ARTICULATION AGREEMENT COURSE COMPARISON PAGE

College	**Mission College**	High School District/ ROP	**Morgan Hill Unified School District**
Course Name/#	**051 Basic Food Preparation**	Course Name/#	**Culinary Careers 1 & 2**
Program	**FDRST**	Program	Family and Consumer Sciences
Units	5.0 credits. Total lecture – 44.8 hours; Total Lab = 134.4 hours	Hours	360 hours (180 each class)
Textbooks/ Software/Etc.	On Cooking – 4th Edition. S. Labensky & A. Hause, Pearson/Prentice	Textbooks/ Software/Etc.	*The Culinary Professional* J. Draz &C. Koetke Goodheart-Willcox

Mission College Course Description:	HS/ROP District Course Description
Practice in the basic principles of food preparation. A lecture/Lab course dealing with the fundamentals of food preparation. Includes the preparation of small quantities of the basic food groups. Develop an interest and skills in the fundamentals of food preparation.	The instructional program prepares students with food production, preparation, and service skills for employment in the institutional, commercial, or independently owned food establishments or other food and hospitality industry occupations. Instruction includes such topics as planning, selecting, storing, purchasing, preparing, testing, serving, and selling of quality food and food products; nutritive values; safety and sanitation; use and care of commercial equipment; management of food establishments; cost and profitability analysis; side work and customer orders; and handling cash and credit transactions.

Mission College Course Content	High School District Course Content
A. Introduction	1. Students will be able to demonstrate understanding of class procedures and expectations. Discuss the history of Culinary Arts and identify career opportunities for culinary professionals. Compare attributes of a culinary professional. Explain the chef as a business person and study the challenges of the restaurant industry. **Job Employment Skills** A. Develop a plan to achieve career goals B. Complete a career portfolio C. Use effective job search strategies D. Perform employment research E. Complete job application and resume F. Develop effective interviewing and follow-up skills G. Demonstrate an awareness of importance of lifelong learning **Introduction to Food Technology** A. Discuss the nature and composition of food materials B. Examine how food materials behave under various conditions C. Explain and demonstrate how foods behavior applies to the treatment and preparation of various foods D. Describe the process for making flowcharts of recipes 1. Chart the steps of a full cycle from receiving the ingredients to preparing and serving the food
B. Nutrients In Food; Food Composition	2. **Nutritional Values** A. Describe nutritional principles and concepts B. Evaluate nutrition based on menu applications outlined in the American Dietetic Association (ADA) guidelines C. Create food plans accordingly D. Discuss preparation techniques E. Explore specialized dietary plans F. Use food preparation techniques that conserve nutrients G. Interpret nutritional or ingredient information H. Read food labels Analyze nutrition information sheets

C. Sanitation and Safety	3. **Sanitation and Food Handling** A. Demonstrate food safety and sanitation procedures in all food handling activities 1. Food receiving, storage, production, service, and clean up B. Describe specific principles of Hazard Analysis Critical Control Point (HACCP) C. Applying critical control points for time and temperature D. Maintain standards in personal grooming and hygiene as required by local, state, and federal health and safety codes E. Describe and follow local, state, and federal sanitation regulations for food service establishments F. Describe types of food contamination and cases of food-borne illnesses 1. List potential causes and methods of prevention G. Use appropriate procedures for sanitizing work surfaces and storing tools, utensils, appliances, and equipment **Safety Regulations and Emergency Procedures** A. Demonstrate understanding of safe work habits, security, and emergency procedures B. Describe the types and causes of accidents C. Explain and demonstrate procedures to reduce and prevent accidents D. Demonstrate proper procedures for lifting & handling accidents E. Explain the role of California Occupational Safety and Health Administration (Cal/OSHA) in regulating practices in the food service and hospitality industry F. Analyze the purpose of and information in the Material Safety Data Sheets (MSDSs) **Receiving and Storage** Explain the importance of pre-preparation
D. General Principles Of Food Preparation: measurement, thermometry, equipment selection, cooking terms and knife skill	4. **Recipes** Adjust standard recipes & use correct computational skills Apply the principle of *mise en place* (set in place) in assembling ingredients, tools and supplies Demonstrate the ability to blanche, par cook and create a marinade

	Measure and weigh ingredients according to a recipe's specifications **Knife Skills** **Large And Small Equipment**
E. Spices	5. Found within **Quantity Food Service (k)**
F. Fruit and Fruit Cookery	6. **Fruits, Vegetables and Starches** Prepare & evaluate raw and cooked fruits using various cooking methods
G. Vegetables and Vegetable Cookery	7. **Fruits, Vegetables and Starches** **Vegetables, Starches, Pastas, Casseroles And Grain Products** A. Explain how to control texture, flavor, color and nutrients during the preparation, cooking, holding and serving of a variety of vegetables B. Prepare vegetables 1. Prepare and evaluate a variety of cooked vegetables using the following cooking methods: ▪ Boiling and steaming ▪ Sautéing, braising and pan-frying ▪ Baking, broiling and deep-frying. 2. Evaluate the quality of fresh, frozen and canned vegetables 3. Store fresh, cooked and processed vegetables to maximize shelf life C. Prepare starches 1. Prepare/evaluate a variety of cooked potatoes ▪ Use the following cooking methods: boiling, steaming, pureeing, baking, sautéing, pan-frying and deep-frying 2. Prepare/evaluate a variety of cooked rice products ▪ Use methods such as boiling, steaming and frying. ▪ Describe the major types of rice 3. Prepare/evaluate a variety of pasta products 4. Demonstrate the ability to prepare, serve and store a variety of vegetable, pasta and starch products.
H. Egg Cookery and Food Foams	8. **Breakfast Foods** A. Breakfast 1. Define and describe the following terms: ▪ Quiche

