

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Foods 1AB Re-Write</i>	Course Code	<i>HT302-303</i>
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Transcript Title:	<i>Foods 1AB</i>	Grades Levels:	<i>9</i>	Board Adoption Date:	
Content Area:	<i>CTE- Food Services</i>	GPA Scale:	<i>4.0</i>	Date Course Submitted:	<i>3/27/18</i>
Credential Required:	<i>CTE</i>	Graduation Subject Areas:	<i>Elective</i>		
UC/CSU "A-G" Area Approvals:	<i>yes</i>	School Site/person that wrote and submitted the course:		<i>Pilon</i>	
Recommend Skills:	<i>none</i>				
Next course(s):	<i>Baking and Pastry</i>				

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DATE: August 2017
INDUSTRY SECTOR: Hospitality, Tourism, and Recreation
PATHWAY: Food Service and Hospitality (201)
CBEDS TITLE: Food and Nutrition (201)
CBEDS Code: 8000

HOURS:	Total	Classroom	Laboratory/CC/CVE
	180	80 hours	100 hours

JOB TITLE	ONET CODES	JOB TITLE	ONET CODES
Food Preparation Workers	35-2021.00	Cooks, Restaurant	35-2014.00
Cooks, Institution and Cafeteria	35-2012.00	Host and Hostess, Restaurant Lounge, and Coffee Shop	35-9031.00
Cooks, Fast Food	35-2011.000	Barista	35-3022.01

COURSE DESCRIPTION: Foods 1 is the introductory course in the Food Service and Hospitality pathway. It is designed for students who are interested in understanding the principles of food and nutrition and maintaining a healthy life. The study and application of food preparation, planning, service and nutrition is addressed in this course. Students use small and large equipment, supplies, products and procedures in an interdisciplinary approach. Safety and sanitation is paramount and applied in a classroom laboratory setting. The course will also focus on food purchasing, preparation techniques, meal service, etiquette, cultures and technology. Through reading expository and non-fiction articles, writing, listening and speaking students will develop the ability to research, collect data, analyze information, report findings and evaluate food products.

This course meets common core academic standards along with the standards in the area of Hospitality, Tourism and Recreation (HTR) Industry Sector per the California Department of Education (CDE) in Consumer and Family Studies established for Food and Nutrition.

PREREQUISITES: Concurrent or previous enrollment in:

High School Name: Newport Harbor High School	Site Prerequisite: All sites are the same
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A – G APPROVAL: Yes No Desired

ARTICULATION:

High School Name:	College Name:	College Course Title:

LEVEL: X Introductory Concentrator Capstone

CERTIFICATION:

High School Name: NHHS	Embedded/Leads to: Food Handler's ServSafe	Description: food safety training
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METHOD OF STUDENT EVALUATION:

- ✓ Pre and Post test
- ✓ Student Projects
- ✓ Written work
- ✓ Observation record of student performance
- ✓ Completion of assignments and worksheets

METHOD OF INSTRUCTION:

- ✓ Lecture
- ✓ Group and individual applied projects
- ✓ Demonstration
- ✓ Field Trips
- ✓ Guest Speaker

RECOMMENDED TEXTS:

Culinary Essentials - by Johnson & Wales University, Glencoe/Mcgraw-Hill
A Global Foods Tour - Glencoe/Mcgraw-Hill

MODEL CTE PATHWAY:

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

California Department of Education CTE Standards website: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

Hospitality, Tourism, and Recreation KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Hospitality, Tourism, and Recreation academic alignment matrix for identification of standards.

2.0 Communications

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. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender–receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

3.3 Explore how information and communication technologies are used in career planning and decision making.

3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

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- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

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. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

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. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Hospitality, Tourism, and Recreation sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.

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- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Hospitality, Tourism, and Recreation sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Hospitality, Tourism, and Recreation industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Hospitality, Tourism, and Recreation sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Hospitality, Tourism, and Recreation sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO, the California Affiliate of FCCLA). (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations (such as FHA-HERO) and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Hospitality, Tourism, and Recreation sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

This section is specific to the foundational knowledge and skills required for Consumer and Family Studies.

