

Course Title	Culinary II
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Course Overview	This course will build off the cooking skills learned in Culinary I. Culinary II explores more advanced units such as specialty desserts, soups, sauces, homemade pasta, and international foods, appetizers, and sandwiches. A food service project will also be completed in this course.
Length of Course	<input type="checkbox"/> Full year <input checked="" type="checkbox"/> Semester
Type of Course	<input type="checkbox"/> Humanities Required Credit <input type="checkbox"/> STEM Required Credit <input type="checkbox"/> Humanities Elective Credit <input checked="" type="checkbox"/> STEM Elective Credit <input type="checkbox"/> PE/Health Required Credit <input type="checkbox"/> Other
Grade Level	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Prerequisites	Culinary I
Ledyard High School Vision of the Graduate	<p>Ledyard High School is a learning community dedicated to the cultivation of skills essential for our students' success in a rapidly-evolving society. At Ledyard High School, we believe our graduates should demonstrate the following:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaboration - Colonel Graduates will demonstrate an ability to work effectively with others, sharing ideas, acknowledging one another's strengths, and collaborating to produce presentations, projects, performances, or events. <input checked="" type="checkbox"/> Communication- Colonel Graduates will demonstrate an ability to communicate information clearly and effectively through a variety of media, including written, oral, visual, musical, and/or video productions. <input checked="" type="checkbox"/> Problem-Solving- Colonel Graduates will demonstrate an ability to solve problems of varying complexity across a variety of content areas. <input checked="" type="checkbox"/> Critical Thinking - Colonel Graduates will demonstrate critical thinking skills to find solutions, support arguments, and overcome challenges in a variety of content areas. <input checked="" type="checkbox"/> Perseverance - Colonel Graduates will demonstrate perseverance in academic and extracurricular settings by working through and past obstacles in pursuit of goals. <input checked="" type="checkbox"/> Creativity - Colonel Graduates will demonstrate creativity through their participation in fine arts courses as well as through their inventive approaches to learning activities in a variety of settings.
VOG Portfolio Component	Labs -Collaboration Burger Challenge - Critical Thinking

Unit 1: Culinary Fundamentals Review: Sanitation, Safety, and Procedures		Pacing: 1-2 blocks
Description		
Essential Questions	<ol style="list-style-type: none"> 1. What does it mean to be a good chef? 2. Why is kitchen safety and sanitation important? 3. What does a safe and sanitary kitchen look like? 4. What is the role of the chef in safety and sanitation in the kitchen? 	
Learning Objectives	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -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) -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 	
Application of Learning Objectives	<p>Mise En Place Lab: safety and sanitation skills</p> <p>Knife skills: safety and sanitation</p>	
Vocabulary	<p>Foodborne illness</p> <p>Cross Contamination</p> <p>Sanitation</p> <p>Biological Hazard</p> <p>Sanitary</p> <p>Food-contact surface</p> <p>Hazard Analysis Critical Control Point (HACCP)</p> <p>Mise-En Place</p>	
Standards	Demonstrate food safety and sanitation procedures. (National Standards for Family and Consumer Sciences Education: Food Production and Services 8.2)	
Resources	<p>Powerpoint kitchen safety</p> <p>-Fight Bac</p> <p>-Mise en place:</p> <p>Teacher demonstration (dicing, onion, potato)</p>	
Assessments	<p>Labs</p> <p>Self assessment/reflection</p>	

Unit 2: Grain: Parts and Varieties

Pacing:
8
blocks

Description	
Essential Questions	<ol style="list-style-type: none"> 1. How do grains shape and influence methods of cooking? 2. What are the varieties of grains? 3. What different products are made with grains? 4. What are the nutritional benefits of different grains
Learning Objectives	<p>Students will be able to...</p> <p>Identify a variety of types of equipment for food processing, cooking, holding, storing and serving. (8.3.6)</p> <ul style="list-style-type: none"> -Demonstrate professional skills in safe handling of knives, tools, and equipment.(8.5.1) -Demonstrate professional skills in a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming and baking using professional equipment and current technologies.(8.5.2) -Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods. (8.5.4) -Prepare various fruits, vegetables, starches,, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques. (8.5.7) -Explain how ingredients and preparation procedures affect cooking a variety of grains, pasta, and pasta sauces -Execute the techniques for making a variety of grain dishes, homemade pasta and a variety of pasta sauces.. -Explain and demonstrate the process of making a variety of different foods
Application of Learning Objectives	<ul style="list-style-type: none"> -Parts of Grains (website: Whole Grain Council completed packet) -Types of grains <ul style="list-style-type: none"> Ancient grain research from website above- completed packet info and cooking lab Rice: video "Science the secrets of cooking rice" and cooking lab (a variety of rice lab and a Risotto lab) Pasta: research types/Identify shapes, steps to cooking and sauces (cooking lab(2): making homemade pasta lab and a variety of sauces lab)* basil can be provided by Agri-Science

