

Family & Consumer Sciences: Culinary Arts II

→Resources: *Culinary Essentials* (textbook) and supplementary material as provided by instructor

Adopted April 2018

Major Topics	Concepts	Time Daily classes 41 minutes/36 weeks	The students will know:	Skills	Assessment	Standard(s)
Safety & Sanitation <ul style="list-style-type: none"> Ch.1 Safety & Sanitation Principles And/or ServSafe Food Handler curriculum	Characteristics of foodborne pathogens Safe food handling practices Role of government in protecting the food supply Safe kitchen work habits	2 weeks	The characteristics of major foodborne illness pathogens, their role in causing illness, potentially hazardous foods and methods of prevention Food contamination can be caused by biological and chemical agents Governments role and responsibility in regulating and protecting the food supply	Identify ways to prevent food contamination Demonstrate procedures for safe and secure storage of equipment and tools Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups Analyze factors that contribute to foodborne illness STEM related: science, math, technology, and life literacy (interpersonal skills, teamwork, problem solving, etc)	Safety & Sanitation Exam (<i>must be passed with 73% to work in kitchens</i>) OR **ServSafe Food Handler Certification (This is an Industry certification....ability to provide this is dependent on curriculum funding) Formative and summative assessments Hands on manipulative activities Food lab experiences	PA: 11.3.12.B National Standards for Family and Consumer Sciences Education/ Nat'l FCS 8.2.1 8.2.5 8.2.6 9.2.1 9.2.5 9.2.6

Topic	Concepts	Time	The student will know	Skills	Assessment	Standard(s)
Culinary Nutrition <ul style="list-style-type: none"> Ch. 11 Culinary Nutrition 	Diets can be modified to improve health conditions Food choices maximize personal health and decrease disease and risk factors Meeting nutritional needs across the lifespan Importance of planning and preparing nutritionally balanced meals	2 weeks	Nutrients are used in the body's physiological processes Food and nutritional information needs to be interpreted by the consumer Diets can be modified to improve health conditions The role of nutrients in the body and which foods contain those nutrients Nutrient make-up of foods affect it's preparation	Suggest modifications to the diet for specific health conditions Examine the relationship between health and diet across varied cultural and religious groups Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans Assess the influence of socioeconomic and psychological factors on food choice, nutrition and behavior STEM related: science, math, technology, and life literacy (interpersonal skills, teamwork, problem solving, etc)	Formative and summative assessments Food Labs (with accompanying) Rubrics	PA FCS: 11.3.12.C 11.3.12.D 11.3.12.E 11.3.12.F Nat'l FCS: 9.3.1 9.3.3 9.3.4 9.3.5 9.3.7 14.3.3
Topic	Concepts	Time	The students will know:	Skills	Assessments	Standard(s)
Culinary Principles <ul style="list-style-type: none"> Ch.10 Knives & Smallwares Ch.12 Creating 	Planning meals based on sensory appeal Food preparation and cooking	4 weeks	How resources (money, space, equipment, skills, time) need to be managed when planning meals	Analyze recipe/formula proportions and modifications for food production	Formative and summative assessments Thanksgiving Menu Project or another	PA FCS: 11.3.12.C 11.3.12.D 11.3.12.E 11.3.12.F

<p>Menus</p> <ul style="list-style-type: none"> • Ch.13 Using Standardized Recipes • Ch.15 Cooking Techniques • Ch.16 Seasonings & Flavorings 	<p>methods and related tool usage</p> <p>Appropriate use and care of appliances, cook-and-bakeware, and handtools</p>		<p>Contrast characteristics of seasonings, flavoring, herbs and spices</p> <p>How does the interaction of ingredients produce chemical changes in food preparation</p> <p>Importance of following a recipe as well as how to scale for greater/lesser yield</p> <p>Meals should be planned on multi-sensory appeal (texture, flavor, temperature, color, size and shape)</p> <p>Choice of smallware/knife for the task</p>	<p>Demonstrate ability to select, store, prepare, and serve nutritious aesthetically pleasing food based upon season and budget constraints</p> <p>Demonstrate knowledge of portion control and proper scaling and measurement techniques</p> <p>Demonstrate knife handling proficiency; including safe knife handling, accuracy and uniformity of cuts</p> <p>STEM related: science, math, technology, and life literacy (interpersonal skills, teamwork, problem solving, etc)</p>	<p>meal planning project</p> <p>Food Labs w/rubrics</p>	<p>Nat'l FCS</p> <p>8.4.2</p> <p>8.5.1</p> <p>8.5.3</p> <p>8.5.4</p> <p>8.5.13</p>
Topics	Concepts	Time	The students will know:	Skills	Assessment	Standard(s)
<p>Baking & Pastry Applications</p> <ul style="list-style-type: none"> • Ch.26 Baking Techniques • Ch.27 Yeast Breads and Rolls • Ch.28 Quick Breads 	<p>Basic baking ingredients and their functions/effects</p> <p>Alterations of fat/sugar quantities in baking recipes</p>	<p>6 weeks</p>	<p>Role of gluten development in the texture of the final product</p> <p>Role of leavening agents, their differences and</p>	<p>Prepare breads, baked goods and desserts using safe handling and proper preparation techniques</p> <p>Demonstrate plating</p>	<p>Formative and summative assessments</p> <p>Gingerbread House Project/Contest</p>	<p>PA FCS:</p> <p>11.3.12.C</p> <p>11.3.12.F</p> <p>11.3.12.G</p> <p>Nat'l FCS</p> <p>8.5.10</p> <p>8.5.12</p>

<ul style="list-style-type: none"> Ch.29 Desserts 	<p>Baking techniques and processes</p> <p>Tools usage</p>		<p>similarities</p> <p>Importance of precision in measurements</p> <p>Function of ingredients and their impact on baked goods</p>	<p>and presentation of baked goods</p> <p>Troubleshoot baking “failures” as well as adapt a baked good recipe to meet specific needs</p> <p>STEM related: science, math, and life literacy (interpersonal skills, teamwork, problem solving, etc)</p>	<p>Food Lab w/ Rubrics</p>	
Topic	Concepts	Time	The students will know:	Skills	Assessment	Standard(s)
<p>Art of Cooking</p> <ul style="list-style-type: none"> Ch.18 Garde Manger Ch.19 Sandwiches & Appetizers Ch.20 Stocks, Sauces, and Soups Ch.21 Fish & Shellfish Ch.22 Poultry Cookery Ch.23 Meat Cookery Ch.24 Pasta & Grains 	<p>Cooking methods used to ensure food quality and nutritional content</p> <p>Selection and storage considerations</p>	<p>12 weeks</p>	<p>Relationship of cooking to 4 main elements: salt, fat, acid, heat</p> <p>Cooking methods and techniques based upon: air, water and fat</p> <p>How does the interaction of ingredients produce chemical changes in food preparation</p> <p>Value of various foods in the diet</p>	<p>Recognize and understand how to build flavors and to balance a dish with the use of complimentary flavors</p> <p>Predict the amount of time required for meal preparation and plan a time schedule for preparing a meal</p> <p>Prepare various meats, poultry, seafood using safe food handling and proper preparation techniques</p> <p>Apply principles of food production to maximize nutrient</p>	<p>Formative and summative assessments</p> <p>Food Lab w/Rubrics</p> <p>Chopped! Final Project Meal Planning & Food Preparation</p>	<p>PA FCS: 11.3.12.C 11.3.12.D 11.3.12.E 11.3.12.F</p> <p>Nat’l FCS: 8.5.2 8.5.5 8.5.6 8.5.7</p>

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