



2023-2024

Culinary Arts 1

COURSE OUTLINE - UC

DESCRIPTION:

Culinary Arts 1 is the introductory course in the Food Service and Hospitality pathway. It is designed to provide students practical experience in cooking techniques and applied understanding of basic principles of nutrition, food storage, safe food handling, sanitation, recipe costing, customer service, etiquette, cultures, kitchen safety and correct use of kitchen equipment in the restaurant and at home. In addition to preparing and planning meals, students will develop the ability to research, collect data, analyze information, report findings and evaluate food products as well as build leadership, communication and problem-solving skills as they work independently and in cooperative groups. Students will have the opportunity to take the California Food Handlers exam while gaining a foundational understanding of careers and professionalism related to the Hospitality, Tourism, and Recreational Industry. Activities in this course include hands-on experience and work-based learning that connects students to industry and the local community.

INFORMATION:

PRE-REQUISITE:	None
LENGTH:	One Year
SECTOR:	Hospitality, Tourism, and Recreation
PATHWAY:	Food Service and Hospitality
ARTICULATED:	No
UC A-G APPROVAL:	Yes: College-Preparatory Elective (G) / Interdisciplinary

O*NET SOC CODES:

11-9051.00	Food Service Managers
35-1011.00	Chefs and Head Cooks
35-1012.00	First-Line Supervisors of Food Preparation and Serving Workers
35-2012.00	Cooks, Institution and Cafeteria
35-2013.00	Cooks, Private Household
35-3021.00	Combined Food Preparation and Serving Workers

Culinary Arts 1: Includes updates from 2022/23 Advisory meeting.

Orientation
<ul style="list-style-type: none">A. Introduce the course and facilities.B. Discuss the syllabus and major objectives.C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines.D. Review instructor/student expectations.E. Explain enrollment and attendance requirements and procedures.F. Review grading and student evaluation procedures.G. Discuss the community classroom aspect of the program if applicable.H. Discuss the “next steps” related to additional education, training, and employment.I. Review classroom safety, emergency and disaster procedures.
1. Communication Skills
<ul style="list-style-type: none">A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.B. Read and interpret written information and directions.C. Practice various forms of written communication appropriate to the occupation.D. Practice positive body language skills.E. Practice professional verbal skills for resolving a conflict.F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.
2. Interpersonal Skills
<ul style="list-style-type: none">A. Demonstrate positive teamwork skills by contributing to a group effort.B. Practice the importance of diversity awareness and sensitivity in the workplace.C. Define sexual harassment in the workplace and identify the employee’s role and responsibility.D. Practice participation skills.E. Identify different personality types and strategies for working effectively with each type.F. Practice business and social etiquette skills appropriate to the occupation.G. Discuss the role of business and personal ethics in the decision-making process.H. Evaluate various job-related scenarios and justify decisions based on ethics.I. Demonstrate flexibility and adaptability in working with others.J. Demonstrate the use of time management skills.
3. Employability Skills
<ul style="list-style-type: none">A. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite if applicable.

- B. Prepare a resume, cover letter, and job application forms.
- C. Demonstrate interviewing techniques using appropriate tone and body language.
- D. Demonstrate appropriate dress and grooming standards in seeking employment and for the workplace.
- E. Identify strategies for employment retention.
- F. Analyze the impact of social networking on employability.
- G. Identify the need for continuing education, professional development, and professional growth in chosen field.
- H. Identify appropriate procedures for leaving a job.
- I. Identify sources of job information, including electronic sources.
- J. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

4. Leadership

- A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- B. Work with peers to promote divergent and creative perspectives.
- C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- E. Employ ethical behaviors and actions that positively influence others.
- F. Use a variety of means to positively impact the direction and actions of a team or organization.
- G. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

5. Personal and Occupational Safety

- A. Demonstrate procedures to be followed in the case of emergencies.
- B. Discuss ways to report a potential safety hazard to an administrator.
- C. Identify and discuss cyber ethics, cyber safety, and cyber security.
- D. Apply personal safety practices to and from the job.
- E. Describe the procedure for reporting a work-related hazard or injury.
- F. Recognize the effects of substance abuse in the workplace.
- G. Recognize good housekeeping as a safety issue.
- H. Identify safety hazards commonly found in the workplace.
- I. Define and discuss ergonomics in relationship to the working environment.
- J. Discuss the electrical hazards of working with electronic equipment.
- K. Describe Universal Precautions for dealing with infectious hazards.

