or the trend's effect on the food or restaurant industry.

### Iron Chef Competition

Culminating event at the end of the year, in which lab groups will be given a mystery market basket of ingredients in which they must prepare a small bite, main course and dessert. They are to create recipes, market orders, and plate presentations. A panel of judges will decide which group is the Iron Chef.

## ☞ Unit Assignment(s):

There are 17 units in this course and each unit is listed below

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## 1. INTRODUCTION TO CULINARY ARTS

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Describe how culinary methods and ideas have crossed national boundaries.

Differentiate among global cuisine, national cuisine, and regional cuisine.

Discuss major culinary developments and the people who influenced them.

Describe some of the major foods of different regions of the world.

Describe how technology changed cooking.

Discuss the differences between the classical and modern brigade systems.

Describe the qualities of a professional.

Explain the relationship between professionalism and employability.

## ☞ Unit Assignment(s):

### Introduction to Culinary Arts

Career Investigation (Research Project): Using trade association speaker lists and other industry related resources; students will identify someone in a food industry related job and interview that person at his/her place of business. Possible interviewees might include: restaurant chef, hospital dietician, organic farmer, etc. Students will submit a preliminary profile that includes their subject's job title, and place and type of business. Students will then write a report detailing what they learned and saw during their visit, and present photographic evidence of their visit. Students will also present their findings in a brief report to the class.

## 2. SANITATION

- Differentiate among types of food-borne illnesses.
- List three categories of food contamination.
- Identify the elements that pathogens need to survive and reproduce.
- Discuss the food danger zone.
- List the steps in the flow of goods.
- Discuss food safety control points for each setup.
- Define HACCP as it applies to the food service industry.
- Discuss the value of an HACCP plan.
- Identify the information required for an HACCP plan.
- List the elements of proper kitchen personal hygiene.

### ☞ Unit Assignment(s):

#### Sanitation

**Food Facility Self-Inspection Simulation:** Using a county food facility self-inspection checklist, teams of four students will carefully inspect and evaluate their kitchen units on lab days during sanitation week. They will write up an inspection report with areas of needed correction. Food Inspection grades will be posted and remedial action will be taken where needed.

## 3. SAFETY

- Identify common kitchen safety practices used to protect employees and guests.
- Discuss how to plan a proper dress code in a kitchen to prevent injuries.
- List important steps to prevent kitchen fires.
- Explain the regulations governing the food tracking system implemented by the FDA.

### ☞ Unit Assignment(s):

#### Safety



After a training session from the HOSA students on basic first aid and CPR, students will demonstrate how to treat a cut, a burn and describe the steps for choking first aid. Students will work with a partner and HOSA students will guide and correct where needed.

#### 4. PORTION CONTROL AND MEASUREMENTS

Equivalents of weights and measures

Dry and liquid measurements

Recipe measurement and conversions

Calculating food costs and percentage yield, cost per portion, profit margins

Preparing recipe-costing forms, market order forms

#### ☞ Unit Assignment(s):

##### Portion Control and Measurements

Using a standardized recipe, current market prices, proper measuring techniques, allowances for as purchased and edible portion percentages, and meat shrinkage,

the student will be able to accurately find the cost per serving. The cost per serving will be used to determine the menu price. The menu price will include a profit. Prices will be used for the staff lunch menu.

#### 5. THE MENU

Identify and characterize various menus used in the foodservice industry.

Explain what a meal plan is and how menus may be developed for them.

Identify the basic organizational structure of a menu.

Identify tools needed to plan menus.

Compare and contrast institutional and commercial menus.

#### ☞ Unit Assignment(s):

##### The Menu

After learning the basic format of a menu and recipe costing skills, students will demonstrate their understanding by designing and creating a menu for the staff lunches.

Students will begin with brainstorming creative ways to add twist to their favorite soups, sandwiches and salads. Students will gain inspiration by looking at creative food truck menus through PowerPoint. Students will create and share menus on a Padlet display.

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## 6. BASIC TO ADVANCED PRINCIPLES OF FOOD PRODUCTION

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Cite basic to advanced principles and techniques of food preparation

Read, plan for, and demonstrate the use of instructions from a variety of recipe resources according to acceptable standards of quality.

Recognize the terminology used in advanced food preparation and management.

### ☐ Unit Assignment(s):

#### Basic to Advanced Principles of Food Production

Being provided with a standardized recipe from the Culinary Arts and Management program, students will determine the appropriate mise en place set up for the lab.

Students will be given the task to demonstrate correct knife cuts for rondelle, paysanne, batonnet, julienne, dice and brunoise. After students have met this competency, they will create a short YouTube video demonstrating one of the knife cuts. These will be shared with the Culinary Arts and Management students.

Working in teams, students will create a food video of them making a basic hot sandwich. Students will be able to describe the ingredients used, their preparation, and cooking methods.

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## 7. THE ART OF SEASONING AND FLAVORING

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Differentiate between flavor and taste.

Discuss flavor identity, flavor systems, and flavor profiles.

Describe how restaurants are capitalizing on today's consumer awareness of flavor.



## ☞ Unit Assignment(s):

### The Art of Seasoning and Flavoring

Student teams will be provided at least 10 different fresh herbs on their table with index cards with the name of the herb on them. They will be asked to match the cards with the herb. After identifying the herb, they will be asked to chart its general uses in cooking. Students will be provided with text material to assist them.

**Blooming Spices Lab:** In two separate pans, students will fry up equal amounts of chopped onion in equal quantities of oil. They will next add a set amount of ground spices to one pan, and cook briefly, about 30 seconds, then add water. In the other pan, students will reverse the order: Add the water first, then the ground spices. Stir both up and taste. Students will evaluate differences in flavor.