Vocabulary	Endosperm Bran Germ Gluten Gluten Free Semolina Gelatinization Risotto Jasmine Basmati Fettuccine Pesto Primavera Marinara Carbonara Bolognese Alfredo Al Dente Kneading Pasta Machine Colander Pasta Servers
Standards	<u>Content Standard:</u> -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 that meet consumer needs.(National Standards for Family and Consumer Sciences Education: Food Production and Services 8.5)
Resources	Guide to Good Food Chapter 14 (parts of grain) Classroom set of cookbooks (Culinary Essentials (chap 25) and Guide to Good Food) Websites: Whole grain Council ; Real simple Video: Science of cooking rice ; Food Network: Bucatini Carbonara ; Giada's Fettuccine Alfredo
Assessments	- Labs -Exit tickets -Self assessment/reflection


Unit 3: Milk and Dairy		Pacing: 5-6 blocks
Description		
Essential Questions	<ol style="list-style-type: none"> 1. How do you effectively cook with a variety of milk products? 2. What are the qualities/properties of different milk/cheese products and how to choose which one when cooking? 3. What are the factors affecting selection of dairy products? 4. What are the guidelines for adverse reactions when cooking with dairy products? 5. How to prepare a variety of dishes using milk, cream, cheese, and other dairy products? 	
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none"> -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) -Demonstrate professional skills in a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming and baking using professional equipment and current technologies.(8.5.2) -Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.(8.5.4) -Explain how ingredients and preparation procedures affect milk cookery. -Execute the techniques for making pudding ,rouxs and other milk products. -Compare cheese products and their preparation. -Explain and demonstrate the process of making a variety of different foods. 	
Application of Learning Objectives	<ul style="list-style-type: none"> -Complete Milk Fact Sheets; samples included (Ch 17 Guide to Good Food) -The Proof is in the Pudding: Milk cookery Lab (Pudding) -Cheesemaking: videos and How to Google doc -Cheese Tasting Lab (Board) - White Sauce Roux and Mac and Cheese Lab (applying the skills for milk cookery teacher provided recipe) -Create your own baked Mac and Cheese Lab (must have a roux and a baked topping) 	
Vocabulary	<p>Homogenized/pasteurized Curds Whey Fortified Renin Emulsifiers Cream (Heavy, Whipping, Light,Half/Half) Milk (ex:Evaporated, Sweetened Condensed, Non-Fat Dry, Buttermilk etc) Processed/Natural Cheese Roux Cheese Types</p> <p><i>Principles of Milk Cookery:</i> Scum formation Boiling Over Scorching Curdling</p>	

Standards	<p><u>Content Standard:</u></p> <ul style="list-style-type: none"> -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)
Resources	<p>Guide to Good Food (textbook)</p> <p><u>Dairy Infor Slides</u></p> <p>-Cheese videos: <u>A Brief History of Cheese</u></p> <p><u>What is American Cheese</u></p> <p><u>How Blue Cheese is Made</u></p> <p><u>Why Parmesan Cheese is so expensive</u></p> <p><u>Kraft Student Guide to Natural cheeses (PDF)</u></p> <p><u>Food Network Magazine- Recipes for Mac & Cheese</u></p>
Assessments	<ul style="list-style-type: none"> - Labs -Exit tickets -Self assessment/reflection

Unit 4: Proteins		Pacing: 10-12 blocks
Description		
Essential Questions	<ol style="list-style-type: none"> 1. How do you effectively cook with a variety of proteins? 2. What are the qualities/properties of different protein products and how to choose which ones when cooking? 3. What are the factors in selection and storage of beef/poultry/seafood? 4. What are the different principle and methods of cooking beef/poultry/seafood? 5. What are the different methods of preparing beef/poultry/seafood? 	
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none"> -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) -Demonstrate professional skills in a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming and baking using professional equipment and current technologies.(8.5.2) -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 stocks, soups, sauces using safe handling and professional preparation techniques. (8.5.6) -Explain how ingredients and preparation procedures affect the quality of prepared meat, poultry and seafood. -Execute the techniques for cooking a variety of meats, poultry and seafood. -Explain, demonstrate and serve an original burger. -Demonstrate professional plating, garnishing, and food presentation techniques. (8.5.12) 	
Application of Learning Objectives	<p><u>Beef:</u> Complete notes using Beef powerpoint and review burgers Lab: burger creation Lab: Variety of meat cuts cooked using various methods</p> <p><u>Seafood:</u> Shellfish and Finfish textbook activities Fish/Shellfish lab</p> <p><u>Poultry</u> Poultry notes/review (types, principles of cooking and tips) Mini lab- deconstructing a whole chicken Gordon Ramsay video Lab: Roasting Lab: Chicken breast Lab : Soup stock</p>	

