Culinary Management

Introduction

Introduction

|  |  |
| --- | --- |
| Strand | Class Introduction |
| Standard | Class Introduction |
| Supplies | Binders, Concurrent information, FCCLA Information, Chef Coat Order Forms |

Content:

Teamwork Lab - 45 minutes start to finish

Supplies needed for about 15 salads:

2 lbs ground beef

1 cup chopped onions

1 30 oz. Can refried beans (can add more to stretch meat mixture)

1 15 oz. Can tomato sauce

1 package taco seasoning

2 heads lettuce shredded

1 24 oz. Package corn chips

½ lb. cheddar cheese, grated

4 tomatoes, diced

½ purple onion, diced

1 can olives, sliced

1 large jar salsa

1 pint sour cream

3 cans lime or lemonade

When done and while eating students will answer the questions on the worksheet.

While students are cooking go around and take roll.

While students eat go over the following information:

1. Go over Disclosure Document

2. Explain the binder

3. Concurrent Enrollment

4. FCCLA

5. Chef Coats

6. Time cards

Culinary Management

Strand 1

Knife Skills

|  |  |
| --- | --- |
| Strand | Students will identify knives and food service equipment function, proper use and care. |
| Standard | Identify types of knives, understand their proper use and care, and demonstrate proper knife safetyIdentify and demonstrate different knife cuts including: batonnet, julienne, brunoise, dice, chiffonade, diagonal, rondelle, mince, chop |
| Supplies | Power Point, rulers, colored paper, scissors |

Content:

Vocabulary

Go over power point presentation on knives and knife cuts with the class and with a worksheet.

Demonstrate various cuts to the class

Students will cut paper to demonstrate size accuracy and mount on paper. Cover with clear tape so they don’t fall off.

Extension Activity: Show DVD or You Tube video on knife cuts

Homework: Practice knife skills at home.

Culinary Management

Strand 2

Sanitation and Safety

|  |  |
| --- | --- |
| Strand | Students will discuss the importance of sanitation and food safety in the flow of food. Apply basic workplace safety and first-aid procedures. |
| Standard | Identify the steps in the flow of food, including purchasing, receiving, storage, preparation, cooking, holding cooling, reheating and serving.Identify standards of personal grooming and hygiene.Identify proper sanitation techniques used with tools, equipment, and surfaces. Identify the factors contributing to food-borne contamination, illness and prevention strategies.Students will identify safe work practices. |
| Supplies | Food handler book, worksheet, test |

Content:

Vocabulary

Students will go through the food handler book with the worksheet and take the test upon completion. Students will pass with 80% or higher or will need to look up correct answers and explain.

Culinary Management

Strand 2

Sanitation and Safety

|  |  |
| --- | --- |
| Strand | Students will discuss the importance of sanitation and food safety in the flow of food. Apply basic workplace safety and first-aid procedures. |
| Standard | Identify the steps in the flow of food, including purchasing, receiving, storage, preparation, cooking, holding cooling, reheating and serving.Identify standards of personal grooming and hygiene.Identify proper sanitation techniques used with tools, equipment, and surfaces. Identify the factors contributing to food-borne contamination, illness and prevention strategies.Students will identify safe work practices. |
| Supplies | Breakout game, box with lock and treat, computers, hints, worksheet |

Content:

Vocabulary

Do Flow of Food Demo with signs and students “acting” out the various parts and explain the flow to the class.

Students will participate in a breakout game teaching the new sanitation concepts. Students will create a review sheet to take home and study for the assessment next time.

Check review sheet for participation points.

Homework: Study for assessment.

Culinary Management

Strand 2

Sanitation and Safety

|  |  |
| --- | --- |
| Strand | Students will discuss the importance of sanitation and food safety in the flow of food. Apply basic workplace safety and first-aid procedures. |
| Standard | Identify the steps in the flow of food, including purchasing, receiving, storage, preparation, cooking, holding cooling, reheating and serving.Identify standards of personal grooming and hygiene.Identify proper sanitation techniques used with tools, equipment, and surfaces. Identify the factors contributing to food-borne contamination, illness and prevention strategies.Students will identify safe work practices. |
| Supplies | Assessment, lab food |

Content:

Vocabulary

Review for mastery.

Students will complete mastery assessment for strand 2.

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Culinary Management

Strand 2

Sanitation and Safety

|  |  |
| --- | --- |
| Strand | Students will discuss the importance of sanitation and food safety in the flow of food. Apply basic workplace safety and first-aid procedures. |
| Standard | Identify the steps in the flow of food, including purchasing, receiving, storage, preparation, cooking, holding cooling, reheating and serving.Identify standards of personal grooming and hygiene.Identify proper sanitation techniques used with tools, equipment, and surfaces. Identify the factors contributing to food-borne contamination, illness and prevention strategies.Students will identify safe work practices. |
| Supplies | Assessment remediation, safety lab supplies |

Content:

Students who achieve Mastery on the assessment last class will participate in a sanitation and safety lab.