## 8. STOCKS, SAUCES AND SOUPS

Define stock and describe several uses for stocks.

Identify different types of stocks.

List the ingredients needed for making stock.

Describe the procedure for preparing stocks.

Evaluate the quality of a properly made stock.

Discuss the classifications of sauces.

Identify the key ingredients necessary to make a variety of sauces.

Describe and execute the basic sauce-making principles.

List, describe, and demonstrate proper soup mise en place.

List, describe, and demonstrate the procedure for making consommé, clear soups, and thick soups.

List and discuss the quality standards for consommé, clear soups, and thick soups.

## ☞ Unit Assignment(s):

### Stocks, Sauces and Soups

Students will understand the importance of great stock, define the difference between the various types of stock and create their own white chicken stock or brown veal stock from the basic ingredients. Students will next compare the homemade stock to a version using just hot water and a bouillon cube. Their stock will be used for future sauces and soups.

## 9. VEGETABLES AND FRUITS

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Identify, select, and store a variety of fruits.

Identify, select, and store a variety of vegetables.

Discuss how acids and alkalies affect vegetable cookery.

Explain what pectin is and how it is used.

Use various cooking methods to prepare fruits and vegetables.

Explain how to maintain good color in cooked vegetables.

Determine doneness in cooked vegetables.

### ☞ Unit Assignment(s):

#### Vegetables and Fruits

In order to evaluate cooking methods and their effects on color retention, flavor and texture, students will take similar samples of vegetables and cook them using methods of boiling, steaming, roasting and sauteing. Students will document their observations using photos and journal writings. These will be compiled in their Google Class using the application Coggle It.

Students will compare and contrast two varieties of apples for cooking purposes. The selections will be a Red Delicious apple and a McIntosh Apple. The cooking methods will be making a sauce and poaching the apples. Students will make observations using a chart to test for flavor, appearance and texture differences.

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## 10. STARCHES

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Identify, select, and store potatoes.

Use a variety of cooking methods to prepare potatoes.

Identify and store pasta, grains, and legumes.

Cook pasta, grains, and legumes to the appropriate doneness by the boiling technique.

### ☞ Unit Assignment(s):

#### Starches



After preparing various potato dishes in the labs, create a chart for each of these recipes, indicating which potato type works best for the dish. Include your rationale for your choices. Potato selection types include: all-purpose, russet and waxy potatoes.

Research the procedure for making cornmeal mush and polenta. Using information from text and online sources, determine what starch principle is important in the production of these foods. Present your findings with Google Slides.

Prepare various grains by simmering and by the pilaf and risotto methods. Chart your results including preparation of grains, cooking utensil, choice of fat if used, choice of grain, cooking times, flavoring and seasoning, flavor, texture and appearance of the final product.

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## 11. UNDERSTANDING POULTRY

Discuss the inspection and grading of poultry.

Name the major kinds of poultry and the classifications of each.

Discuss the components of poultry flesh and distinguish between white meat and dark meat.

Name the USDA-recommended storage times for poultry.

Truss a bird and fabricate a whole bird.

Determine the doneness of poultry.

### ☞ Unit Assignment(s):

#### Understanding Poultry

Research the pros and cons of purchasing organic chicken compared to factory farmed chicken. Use the approved research websites in order to obtain quality information. Share research on Google Slides.

Roast two chickens. Prepare one by using a brine. The second chicken will be roasted without the brine. Compare and contrast the results in flavor and tenderness. Examine the cost and preparation time difference. Share results in a chart.

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## 12. UNDERSTANDING MEATS

Define meat inspection and meat grading.

Discuss basic guidelines for selecting, receiving, and storing meats.

Identify the primal, sub-primal, and fabricated cuts of commercial meat.

Define and discuss grading, preparation options and marketed forms of offal.

Describe safety guidelines in the handling and fabrication of meats.

### ☞ Unit Assignment(s):

#### Understanding Meats

**Careers:** Students will engage in a live chat with a Nepris approved expert on meat, such as a company quality assurance manager. Students will first research this career and then develop questions for the guest speaker. Students will share their research through their interview questions. Information from the live chat will be written into a shared class document and printed in the school newspaper for publication.

**Lab:** Student teams will be given 4 ounce patties of three different varieties of ground beef– regular, lean, and extra lean. After cooking, the fat is drained off and the patty is re-weighed and drippings are measured. Teams will first work as a group to cook and measure the meat, then as individuals they will complete a worksheet comparing the nutrition, cost, and net yield (final weight after cooking) between three different types of meat.

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## 13. UNDERSTANDING FISH AND SHELLFISH

Discuss basic guidelines for selecting, receiving, and storing seafood.

Name the market forms of fish.

Discuss the receiving and storage procedures for fish and seafood.

Match a fish with an appropriate cooking method.

Identify a variety of fish.

Identify a variety of shellfish.

### ☞ Unit Assignment(s):

#### Understanding Fish and Shellfish

**Sustainability:** Students will prepare interview questions for a Nepris approved aquaponics expert and speaker. During the live chat, students will be able to learn the pros and cons of aquaponics as a viable sustainability measure for our food production systems. Students will take information from chat and create a shared document that will be published in our school newspaper.

**Lab and Presentation:** Practice filleting flatfish and round fish. Diagram the differences. Explain the correct techniques used for reducing waste and ensuring a quality product. Include information in a presentation using your pictures and a Voki as your speaker. Presentations will be shared in class. Best presentations will be used as future training videos.

