**College Preparatory Elective – English Subject Template**

(Required Information needed to prepare for course submission)

* **Course Guidance**

**GENERAL COLLEGE PREP ELECTIVE GUIDANCE**
The intent of the college preparatory elective requirement is to encourage prospective UC students to fill out their high school programs with courses that will meet one or more of a number of objectives:

* To strengthen general study skills, particularly analytical reading, expository writing, and oral communications
* To provide an opportunity to begin work that could lead directly into a major program of study at the University, and
* To experience, in some depth, new areas of academic disciplines that might form the basis for future major or minor studies at the University

**Quality.** All courses accepted in the “g-College Prep Elective – English” area are expected to meet standards of quality similar to those required for the “b-English” area. Courses acceptable for the “g-College Prep Elective – English” elective area should be advanced courses designed for the 11th and 12th grade level and/or have appropriate prerequisites. Elective courses should present material at a sufficient depth to allow students to achieve mastery of fundamental knowledge that prepares them for University work or a future career path.

**Examples of Acceptable Elective Courses.** Typical courses acceptable to fulfill the “g-College Prep Elective – English” area include journalism, creative writing, speech and debate and others.

**COLLEGE PREP ELECTIVE: ENGLISH GUIDANCE**

* Courses should require substantial reading with frequent and extensive practice in writing that is carefully evaluated and criticized, as noted in the "b" requirement below.
* Courses in speech, debate, creative writing, drama, or journalism do not meet the "b" English requirement, but may meet the "g" elective requirement as described under college preparatory electives. In order for these courses to meet the elective requirement, they must require substantial reading and writing, including expository writing.

**GENERAL ENGLISH GUIDANCE**

College preparatory composition and literature are required. Reading, writing, and speaking components must be included in the courses.

**Goals of the English requirement**

The English subject requirement seeks to ensure that freshmen are prepared to undertake university-level study; to acquire and use knowledge in critical ways; to think, read, write, and speak critically; and to master literacy skills for classes in all University subjects.

More important than the specific topics covered are the more general abilities and habits of mind students should acquire through reading, writing, speaking, and other course activities. As indicated in the ICAS Academic Literacy Statement of Competencies and the Common Core State Standards for English language Arts and Literacy, these include the following:

1. They are well-informed, thoughtful and creative readers, writers, listeners, and thinkers who incorporate the critical practices of access, selection, evaluation and information processing in their own original and creative knowledge production.
2. They understand the ethical dimensions of academic life as grounded in the search, respect for, and understanding of other informed viewpoints and pre-existing knowledge. They have a capacity to question and evaluate their own beliefs; the curiosity and daring to participate in and contribute to intellectual discussions; and the ability to advocate for their own learning needs.
3. They comprehend and evaluate complex texts across a range of types and disciplines and can construct effective arguments and convey intricate or multifaceted information.
4. They respond to varying demands of audience, task, purpose, genre and discipline by listening, reading, writing and speaking with awareness of self, others and context, and adapting their communication to audience, task, purpose, genre and discipline.
5. They value evidence. Students can analyze a range of informational and literary texts, ask provocative questions and generate hypotheses based on form and content of factual evidence, see other points of view and effectively cite specific evidence when offering an oral or written interpretation of a text.
6. They use technology and digital media strategically and capably to enhance their reading, writing, speaking, listening and language use.
7. They demonstrate independence by exhibiting curiosity and experimenting with new ideas.

**Course requirements**

Competencies for entering students cannot be reduced to a mere listing of skills. True academic competence depends on a set of interactive insights, perceptions, and behaviors acquired while preparing for more advanced academic work. Good writers are most likely careful readers and critical thinkers—and most academic writing is an informed and critical response to reading. Courses should, at each level, give students full awareness and control of the means of linguistic production, orally and in writing.

Regardless of the course level, all approved courses are expected to stress the reading and writing connection and to address all of the [Common Core College and Career Readiness Anchor Standards in Reading, Writing, Listening and Speaking](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/) . They must satisfy these criteria:

* **Reading**. Acceptable courses must require extensive reading of a variety of genres, non-literary as well as literary, including informational texts, classical and/or contemporary prose and poetry and literary fiction and non-fiction. Reading of literary texts must include full-length works; excerpts from anthologies, condensed literature, et cetera, cannot substitute for full-length literary works. Students should be expected to read for literal comprehension and retention, depth of understanding, awareness of the text’s audience, purpose and argument and to analyze and interact with the text.
* **Writing**. Courses must also require substantial, recurrent practice in writing extensive, structured papers directed at a various audiences and responding to a variety of rhetorical tasks. Students must demonstrate understanding of rhetorical, grammatical, and syntactical patterns, forms and structures through responding to texts of varying lengths in unassisted writing assignments. Courses should address basic issues of standard written English, including style, cohesion, and accuracy.