Students who are below mastery or emerging will participate in a reassessment assignment. Upon completion they can join the lab.

Culinary Management

Strand 1

Kitchen Equipment

|  |  |
| --- | --- |
| Strand | Students will identify knives and food service equipment function, proper use and care. |
| Standard | Identify common small ware food preparation equipment, and how it is to be safely used and cleaned.Identify common food preparation and service equipment and how it is to be safely used and cleaned. |
| Supplies | Power point, worksheet,  |

Content:

Vocabulary

Kitchen Basics Power point presentation with worksheet.

Students will participate in an equipment scavenger hunt using actual items or pictures of equipment.

Culinary Management

Strand 1

Kitchen Equipment

|  |  |
| --- | --- |
| Strand | Students will identify knives and food service equipment function, proper use and care. |
| Standard | Identify common small ware food preparation equipment, and how it is to be safely used and cleaned.Identify common food preparation and service equipment and how it is to be safely used and cleaned. |
| Supplies | Power point, worksheet,  |

Content:

Vocabulary

Kitchen equipment lab focusing on cleaning, safety and use of equipment.

Culinary Management

Strand 1

Knife Skills & Kitchen Equipment

|  |  |
| --- | --- |
| Strand | Students will identify knives and food service equipment function, proper use and care. |
| Standard | Identify types of knives, understand their proper use and care, and demonstrate proper knife safetyIdentify and demonstrate different knife cuts including: batonnet, julienne, brunoise, dice, chiffonade, diagonal, rondelle, mince, chopdentify common small ware food preparation equipment, and how it is to be safely used and cleaned.Identify common food preparation and service equipment and how it is to be safely used and cleaned. |
| Supplies | Vegetables, cutting boards, knives, equipment |

Content:

Vocabulary

Divide the class in half. Half will remain in the class and work on the first page of the knife skills test and the equipment assessment while the other half demonstrates the knife skills. Halfway through class the groups will switch.

Culinary Management

Strand 1

Knife Skills and Kitchen Equipment

|  |  |
| --- | --- |
| Strand | Students will identify knives and food service equipment function, proper use and care. |
| Standard | Identify types of knives, understand their proper use and care, and demonstrate proper knife safetyIdentify and demonstrate different knife cuts including: batonnet, julienne, brunoise, dice, chiffonade, diagonal, rondelle, mince, chopIdentify common small ware food preparation equipment, and how it is to be safely used and cleaned.Identify common food preparation and service equipment and how it is to be safely used and cleaned. |
| Supplies | Lab ingredients, flashcards, computers |

Content:

Student who achieve mastery on the assessment from the previous day will prepare the roasted vegetable pasta.

Students who haven’t achieved mastery will work on the reassessment worksheet.

Culinary Management

Strand 3

Food Costing

|  |  |
| --- | --- |
| Strand | Students will apply math concepts as they apply to cost control including purchasing, portion control, AP/EP, and menu costing.  |
| Standard | Identify factors in controlling food costs. Calculating food cost by unit and portionIdentify concepts of purchasing food to control expenses. Calculating menu pricing |
| Supplies | Power Point, outline, video |

Content:

Vocabulary

Go through power point with class. Students can take notes on their outline. When done students will complete sample math questions on outline. There are presenter notes on the power point. You can set it to show on your screen but not what the students see or you can print the power point with the notes and read from that.

Go over correct answers with the class. Work with small groups on individual questions to that everyone feels comfortable with the questions.

Check outline for participation.

Show Stella’s Italian Restaurant – Restaurant Impossible (purchase on You Tube) or other video about food costing.

Culinary Management

Strand 3

Food Costing

|  |  |
| --- | --- |
| Strand | Students will apply math concepts as they apply to cost control including purchasing, portion control, AP/EP, and menu costing.  |
| Standard | Identify factors in controlling food costs. Calculating food cost by unit and portionIdentify concepts of purchasing food to control expenses. Calculating menu pricing |
| Supplies | Worksheet, lab items |

Content:

Vocabulary

Do costing lab – see student worksheet for details.

Culinary Management

Strand 3

Food Costing

|  |  |
| --- | --- |
| Strand | Students will apply math concepts as they apply to cost control including purchasing, portion control, AP/EP, and menu costing.  |
| Standard | Identify factors in controlling food costs. Calculating food cost by unit and portionIdentify concepts of purchasing food to control expenses. Calculating menu pricing |
| Supplies | Student worksheet, Lab items |

Content:

Vocabulary

AP/EP Lab – see student worksheet for details

Culinary Management

Strand 3

Food Costing

|  |  |
| --- | --- |
| Strand | Students will apply math concepts as they apply to cost control including purchasing, portion control, AP/EP, and menu costing.  |
| Standard | Identify factors in controlling food costs. Calculating food cost by unit and portionIdentify concepts of purchasing food to control expenses. Calculating menu pricing |
| Supplies | Student worksheets |

Content:

Vocabulary

Review for assessment.