**Lab/Research and Presentation:** Student teams will select a raw fish or seafood dish to research and prepare. Information on food culture, sustainability issues, selection and optimal preparation and cooking techniques need to be included. The recipe needs to follow HACCP procedures. Dish needs to be costed out with a marketable price applied. Presentations will be shared in class using Google Slides.

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## 14. GARDE MANGER

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Discuss the importance of charcuterie in the modern kitchen.

List, describe, and prepare a variety of forcemeats.

Describe and discuss different methods for brining, curing, and smoking meats, vegetables, and fish.

### ☞ Unit Assignment(s):

#### **Garde Manger**

**Catering:** After learning garnishing techniques, student teams will prepare a decorative fruit or vegetable platter which will be marketed to staff to enjoy during one of their department meetings. Staff will return evaluations for students to review and use in future catering activities.

**Marketing:** Plan and cost out a charcuterie platter for two different cultures. Themes could include: Mediterranean, Middle Eastern, Asian, South American, Scandinavia or Pacific Northwest. Use Padlet as your menu board. The top three will be added to our staff offerings for catered events.

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## 15. BAKING BASICS

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Describe properties and functions of the basic ingredients used in baked goods.

Weigh and measure ingredients used in baking.

Scale, mix, mold, proof and bake yeast raised goods.



Prepare cookies using various common dividing and panning techniques.

Prepare American home style crumb topped and two crust pies.

Prepare product finishes such as washes, glazes, icings, frostings and fillings.

## ☞ Unit Assignment(s):

### **Baking Basics:**

**Science:** Students will engage in an experiment that will help them evaluate the effectiveness of different types of flour on the production of gluten. Working in teams, students will create gluten balls using six variations of flour. Students will make observations about appearance, texture and elasticity of each dough ball. Data will be recorded and graphed on a shared paper. Students will be asked to apply their research by identifying which flours are best suited to various baking recipes. Class research will be used to back up their choices.

**Competition:** Cupcake Challenge: Each team must find a recipe to make a batch of cupcakes, create their own frosting, and decorate their own signature cupcakes. A representative from each team will present their cupcake to the group and participating staff judges, who will determine a winning cupcake using a provided rubric.

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## 16. DAIRY PRODUCTS AND EGGS

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Discuss the proper storage of dairy, egg, and cheese products.

Differentiate between various types of dairy and egg products.

Discuss uses for different types of cheeses.

Discuss grading of dairy products.

Identify and discuss the importance of the different parts of the egg.

Discuss the sanitation issues regarding dairy, cheese, and eggs.

List the different marketing forms of eggs.

List and describe the functions of eggs in cooking.

Identify a variety of cooking techniques and egg dishes.

Execute a variety of egg dishes.

## ☞ Unit Assignment(s):

### **Dairy Products and Eggs:**

**Science:** During a lab on meringues, students will evaluate the use of fat, acids, salt sugars, temperature and beating time on egg white foams. Students will chart observations and then research the science behind their data as to why these ingredients or factors support or interfere with foam stability. Research will be used to assist in technique during labs for omelets, souffles and meringues.

**Careers and Ingredient Selection:** Working in student teams, each unit will research a category of cheese including hard, semi-hard, semi-soft, soft, bleus, ripe and unripe. Research will be included in a Google Slides presentation. Students will also craft interview questions for a live chat with an approved Nepris speaker that is a cheesemonger. Shared research from presentations and the live guest speaker chat will be compiled into a report for our school newspaper. Student teams will prepare a recipe using the tips gleaned to best showcase their cheese selection. Guest staff will be invited to judge the results.

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## 17. EVALUATION OF FOOD

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Identify the five basic qualities of taste sensation and list the chemical substances that elicit them.

Explain the perceptions and adaption of food tastes

Identify the factors that influence the appreciation of food.

Examine the cultural and genetic influences of food preference.

### ☐ Unit Assignment(s):

#### Evaluation of Food:

With every lab, students will engage in evaluating their processes and results through individual and team reflection using journaling. These will be evaluated on a weekly basis.

In order to describe the difference between primary flavor and supporting flavor, students will select a favorite recipe and explain the function of each ingredient, indicating which are primary flavors and which are secondary flavors or supporting flavors.

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## WEEKLY LABORATORY ASSIGNMENTS

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Students work in teams to carry out each week, laboratory assignments. A laboratory plan is required from each group before the activity commences, and a complete written report due upon conclusion.

Cooking activities will be in the following areas:

1. Safety and Sanitation
2. Nutrition
3. Vegetables and Fruits
4. Cooking Methods and Techniques
5. Herbs and Spices
6. Eggs
7. Sauces and Stocks
8. Meats and Poultry
9. Fish
10. Starches
11. Garde Manger
12. Baking
13. Dairy
14. Evaluation of Food

☰ Unit Assignment(s):

**Weekly Laboratory Assignments:**

**Food Production and Professionalism:** Each week, student teams will follow a laboratory plan and lab protocol in order to complete their labs in an effective and efficient manner. Students will also adhere to the rules of professionalism in the classroom while following the American Culinary Federation's Culinarian's Code.

## Course Materials

### Textbooks

Title	Author	Publisher	Edition	Website	Primary
Guide to Good Food	Largen/Bence	Goodhart-Wilcox Co	Student	[ empty ]	Yes



# Additional Information

**Course Author:**

Debra Cantrell  
Teacher  
dcantrell@rialtousd.org  
16920469 ext.

