Oroville Union High School District
Course Description

Course Title:	Culinary II (Hospitality)
Aeries Course #:	830A
CBEDS #:	8021
Course Length:	One Year
Type of Credit(s):	CTE
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	Yes
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Culinary I
Includes Hands-on Lab Activities:	Yes
Grade Level(s):	10-12 (10^{th} with Instructor Approval)
Primary Textbook(s):	*Foundations of Restaurant Management and Culinary Arts,* Johnson and Wales University, Pearson/National Restaurant Association, 2010 ISBN: 978-0-13-801938-9
Supplemental Materials:	*ServSafe Essentials,* Johnson and Wales University, Glencoe/McGraw Hill, 2010 ISBN: 978-1-58280-222-0 *Complete Book Of Sauces*, Sallie Y. Williams, Publisher: Houghton Mifflin Harcourt, 1995 ISBN: 978-0028603605
Digital Resources:	Foodnetwork.com YouTube.com

Course Overview

This course provides advanced experiences in food production, management, and service. Topics include food service operations, advanced food production, and professionalism. Students will have the ability to comprehend course materials and skills to conduct appropriate labs related to Culinary Arts. Students will be responsible for classroom presentations, labs, and overall participation. The required school-based laboratory for the Culinary Arts and Hospitality program is a food service kitchen with a food serving and dining area. School-based laboratory experiences are essential for students to develop skills in food service. Students are highly encouraged to participate in Family, Career and Community Leaders of America (FCCLA), which provides students with co-curricular opportunities to demonstrate skill mastery through competitions and catering events. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

Please attach a copy of all standards that apply to this course.

Board Approval Date: 12/15/20

Hospitality, Tourism and Recreation Standards

Career Ready Practice Standards

Standards for Career Ready Practice describe the fundamental knowledge and skills that a career ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource to CTE and academic teachers designing curricula and lessons in order to teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. **Apply appropriate technical skills and academic knowledge.**
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

2. **Communicate clearly, effectively, and with reason.**
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.**
   Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.**
   Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them.**
   Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.**
   Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.**
   Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.**
   Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.**
   Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.**
    Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.**
    Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, social, and economic impacts of decisions.**
    Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

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.
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.
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 (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 FCCLA) 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 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 (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.

Food Service and Hospitality Pathway Standards

The Food Service and Hospitality pathway focuses on the key aspects of the industry. Students pursuing this career pathway have in-depth, hands-on experiences that emphasize industry awareness; sanitation and safe food handling; food and beverage production; nutrition; food service management; and customer service. Sample occupations associated with this pathway:

- Food Expeditor
- Restaurant Manager
- Banquet and Catering Director
- Research Chef
- Executive Chef

B1.0 Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies.

B1.1 Define and compare core elements of the food service and hospitality industry from various supporting industries.
B1.2 Understand how the various segments of the industry contribute to, and impact, local, state, national, and international economies, cultures, and the environment.
B1.3 Explain the relationship between industry trends and local, state, national, and international economic trends.
B1.4 Research the advantages and disadvantages of the working conditions of various careers in the food service and hospitality industry.

B2.0 Demonstrate the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments.

B2.1 Identify the causes, prevention, and treatment of common accidents and the reporting procedures involved.
B2.2 Practice the basic procedures for the safety of employees and guests, including the procedures for emergency situations.
B2.3 Understand the role of the California Occupational Safety and Health Administration, the Environmental Protection Agency, and other agencies in regulating practices in the food service and hospitality industry.
B2.4 Understand the source and purpose of information in the Material Safety Data Sheets (MSDS) and know the proper use of personal protective equipment (PPE).

B3.0 Interpret the basic principles of sanitation and safe food handling.

B3.1 Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.
B3.2 Understand basic local, state, and federal sanitation regulations as they pertain to food production and service.
B3.3 Explain the types of food contamination, the potential causes, including cross-contamination, and methods of prevention.

B3.4 Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
B3.5 Understand the essential principles of Hazard Analysis Critical Control Points, including the use of flowcharts.
B3.6 Understand the purpose and process of required industry certification (e.g., ServSafe, California Food Handlers Card).

B4.0 Analyze the basics of food service and hospitality management.

B4.1 Understand the responsibilities of management, such as ensuring safe work practices and conditions and complying with important laws and regulations that affect employment, such as wage and hour laws, tenant status, and accommodation of minors.
B4.2 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.
B4.3 Interpret the differences in goals and organizational management of various food service businesses.
B4.4 Understand the relationship of effective management and business procedures to important outcomes, such as profitability, productivity, workplace atmosphere, consumer and guest satisfaction, and business growth.
B4.5 Design and interpret business plans including: the mission, vision, target market, location, financing, and the community and ecological context of the business.

B5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies.

