CURRICULUM

Family and Consumer Science

Culinary I

(.5 Elective Course)

Approved by Instructional Council March 12, 2021

Unit 1 Sanitation and Safety: Culinary Fundamentals	**Timeline: 4-6 Blocks**
Compelling Question: 1. What does it mean to be a good chef? 2. Why is Kitchen safety important?	
Supporting Questions: 1. What does a safe and sanitary kitchen look like? 2. What is the role of the chef in safety and sanitation in the kitchen?	
Culinary Terminology: -Foodborne illness -Cross Contamination -Sanitation -Biological Hazard -Cross-contact -Sanitary -Food-contact surface -Hazard Analysis Critical Control Point (HACCP)	
Content Standard: -Demonstrate food safety and sanitation procedures. (National Standards for Family and Consumer Sciences Education: Food Production and Services 8.2)	
Learning Objectives (Derived from Content Area Competencies)	**Sample Indicators**

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Students will know how to: -Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. *(8.2.1)* -Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness.*(8.2.4)* -Practice standard personal hygiene and wellness procedures. *(8.2.5)* -Demonstrate proper purchasing, receiving, storage and handling of both raw and prepared foods. (*8.2.6)* -Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous food and food groups. *(8.2.7)* - Demonstrate safe and environmentally responsible waste disposal and recycling methods *(8.2.10)* - Apply Mathematics learned to solve problems arising in the workplace (CCSS.MATH.PRACTICE.MP4)	*Students will be able to:* -Use sanitation guidelines related to time, temperature, date marking, cross contamination, hand washing, and personal hygiene, as criteria for safe food preparation. -Understand and apply HACCP (Hazard Analysis Critical Control Point) guidelines to recipes to anticipate potential risks for foodborne illnesses. -Explain his/her responsibility for personal hygiene. -Identify the major emergency procedures in the kitchen facility.
Recommended Activities: -"Why do we cook?" video from justfacs.com -Case study activity (diagnosing food problems) CSI Food Felons -Design and display poster on kitchen safety -Practice labs (super smoothies, salsa, granola)	

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Assessments:
-End of unit test
-Poster project
-Exit tickets
-Practice labs with Student Self Assessment - Lab duties chart

Resources:
-Teacher generated reference guide
-Powerpoint kitchen safety
CSI Food Felons
Fight Bac
Website food safety: CSI Food Felons
Guide to Good Food (in class text)

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Unit 2 Kitchen Management: Weights, Measures, and Recipes	**Timeline: 6 Blocks**
Compelling Question: 1. What does it mean to be a good chef?	
Supporting Questions: 1. Why is it important to understand weights, measures, and the parts of a recipe?	
Culinary Terminology: Techniques of Preparation: Marinate Dredge Sift Flute Techniques of Mixing: Beat Knead Blend Cream Whip Cut in Fold in Techniques of cutting Chop Grind Core Julienne Mince Dice Pare Score	

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Techniques of Cooking:
Bake
Barbeque
Baste
Boil
Braise
Broil
Poach
Roast
Saute
Scald

Kitchen Tools & Equipment:
Dry/Liquid Measuring Cups
Straight Spatula
Vegetable Peeler
Grater
Paring Knife
Serrated Knife
Kitchen Shears
Whisk
Saucepan
Skillet
Stock Pot
Colander
Pastry Blender
Sifter

Content Standard:
-Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.(National Standards for Family and Consumer Sciences Education: Food Production and Services 8.3)
-Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products

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that meet consumer needs.(National Standards for Family and Consumer Sciences Education: Food Production and Services 8.5)	
Learning Objectives (Derived from Content Area Competencies)	**Sample Indicators**
Students will know how to: -Identify a variety of types of equipment for food processing, cooking, holding, storing and serving. (8.3.6) -Demonstrate knowledge of portion control and proper scaling and measurement techniques. (*8.5.3)* -Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods. *(8.5.4)*	*Students will be able to:* -Identify key terms and abbreviations commonly used in recipes. -Use basic math skills to complete conversion computations. -Differentiate between volume, count, and weight, and use the appropriate measuring technique for each ingredient. -Accurately perform conversions. -Compare parts of meals to My Plate. -Explain how to achieve portion control and why it's important.
Recommended Activities: -Measurements (tools/equipment and how to use measurements powerpoint) -Kitchen utensils demonstration and lab -Career food presentation guest from Johnson and Wales -Read recipes for Liquid, Weight, and Volume -Read recipes for conversions/fractions -Breakdown recipes into individual portions	
Assessments: -Quiz on simple and complex conversions -Quiz on labeling the parts of a recipe - Labs and self assessment (home fries, oatmeal raisin cookies) -Exit tickets -Unit Test	

