

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

MYP CULINARY ARTS

Board Approved: January 2018

Proposed Grade Level(s): 6-8

Grading: A-F

Course Length: One Year

Subject Area: IB MYP Arts/Elective

Credits: N/A

CTE Sector/Pathway: Hospitality, Tourism and Recreation/Food Service and Hospitality

Prerequisite(s): N/A

Articulation Units: N/A

Intent to Pursue 'A-G' College Prep Status: No

A-G Course Identifier: N/A

COURSE DESCRIPTION:

Culinary Arts is a visual arts course within the framework of the International Baccalaureate (IB) Middle Years Programme (MYP). This year-long course provides students with an advanced opportunity to experience and learn about food safety, sanitation, fundamentals of cooking and food presentation. "The arts [within the IB MYP] are a universal form of human expression and a unique way of knowing that engage us in effective, imaginative and productive activities. Learning through the arts helps us to explore, shape and communicate our sense of identity and individuality. A focus on the individual enhances our self-confidence, resilience and adaptability. It encourages our sense of belonging and community through the recognition of identities. During adolescence, the arts provide an opportunity for age-appropriate and holistic development of the social, emotional, intellectual and personal intelligences of the student." Culinary Arts uses the MYP arts aims and objectives within the context of the curriculum.

GENERAL GOALS:

Goals/IB MYP Aims:

- Create and present culinary arts
- Develop skills specific to culinary arts
- Engage in a process of creative exploration and self-discovery
- Make purposeful connections between investigation and practice
- Respond to and reflect on culinary arts
- Deepen their understanding of the world.

COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12):

Key Ideas & Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and

figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
5. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas

6. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
7. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
8. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

9. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):

Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production & Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12):

Comprehension & Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CTE STANDARDS FOR CAREER READY PRACTICE:

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.

CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS:

- 1.0 Academics: Students will analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.
- 2.0 Communications: Students will 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.
- 3.0 Career Planning and Management: Students will integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 4.0 Technology: Students will 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.
- 5.0 Problem Solving and Critical Thinking: Students will 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 sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

- 6.0 Health and Safety: Students 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.
- 7.0 Responsibility and Flexibility: Students will 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.
- 8.0 Ethics and Legal responsibilities: Students will 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: Students will 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 FCCLA career technical student organizations.
- 10.0 Technical Knowledge and Skills: Students will 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.
- 11.0 Demonstration and Application: Students 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.

DETAILED UNITS OF INSTRUCTION:

Unit #1

Title: Safety and Sanitation

Global Context: Identities and Relationships

Inquiry Questions: Why is it important for food handlers to have ServSafe? What are the 12 worst pathogens that cause foodborne illness?

Content: Students will learn ServSafe training, and learn to identify the factors that contribute to biological and chemical contamination.

Unit #2

Title: Farm to Table

Global Context: Communication and Collaboration

Inquiry Questions: How does gardening affect eating habits? What cultural differences may influence meal service?

Content: Students will learn the basics of nutrition, and explore fresh vs. frozen foods. Students will explore the certification process and health claims of organic farming/foods.

Unit #3

Title: Mexican Cooking Techniques

Global Context: Personal and Cultural Expression

Inquiry Questions: How do the different resources available influence Mexican food? How does culture affect one's perspective?

Content: Students will explore the various cooking techniques used in Mexican cuisine, including moist, dry, fat, and various combinations.

Unit #4

Title: Exploring Italian Cuisine

Global Context: Personal and Cultural Expression

Inquiry Questions: What cultural elements are specific to Italian cuisine? How has Italian cuisine evolved over the years?

Content: Students will study the history of early Roman Culinary techniques and dishes. They will also examine the Mediterranean diet, and explore its nutritional benefits.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbook

Largen, Velda L. Guide to Good Food, Tinley Park, Illinois, The Goodheart-Wilcox Company, Inc., 2008
ProStart-Becoming a Restaurant and Foodservice Professional, year one, year two

Resource Materials

Various online resources

MYP ASSESSMENT:

Within this MYP course, students will be assessed on the four (4) MYP Criteria as follows:

Criterion A: Knowing and Understanding

Criterion B: Developing Skills

Criterion C: Thinking Creatively

Criterion D: Responding

CTE PATHWAY STANDARDS TO BE ADDRESSED:

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

B2.1 Identify the causes, prevention, and treatment of common accidents and the reporting procedures involved.

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

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.

B3.6 Understand the purpose and process of required industry certification (e.g. ServSafe, California Food Handlers Card).

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.

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.

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.

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

B8.4 Understand the roles of management and employees in effectively meeting the needs of culturally, generationally diverse, special needs customers.

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.

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 Illustrate the fundamentals of planning events for a diverse clientele.

B11.6 Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost.

B12.0 Demonstrate an understanding of the value of recreation and the fundamentals of recreational facilities and services.

B12.5 Research the various types of entrepreneurial opportunities in the food service industry.

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** Students will take responsibility for their own learning, and engage in culinary art forms with which they are unfamiliar.
- **Constructive Thinkers:** Students will critically evaluate products produced individually, by their peers, and of others, and will reflect on ways to improve.
- **Effective Communicators:** Students will read, write, and perform pieces of text. Students will also communicate in order to achieve a common goal.
- **Collaborative Workers:** Students will work together to create culinary events, foods, and experiences understanding the importance of working together.
- **Quality Producers/Performers:** Students will take pride in their products understanding the value the culinary world and how it contributes to a culture and society.
- **Responsible Citizens:** Students will take responsibility for their role in society, and understand the contribution they can make with culinary arts.

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