	▪ Pasteurized ▪ Homogenized ▪ Skim milk, light cream, buttermilk, evaporated milk, condensed milk, nonfat dry milk ▪ Yogurt ▪ Ripened cheese, process cheese 2. Describe the composition of eggs 3. Demonstrate the ability to prepare breakfast foods ▪ Prepare a variety of egg items ▪ Prepare hard cooked eggs, soft cooked eggs, poached, fried, shirred, scrambled, omelets, ▪ Prepare pancakes, waffles and French toast ▪ Prepare cooked breakfast cereals ▪ Prepare hash brown potatoes ▪ Describe other types of breakfast foods such as breakfast burritos, biscuits and gravy, grits, country style eggs, etc.
I. Sponge and shortened cake preparations	9. **Introduction to Baking** A. Interpret common baking terms in bakery production B. Exhibit the use of sanitation and safety practices in bakery production C. Use common bakery tools, utensils, and equipment in bakery production D. Demonstrate a mastery of basic baking principles in bakery production a. Identify and compare types of flour, shortening, and leavening agents b. Prepare quality yeast-raised products, quick breads, cakes and icings, pastries and pies, and cookies c. Prepare icings, fillings, and meringues E. Incorporate standardized recipe adjustment into bakery production F. Interpret a bakery production assignment/schedule to bakery production needs G. Decorate and display bakery items, including breads and other baked items, and desserts, using appropriate procedures and techniques

J. Frostings, fillings, cookies, and fruit breads	10. **See I above**
K. Meat, Fish, And Poultry Cookery	11. **Meats, Poultry and Seafood**
L. Variety of meats, vegetable Proteins and casseroles	12. **Meats, Poultry and Seafood**
M. Stocks and Soup preparation	13. **Introduction to Hot Foods** A. Explain the importance of pre-preparation B. Identify reasons for blanching, parcooking and marinating C. Demonstrate the ability to blanche, parcook and create a marinade D. Apply pre-preparation procedures for deep frying 1. Breading 2. Dredging 3. Creating batters E. Prepare a roux F. Use a sachet or spice bag for flavoring liquids G. Prepare, cool and store stocks properly H. Prepare glazes I. Evaluate and use convenience bases J. Explain the function of sauces K. Identify and use a variety of thickening agents L. Prepare miscellaneous hot and cold sauces and pan gravies M. Prepare and evaluate cream and pureed soups N. Prepare and evaluate a variety of bisques, chowders, specialty soups and national soups O. Demonstrate the ability to prepare, serve, cool and store a variety of stocks, soups, sauces, gravies and thickening agents
N. Sandwiches, garnishes and appetizer preparation	14. **Cold Food Preparation**
O. Beverages	15.
P. Menu Planning and Final Meal Presentation	16. **Customer Service** • Customer service • Marketing • Public relations **Quantity Food Service** A. Set up and maintain assigned work areas B. Apply the principle of *mise en place* (set in place) in assembling ingredients, tools, and supplies C. Accurately prepare recipes according to directions and procedures D. Measure and weigh ingredients according to

	a recipe's specifications E. Adjust standard recipes and use correct computational skills to serve more or fewer persons than specified F. Use standard procedures in measuring and weighing solid and liquid foods G. Plan the production schedule so that foods are ready at serving time H. Discuss the advantages and disadvantages of foods made from scratch versus convenience products in terms of cost, preparation, and quality I. Analyze time and energy-saving products and techniques used to prepare food items J. Use a variety of food preparation and baking techniques that produce consistent products K. Identify, use, and store herbs, spices, and extracts properly L. Design and create menus for special occasions as specified by the catering customer M. Estimate food, beverage, labor, and other costs N. Hold and store prepared foods, utensils, and equipment until needed O. Demonstrate planning menu items based on standardized recipes to meet customer needs P. Maintain the quality and safety of transported food and beverages (Quantity food service – Principles, procedures)
Q. Writing Assignments: Each student functions as a student manager at least once during the semester. Their writing assignments include: grocery orders, unit evaluations, product evaluation, and summary of operation and student check out. Manager's reports are due one week after the student is manager and must be presented in a professional manner.	17. **Management and Employment Skills** • Adjust standard recipes & use correct computational skills • Analyze time & energy-saving products & techniques used to prepare food items • Attends regularly & on time • Demonstrates leadership • Estimate food, beverage, labor & other costs • Plans work & takes initiative • Practices good safety procedures • Solves problems • Thinks critically & makes good decisions • Willingness to train others Each student is responsible for completing "lab" reports that detail strategies and steps used to carry