**Effective Years:**

2019-20 - Rialto Unified School District , Eisenhower High School , Rialto High School , Dr. John H. Milor High School , Wilmer Carter High School

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**RIALTO UNIFIED SCHOOL DISTRICT  
CURRICULUM PROPOSAL**

Name of Course:	ADVANCED FOOD PREPARATION	Grade Level(s):	11-12
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**Brief Course Description:**

The Advanced Foods Preparation course provides for the understanding of the physical, chemical and biological characteristics of food. It is an advanced course in the Food Service and Hospitality pathway. It is an applied laboratory based course that focuses on advanced skills and terminology used in meal management and food preparation. The courses focuses instruction on advanced food safety and sanitation, chemical composition of food, reactions of food and food microbiology as related to food preparation and techniques, along with facilities, storage and equipment. Students use the ability to research, collect data, analyze information, report findings, and evaluate products and performance. The Advanced Foods Preparation course presents students with a comprehensive curriculum that includes laboratory and academic preparation using the sciences, chemistry and biology to better understand the principles of food and gastronomy. Expected outcomes include:

1. Students will demonstrate knowledge and understanding of the science of culinary techniques and engage in analyzing the contents and properties of food.
2. Students will gain an understanding of the physical and chemical properties of foods.
3. Students will use traditional and high-tech laboratory and food preparation equipment to prepare food. They will also develop laboratory reports that employ deductive reasoning.
4. Students will improve their mathematical skills through measuring, analyzing and recording data.
5. Students will understand the properties of major nutrients, including their sources and functions.
6. Students will understand the importance of heat energy in physical and chemical change of food.
7. Students will learn how to incorporate nutritional guidelines into their menu planning and recipe development.
8. Students will have a working knowledge of the elements involved in setting up and managing a food-service establishment.
9. Students will employ menu planning, purchasing, pricing, and food preparation techniques designed to maximize guest satisfaction and financial profitability.
10. Students will understand the basic local, state and federal sanitation regulations as they pertain to the food industry and learn the principles of Hazard Analysis.

This will be affiliated with FCCLA through the State of California. 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 Service and Hospitality.

Proposed By:	DANIEL REYES	School:	EISENHOWER H.S.	Date:	2/14/17
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**The Following is Proposed for this Course:**

<input type="checkbox"/> Addition	<input type="checkbox"/> Revision	<input checked="" type="checkbox"/> A - G	<input type="checkbox"/> Deletion
<input type="checkbox"/> Required Course	<input type="checkbox"/> Content	<input type="checkbox"/> Honors	<input type="checkbox"/> Name of Course
<input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Name Change	<input checked="" type="checkbox"/> Vocational	

**The Following Maximum Credits are Proposed for this Course:**

4	Units of Credit in (Subject Area):	CULINARY ARTS	or in:	CTE ELECTIVE
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**The Following Schools will Offer this Course:**

<input type="checkbox"/> Carter High	<input checked="" type="checkbox"/> Eisenhower High	<input type="checkbox"/> Rialto High	<input type="checkbox"/> Milor/Zupanic	<input type="checkbox"/> Adult Education
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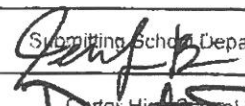
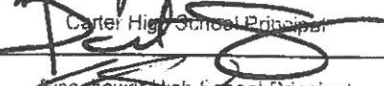
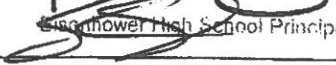
**The Proposed Course will have the Following Budget Implication:**

Individual School Site:	FOOD COST \$4000 EQUIPMENT COST \$3000
District Level:	45 TEXTBOOKS (NRA FOUNDATIONS TEXTBOOK LEVEL 2) \$4500 2 NRA FOUNDATIONS ACTIVITY GUIDE \$100 45 TEXTBOOKS (SERVESAVE MANAGER) \$4500

**RIALTO UNIFIED SCHOOL DISTRICT  
CURRICULUM PROPOSAL**

Total Estimated Cost: \$16100

**Approval Signatures for the Proposed Course:**

Signature	Yes/No	Date	Comments
 Submitting School Department Chair	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	3/9/17	
 Carter High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	3/12/17	
 Crescent High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	3/9/17	
Rialto High School Principal	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Miori/Zupanic High School Principal	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Adult Education Coordinator	<input type="checkbox"/> Yes <input type="checkbox"/> No		
District Curriculum Committee Chair	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Curriculum Council Chair	<input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Approved by the Rialto Unified School Board of Education on (date):</b>			





### Basic Course Information

Course Title	ADVANCED FOOD PREPARATION
CTE Industry Sector	FOOD SERVICE AND HOSPITALITY
Career Pathway	201

Course Level (check one)	<input type="checkbox"/> Instruction	<input checked="" type="checkbox"/> X	<input type="checkbox"/> Concentration	<input type="checkbox"/> Capstone
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Local Course Number	7101
CBEDS Title	FOOD SERVICE AND HOSPITALITY SERVICE
CBEDS Number	4420

Course Hours	180
Articulation Information	ARTICULATED W/SAN BERNARDINO VALLEY CC
Academic Credit	4
Advisory Committee Meetings	1

### Graduation Requirements - check all that apply (✓)

<input type="checkbox"/>	A – Social Studies	<input type="checkbox"/>	I – Physical Science
<input type="checkbox"/>	B – U.S. History	<input type="checkbox"/>	J – Biological Science
<input type="checkbox"/>	C – Government	<input type="checkbox"/>	K -
<input type="checkbox"/>	D – Economics	<input type="checkbox"/>	L – Health
<input type="checkbox"/>	E – World History/Geography	<input checked="" type="checkbox"/> X	M – Vocational Education (CTE)
<input type="checkbox"/>	F – English	<input type="checkbox"/>	N – Visual Performing Arts/ Foreign Language
<input type="checkbox"/>	G – Physical Education	<input type="checkbox"/>	Z – Electives
<input type="checkbox"/>	H - Math	<input type="checkbox"/>	