Writing is taught as a recursive process involving invention, drafting, revision, and editing where writers return to these activities repeatedly rather than moving through them in discrete stages. Writing is also a way of learning and it should enhance the students’ understanding of a subject.

* **Listening and Speaking**. Courses must allow students to develop essential critical listening skills and provide them ample practice speaking in large and small groups. Students are expected to be active, discerning listeners, to make critical distinctions between key points and illustrative examples, develop their ability to convey their ideas clearly and listen and respond to divergent views respectfully, just as they must do when they read and write.

For expected competencies in English reading, writing, listening and speaking, consult the [Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects](http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf). Further information is available in the following resources:

* [An Information Booklet for the Analytical Writing Placement Examination"](http://www.ucop.edu/elwr/index.html) for discussion of writing standards and examples of acceptable college freshman-level scored essays.
* [Academic Literacy: A Statement on Competencies Expected of Entering Students to California's Public Colleges and Universities"](http://icas-ca.org/academic-literacy) for a description of the language arts material that almost all regularly admitted freshmen have learned.

* **Course Content**

**NOTE:** The following questions are subject specific and ask for detailed information regarding the course curriculum. Since UC has developed their own criteria for the review of curricula, it is not necessary (and preferred) that the State Standards are not listed when submitting course descriptions to the University. When preparing the course submission, keep in mind that your audience is the UC High School Articulation unit and UC faculty. Include relevant information that would assist those reviewing the course and provide UC a better understanding and clarity about the intent of the curriculum. UC expects to see information that would show specific, detailed evidence of the course rigor and development of essential skills and habits of mind. Course template components need to be more expository and illustrative of the integration of each course component and how the overarching goals are being accomplished. The text boxes below will expand to accommodate additional text.

**Course Purpose:** *What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Explain how the course aligns the seven goals of the English requirement. (How these will be accomplished should be reserved for the Course Outline, Key and Written assignments, Assessments, and/or Instructional Methods.)*

**NOTE:** More specificity than a simple recitation of the State Standards is needed.

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| **Purpose**:This class is part of a sequence of courses within the Hospitality, Tourism and Recreation Industry Sector. It will focus on instruction applied to the fundamental principles in Food and Nutrition. This course will help students understand how to be healthy now and in the future through nutritional practices and choices. Students will incorporate the critical thinking practices of access, selection, evaluation and information processing in this applied laboratory based course. This course focuses on nutrition, health and wellness, food safety and sanitation, food purchasing, food preparation techniques, meal service, etiquette, cultures, food production and technology along with facilities and equipment. Students use equipment and supplies for food preparation labs. Through reading, writing, listening and speaking students will develop the ability to research, collect data, analyze information, report findings and evaluate food products through personal and/or group performance.**Goals and Expected Outcomes**:* Students create and maintain their work in a cumulative portfolio which will include:
	+ Lab Data
	+ Analysis
	+ Research
	+ Cornell Notes
	+ Diet Analysis
	+ Research Paper
	+ Organizational skills
	+ Written Work Samples
* Students define and understand the principles of nutrition and their relationship to good health through the life cycle.
* Students identify and define the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
* Students apply the principles of food purchasing, food preparation, and meal management in a variety of settings.
* Students describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.
* Students identify the aspects of science related to food preparation, product development and nutrition.
* Students describe food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.
* Students 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.
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**Course Outline:** A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered. A mere listing of topics in outline form is not sufficient (i.e. textbook table of contents or California State Standards).*