	out a particular assignment, including an introduction, hypothesis, analysis, and conclusion. They do this with every cooking assignment. Students also have a formal report/presentation.
R. Outside Assignments: Out of class assignment include daily reading of lecture material to allow for proper food preparation techniques. Recipes are assigned and must be read prior to laboratory. All grocery orders, reports, and costing projects must be accomplished on the students' out of class time. Normal out of class reading and small project time - 4 hours per week approximately.	18. Includes reading from the text, hand-outs, lectures, as well as lab reports. Students are also responsible for out of class research and group work to prepare for kitchen labs.
S. Critical Thinking Assignments: As previously mentioned, each laboratory is designed to demonstrate through normal product, an aspect of food chemistry that is being discussed during lecture. Some products prepared have designed flaws incorporated into the recipe. The student must analyze planned flaws and any mistakes made during production and discuss the cause and effect with the whole class during product presentation at the end of each laboratory.	19.

Mission College Course Student Learning Outcomes	H.S. District/ROP Course Student Learning Outcomes
A. Demonstrate a high standard in personal grooming, professional conduct in class and laboratory setting and consistent development of responsibility and team-work within the laboratory setting.	1. Found within **Management and Employment Skills**
B. Demonstrate basic food preparation skills including chopping, dicing, blanching, folding, etc.	2. Found within **Introduction to Hot Foods** and **Quantity Food Services**
C. Explain the different solutions available to retard enzymatic browning in fruits and vegetables and choose the appropriate solutions for a given product.	3. Found within Fruits, **Vegetables, and Starches**
D. Demonstrate proper handling of grease to control hydrolytic and oxidative rancidity.	4. Found within **Introduction to Hot Foods and Introduction to Food Technology**
E. Describe the sol to gel formation in gelatin products.	5.Found within **Introduction to Food Technology**
F. Demonstrate how best to cook grains and pastas while retaining maximum nutritional content.	6. Found within **Vegetables, and Starches** and **Nutritional Values**
G. Describe the differences between roux and liquid dispersion and their application in the preparation of specific sauces.	7. Found within **Introduction to Hot Foods**
H. Recognize the role of major ingredients in the preparation of various baked products.	8. Found within **Introduction to Baking**
I. Assess a given baked product and determine potential problems in ingredient selection or usage, procedural error and/or baking difficulty.	9. Found within **Introduction to Baking**
J. Discuss the role of chemical leavening agents and determine the inter-changeability of these products within a recipe.	10. Found within **Introduction to Baking**
K. Explain the purpose behind using a double boiler which is covered when heating milk.	11. Found within **Introduction to Hot Foods**
L. Discuss the different types of food foams taking into consideration ease of preparation, product stability and suitability of the foam under serving conditions.	12. Found within **Introduction to Baking**
M. Evaluate the cost differential in commercial cake mixes versus homemade.	13. Found within **Introduction to Baking**
N. Explain the chemistry involved in moist heat meat cookery.	14. Found within **Meats, Poultry and Seafood**
O. Evaluate seafood for freshness, suitable method of preparation and appropriate presentation.	15. Found within **Meats, Poultry and Seafood**
P. Demonstrate simple garnishes.	16. Found within **Cold Food Preparation**
Q. Describe the differences between agitated and still frozen desserts.	17. Found within **Cold Food Preparation**
R. Demonstrate the ability to constructively criticize performance levels and judge various types of foods while performing as student manager.	18. Found within **Management and Employment Skills**
S. Apply the concepts of time management with increasing competency during the semester.	19. **Management and Employment Skills** Adjust standard recipes & use correct computational skills Analyze time & energy-saving products & techniques used to prepare food items Plans work & takes initiative

Measurement Method (industry certification or licensure)	Measurement Method (industry certification or licensure)
A. Lecture material knowledge will be evaluated utilizing tests composed of objective questions, term definitions, essay questions, and scenarios requiring critical thought process.	1. Lecture material knowledge will be evaluated utilizing tests composed of objective questions, term definitions, essay questions, and scenarios requiring critical thought process. Instructional Strategies: A. Lectures B. Demonstrations C. Design problems and vocabulary D. Critical comparisons E. Readings F. Project-based learning (labs) G. Guest presentations and/or field trips H. Videos I. Internet research J. Peer learning.

Credit for the course listed will be granted if the following criteria are met:

(√) Stipulated grade of B or better

(√) Credit-by-Examination administered by ( ) Secondary School ( ) Mission College

( ) Demonstration/Portfolio

( ) Certification of specific competencies

( ) Other

Statewide Career Pathways associated with this articulation agreement: Hospitality, Tourism and Recreation

ARTICULATION AGREEMENT SIGNATURE PAGE

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Please Attach Official Mission College/HS-ROP Course Outlines/Syllabi And Any Other Pertinent Documentation