### Career Course Sequence (Ed. Code Section 52314(b))

CTE Recommended Courses	Grade 9	Grade 10	Grade 11	Grade 12	Post-Secondary Course, Certificate or Degree Program
	LIFE MANAGEMENT	INTRO TO FOODS	ADVANCED FOOD PREP	CAPSTONE	

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### Occupations for Identified Pathway

Pathway occupations organized by level of education and training required for workplace entry. (Asterisk occupations that require certification or licensure)		
High School (diploma)	Postsecondary Training (Certification and/or AA Degree)	College University (bachelor's degree or higher)
<ul style="list-style-type: none"> <li>• Cook, Prep Cook, Back of House Person (Hotel, Convention Center, Restaurant, Catering Company)</li> </ul>	<ul style="list-style-type: none"> <li>• Cook, Prep Cook, Back of House Person (Hotel, Convention Center, Restaurant, Catering Company)</li> </ul>	<ul style="list-style-type: none"> <li>• Sous Chef, Chef, Educator, PHD, (Management Position at a Hotel, Convention Center, Restaurant, Catering Company)</li> </ul>
<ul style="list-style-type: none"> <li>• Server, Host, Front of the House Person (Hotel, Convention Center, Restaurant, Catering Company)</li> </ul>	<ul style="list-style-type: none"> <li>• Server, Host, Front of the House Person (Hotel, Convention Center, Restaurant, Catering Company)</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Front House Manager, Lead Server, Captain, Educator, PHD, (Management Position at a Hotel, Convention Center, Restaurant, Catering Company)</li> </ul>

### Course Description

The Advanced Foods Preparation course provides for the understanding of the physical, chemical and biological characteristics of food. It is an advanced course in the Food Service and Hospitality pathway. It is an applied laboratory based course that focuses on advanced skills and terminology used in meal management and food preparation. The courses focuses instruction on advanced food safety and sanitation, chemical composition of food, reactions of food and food microbiology as related to food preparation and techniques, along with facilities, storage and equipment. Students use the ability to research, collect data, analyze information, report findings, and evaluate products and performance. The Advanced Foods Preparation course presents students with a comprehensive curriculum that includes laboratory and academic preparation using the sciences, chemistry and biology to better understand the principles of food and gastronomy. Expected outcomes include:

1. Students will demonstrate knowledge and understanding of the science of culinary techniques and engage in analyzing the contents and properties of food.





Compare and Contrast using Graphic Organizers  
Visual Structured Overviews of lessons using multimedia Animoto  
Didactic Questioning used for prior learning assessment and to check for understanding-chapter reviews  
Explicit Teaching for modeling new skills and techniques  
Drill and Practice Games using Bingo and Jeopardy formats

### Academic Standards

LS10-12.1-LS10-12.6  
RSIT10-12.1, RSIT10-12.4  
WS10-12.2, WS10-12.4

#### Indirect Instruction

Reflective problem solving used teams lab journal  
Creative problem solving used for generating ideas for student projects  
Case Studies-from text, current events and competition prompts inquiry to develop divergent thinking and to understand different cultural perspectives  
Reflective discussions to stimulate reflection and to extend comprehension  
Point presentations  
Concept mapping to explore new information while relating it to previously  
Learned concepts; to access prior knowledge; for problem solving

#### Experiential Learning

Field Trips both real and virtual  
Conducting Experiments  
Food Labs  
Games  
Surveys  
Project Based Learning

#### Independent Study

Research Projects  
Learning Log  
Reports

#### Interactive Instruction

Role Playing  
Brainstorming  
Peer Partner Learning  
Discussion  
Lab Groups  
Think Pair Share-review and check for understanding  
Jigsaw to develop teamwork and cooperative learning

### D. Assessments (describe/list)

1. **Pre-Tests (Diagnostic):** Access prior Student Learning and log student learning growth (before new units)
2. **Self-Assessments (Diagnostic and Formative):** Develops individual



**Direct Instruction**

- Demonstrations
- Power Points and Lecture/Discussion-Guest Speakers
- Compare and Contrast using Graphic Organizers
- Visual Structured Overviews of lessons using multimedia Animoto
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**Indirect Instruction**

- Reflective problem solving used teams lab journal
- Creative problem solving used for generating ideas for student projects
- Case Studies-from text, current events and competition prompts
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**Experiential Learning**

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- Games
- Surveys
- Project Based Learning

**Independent Study**

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- Reports

**Interactive Instruction**

- Role Playing
- Brainstorming
- Peer Partner Learning
- Discussion
- Lab Groups
- Think Pair Share-review and check for understanding
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**Academic Standards**

- LS10-12.1-LS10-12.6
- RSIT10-12.1, RSIT10-12.4
- WS10-12.2, WS10-12.4



<p><b>D. Assessments (describe/list)</b></p> <ol style="list-style-type: none"> <li><b>1. Pre-Tests (Diagnostic):</b> Access prior Student Learning and log student learning growth (before new units)</li> <li><b>2. Self-Assessments (Diagnostic and Formative):</b> Develops Individual awareness of skill sets, talents, weaknesses and strengths, it also can be used to motivate students as they see personal growth (before, during and after new units).</li> <li><b>3. Peer Assessments (Formative):</b> Used to evaluate each other's contributions on projects, lab work, evaluate presentations (ongoing).</li> <li><b>4. Student Feedback and Mystery Learner Observations (Formative):</b> During projects, labs, field trips, catering functions, cross-curricular learning engagements, DVDs (ongoing)</li> <li><b>5. Lab Evaluations (Summative):</b> Evaluate lab team effectiveness in following rules of safety and sanitation; mise en place; food preparation; collaboration amongst team members; professionalism; product quality; clean up lab; self-evaluation; and timeliness (after every Lab).</li> </ol>	
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III. Unit Title: Portion Control and Measurements