6. Introduction to Culinary Arts & Customer Service

- A. Develop an understanding of various segments in the culinary industry.
- B. Differentiate the travel and tourism industry from the restaurant food service industry.
- C. Explain the link between the culinary industry and the American economy, including the impact of the 2020 pandemic.
- D. Describe how customer service impacts operation and guest experience within the food service industry.
- E. Demonstrate effective customer service to make a strong positive impression and anticipate customer needs.
- F. Practice customer service for making reservations, suggestive selling, processing payment and resolving complaints.
- G. Research and identify career options related to food and nutrition within the Hospitality, Tourism and Recreation industry and include education, training, income, personal traits, and skills for advancement.

7. Food Safety and Sanitation

- A. Identify organisms that cause food spoilage, contamination and conditions for growth.
- B. Identify common food borne illnesses and translate the information into a chart.
- C. Demonstrate sanitary practices before, during and after food preparation and service to prevent contamination and cross-contamination.
- D. Identify proper use of chemicals, chemical dilution and demonstrate its application for sanitary practice.
- E. Apply proper techniques for storage and preparation of food.
- F. Name the federal agencies responsible for regulating food safety and nutrition, and their effectiveness.
- G. Differentiate between the three most common types of contaminants.
- H. Explain Flow of Food and identify HACCP in the Flow of Food.
- I. Describe responsibilities of a safe food handler and pass a food safety and sanitation test.
- J. Employ behaviors and steps necessary for ensuring safe and sanitary working conditions.
- K. Demonstrate proper handwashing and warewashing techniques.
- L. Practice using a lab report form for safety and sanitation assessment.

8. Nutrition & Health

- A. Define nutrients and nutrient density.
- B. Describe the relationship between food and the nutrients in the body including macro and micro nutrients.
- C. Evaluate diet based on personal information (age, gender, height, weight, and activity level) and draw conclusions for nutritional needs using the USDA ChooseMyPlate.gov website.
- D. Plan healthy food choices/meals for self and others to meet the RDA.
- E. Identify the major nutrients and explain their functions and sources.
- F. Compare and contrast food related illnesses (anorexia, bulimia, obesity, and malnutrition).
- G. Describe a variety of diets, lifestyle, food trends and their effect on the overall health of the individual.

9. Facilities and Equipment

- A. Procure ingredients and equipment using critical thinking skills.
- B. Identify types, uses, care, maintenance and storage for kitchen tools and equipment.
- C. Demonstrate proper tools and equipment use through daily labs.
- D. Examine and record on lab report forms for peer and teacher observation and self-assessment.
- E. Analyze and critique kitchen layouts based on workflow scenarios.
- F. Describe possible hazards and safety procedures during use of facilities and kitchen equipment.
- G. Practice correct knife selection, holding and cutting, care and storage.
- H. Demonstrate knife and kitchen safety throughout the year.

10. Math and Science of Food Preparation

- A. Plan and prepare foods that utilize time, energy, conservation and management techniques.
- B. Identify and use appropriate scientific techniques and tools for measurements.
- C. Describe basic math calculations and conversions using numbers, fractions, arithmetic and algebra skills.
- D. Follow precisely a complex multi-step procedure for constructing recipes to ensure a consistent and standard outcome.
- E. Convert volume and weight measurements to modify culinary formulas and to increase/decrease recipe yields.
- F. Demonstrate recipe conversion, measurements, and costing based on ingredients yields and market price for a standard recipe.
- G. Describe the properties and functions of ingredients used to prepare food products.
- H. Demonstrate scientific techniques to preserve nutrients, enhance food flavor and appearance.
- I. Describe physical and chemical processes that occur during food production.
- J. Apply scientific method for food preparation (observe, draw a hypothesis, perform labs, and report findings).

11. Cooking Techniques

- A. Identify ways to manage time, energy, and resources when planning and preparing meals.
- B. Describe mise en place in the kitchen.
- C. Explain seasoning and its purpose in cooking.
- D. Practice advanced knife skills and learn decorative cuts and garnishing techniques.
- E. Practice basic elements for plating dishes.
- F. Explain how to identify, purchase, prepare and store vegetables and fruits.
- G. Identify types of potatoes, grains, legumes, and pastas.
- H. Describe combination cooking methods including dry-heat (sauté, griddle, pan fry, deep fry, baking, roasting and grilling) and moist-heat cooking methods (poaching, simmering, boiling, and steaming), as applied to vegetables and proteins.
- I. Apply appropriate cooking methods to produce a variety of products using potatoes, grains, pastas, eggs, and vegetables.