Give Culinary Math Assessment. Trade papers and grade as a class or have the kids grade their own paper. If mastery is achieved students can have the remainder of class to complete other assignments. If master is not achieved work on reassessment.

Culinary Management

Strand 3

Food Costing

|  |  |
| --- | --- |
| Strand | Students will apply math concepts as they apply to cost control including purchasing, portion control, AP/EP, and menu costing.  |
| Standard | Identify factors in controlling food costs. Calculating food cost by unit and portionIdentify concepts of purchasing food to control expenses. Calculating menu pricing |
| Supplies | Evaluation |

Content:

Vocabulary

Continue with reassessment for those who need it.

For those who have achieved mastery give them the math challenge.

Culinary Management

Strand 3

Food Costing

|  |  |
| --- | --- |
| Strand | Students will apply math concepts as they apply to cost control including purchasing, portion control, AP/EP, and menu costing.  |
| Standard | Identify factors in controlling food costs. Calculating food cost by unit and portionIdentify concepts of purchasing food to control expenses. Calculating menu pricing |
| Supplies | Lab Ingredients and math worksheet |

Content:

When mastery is achieved, students will participate in a math lab. Student’s still not at mastery will continue working with the teacher until mastery is achieved.

Culinary Management

Strand 3

Food Costing

|  |  |
| --- | --- |
| Strand | Students will apply math concepts as they apply to cost control including purchasing, portion control, AP/EP, and menu costing.  |
| Standard | Identify factors in controlling food costs. Calculating food cost by unit and portionIdentify concepts of purchasing food to control expenses. Calculating menu pricing |
| Supplies |  |

Content:

Students will create a culinary math presentation individually or in a team of 2 or 3. This is the FCCLA Star Event. See student rubric and sample for more information.

Culinary Management

Strand 4

Nutrition and Menus

|  |  |
| --- | --- |
| Strand | Students will apply nutritional guidelines to menu development |
| Standard | Consider the nutritional needs of individualsExplore menus, different menu types, keys in menu planning and pricing |
| Supplies | Worksheets, article, smoothie supplies, cups. |

Content:

Vocabulary

Introduce/Review My plate and dietary guidelines with videos.

<https://www.youtube.com/watch?v=IR0PaeUNp4M&t=1s>

<https://www.youtube.com/watch?v=j7CcaUZrUoE>

Have students refer to worksheet Nutrition: Allergies and Intolerances

Have students fill out the section asking for a recipe for the smoothie. Students will then make the smooths and fill out the evaluation on the smoothies.

Hand out the article on allergies and intolerances (goo.gl/Lq9X4v or webmd.com/allergies/foods-allergy-intolerance#1) Students will read and fill out the ven diagram on the back on the paper.

Shopping List for Smoothies

Frozen fruit

Bananas

Yogurt

Milk

Almond Milk

Orange Juice

Carrots

Spinach

Honey

Culinary Management

Strand 4

Nutrition and Menus

|  |  |
| --- | --- |
| Strand | Students will apply nutritional guidelines to menu development |
| Standard | Consider the nutritional needs of individualsExplore menus, different menu types, keys in menu planning and pricing |
| Supplies | .Worksheets, menus, planning sheets |

Content:

Vocabulary

Power point with embedded videos (You’ll need to put the videos in your google drive and hyperlink them to the power point.)

Menu engineering: https://www.youtube.com/watch?v=aZ\_G2gQr8Uw

Studio C: https://www.youtube.com/watch?v=regMLfLIYec

Student will take notes on the outline.

Power Point Notes for Teacher

Types of Menus

Static or fixed menu example: McDonalds, Café Rio

Cycle menu example: School cafeteria, Hospital

Market Menu example: Market Street Grill, Chart House

Table d’Hote example: Banquet

Prix Fixe example: 2 for $22 at Chili’s

A la Carte example: Caraba’s (modified A la Carte might include a salad and/or bread with a meal like Outback or Olive Garden)

California example: Ihop, Denny’s

Building a menu

See discussion points on the power point

For trends see: http://www.restaurant.org/News-Research/Research/What-s-Hot

Balance: Nutrition balance, visual appearance, plating, serving size, proportion, odd number of foods on the plate

Pricing: Prices need to reflect the type of restaruant

Food Availability: what is the geography and culture of where you live?