<p><b>A. Instructional Unit (outline)</b>  <b>NRA FOUNDATIONS TEXTBOOK LEVEL 2</b>  <b>CHAPTER 3</b>  <b>Costing Handouts</b></p>	<p><b>CTE Pathway – Standards</b>  B11.1-6</p> <p><b>CTE Anchor – Standards</b>  7.1-7.6, 11.1-11.4</p>
<p><b>B. Competencies/Objectives (outline)</b>  Equivalent of weights and measures  Dry and liquid measurements  Recipe measurement and conversions  Calculating food costs and percentage yield, cost per portion, profit margins  Preparing recipe-costing forms, market order forms</p>	
<p><b>C. Instructional Strategies (describe/list)</b>  Instructional methods vary, depending on content of lesson, individual student needs and resources.</p> <p><b>Direct Instruction</b>  Demonstrations  Power Points and Lecture/Discussion-Guest Speakers  Compare and Contrast using Graphic Organizers  Visual Structured Overviews of lessons using multimedia Animoto  Didactic Questioning used for prior learning assessment and to check for understanding-chapter reviews  Explicit Teaching for modeling new skills and techniques</p>	

**Drill and Practice Games using Bingo and Jeopardy formats**

**Indirect Instruction**

- Reflective problem solving used teams lab journal
- Creative problem solving used for generating ideas for student projects
- Case Studies-from text, current events and competition prompts
- Inquiry to develop divergent thinking and to understand different cultural perspectives
- Reflective discussions to stimulate reflection and to extend comprehension
- Point presentations
- Concept mapping to explore new information while relating it to previously
- Learned concepts; to access prior knowledge; for problem solving

**Experiential Learning**

- Field Trips both real and virtual
- Conducting Experiments
- Food Labs
- Games
- Surveys
- Project Based Learning

**Independent Study**

- Research Projects
- Learning Log
- Reports

**Interactive Instruction**

- Role Playing
- Brainstorming
- Peer Partner Learning
- Discussion
- Lab Groups
- Think Pair Share-review and check for understanding
- Jigsaw to develop teamwork and cooperative learning

**Academic Standards**

LS10-12.1-LS10-12.6  
RSIT10-12.1, RSIT10-12.4  
WS10-12.2, WS10-12.4  
A-SSE-1- A-SSE-2

**D. Assessments (describe/list)**

1. **Pre-Tests (Diagnostic):** Access prior Student Learning and log student learning growth (before new units)
2. **Self-Assessments (Diagnostic and Formative):** Develops individual awareness of skill sets, talents, weaknesses and strengths, it also can be used to motivate students as they see personal growth (before, during and after new units).
3. **Peer Assessments (Formative):** Used to evaluate each other's contributions on projects, lab work, evaluate presentations (ongoing).



comprehension  
Point presentations  
Concept mapping to explore new information while relating it to previously  
Learned concepts; to access prior knowledge; for problem solving

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**Interactive Instruction**

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Think Pair Share-review and check for understanding  
Jigsaw to develop teamwork and cooperative learning

**D. Assessments (describe/list)**

1. **Pre-Tests (Diagnostic):** Access prior Student Learning and log student learning growth (before new units)
2. **Self-Assessments (Diagnostic and Formative):** Develops individual awareness of skill sets, talents, weaknesses and strengths, it also can be used to motivate students as they see personal growth (before, during and after new units).
3. **Peer Assessments (Formative):** Used to evaluate each other's contributions on projects, lab work, evaluate presentations (ongoing).
4. **Student Feedback and Mystery Learner Observations (Formative):** During projects, labs, field trips, catering functions, cross-curricular learning engagements, DVDs (ongoing)
5. **Lab Evaluations (Summative):** Evaluate lab team effectiveness in following rules of safety and sanitation; mise en place; food preparation; collaboration amongst team members; professionalism; product quality; clean up lab; self-evaluation; and timeliness (after every Lab).



