

El Monte Union High School District

Course Outline

11/3/2006

High School District
(Currently offered at RHS)

Title: Foundations of Professional Cooking

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* ___ Bilingual* ___

AP** _____ Honors** _____

Department: Family & Consumer Science/ Restaurant Management Academy

Grade Level (s): 9

Semester X Year _____

Year of State Framework Adoption 2005

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science

Department/Cluster Approval

Date

*Instructional materials appropriate for English language learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s): Application & Interview leading to admission to the Restaurant Management Academy, Introduction to Restaurant Management Academy at Rosemead High School, an Organic Approach
2. Short description of course which may also be used in the registration manual:
This first course in the RMA Culinary Arts series introduces the students to the food service industry with its far ranging career opportunities. Students will be exposed to skills needed in all levels of the industry, from customer service to upper levels of management.
3. Describe how this course integrates the schools ESLRS (Expected School-wide Learning Results):
 - **ACADEMIC ACHIEVERS:** RMA students use all areas of academic skills as they read, write, speak, listen, compute, and deploy these skills to complete their assigned research, projects, and labs. They

develop skills that can be a source of continued learning and satisfaction throughout their lives, personal and professional, as well as the foundation for careers in the restaurant management industry.

- **PROFICIENT TECHNOLOGY USERS:** RMA students use computer-based technologies to research and produce course projects. Professional restaurant equipment is used as much as possible, giving students maximum opportunities to experience the advanced technologies encountered in professional food service settings.
- **COMPLEX THINKERS:** RMA students must use their skills to analyze and solve problems encountered in new situations, new recipes, or management problems. This course will specifically address selected complex industry situations.
- **EFFECTIVE COMMUNICATORS:** Working in groups much of the time creates conditions where excellent communication skills are essential. Students work regularly in collaborative groups to produce quality projects within the class period. Positive ways to communicate with customers, co-workers, supervisors and subordinates are stressed.
- **RESPONSIBLE CITIZENS:** RMA students follow exacting sanitation and safety regulations. They are personally responsible for preserving the health of those with whom they work as well as those they serve.
- **HEALTHY INDIVIDUALS:** Students develop an enhanced awareness of healthy practices, including sanitation and safety in the work place, use nutrition knowledge to create menus with healthy choices, and beware of the hazards in a food producing and serving business. Students come to understand that engaging in high-risk activities can affect health, and may render the student unable to continue in a culinary career; this gives some students sufficient motivation to avoid those practices.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:

The teacher is sensitive to the various cultural and language needs of the students. The teacher uses a variety of teaching techniques including demonstrations, audio/visual resources, collaborative learning groups, games, labs, computer based learning methods, and other visual and manipulative teaching tools.

5. Describe the interdepartmental articulation process for this course:

Articulation within the RMA faculty occurs on a regular basis during a common planning period. Core academic, elective, and physical education teachers plan curriculum and enrichment, look at student work, match students with appropriate supports, collaborate with industry partners, and evaluate program success. There has been significant collaboration as we prepared to integrate the RMA themes into core and physical education classes, as well as infuse business and culinary courses with core learning where appropriate.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

The RMA theme will be integrated across core subjects for all academy students. Special attention has been given to developing new illustrative examples, new problem sets and assignments, new test questions and essay topics that tie together and reinforce student learning. Students will develop academic skills in reading, writing, and computation while demonstrating pre-professional skills in their chosen career path. This course begins the job skills development which will produce graduating students who not only are ready to enter college, but also can help finance their education with upwardly mobile positions in the food service industry.

7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

Textbook: Culinary Essentials, Glencoe, 2002

Becoming a Restaurant and Foodservice Professional

Pro Start Year One, National Restaurant Association Educational Foundation, 2004

Restaurant News, Monthly

B. Supplemental Materials and Resources:

Magazines, journals, videos, DVDs, charts, games, guest speakers, field trips

“Restaurant News”

C. Tools, Equipment Technology, Manipulatives, Audio-visual:

Video & DVD projection equipment, overhead projector, computer software, accessible computer lab, calculators, restaurant appliances, restaurant equipment

8.