12. Yeast Dough

- A. Identify and apply ingredients to activate yeast.

- B. Apply yeast as a leavening agent in baked goods.
- C. Differentiate chemical, physical and biological leavening agents.
- D. Follow recipe instructions to make dough and list the best environment for dough to rise.
- E. Convert volume and mass measurements.
- F. Employ mixing methods to produce the appropriate baked product.

13. Stocks, Sauces and Soups

- A. Describe the four essential parts of stocks.
- B. Identify and prepare various types of stocks.
- C. Describe the five mother/grand sauces, derivative of each sauce and their common uses.
- D. Demonstrate the use of thickeners, seasonings, and garnishes that enhance stocks, sauces, and soups.
- E. Explain other sauces not classified as mother/grand sauce including salsa.
- F. Demonstrate how to match sauces to foods considering the main ingredient of the dish and complementary flavors.
- G. Identify basic types of soups and apply essential techniques for preparing soups.

14. Food, Cultures & Etiquette

- A. Introduce culinary principles and techniques from various regions of the US.
- B. Explain how immigration patterns caused ethnic cuisines to appear throughout the US.
- C. Practice etiquette as it relates to work, social life and family.
- D. Examine the role of etiquette in cultural and societal norms.
- E. Demonstrate various forms of table setting and meal service as applied to a variety of menus.
- F. Examine the historical, geographical, cultural, political and economic impacts of food around the world.
- G. Prepare and evaluate a variety of international menu items and regional US menu items
- H. Examine the influences of Asia, Europe and Latin American on American food culture.

15. Career Development

- A. Evaluate career options of interest to students.
- B. Describe employability skills and professionalism for selected profession.
- C. Demonstrate effective communication skills.
- D. Describe the expectations of employers, job related responsibilities, positive work habits, work ethics, and ethical behavior.
- E. Evaluate dress, grooming, and personal hygiene appropriate for various job situations.
- F. Analyze skills needed to work effectively and efficiently as a supervisor or employee.
- G. Describe and practice behaviors and attitudes that contribute to success in job retention and promotion.
- H. Demonstrate characteristics of teamwork, leadership, and citizenship by working independently in cooperative groups.

16. Portfolio

- A. Create a professional digital portfolio reflecting employability skills in the relevant industry to include an “About Me” page.
- B. Collect original works and documents that demonstrate technical skills and knowledge in the industry.
- C. Demonstrate knowledge of competencies by accompanying each selected document or work with a journal entry or summary.
- D. Write a brief resume and cover letter to be included in portfolio.
- E. Develop interviewing techniques using portfolio materials.
- F. Display portfolio materials for critique by a professional panel (industry partners and classmates).
- G. Gather feedback and update portfolio.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., effective communication, leadership, skills demonstrations, resumes, applications, portfolios, personal websites, interviews, etc.).	1A, B, D 3B, C, D, I, J 4A 15A-H 16	2 3 10	2 3		LS 11-12.6 SLS 11-12.2
2. Career exploration: Various guest speakers will be invited to speak about the different careers in the industry. Students will conduct research on careers of interest in the Hospitality, Tourism and Recreation Industry to write a 3-page paper and make a 5-minute oral presentation using multimedia. Findings will include education requirements, responsibilities, work environment, income, labor projections, future changes and ways in which employees may have to adapt to changes in the workplace. Presentation will be included in student portfolio.	1A-D 3G, I, J 6A-D, G	1 2 3 4 7 11 12	2 3 4 7	A1 A9 B1	LS 11-12.1-3 RSIT 11-12.7 SLS 11-12.2 WS 11-12.4
3. Students will role-play restaurant worker and customer based on a unique scenario from the teacher. The class and teacher will use a rubric to evaluate conversation for positivity and responsiveness to customer needs.	1A,D,E,F 2A,B,D-J 6D-F	2 5 7 9	2 5 7 9	B8 B12	LS 11-12.1 LS 11-12.3 LS 11-12.6 SLS 11-12.2 WS 11-12.4
4. Students will pass a food safety and sanitation test based on Universal Food Code and Safety before handling food (a competency certificate will be placed in the student's portfolio) as well as obtain a county-approved Food Handlers Permit. Students will be evaluated on safety sanitation techniques throughout the course.	1B,C 5D 7A-K	1 2 5 6 7	2 5 6 10	A3 B2 B3 B6	LS 11-12.1-3 RSIT 11-12.7 SLS 11-12.2 WS 11-12.4