V. Unit Title: Basic to Advanced Principles of Food Preparation

<p><b>A. Instructional Unit (outline)</b>  <b>NRA FOUNDATIONS TEXTBOOK LEVEL 2</b>  <b>CHAPTER 2</b>  <b>NRA FOUNDATIONS TEXTBOOK LEVEL 1</b>  <b>CHAPTER 8, 10</b></p>	<p><b>CTE Pathway – Standards</b>          B6.1-7</p>
<p><b>C. Competencies/Objectives (outline)</b>          Identify the types of nutrients in foods.          Explain how to prepare a nutritious meal using the Food Guide Pyramid.          Identify the different ways in which heat can be applied.          Compare and contrast the various means of heat transfer.          Discuss the effects of the different kinds of heat on the common components of food.          Differentiate between flavor and taste.          Discuss flavor identity, flavor systems, and flavor profiles.          Describe how restaurants are capitalizing on today's consumer awareness of flavor.</p>	<p><b>CTE Anchor – Standards</b>          5.1, 5.2, 10.1, 10.6, 10.7, 10.9,          10.10, 10.11</p>
<p><b>C. Instructional Strategies (describe/list)</b>          Instructional methods vary, depending on content of lesson, individual student needs and resources.</p> <p><b>Direct Instruction</b></p> <ul style="list-style-type: none"> <li>Demonstrations</li> <li>Power Points and Lecture/Discussion-Guest Speakers</li> <li>Compare and Contrast using Graphic Organizers</li> <li>Visual Structured Overviews of lessons using multimedia Animoto</li> <li>Didactic Questioning used for prior learning assessment and to check for understanding-chapter reviews</li> <li>Explicit Teaching for modeling new skills and techniques</li> <li>Drill and Practice Games using Bingo and Jeopardy formats</li> </ul> <p><b>Indirect Instruction</b></p> <ul style="list-style-type: none"> <li>Reflective problem solving used teams lab Journal</li> <li>Creative problem solving used for generating ideas for student projects</li> <li>Case Studies-from text, current events and competition prompts</li> <li>Inquiry to develop divergent thinking and to understand different cultural perspectives</li> <li>Reflective discussions to stimulate reflection and to extend comprehension</li> <li>Point presentations</li> <li>Concept mapping to explore new information while relating it to previously</li> <li>Learned concepts; to access prior knowledge; for problem solving</li> </ul>	<p><b>Academic Standards</b>          LS10-12.1-LS10-12.6 RSIT10-12.1, RSIT10-12.4          WS10-12.2, WS10-12.4</p>

**Experiential Learning**

- Field Trips both real and virtual
- Conducting Experiments
- Food Labs
- Games
- Surveys
- Project Based Learning

**Independent Study**

- Research Projects
- Learning Log
- Reports

**Interactive Instruction**

- Role Playing
- Brainstorming
- Peer Partner Learning
- Discussion
- Lab Groups
- Think Pair Share-review and check for understanding
- Jigsaw to develop teamwork and cooperative learning

**D. Assessments (describe/list)**

- 6. Pre-Tests (Diagnostic):** Access prior Student Learning and log student learning growth (before new units)
- 7. Self-Assessments (Diagnostic and Formative):** Develops individual awareness of skill sets, talents, weaknesses and strengths, it also can be used to motivate students as they see personal growth (before, during and after new units).
- 8. Peer Assessments (Formative):** Used to evaluate each other's contributions on projects, lab work, evaluate presentations (ongoing).
- 9. Student Feedback and Mystery Learner Observations (Formative):** During projects, labs, field trips, catering functions, cross-curricular learning engagements, DVDs (ongoing)
- 10. Lab Evaluations (Summative):** Evaluate lab team effectiveness in following rules of safety and sanitation; mise en place; food preparation; collaboration amongst team members; professionalism; product quality; clean up lab; self-evaluation; and timeliness (after every Lab).

**VI. Unit Title: Gastronomy**

**A. Instructional Unit (outline)**

**NRA FOUNDATIONS TEXTBOOK LEVEL 2  
CHAPTER 4, 6, 8, 10, 11**

**CTE Pathway – Standards**

**B6.1-7**

**NRA FOUNDATIONS TEXTBOOK LEVEL 1  
CHAPTER 6, 9, 11**

**D. Competencies/Objectives (outline)**

**1. STOCKS, SOUPS AND SAUCES**

- Define stock and describe several uses for stocks.
- Identify different types of stocks.
- List the ingredients needed for making stock.
- Describe the procedure for preparing stocks.
- Evaluate the quality of a properly made stock.
- Discuss the classifications of sauces.
- Identify the key ingredients necessary to make a variety of sauces.
- Describe and execute the basic sauce-making principles.
- List, describe, and demonstrate proper soup *mise en place*.
- List, describe, and demonstrate the procedure for making consommé, clear soups, and thick soups.
- List and discuss the quality standards for consommé, clear soups, and thick soups.

**2. FRUITS AND VEGETABLES**

- Identify, select, and store a variety of fruits.
- Identify, select, and store a variety of vegetables.
- Discuss how acids and alkalies affect vegetable cookery.
- Explain what pectin is and how it is used.
- Use various cooking methods to prepare fruits and vegetables.
- Explain how to maintain good color in cooked vegetables.
- Determine doneness in cooked vegetables.

**3. STARCHES**

- Identify, select, and store potatoes.
- Use a variety of cooking methods to prepare potatoes.
- Identify and store pasta, grains, and legumes.
- Cook pasta, grains, and legumes to the appropriate doneness by the boiling technique.

**4. UNDERSTANDING POULTRY**

- Discuss the inspection and grading of poultry.
- Name the major kinds of poultry and the classifications of each.
- Discuss the components of poultry flesh and distinguish between white meat and dark meat.
- Name the USDA-recommended storage times for poultry.
- Truss a bird and fabricate a whole bird.
- Determine the doneness of poultry.

**5. UNDERSTANDING MEATS**

- Discuss the inspection and grading of poultry.
- Name the major kinds of poultry and the classifications of each.
- Discuss the components of poultry flesh and distinguish between white meat and dark meat.
- Name the USDA-recommended storage times for poultry.
- Truss a bird and fabricate a whole bird.
- Determine the doneness of poultry.

**6. UNDERSTANDING FISH**

- Discuss basic guidelines for selecting, receiving, and storing seafood.
- Name the market forms of fish.
- Discuss the receiving and storage procedures for fish and seafood.
- Match a fish with an appropriate cooking method.

**CTE Anchor – Standards**

10.1, 10.6, 10.7, 10.9, 10.10,  
10.11

**Academic Standards**

LS10-12.1-LS10-12.6  
RSIT10-12.1, RSIT10-12.4  
WS10-12.2, WS10-12.4  
A-SSE-1- A-SSE-2

Identify a variety of fish.  
Identify a variety of shellfish.