Resources:
Teacher generated reference guide
-Powerpoints
Guide to Good Food (in class text)

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Unit 3 Applying Cooking Principles: Quick Breads, Yeast Doughs, Pastries, Eggs, Vegetables, and Meats
Timeline: 25+ Blocks

Compelling Question:

1. What does it mean to be a good Chef?

Supporting Questions:

1. What is a Chef's role in baking?
2. What are the different functions of ingredients?
3. What are the different mixing methods and how does a chef choose and apply these methods?

Culinary Terminology:

-Function of Ingredients- flour, eggs, sugar, baking powder, baking soda, liquids, fats, salt
-quick breads
-soft dough-ie. Scones, rolled biscuits
-drop batter-ie. Muffins, loaf breads
-pour batter- ie. Crepes, pancakes, waffles
-Quick Bread Mixing Methods-biscuit method & Muffin Method
-Rolling out pastry
-fluting
-Fermentation
-kneading
-carbon dioxide
-gluten development
-function of eggs: emulsifier, foams, thickeners, binding & interfering agents, structure, nutrition, color, flavor
-parts of an egg- shell, inner & outer membranes, air cell, albumen, chalazae, vitelline membrane, yolk
-methods of cooking- scrambling,poaching, frying, baking, cooked in shell, microwave, omelets, souffles, meringues, custards
-seasonal vegetables
-vegetable classification- bulbs, flowers, fruits, leaves, roots, seeds, stems, tubers
-marinating
-beef cuts- chuck, rib, loin, sirloin, round, shank, brisket
-marbling

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Content Standard: -Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.(National Standards for Family and Consumer Sciences Education: Food Production and Services 8.3) -Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs (National Standards for Family and Consumer Sciences Education: Food Production and Services 8.4) -Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet consumer needs.(National Standards for Family and Consumer Sciences Education: Food Production and Services 8.5)	
Learning Objectives (Derived from Content Area Competencies)	**Sample Indicators**
Students will know how to: -Identify a variety of types of equipment for food processing, cooking, holding, storing and serving. (8.3.6) -Analyze food equipment and supplies needed for menu production. *(8.4.3)* -Demonstrate professional skills in safe handling of knives, tools and equipment. *(8.5.1)* -Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.*(8.5.4)* -Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. *(8.5.5)* _Prepare various fruits, vegetables, starches,, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques. *(8.5.7)* -Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques. (*8.5.10)* -Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques. *(8.5.11)*	*Students will be able to:* -Explain how ingredients and preparation procedures affect the quality of quick breads and batters. -Execute the techniques for making common quick breads. -Compare batter based products and their preparation. -Explain and demonstrate the process of making a variety of different foods.

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Recommended Activities:
-Preparing biscuits, muffins and fritters
-Creating lists of different flavorings and ingredients to improve upon a plain muffin dough.
-Quick bread labs (Biscuit, Cinnamon Raisin Biscuit, Drop quick Biscuits from Red Lobster, Blueberry Streusel, Buttermilk Pancake).
- Pastry Labs (Single/double crust pie).
-Yeast Labs (Pretzel, Cinnamon Rolls).
- Function and uses of eggs (Omelette lab).
-Vegetable parts and identification and "What's in Season" birthday recipe activity.
- Meat cuts and tenderization methods demonstration.

Assessments:
-Lab and written self evaluation with varying ingredients and techniques
- Final recipe choice and evaluation (done multiple times throughout different sections of unit)
- Yeast dough quiz
- Full meal preparation and presentation

Resources:
-Worksheets on Ingredient functions
-Quick Bread directions and notes
-King Arthur video on principles of yeast doughs
-Teacher generated reference guide

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