Vocabulary	<ul style="list-style-type: none"> -USDA Grades of meat- Prime, Choice, Select -Marbling -Primal Cuts of Beef; Round, Sirloin, Sort Loin, Rib, Chuck, Flank, Short Plate, Brisket, Fore Shank -Retail Cuts from each of the Primal Cuts -Cooking Methods- Moist Heat(ie. stewing) vs. Dry Heat(roasting) and safe internal cooking temperatures -Ground Beef percentages and cooking methods - Young Birds vs Old Birds- Broiler, Fryer, Duckling, Stewing Hen, Tom Turkey, Roaster -USDA Grade Shield and Inspection Stamp for poultry -Bouquet Garni -Stock soups -Finfish -Shellfish -Mollusks -Crustacean -Drawn fish -Dressed fish -Fish steak -Fish Filet
Standards	<p><u>Content Standard:</u></p> <ul style="list-style-type: none"> -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)
Resources	<p><u>Beef Powerpoint</u></p> <p><u>Guide to Good Food</u> textbook chapter 21(Fish and shellfish) and 20 (Poultry)</p> <p><u>Gordon Ramsay - How to joint a chicken - YouTube</u></p>
Assessments	<ul style="list-style-type: none"> - Labs -Exit tickets -Self assessment/reflection

Unit 5 Dairy: Soups		Pacing: 2-3 blocks
Description		
Essential Questions	<ol style="list-style-type: none"> 1. How would you prepare a variety of soups? 2. What are the different types of soups 3. What are the different ways to prepare and present various soups? 	
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none"> -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) -Demonstrate professional skills in a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming and baking using professional equipment and current technologies.(8.5.2) -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 stocks, soups, sauces using safe handling and professional preparation techniques. (8.5.6) -Explain how ingredients and preparation procedures affect the quality of a variety of soups. -Execute the techniques for making thickened soups, biscuits, and chowders. -Explain and demonstrate the process of making a variety of different foods 	
Application of Learning Objectives	<p>Review of specialty soups</p> <p>Lab: prepare a chowder and a thickened soup or bisque</p>	
Vocabulary	<ul style="list-style-type: none"> -Thickened soups: Cream, Pureed -Chowder -Bisque -Sweating 	
Standards	<p><u>Content Standard:</u></p> <ul style="list-style-type: none"> -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) 	
Resources	<u>Culinary Essentials</u> textbook chapter 21-1	
Assessments	<ul style="list-style-type: none"> - Labs -Exit tickets -Self assessment/reflection 	

Unit 6 Dairy: Cakes and Specialty Desserts		Pacing: 5-6 blocks
Description		
Essential Questions	<ol style="list-style-type: none"> 1. How would you prepare a variety of cakes and specialty desserts? 2. What are the different types of cakes? 3. What are the different mixing methods? 4. How do you make custard and pate choux? 	
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none"> -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) -Demonstrate professional skills in a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming and baking using professional equipment and current technologies.(8.5.2) -Demonstrate knowledge of portion control and proper scaling of measurement techniques. (8.5.3) -Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques. (8.5.10) -Make a high quality shortened cake by executing proper mixing techniques. -Prepare icing and properly ice a cake and then adorn it with a variety of piping techniques. -Prepare a proper foam cake and filling by executing proper mixing techniques. -Prepare pate choux and creme anglaise. 	
Application of Learning Objectives	<p>Review on Cakes</p> <p>Lab: a Shortened/High-ratio cake</p> <p>View cake decorating and Piping tutorial videos</p> <p>Lab: cake icing and piping cakes</p> <p>Lab: foam cake with filling (homemade ice cream)</p> <p>Lab: pate choux with a creme anglaise</p>	
Vocabulary	<p>Types of cakes: Pound, Foam, Angel Food, Chiffon, High-ratio layer</p> <p>Mixing methods: Creaming, Blending, Foam, Angel Food and Chiffon</p> <p>Panning</p> <p>Scaling</p> <p>Butter Cream</p>	
Standards	<p><u>Content Standard:</u></p> <ul style="list-style-type: none"> -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) 	
Resources	<p><u>Culinary Essentials</u> textbook chapter 30-2 and 30-4</p> <p> Cakes</p> <p>Wilton Shows You How to Fill a Disposable Piping Bag - YouTube</p> <p>Piping Tutorial! Learn How to Pipe To Perfection! Georgia's Cakes</p> <p>World's Most Popular Piping Tips and How to Use Them ... - YouTube</p>	

Assessments

- Labs
- Exit tickets
- Self assessment/reflection