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
5. Students will research, and write a 3-page informative text on a current or recent foodborne outbreak and give a 5-minute presentation using a multimedia software. Presentation must include the place of outbreak, the type of organism (include a picture of the organism), its origins, signs and symptoms, onset, duration, prevention and treatment of the condition.	1A-D 5D,K 7A-D,F,J,K	1 2 4 6 11 12	2 4 6 8 9 10	A1 A3 B2 B3 B4 B6	LS 11-12.2 LS 11-12.3 RLST 11-12.7 SLS 11-12.2 WS 11-12.7
6. Students will evaluate diet scenarios and suggest modifications to make it healthier, based on personal information, nutrients, and RDA.	1B,C 8A-D	2 4 5 6 12	2 4 5 6 10	A1 A4 A5 B2 B3 B6 B10	LS 11-12.2 LS 11-12.3 RLST 11-12.7 SLS 11-12.2 WS 11-12.7
7. Students will research and create an informational brochure on a topic of interest relating to food trends, diets, or lifestyles (such as keto, gluten-free, vegan, vegetarian, pescatarians, etc.) and give a 5-minute presentation of their findings using a multimedia platform. Students will share the brochure with the student council.	1A-D 5D,G 8A,B,E-G	1 2 4 5 6 11 12	2 4 5 6 10	A1 A4 A5 B2 B3 B6 B10	LS 11-12.2 LS 11-12.3 RLST 11-12.7 SLS 11-12.2 WS 11-12.7
8. In groups, students will create a Kitchen Equipment User's Guide for the use, care, maintenance and storage of preselected pieces of kitchen tools and equipment, including knives. Students will present the user's guide in class. Students will pass a culminating exam on equipment/tool use, care, and storage.	1B,C 2A,D,I,J 4A-G 5A,B,E,H,J,K 9A-H	1 2 4 5-7 9 12	2 4 5 6 7 9	B1 B2 B5 B6	LS11-12. -12.4, 12.6 RSIT11-12.2-12.4, 7 RLST11-12.7 WS11-12.1-12.7,12.10

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
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<p>9. In pairs, students will create a tasty lunch or dinner entrée for two people at a specified budget. A menu including recipes, nutritional analysis, food cost analysis based on the budget (keeping in mind recipe costing and conversion factor) along with the table display is required. Students will prepare the meal and present the findings (including the chemical changes in the food) in a one-page report. Photographs of the demonstration, the report, a lab plan sheet, market order, equipment/supply list, and time management schedule will be included in the final student portfolio.</p>	<p>1B,C 2A,D,I,J 4A-G 5K 7-9, 11 10A-J</p>	<p>1 2 4-7 9-12</p>	<p>2 4 5 6 7 8 9 10</p>	<p>A1-5 B4 B5 B10 B11 B12</p>	<p>LS 11-12.3 LS 11-12.5 RSIT 11-12.7 RLST 11-12.7 SLS 11-12.1 WS 11-12.7 SEP 4-8</p>
<p>10. Mystery Basket Activity: Teams of students will be given a number of mystery baskets with different proteins, vegetables, legumes, and seasonings to create a unique product in a specified number of minutes. Students will decide the type of dish to create, the best way to achieve the desired dish using a minimum of two (2) different knife cuts and various cooking methods. Student teams will be judged by the class and the teacher based on team work, sanitation, taste, plating of dishes, and creativity. Students will write a one-page reflection paper, including how well the group managed their time, energy, resources and its effect on their finished product. Students will include photographs of the dish and the findings/reflection paper in their portfolio.</p>	<p>1B,C 2A,D,I,J 4A-G 5K 7-9 11A-J</p>	<p>1 2 4-7 9-12</p>	<p>2 4 5 6 7 8 9 10</p>	<p>A1-4 A9 B2-6</p>	<p>LS 11-12.2 LS 11-12.3 RLST 11-12.7 SLS 11-12.2 WS 11-12.7 SEP 4-8</p>
<p>11. Students will add sugar and warm water to yeast in a zipped plastic bag and watch the activating process. Students will make an educated guess what the outcome will be. In a lab report, students will write down observation as the yeast begins to work</p>	<p>1B,C 2A,D,I,J 4A-G 7-9</p>	<p>1 2 5-11</p>	<p>2 5 6 7</p>	<p>A1-4 B2-11</p>	<p>LS 11-12.2 LS 11-12.3 RLST 11-12.7 SLS 11-12.2</p>