- 10.1 Interpret and explain terminology and practices specific to the Hospitality, Tourism, and Recreation sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Hospitality, Tourism, and

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Recreation sector.

10.3 Construct projects and products specific to the Hospitality, Tourism, and Recreation sector requirements and expectations.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

10.5 Define the principles of nutrition and their relationship to good health through the life cycle.

10.6 Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.

10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.

10.8 Describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.

10.9 Identify the aspects of science related to food preparation, product development, and nutrition.

10.10 Describe food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.

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.

10.12 Assess the individual, family, and workplace factors that influence decisions related to health, leisure, and recreation at each stage of the life cycle and quality of life.

10.13 Explain how individuals apply strategies that enable them to manage personal, family, and work responsibilities to enhance productivity.

10.14 Demonstrate an understanding of how knowledge, skills, attitudes, and behaviors learned in Consumer and Family Studies can be transferred to advanced education and training or careers in Hospitality, Tourism, and Recreation.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Hospitality, Tourism, and Recreation sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

11.4 Employ entrepreneurial practices and behaviors appropriate to Hospitality, Tourism, and Recreation sector opportunities.

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.

CR = Classroom LAB/CC = Laboratory/Shop/Community Classroom

I.	Nutrition and Health	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> - Students understand the role nutrients in the body as well as in the food they eat. - The knowledge they gain in unit one will help them understand what nutrients are in the foods they prepare as well as eat. - Students investigate and report on the role of the nutrients in the body including toxicity, deficiency, sources and functions. 	5	3	Academic: LS: 11-12.3 RSIT: 11-12.2, 11-12.3 CTE Anchor: 5.0 8.0 10.0

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	<ul style="list-style-type: none"> - Students need to understand how to use the scientific method in order to complete labs throughout the course. - Students are able to plan and evaluate meals for themselves as well as others. 			CTE Pathway: B 10.1-10.3
II.	Food Safety and Sanitation	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> - Students will identify organisms that cause food spoilage, contamination and conditions for growth. - Students will identify common types of food borne illnesses and translate the information into a chart. - Students will learn to employ sanitary practices before, during and after food preparation and service throughout the course. - Students will learn to select proper techniques for storage and preparation of food. - Students will describe the agencies that determine food safety and nutrition regulations and verbally argue their effectiveness while supporting their claims. - Students will complete and pass a food safety and sanitation test based on Universal Food Code and Safety before food handling is permitted in the course, earning a Food Handler's Certificate used by industry. 	6	3	Academic: WS-11-12.4, 11-12.7 LS-LS1B, LS1. CTE Anchor: 6.0 7.0 8.0 CTE Pathway: B 3.1-3.3 B 7.1-7.4
III.	Meal Management and Food Preparation	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> - Students will identify ways to manage time, energy and resources when planning and preparing meals. - Students will learn to apply the basic principles of science to food production. - They will cite specific textual evidence when writing to compare and analyze food label information on food products. - Students will also compare local food outlets for marketing strategies, unit pricing and product placement and prepare and cost the differences between commercially and home prepared food products. - Evaluate the impact of current and emerging food technologies on quality, availability and cost. 	12	21	Academic: RSIT: 11-12.3 RLST: 11-12.3 PS: 1.B CTE Anchor: 4.0 7.0 10.0 CTE Pathway: B 6.1-6.3 B 7.1-7.3 B 9.1-9.4 B 11.1-11.3
IV.	The Science of Food Preparation	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> - Students will plan and prepare foods that utilize time, energy, conservation and management techniques. - Students will use appropriate equipment and scientific techniques for measurements and convert volume and weight measurements to modify culinary formulas. - Students will follow precisely a complex, multistep procedure when interpreting a standardized formula to construct a food product. 	12	12	Academic: RLST: 11-12.9, WS: 11-12.4, 11-12.9 LS: 1:a and b CTE Anchor: 6.1-6.3 10.1