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| **I. Nutrition and Health** (Text: Guide to Good Food: Chapters: 2, 3, 4, 5 and 11; Text: Food for Today: Chapters 5-15) **Students gain an understanding of the role nutrients play in the body as well as in the food they eat. The base knowledge they gain in unit one will help them understand what nutrients are in the foods they prepare as well as eat. Students will evaluate and draw conclusions for their own nutritional needs using the USDA ChooseMyPlate.gov website. Students investigate and report on the role of the nutrients in the body including toxicity, deficiency, sources and functions. Students write a 2-4 page informative/explanatory paper as well as give a 2-3 minute oral report that presents the information and findings using a multimedia platform. Students access and analyze information on various food related illnesses via textbook, lecture, video, and research articles. Students then create an informational malnutrition brochure. Students need to understand how to use the scientific method in order to complete labs throughout the course. Students will use the scientific method when completing the digestive process lab report. A grasp of all these are necessary before the students are able to plan and evaluate meals for themselves as well as others.**Major NutrientsFunctionsSourcesRelationship to Good HealthDaily Nutritional NeedsThe USDA MYPLATE.govAge, Gender, and Physical Activity ConsiderationsComparisons with Average Needs for Each Food GroupDesign or Modification of DietsDietary Needs during the Stages of the Life CycleEvaluation of Individual DietsNutritional NeedsFood ChoicesFood HabitsDiet Analysis and PlanningFood-Related IllnessesTypes of Food-Related IllnessesStrategies for Prevention and TreatmentThe Body’s Use of FoodThe Digestion Process Absorption of NutrientsMetabolismEffects of Medications, Alcohol, and DrugsSources and Comparison of Nutritional InformationLabel InformationTerminology on Food ProductsVarious MediaPublic and Private AgenciesComparison and Evaluation of Dietary Programs and InformationWeight ControlNutrition**II. Food Safety and Sanitation** (Text: Guide to Good Food: Chapter 6, [www.cdc.gov](http://www.cdc.gov),www.statefoodsafety.com; Text: Food for Today: Chapters 19, 20; [www.cteonline.org](http://www.cteonline.org); www.servsafe.com)**Food safety and sanitation is the most important area of study to prevent food borne illness. In small groups, students will research a food borne illness using non-fiction and informational texts to write a report and give a 3-5 minute oral presentation using multi-media. Students will apply their knowledge of food safety and sanitation in the classroom during food preparation labs. Students demonstrate proper safety and sanitation techniques and self evaluate those techniques in a lab report. Students will integrate and apply their knowledge by obtaining a county-approved Food Handlers Permit or equivalent and passing a food safety and sanitation test. Students are evaluated on their techniques throughout the course through teacher observation and self evaluation.** A. Food-borne Illnesses and Food Spoilage 1. Types of Organisms Sources of Contamination
2. Conditions Required for Growth of Organisms

B. Safe and Sanitary Practices and Techniques1. Food Preparation
2. Food Service
3. Food Storage

C. Local, Regional, and National Food Safety1. Responsibilities of Government Agencies
2. Analysis of Agency and Media Information
3. Food Safety Regulations
4. Nutrition
5. Environmental Issues