B5.1 Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventive maintenance and the use of nontoxic and less toxic materials.
B5.2 Recognize the types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous environmental and physical properties of chemicals and the use of Material Safety Data Sheets (MSDS).
B5.3 Practice the procedures for maintaining inventories: ordering food, equipment, and supplies; and storing and restocking supplies.
B5.4 Understand the relationship between facilities management and profit and loss, including the costs of resource consumption, breakage, theft, supplies use, and decisions for repairs or replacement.
B5.5 Understand how various departments in a food service facility contribute to the economic success of a business.
B5.6 Prioritize tasks and plan work schedules based on budget and personnel.

B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.

B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.
B6.2 Apply the principle of mise en place, including the placement and order of use of ingredients, equipment, tools, and supplies.
B6.3 Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.
B6.4 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.
B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.
B6.6 Design plating techniques, including accurate portioning and aesthetic presentation skills.
B6.7 Develop a food preparation plan using forecasting and cross-utilization of products to maximize profit and eliminate waste.

B7.0 Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens.

- B7.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing, serving, and storing baked goods, pastries, and desserts.
- B7.2 Apply the principle of mise en place, including the placement and order of use of the ingredients, equipment, tools, and supplies unique to baking and pastry production.
- B7.3 Produce baked goods, pastries, and desserts by using the correct terminology, food safety, techniques, procedures, and various finishing techniques.
- B7.4 Evaluate the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts.
- B7.5 Understand packaging and merchandising techniques to feature seasonal and standard bakery products.
- B7.6 Develop a plan using forecasting and cross-utilization of products to maximize profit and eliminate waste.

B8.0 Apply the knowledge and skills essential for effective customer service.

- B8.1 Analyze the importance of customer service to the success of the food service establishment.
- B8.2 Demonstrate the concept of exceptional customer service and know ways of anticipating the needs and desires of customers to exceed their expectations.
- B8.3 Recognize common customer complaints and the service solutions for preventing or resolving complaints.
- B8.4 Understand the roles of management and employees in effectively meeting the needs of culturally, generationally diverse, special needs customers.
- B8.5 Interact with customers in a positive, responsive, and professional manner.

B9.0 Apply the basic procedures and skills needed for food and beverage service.

- B9.1 Differentiate the required duties of various positions, including those of the host/hostess, wait staff, bus person, and others related to opening, closing, change-of-shift, and preparatory work.
- B9.2 Apply the concept of mise en place in relation to food and beverage service.
- B9.3 Practice safe, efficient, and proper procedures for setting, serving, maintaining, and busing tables.
- B9.4 Practice proper techniques for customer service, including greeting, seating, presenting and explaining menu items, and taking customer orders.
- B9.5 Integrate appropriate, effective, and efficient techniques for writing food and beverage orders, relaying orders to the kitchen, coordinating and assembling food orders, and preparing and presenting checks to customers.
- B9.6 Apply procedures for handling cash transactions, converting currency, and identifying counterfeit currency.
- B9.7 Apply the procedures for handling noncash transactions including: credit cards, debit cards, ATM cards, money orders, personal checks, coupons, discounts, and online transactions.
- B9.8 Conduct all financial transactions in an accurate, professional, and ethical manner, including gratuities.
- B9.9 Produce a product that identifies and explains the impact of theft on the food service and hospitality industry.

B10.0 Demonstrate and apply basic nutritional concepts in meal planning and food preparation.

- B10.1 Apply basic nutritional principles and know how to use food preparation techniques that conserve nutrients.
- B10.2 Interpret nutritional or ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals.
- B10.3 Create nutritious, creative, and profitable menus in accord with availability and demand.

B11.0 Demonstrate an understanding of the basic processes of costing and cost analysis in food and beverage production and service.

- B11.1 Understand the customer's perception of value and its relationship to profit and loss.
- B11.2 Understand the components of a profit and loss statement emphasizing food and labor costs.
- B11.3 Utilize the practices of reduce, reuse, and recycle to maximize profits.
- B11.4 Understand the importance and structure of standardized systems, such as the Uniform System of Accounts for Restaurants.
- B11.5 Evaluate the importance of the menu as the primary source of revenue generation and cost control.
- B11.6 Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost.

B12.0 Describe the fundamentals of successful sales and marketing methods.

- B12.1 Recognize methods to develop and maintain long-term customer relations.
- B12.2 Identify the major market segments of the industry and understand how marketing principles and procedures can be applied to target audiences.
- B12.3 Understand basic marketing principles for maximizing revenue based on supply and demand and competition.
- B12.4 Understand the value of advertising, public relations, social networking, and community involvement.
- B12.5 Research the various types of entrepreneurial opportunities in the food service industry.
- B12.6 Design marketing strategies, including branding, benchmarking, and promotional selling and upgrading and their effect on profits.