### **7. GARDE MANGER**

Discuss the importance of charcuterie in the modern kitchen.  
List, describe, and prepare a variety of forcemeats.  
Describe and discuss different methods for brining, curing, and smoking meats, vegetables, and fish.

### **8. BASIC BAKING**

Describe properties and functions of the basic ingredients used in baked goods.  
Weigh and measure ingredients used in baking.  
Scale, mix, mold, proof and bake yeast raised goods.  
Prepare cookies using various common dividing and panning techniques.  
Prepare American home style crumb topped and two crust pies.  
Prepare product finishes such as washes, glazes, icings, frostings and fillings.

### **9. DAIRY PRODUCTS AND EGGS**

Discuss the proper storage of dairy, egg, and cheese products.  
Differentiate between various types of dairy and egg products.  
Discuss uses for different types of cheeses.  
Discuss grading of dairy products.  
Identify and discuss the importance of the different parts of the egg.  
Discuss the sanitation issues regarding dairy, cheese, and eggs.  
List the different marketing forms of eggs.  
List and describe the functions of eggs in cooking.  
Identify a variety of cooking techniques and egg dishes.  
Execute a variety of egg dishes.

## **C. Instructional Strategies (describe/list)**

Instructional methods vary, depending on content of lesson, individual student needs and resources.

#### **Direct Instruction**

- Demonstrations
- Power Points and Lecture/Discussion-Guest Speakers
- Compare and Contrast using Graphic Organizers
- Visual Structured Overviews of lessons using multimedia Animoto
- Didactic Questioning used for prior learning assessment and to check for understanding-chapter reviews
- Explicit Teaching for modeling new skills and techniques
- Drill and Practice Games using Bingo and Jeopardy formats

#### **Indirect Instruction**

- Reflective problem solving used teams lab journal
- Creative problem solving used for generating ideas for student projects
- Case Studies-from text, current events and competition prompts
- Inquiry to develop divergent thinking and to understand different cultural perspectives
- Reflective discussions to stimulate reflection and to extend comprehension



Point presentations  
Concept mapping to explore new information while relating it to previously  
Learned concepts; to access prior knowledge; for problem solving

**Experiential Learning**

Field Trips both real and virtual  
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Food Labs  
Games  
Surveys  
Project Based Learning

**Independent Study**

Research Projects  
Learning Log  
Reports

**Interactive Instruction**

Role Playing  
Brainstorming  
Peer Partner Learning  
Discussion  
Lab Groups  
Think Pair Share-review and check for understanding  
Jigsaw to develop teamwork and cooperative learning

**D. Assessments (describe/list)**

11. **Pre-Tests (Diagnostic):** Access prior Student Learning and log student learning growth (before new units)
12. **Self-Assessments (Diagnostic and Formative):** Develops individual awareness of skill sets, talents, weaknesses and strengths, it also can be used to motivate students as they see personal growth (before, during and after new units).
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15. **Lab Evaluations (Summative):** Evaluate lab team effectiveness in following rules of safety and sanitation; mise en place; food preparation; collaboration amongst team members; professionalism; product quality; clean up lab; self-evaluation; and timeliness (after every Lab).

VII. Unit Title: Evaluation of Food

<p><b>A. Instructional Unit (outline)</b>  <b>Dan Barber Handouts</b>  <b>Essentials of Dining Handouts</b>  <b>Reyes Rules Handouts</b></p>	<p><b>CTE Pathway – Standards</b>  B6.1-7, B7.1-6</p>
<p><b>E. Competencies/Objectives (outline)</b>  Identify the five basic qualities of taste sensation and list the chemical substances that elicit them.  Explain the perceptions and adaption of food tastes  Identify the factors that influence the appreciation of food.  Examine the cultural and genetic influences of food preference.</p>	
<p><b>C. Instructional Strategies (describe/list)</b>  Instructional methods vary, depending on content of lesson, individual student needs and resources.</p> <p><b>Direct Instruction</b>  Demonstrations  Power Points and Lecture/Discussion-Guest Speakers  Compare and Contrast using Graphic Organizers  Visual Structured Overviews of lessons using multimedia Animoto  Didactic Questioning used for prior learning assessment and to check for understanding-chapter reviews  Explicit Teaching for modeling new skills and techniques  Drill and Practice Games using Bingo and Jeopardy formats</p> <p><b>Indirect Instruction</b>  Reflective problem solving used teams lab journal  Creative problem solving used for generating ideas for student projects  Case Studies-from text, current events and competition prompts  Inquiry to develop divergent thinking and to understand different cultural perspectives  Reflective discussions to stimulate reflection and to extend comprehension  Point presentations  Concept mapping to explore new information while relating it to previously  Learned concepts; to access prior knowledge; for problem solving</p> <p><b>Experiential Learning</b>  Field Trips both real and virtual  Conducting Experiments  Food Labs  Games</p>	<p><b>CTE Anchor – Standards</b>  5.1, 5.2, 11.1, 11.2</p> <p><b>Academic Standards</b>  LS10-12.1-LS10-12.6 RSIT10-12.1, RSIT10-12.4  WS10-12.2, WS10-12.4</p>

Surveys  
Project Based Learning

**Independent Study**  
Research Projects  
Learning Log  
Reports

**Interactive Instruction**  
Role Playing  
Brainstorming  
Peer Partner Learning  
Discussion  
Lab Groups  
Think Pair Share-review and check for understanding  
Jigsaw to develop teamwork and cooperative learning

**D. Assessments (describe/list)**

16. **Pre-Tests (Diagnostic):** Access prior Student Learning and log student learning growth (before new units)
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