Facilities and Equipment (Text: Guide to Good Food: Chapters 7, 8, and 9; Text: Food for Today: Chapters 21) **Utilizing school and community resources, students will identify, define and demonstrate the safe use and care of facilities and equipment. Students illustrate how to use the facilities and equipment properly when they are participating in the food preparation labs. Students will identify and assess the possible safety hazards commonly occurring in the laboratory facilities. Through teacher observations students are evaluated on the proper use, care and storage of equipment. Students take a laboratory safety test which includes the safety hazards and emergency procedures specific to the class. A percentage of the student’s grade is based on proper sanitation of the facilities and equipment.** Accidents Related to Facilities and EquipmentSafety HazardsEmergency ProceduresThe Work Triangle ConceptKitchen Safety ApplicationsEfficiency ConsiderationsFood Preparation Equipment, Appliances and SurfacesSanitation RequirementsSafety FeaturesMaintenanceCostAppropriate Practices for Equipment and AppliancesUseCareStorageThe Science of Food Preparation (Text: Guide to Good Food: 3, 9, 10, 11, 12; Text: Food for Today: Chapter 4) **Students need to understand and apply scientific concepts when they are involved in food preparation. Students follow the scientific method and utilize healthy techniques when completing food preparation labs. Students observe, draw a hypothesis, perform experimental labs, and report their findings. Food Preparation labs will be graded on teacher observation, self-evaluation, preparation techniques, following directions, and safety and sanitation**. Interpreting Standardized RecipesFood Preparation Tier 3 VocabularyProperties and Functions of IngredientsIngredient SubstitutionsMeasurement Equipment and TechniquesDry and Liquid MeasurementsConverting Volume and Weight MeasurementsIncreasing and Decreasing YieldsFood Preparation Techniques and SkillsPreservation of NutrientsEnhancement of Flavor and AppearanceTechniques that Affect HealthChemistry of Food PreparationPlanning, Preparing, and Serving MealsUse of Time, Energy, and ResourcesContrasts in Flavors, Textures, and TemperaturesAesthetically Pleasing and Nutritious MealsCurrent Trends in Food PreparationMeal Management and Food Production (Text: Guide to Good Food: Chapters 10-12, 13-25; Text: Food for Today: Chapters 16-17)  **Students will identify and demonstrate techniques to manage and conserve time, energy, and resources when planning, selecting and preparing food. Citing evidence from the informational texts found on food labels, students will analyze and determine serving size, number of servings, calories, ingredients and nutritional value. In addition, the students will interpret this label information to compare food quality, products, brands, number of servings, unit prices and expiration dates. When selecting and purchasing food, students will apply consumer and decision-making skills. Students will compare and contrast commercially and home prepared food and meals based on cost, nutritional value, quality, time and energy. Utilizing USDA ChooseMyPlate.gov guidelines, students evaluate a food budget for an individual or family based on income, nutritional needs and stages of the lifecycle. By reviewing community resources, students will identify and compare local food source outlets for cost, convenience, services and variety of selections. When preparing food, students will define food preparation terminology, interpret standardized recipes, illustrate the properties and functions of ingredients and their substitutes, employ the appropriate equipment and techniques for dry and liquid measurements and convert volume and weight measurements to increase and decrease yields of recipes. Finally, students will plan, prepare and serve meals demonstrating food preparation techniques and skills that preserve nutrients and enhance flavor and appearance of food applying the principles of contrasts in flavors, textures and temperatures.** Meal Management and Conservation TechniquesTimeEnergyResourcesComparison of Food Label InformationServing SizeNumber of ServingsCalories per ServingIngredientsNutritional ValueComparison of Food ProductsFood QualityType of ProductBrandNumber of ServingsUnit PriceExpiration DateApplication of Consumer and Decision-Making SkillsFood SelectionFood PurchasingCommercially and Home-Prepared Food and Meals CostNutritional ValueFood QualityTimeEnergyFood Budgets for Individuals and FamiliesIncomeNutritional NeedsStages in the Life CycleComparison of Local Food OutletsCostConvenienceServices ProvidedVariety of SelectionsMethods of Preserving FoodFreezingDryingCanningDehydratingCold StorageChemical PreservationIrradiationTechnological AdvancesFood ProductionFood ProcessingFood DistributionEffects on Food Quality, Availability and CostCurrent and Emerging Food Technologies Health IssuesSafety IssuesEnvironmental IssuesFood Production and Processing in the World MarketplaceQuality Assurance ProceduresFood Production and Processing TechniquesSafety StandardsDistribution MethodsFood Culture and Etiquette (Text: Guide to Good Food: Chapters 7, 28-33; Text: Food for Today: Chapters 18, 46-51)**In order to properly plan, prepare, and serve meals students need to know the proper etiquette. Students use their knowledge of etiquette and manners throughout their family, work and social life. Students will role play to demonstrate their understanding of table manners and etiquette. Students complete a cultural research project on a specific country in order to appreciate different cultures and their unique food preparation techniques**. Table Manners and EtiquetteTable SettingBasic Table Setting TechniquesMeal Service StylesDifferences Affecting Food Preparation and ServiceRegions in the United StatesVarious Cultures Food Preparation TechniquesTable SettingsMeal EtiquetteFood HabitsTraditionsInfluences on Food Choices and HabitsCultureGeographic RegionSocioeconomic StatusCareer Awareness and Employability (Text: Guide to Good Food: Chapter 26-27; Text: Food for Today: Careers are embedded at the end of each chapter)**Various guest speakers come in to speak about the different careers in the industry. Students do a career exploration project to determine what careers they are interested in. Various articles are read relating to the different careers in the industry. Throughout the year, students reflect on the skills they are learning, including “soft skills” that are essential in post secondary and career success. Students are evaluated on their work ethic, attitude, and professionalism in the classroom and the food preparation labs**. Career Options Related to the Food Service and Hospitality Career PathwaysEducational and Work RequirementsJob Search and Acquisition SkillsCareer PortfoliosEmployability SkillsExpectations of EmployersJob-related ResponsibilitiesProfessionalismPositive Work HabitsWork EthicsEthical BehaviorAppropriate Dress, Grooming and Personal HygieneEffective and Efficient SkillsSupervisor SkillsEmployee SkillsJob Retention and PromotionSuccessful Behaviors and AttitudesWays to Practice the Behaviors and AttitudesWays to Adapt to Change in the Workplace**VIII. Leadership, Communication Skills and Teamwork** (Text: Guide to Good Food: Chapter 26-27; Text: Food for Today: Embedded in every unit; Competitive Recognition Events Guide)**Students work in groups when doing various projects as well as food production labs. Students need to communicate effectively with group members in order to accomplish the task at hand. Students use problem solving skills when facing a group conflict. Communication skills are some of the most important skills the students learn and use in class as well as the workplace. The skills are assessed through self reflections and teamwork and collaboration rubrics. The leadership roles in the lab groups change on a weekly basis giving each student an opportunity to be a leader in their individual group. Students evaluate themselves as well as their teammates at the end of each lab or other group assignment.** 1. Effects of Personal and Interpersonal Skills and Group Dynamics
2. Ways to Exhibit Positive Attitudes
3. Working Effectively with Others
	1. Working Cooperatively
	2. Sharing Responsibilities
	3. Accepting Supervision
	4. Assuming Leadership Roles
4. Effective Working Relationships across Age, Gender and Cultural Groups
5. Effective Nonverbal, Oral, and Written Communication Skills
	1. Appropriate for Various Relationships
	2. Appropriate for a Variety of Situations
6. Strengthening Personal and Interpersonal Skills
	1. Planning and Evaluating Ways to Strengthen Skills
	2. Distinguishing Qualities of Effective Leaders
7. Teamwork, Leadership, and Citizenship
	1. Characteristics
	2. Benefits
8. Roles in the School, Community and Workplace
9. Benefits of Pre-professional Organizations (FHA-HERO) and Competitive Career Development Activities
	1. Enhancement of Academic Skills
	2. Promotion of Career Choices
	3. Contributions to Employability
10. Effective Performance and Goal Attainment
	1. Ways to Organize and Structure Work
		1. Individually
		2. Teams
11. Conflict Resolution
	1. Multiple Approaches
	2. Appropriateness for Workplace Situations
12. Respectful Interactions with Others
	1. Individual and Cultural Differences
	2. Attitudes and Feelings of Others
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**Key Assignments:** *Detailed descriptions of all Key Assignments which should incorporate activities and projects, as well as, short answers and essay questions. How do assignments incorporate topics? Include all assignments that students will be required to complete. Assignments should be linked to components mentioned in the course outline and in the discussion of accomplishing the course goals. Explicitly indicate how the assignments support the Common Core College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, and Language. Courses must address them all in a balanced fashion. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.). Do not include exams or assessments in this section.*