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	<ul style="list-style-type: none"> - Students will be able to describe the properties and functions of ingredients used to prepare food product food preparation techniques. - Utilize scientific techniques that preserve nutrients and enhance food flavor and appearance and describe physical and chemical processes that occur during food production. - Students research and select an appropriate recipes, prepare lab plan sheets, market orders, equipment and supply lists, and time management schedules. - Students need to understand and apply scientific concepts when they are involved in food preparation. - Students utilize healthy techniques when completing food preparation labs. 			<p>CTE Pathway: B 5.1 B 10.1-10.2</p>
V.	Food Culture and Etiquette	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> - Students will practice etiquette in a variety of scenarios and relate etiquette to cultural and societal norms. - Students will demonstrate various forms of table setting and meal service as applied to a variety of menus. - Students will examine the historical, geographical, cultural, political and economic impacts of food around the world. - Students will learn to prepare and evaluate a variety of menu items from US regions and international countries and compare similar staple food product applications and techniques throughout the world. 	30	40	<p>Academic: RSIT: 11-12.4 WH: CSR2 US: 11.2.1</p> <p>CTE Anchor: 8.0 10.0 11.0</p> <p>CTE Pathway: B 4.4 B 8.1, 8.2 and 8.4</p>
VI.	Facilities and Equipment	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> - Students will procure ingredients and equipment. - Students will identify tools, uses, safety and storage for tools and equipment. - Students demonstrate proper tools and equipment use through daily labs. - Students will record on lab report forms using peer and teacher observation and self-assessment. Students analyze and critique kitchen layouts based on work flow scenarios. - Students will complete and pass a culminating teacher prepared exam on equipment and tool use, care and storage. - Students will identify and assess the possible safety hazards commonly occurring in the laboratory facilities. - Students take a laboratory safety test which includes the safety hazards and emergency procedures specific to the class. 	4	6	<p>Academic: RSLT-11-12.3 LS-LS1.D</p> <p>CTE Anchor: 6.0 10.0</p> <p>CTE Pathway: B 2.1 B 5.1 and 5.2 B 6.1 and 6.4 B 7.1</p>
VII.	Leadership, Communication and Teamwork	CR	LAB/ CC	STANDARDS
	<ul style="list-style-type: none"> - Students will demonstrate the characteristics of teamwork, leadership, and citizenship in the school, 	6	15	<p>Academic: LS- 11-12.6</p>

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	<ul style="list-style-type: none"> - community, and workplace settings. - Students organize and structure work individually and in teams for effective performance and the attainment of goals. - Students will apply multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace. - Students will also demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. - Through peer, self, and teacher evaluations students evaluate their strengths and weakness related to teamwork skills. - Students work in groups when doing various projects as well as food production labs. - The leadership roles in the lab groups change on a biweekly basis giving each student an opportunity to be a leader in their individual group. - Students will be affiliated with FCCLA (Family, Career, Community Leaders of America), the FCS Career Technical Student Organization, allowing for enhanced leadership training and roles, as well as opportunities for teamwork through competition and community service. 			<p>CTE Anchor: 2.0 7.0 9.0 11.0</p> <p>CTE Pathway: B 4.1 and 4.2</p>
VIII.	CAREER, AWARENESS, EMPLOYABILITY SKILLS and EMPLOYMENT PORTFOLIO	CR	LAB/CC	STANDARDS
	<ul style="list-style-type: none"> - Students will evaluate career options related to food and nutrition. - They will be able to define and describe employability skills and professionalism. - Students will describe the expectations of employers, job related responsibilities, positive work habits, work ethics, and ethical behavior and evaluate dress, grooming, and personal hygiene appropriate for various job situations. - Students will analyze skills needed to work effectively and efficiently as a supervisor or employee and describe and practice behaviors and attitudes that contribute to success in job retention and promotion. - Define ways to which employees may have to adapt to changes in the workplace. - Students will prepare a professional portfolio to include: <ul style="list-style-type: none"> - Portfolio showcases best professional level work - Portfolio is organized - Job application - Resume - References 	5		<p>Academic: LS: 11-12.6 WS: 11-12.4 WHSST: 11-12.4</p> <p>CTE Anchor: 2.0 3.0 8.0</p> <p>CTE Pathway: B 1.1-1.2 B 12.1-12.3</p>