- Objectives of Course
- Unit detail including projects and activities including duration of units (pacing plan)
- Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)
- Student performance standards
- Evaluation/assessment/rubrics
- Include minimal attainment for student to pass course

Unit 1. Food Services Industry Awareness (4 weeks)

A. The students will identify the food service industry segments and explore the functions and roles of various industries.

B.

- Breadth of the industry
- Components of successful food service organization
- Role of the industry in state, local, national, and international economies
- Career opportunities
- Career vs. job
- The impact of using locally grown organic produce

C. B1.1, B1.2, B1.3, B1.4

D.

- Complete class work
- Notebook
- Quizzes
- Industry segment group project and presentation
- Career research project and presentation

E. Minimum score of 60%

Unit 2. Professional Standards/Dignity of Work (3 weeks)

A. Students will learn about ethics in the workplace and the importance of a professional image and behavior. They will also learn about the dignity of work and the importance of all jobs to the success of a food service establishment.

B.

- Ethics
- Professional behavior/image
- Standards and image competency

C. B1.1, B1.2, B1.3, B1.4

D.

- Complete class work
- Notebook
- Quizzes
- Professional behavior/image/ethics group research and skit presentation

E. Minimum score of 60%

Unit 3. Workforce and Organizational Management (2 weeks)

A. Students will learn strategies that will assist them in understanding collaborative workforce management strategies, such as shared responsibilities, negotiations, planning, budgeting, and decision making.

B.

- Outcomes of Effective Management
- Workforce Management Strategies
- Appropriate Business Procedures
- Use of Technology in the Industry Segments

C. B4.1, B4.2, B4.3, B4.4, B4.5

D.

- Complete class work
- Notebook
- Quizzes
- Business Plan group project
- Business Plan implementation competition

E. Minimum score of 60%

Unit 4. Safety Regulations and Emergency Procedures (2 weeks)

A. The student will learn procedures for maintaining a safe worksite. They will learn safety elements reviewed during inspections by the County Health Department as well as OSHA.

B.

- Maintaining safe work habits
- Security procedures
- Emergency procedures

C. B2.1, B2.2, B2.3, B2.4.

D.

- Complete class work
- Notebook
- Quizzes
- Mock inspection

E. Minimum score of 60%

Unit 5. Industry Laws and Regulations (2weeks)

A. Students will study the various laws and regulatory agencies that impact the food service workplace such as OSHA, ADA, FDA, and EHD

B.

- Identification of laws, regulations, and agencies
- Complying with laws and regulations
- Enforcement by regulatory agencies

C. B3.1

D.

- Complete class work
- Notebook
- Quizzes
- Participate in labs
- Regulatory Problem Case Study and presentation

E. Minimum score of 60%

Unit 6. Sanitation and Food Handling (3 weeks)

A. Students will learn ways to prevent food-borne illnesses including excellent hygiene, maintaining sanitary conditions, and practicing safe food handling.

B.

- Maintaining Sanitary Conditions
- Safe Food Handling
- Mock ServSafe Certification Course

C. B3.1, B3.2, B3.3, B3.4, B3.5, B3.6

D.

- Complete class work
- Notebook
- Quizzes
- Participate in labs
- Mock ServSafe Certification Test

E. Minimum score of 60%

Unit 7. Food and Beverage Production (ongoing throughout the course)

A. Students will know the competencies needed to prepare a variety of foods in a safe and appropriate manner for commercial or institutional kitchens.

B.

- Food and bakery ingredients
- Food preparation
- Food service retail skills

C. B6.1, B6.2, B6.3, B6.4, B6.5, B6.6

D.

- Complete class work
- Notebook
- Quizzes
- Participate in labs
- Restaurant style food preparation projects

E. Minimum score of 60%