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| **Key Assignments Specific to each Unit:**The unit assessments as described below in **bold** will be included in a final course portfolio. The portfolio follows the student to the next level course in the career pathway. **Unit I: Nutrition and Health** (Text: Guide to Good Food: Chapters: 2, 3, 4, 5 and 11; Text: Food for Today: Chapters 5-15)* After reading the text define the relationship between nutrition and health throughout the life cycle.
* Explain and compare MYPLATE information to their daily diet. The students input their personal information (gender, weight, height, age, and activity level) which will determine calorie and nutrient needs specific to that individual. My Plate or an equivalent diet analysis program that will provide this data and then students will use the website/program to plan healthy food choices/meals to meet the RDA in the next 7 days.
* Identify the major nutrients and explain their functions and sources.
* Compare and contrast food related illness(anorexia, bulimia, obesity, and malnutrition)
* Define nutrients and nutrient density
* Analyze and compare the nutrient composition of foods and formulas.
* Describe the digestive processes enabling the body to use nutrients from foods including absorption and metabolism.
* Integrate and evaluate multiple sources of information to compare and contrast various dietary programs.
* Science Lab: Digestion Simulation Lab (CTEonline) Lab includes the scientific inquiry process and a lab report. Lab reports are graded using writing for science rubric that has been aligned with Common Core State Standards for Literacy in Science.

**Research paper and a six to eight minute prepared speech on a nutrition principle using originally developed visual aid or media materials. Pairs of students evaluate a diet and recommend modifications using an established instructor scenario. (The research paper, speech outline and diet analysis will be included in the final student portfolio) Research paper is graded using a district wide writing rubric that has been developed to align with Common Core Standards for Literacy. Presentations are graded using a district speech rubric, also aligned to speaking skills in Common Core Literacy Standards.** **Unit II: Food Safety and Sanitation** (Text: Guide to Good Food: Chapter 6, www.cdc.gov, www.statefoodsafety.com; Text: Food for Today: Chapters 19, 20; [www.cteonline.org](http://www.cteonline.org); www.servsafe.com)* Identify organisms that cause food spoilage, contamination and conditions for growth.
* Identify common types of food borne illnesses and translate the information into a chart.
* Research, write an informative text and give an oral presentation on food-borne illnesses.
* Employ sanitary practices before, during and after food preparation and service throughout the course.
* Select proper techniques for storage and preparation of food.
* Application and demonstration to daily classroom labs and activities included on lab report forms and teacher observations.
* Describe the agencies that determine food safety and nutrition regulations and verbally argue their effectiveness while supporting their claims.
* Students respond to teacher generated case studies in context to food safety and sanitation scenarios.
* Science Lab: Sorbic Acid and Potassium Sorbate uses in the prevention of Bacterial Growth. The lab includes scientific inquiry process and a lab report. Lab reports are graded using writing for science rubric that has been aligned with Common Core State Standards for Literacy in Science.