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
<p>and findings that explain the data they collected and how it relates to baking yeast dough. Using this knowledge, team of students will gain experience by preparing pizza and soft pretzel dough.</p>	<p>5K 12A-F</p>		<p>8 10</p>		<p>WS 11-12.7 SEP 4-8</p>
<p>12. Research and prepare sauces: Students will conduct research to compare and contrast the components, origins, and derivatives of two mother/grand sauces including their ingredients, thickening agents, and their common uses. Students will present their findings.</p> <p>Using cooking techniques identified in their research, team of students will prepare two mother/grand sauces including a thickener for basic starter and secondary sauces. Students will write two dishes that match each sauce on a flash card and place it next to their soup.</p>	<p>1A-D 2A,D,I,J 4A-G 5K 7-9, 11 14A-F</p>	<p>1 2 4 - 12</p>	<p>2 4 5 6 7 8 9 10</p>	<p>A1-4 A9 B2-6</p>	<p>LS 11-12.1-12.4 LS 11-12.6. RLST 11-12.7, 9, 10 SLS 11-12.2 WS11-12.1-12.7,12.10 SEP 4, SEP 7</p>
<p>13. In groups students will research and select recipes to prepare a clear soup and thick soup, using stock and thickener made in class. Students will cost out their soups and calculate a cost per serving.</p>	<p>1B,C 2A,D,I,J 4A-G 5K 7-9, 11 13B,D,G</p>	<p>1 2 4-11</p>	<p>2 4 5 6 7 8 9 10</p>	<p>A1-4 B2-B6 B11</p>	<p>LS 11-12.1-12.4 LS 11-12.6. RLST 11-12.7, 9, 10 SLS 11-12.2 WS11-12.1-12.7,12.10 SEP 4, SEP 7</p>

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
<p>14. Students will watch an episode of The Great Food Truck Race or any other culinary show to observe culturally diverse cuisines. In groups, students will be assigned an international region (in Asia, Europe and Latin America). Students will research the region's history, geography, cultural and economic influences on the US and identify one food dish from the assigned region which is popular in a specific part of the US, then prepare the food, and describe how the food is made using visual aids, pictures or models. Student teams will display their food with description and research side-by-side. Students will take part in a gallery walk to examine each team's presentation, taking notes and asking questions as they move around the room.</p>	<p>1A-D 2A,B,D-F, I,J 4B-F 7-9, 11 14A,B,F-I</p>	<p>1 2 4-12</p>	<p>2 4 5 6 7 8 9 10</p>	<p>A1-4 B1 B6-10</p>	<p>LS 11-12.3 LS 11-12.6 RLST 11-12.7 SLS 11-12.2 WS 11-12.7</p>

Standards Assessed in this Program

Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

Anchor Standards

2.0 Communications

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

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 sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

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 sector workplace environment.

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 sector workplace environment and community settings.

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.

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.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

Food Science, Dietetics, and Nutrition Pathway

A1.0 Demonstrate an understanding of key aspects of the food science, dietetics, and nutrition industry and the role of the industry in the local, state, national, and global economies.

A3.0 Demonstrate the application of primary standards and regulations for safe food handling and sanitation practices.

A4.0 Recognize the relationship basic nutritional principles and concepts to the physical and emotional well-being of individuals.

A5.0 Demonstrate an understanding of the correlation of food and fitness to wellness.

A9.0 Demonstrate an understanding of the basic principles of research and development, food analysis, and sensory evaluation in the field of food science and technology.

Food Service and Hospitality Pathway

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

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

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

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

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

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

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

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

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

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

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

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

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

LS 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LS 11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LS 11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LS 11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading Standards for Literacy in Science and Technical Subjects

RLST 11-12.9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Speaking and Listening Standards

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLS 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SLS 11-12.1d: Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

WHSST 11-12.1: Write arguments focused on discipline-specific content.

Writing Standards

WS 11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study or analogy).
- d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

WS 11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings, graphics (e.g., figures, tables, and multimedia when useful to aiding comprehension).
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topics.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from the supports the information or explanation presented (e.g., articulating implications or the significance of the topics).

WS 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WS 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

WS 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.