**Complete and pass a food safety and sanitation test based on Universal Food Code and Safety before food handling is permitted in the course. (A competency certificate is to be placed in the final student portfolio.)** **Unit III: Facilities and Equipment** (Text: Guide to Good Food: Chapters 7, 8, and 9; Text: Food for Today: Chapters 21)* Utilize critical thinking to procure ingredients and equipment.
* Identify tools, uses, safety and storage for tools and equipment.
* Demonstrate proper tools and equipment use through daily labs. Record on lab report forms using peer and teacher observation and self assessment.
* Compare the cost for a variety of food preparation tools, equipment, and appliances.
* Analyze and critique kitchen layouts based on work flow scenarios.

**Demonstrate the use and care of a minimum of ten teacher identified pieces of equipment and tools used in the laboratory. Students need to complete and pass a culminating teacher prepared exam on equipment and tool use, care and storage.** **Unit IV: The Science of Food Preparation** (Text: Guide to Good Food: 3, 9, 10, 11, 12; Text: Food for Today: Chapter 4) * Plan and prepare foods that utilize time, energy, conservation and management techniques.
* Use appropriate equipment and scientific techniques for measurements.
* Convert volume and weight measurements to modify culinary formulas.
* Follow precisely a complex multistep procedure when interpreting a standardized formula to construct a food product.
* Describe the properties and functions of ingredients used to prepare food products.
* Apply scientific inquiry to food preparation techniques.
* Utilize scientific techniques that preserve nutrients and enhance food flavor and appearance.
* Describe physical and chemical processes that occur during food production.
* Lab Evaluation: All course labs observe and analyze scientific processes. Course labs require a self, peer, and instructor assessment of final product and group work evaluation. Related assignments include recipe modification and equipment and tool identification and service techniques.

**Research and select an appropriate recipe, prepare a lab plan sheet, market order, equipment and supply list, and a time management schedule. Each demonstration must interpret the standardized recipe, use proper measuring equipment and techniques, and explain the food preparation techniques and skills used in the demonstration. Each work sample must include a one page write-up describing the project and explaining which standards for the course were addressed giving explicit rationale. (Photographs of the demonstration, the one page write-up, and the pre-planning sheets will be included in the final student portfolio.)****Write a 2 page expository paper explaining the function of a specific cooking process and how the chemistry of the process results in changes in the food product. Students papers are peer reviewed for feedback, revised, and then scored by instructor using a district developed informational writing rubric that has been aligned to the Common Core State Standards for Literacy. (Include paper in final student portfolio.)** **Unit V: Meal Management and Food Production** (Text: Guide to Good Food: Chapters 10-12, 13-25; Text: Food for Today: Chapters 16-17) * Identify ways to manage time, energy and resources when planning and preparing meals.
* Apply the basic principles of science to food production.
* Site specific textual evidence when writing to compare and analyze food label information on food products.
* Compare retail establishments for marketing strategies, unit pricing and product placement.
* Prepare and cost the differences between commercially and home prepared food products.
* Evaluate the methods for preserving food.
* Describe technological advances that affect food production, processing and distribution.
* Evaluate impact of current and emerging food technologies on quality, availability and cost.
* Analyze health, safety, environmental issues related to food technologies (irradiation/genetic engineering).

**In pairs, students demonstrate menu planning skills by developing a lunch or dinner menu on a specified theme for two people. A menu including recipes, nutritional analysis, and budget and food cost analysis along with the table display is required. (Materials developed for the assessment and photographs of the display are a requirement for the final student portfolio.)** **Unit VI: Food Culture and Etiquette** (Text: Guide to Good Food: Chapters 7, 28-33; Text: Food for Today: Chapters 18, 46-51)* Practice etiquette in a variety of scenarios.
* Relate etiquette to cultural and societal norms.
* Role plays a variety of rules and forms of etiquette in pairs, small and large groups.
* Demonstrate various forms of table setting and meal service as applied to a variety of menus.
* Examine the historical, geographical, cultural, political and economical impacts of food around the world.
* Prepare and evaluate a variety of menu items from US regions and international countries.
* Compare similar staple food product applications and techniques throughout the world.

**Students complete a cultural research paper and oral presentation which includes history of the cuisine, cultural, geographical, political and economic influences of the country/ US region; daily meal patterns; and holidays and special events. The research paper must be 3-5 typed pages and include information from a minimum of 3 scholarly sources, include correct citations, and demonstrate correct spelling and grammar. Essay assignment will include a rough draft, revisions and final edited documents. Essays are graded using a district rubric for informational writing, which is aligned with Common Core Literacy Standards. Along with the research paper, students give a 3-5 minute multimedia presentation to the class. Presentations are scored using a presentation rubric that evaluates the effective use of rhetorical strategies appropriate for the audience and effective use of multimedia to enhance the information presented. Students prepare and demonstrate a menu item from the identified country or US region. (The final draft research paper and photographs of the menu items and table display are included in the final student portfolio.)** **Unit VII: Career Awareness and Employability** (Text: Guide to Good Food: Chapter 26-27; Text: Food for Today: Careers are embedded at the end of each chapter)* Evaluate career options related to food and nutrition.
* Define and describe employability skills and professionalism.
* Describe the expectations of employers, job related responsibilities, positive work habits, work ethics, and ethical behavior.
* Evaluate dress, grooming, and personal hygiene appropriate for various job situations.
* Analyze skills needed to work effectively and efficiently as a supervisor or employee.
* Describe and practice behaviors and attitudes that contribute to success in job retention and promotion.
* Define ways to which employees may have to adapt to changes in the workplace.

**Based on focus questions provided by the teacher the student will investigate two different careers in the Hospitality, Tourism and Recreation Industry and write a 2-3 page research paper. Drawing evidence from informational texts to support analysis of the two careers including labor market projections, education requirements, job responsibilities, salary, benefits, expectations and work environments. (Include paper in final student portfolio.)** **Unit VIII: Leadership, Communication Skills and Teamwork** (Text: Guide to Good Food: Chapter 26-27; Text: Food for Today: Embedded in every unit)* Demonstrate the characteristics of teamwork, leadership, and citizenship in the school, community, and workplace settings.
* Organize and structure work individually and in teams for effective performance and the attainment of goals.
* Apply multiple approaches to conflict resolution and their appropriateness for a variety of situation in the workplace.
* Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
* Utilize the career technical student organization FHA-HERO: The California Affiliate of FCCLA Program Components to enhance academic skills, promote career choices, and contribute to employability.

**Through peer, self, and teacher evaluations students evaluate their strengths and weakness related to teamwork skills. (Include assessment in final student portfolio.)** |

**Instructional Methods and/or Strategies:** *Indicate how the Instructional Methods and/or Strategies support the delivery of the curriculum and the course goals. Explicitly indicate how the instructional approaches support the Common Core College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, and Language. Courses must address them all in a balanced fashion. What portions of the Course Outline are supported by the methods and strategies?*

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| **Reading in the Content Area:**Students on a regular and ongoing basis are required to read from the content area for each learning unit. Reading resources include textbook, classroom, school and public library collections, newspaper and periodicals, and the internet.**Writing in the Content Area:**Students are required to write in a variety of styles and formats which include: report and research style using MLAformatting, expository and journalist reporting, lab critiques, analysis writing and Cornell notes during the course.**Oral Communication Skills:**Students are taught and evaluated on several levels of communication skills that include: public speaking, interpersonal skills peer-to-peer, student-to-instructor, and whole class oral presentations. **Analytical and Problem Solving:**In lab experiments students will prepare written or oral lab reports using the scientific method to analyze and problem solve. During labs students will plan labs using lab plan report forms and evaluate and critique various kinds of cooking labs.**Project-based learning:**Examples are listed in detail under Key Assignments.**Cooperative learning:**Cooperative group environments are provided to give students the opportunity to work in lab situations and develop skills of working in a team situation.**Class discussions:**In class discussion, students are encouraged to question and challenge each other and the instructor in a constructive manner to foster critical thinking skills and develop oral communication proficiency. **Field Trips:** Students participate in a minimum of one field trip during the year to explore industry sites related to Food and Nutrition and are asked to reflect in group discussion and in writing on what applications they observed of concepts covered in class. **Guest Speakers:**Each semester, a different speaker from industry and/or a post-secondary institution is invited to speak to the class regarding college and career planning or specialty topics of interest related to Food and Nutrition. Students are required to complete reflective writing as well as formal business thank you letter after the presentation. |

**Assessments Including Methods and/or Tools:** *Indicate the intent of each assessment and a brief description of how each relates to the Course Purpose and goals related to the development of critical thinking and other habits of mind skills described in the Common Core College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, and Language.*

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| **Lab/Course Notebook:**All class labs and experiments are included in a cumulative notebook using lab report forms and the scientific method. Class assignments will be kept in a cumulative course notebook and evaluated on a regular ongoing basis.**Critiques:**Students are evaluated on food labs, experiments, written assignments and lab book.**Presentations and Student Demonstrations:**Through oral presentations students learn the process of organization and the value of being prepared for public presentations.**Research papers:**As described in Key Assignments, students prepare several research papers and citing credible sources. Rubrics will be used to assess the research papers.**Quizzes/Tests:**Students are required to complete and pass a comprehensive exam in Food Safety and Sanitation before food handling and/or laboratory exercises are permitted. Unit assessments, Midterm and Final exams are given to test mastery of vocabulary, terms and concepts.**Portfolio:**All students will compile a cumulative portfolio containing key assessments. At the end of the school year students will use the portfolio in an exit interview done with the teacher and/or business and industry representatives. Those students moving to the next level course in the pathway will have access to their Food and Nutrition portfolio and be able to add to the portfolio sequentially. It is the goal of this assessment that the student will be able to use the portfolio when interviewing for a job. |

**Reading:** *Acceptable courses must require extensive reading of a variety of genres, non-literary as well as literary, including informational texts, classical and/or contemporary prose and poetry, and literary fiction and non-fiction. Reading of literary texts must include full-length works; excerpts from anthologies, condensed literature, et cetera, cannot substitute for full-length literary works. Students should be expected to read for literal comprehension and retention, depth of understanding, awareness of the text’s audience, purpose and argument, and to analyze and interact with the text.*

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| **Reading Informational Text:** Each week, students will be assigned reading in a variety of challenging informational texts. Textbook and supplemental materials used in the class are college and college preparatory texts and each unit of instruction includes reading activities in the text or from additional academic sources. Teachers will model how to use the structures of the various texts to access information efficiently and will provide questions and activities to assist students in developing strong reading comprehension skills. In addition, various key assignments involve research using additional text sources and interactive websites for information. All aspects of Common Core ELA: Grade 11-12 Reading Standards for Literacy in Science and Technical Subjects will be addressed in the context of this course with a special emphasis on the following:2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. 5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. 7. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. 9. Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. 10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently. |

**Writing:** *Courses must also require substantial, recurrent practice in writing extensive, structured papers directed at a various audiences and responding to a variety of rhetorical tasks. Students must demonstrate understanding of rhetorical, grammatical, and syntactical patterns, forms, and structures through responding to texts of varying lengths in unassisted writing assignments. Courses should address basic issues of standard written English, including style, cohesion, and accuracy. Writing is taught as a recursive process involving invention, drafting, revision, and editing where writers return to these activities repeatedly rather than moving through them in discrete stages. Writing is also a way of learning and it should enhance the students’ understanding of a subject.*

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| **Writing for a variety of purposes**: Students will be doing more reflective writing throughout the course as part of their weekly coursework. In addition, many key assignments ask students to write for a specific purpose, including informative/explanatory text, arguments, and research projects. 2. Write informative/explanatory texts.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience. 7. Conduct short as well as more sustained research projects to answer a 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. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information in to the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. 9. Draw evidence from informational texts to support analysis, reflection, and research. 10. Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences.  |

**Listening and Speaking:** *Courses must allow students to develop essential critical listening skills and provide them ample practice speaking in large and small groups. Students are expected to be active, discerning listeners, to make critical distinctions between key points and illustrative examples, develop their ability to convey their ideas clearly, and listen and respond to divergent views respectfully, just as they must do when they read and write.*

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| **Speaking and Listening**: Students regularly participate in pair-shares, small and large group discussions, group projects, and individual and group presentations. All of the Common Core ELA: Grade 11-12 SL Speaking and Listening Standards will be addressed in the context of the course, with special emphasis on the following:1.Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively. 4.Present information, findings and supporting evidence, conveying a clear and distinct perspective and logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciations. 5. Make strategic use of digital media in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.  |