Truthfulness: FDA requirement Federal Truth and Menu Law includes nutrition, quantity, quality, grade, ingredients, origin and freshness

Video clip on nutrition and truthfulness

Menu Pricing

Video clip on menu engineering and psychology

Three menu evaluation activity. Have for the students either menus to evaluate or computers to look up menus on. See worksheet. This can be a group or individual activity, although there is more merit in the group discussion.

Plan the Hamburger Lab. They will need to turn in a shopping list and a menu description. Remind them they will be evaluated by English Teachers and other qualified adults.

Culinary Management

Strand 4

Nutrition and Menus

|  |  |
| --- | --- |
| Strand | Students will apply nutritional guidelines to menu development |
| Standard | Consider the nutritional needs of individualsExplore menus, different menu types, keys in menu planning and pricing |
| Supplies | .Lab supplies |

Content:

Vocabulary

Menu Description Lab with evaluations. Each group will make one hamburger for each person and one for judging. Remind them that hamburger needs to be cooked to 155 – provide thermometers.

Culinary Management

Strand 4

Nutrition and Menus

|  |  |
| --- | --- |
| Strand | Students will apply nutritional guidelines to menu development |
| Standard | Consider the nutritional needs of individualsExplore menus, different menu types, keys in menu planning and pricing. |
| Supplies | Computers, worksheet |

Content:

Vocabulary

Give students the menu creating assignment. Provide computers for them to work on during class. If they cannot complete this in class they can complete it at home. They can turn in a hard copy or e-mail the menu to the teacher.

Culinary Management

Strand 5

Marketing

|  |  |
| --- | --- |
| Strand | Students will be able to define marketing and identify the applications of marketing principles in the food industry. |
| Standard | Define marketingApplication of principles used to market |
| Supplies | . |

Content:

Vocabulary Quiz for Strand 4

Go over power point with class about marketing students take notes.

Watch the Food Truck War video and watching for marketing strategies.

Culinary Management

Strand 5

Marketing

|  |  |
| --- | --- |
| Strand | Students will be able to define marketing and identify the applications of marketing principles in the food industry. |
| Standard | Define marketingApplication of principles used to market |
| Supplies | .Food Trucks, Planning Sheet, coloring tools |

Content:

Vocabulary

Go over food sales criteria

$ 7 budget

Healthy Food

Appealing

Marketing idea

Winning team each class gets a prize

Pick Food item to sell

Turn in shopping list

Design Food truck

Culinary Management

Strand 5

Marketing

|  |  |
| --- | --- |
| Strand | Students will be able to define marketing and identify the applications of marketing principles in the food industry. |
| Standard | Define marketingApplication of principles used to market |
| Supplies | .Lab Supplies |

Content:

Vocabulary

Content:

Prepare product during class to sell at lunch

Culinary Management

Strand 7

Produce

|  |  |
| --- | --- |
| Strand | Students will identify characteristics of produce including fruits, vegetables and their applications in Garde Manger and Garnishes. |
| Standard | Identify characteristics of produce (fruits and vegetables), appropriate selection of, storage and preparation methods. |
| Supplies | Powerpoint, WS, Lab ingredients |

Content:

Vocabulary Quiz Strand 5

Go over the Produce powerpoint. Students should fill in the worksheet as you are going through it.

After the power point, do a tasting of interesting fruits and vegetables. Students can prepare some or just do raw fruits and vegetables.

Culinary Management

Strand 7

Produce

|  |  |
| --- | --- |
| Strand | Students will identify characteristics of produce including fruits, vegetables and their applications in Garde Manger and Garnishes. |
| Standard | Identify characteristics of produce (fruits and vegetables), appropriate selection of, storage and preparation methods. |
| Supplies | Lab ingredients |

Content:

Vocabulary

Vegetable Lab

Culinary Management

Strand 7

Produce

|  |  |
| --- | --- |
| Strand | Students will identify characteristics of produce including fruits, vegetables and their applications in Garde Manger and Garnishes. |
| Standard | Identify characteristics of produce (fruits and vegetables), appropriate selection of, storage and preparation methods. |
| Supplies | Lab ingredients |

Content:

Vocabulary

Fruit Lab

Culinary Management

Strand 7

Produce

|  |  |
| --- | --- |
| Strand | Students will identify characteristics of produce including fruits, vegetables and their applications in Garde Manger and Garnishes. |
| Standard | Identify characteristics of produce (fruits and vegetables), appropriate selection of, storage and preparation methods. |
| Supplies | Lab ingredients |

Content:

Vocabulary

Fruit or Vegetable Lab

Culinary Management

Strand 7

Salads and Garnishes

|  |  |
| --- | --- |
| Strand | Students will identify characteristics of produce including fruits, vegetables and their applications in Garde Manger and Garnishes. |
| Standard | Students will identify terminology, types and preparation methods of salads and dressings.Students will identify garnishes and explore various uses of garnishes. |
| Supplies | Powerpoint, WS, Lab ingredients (apple swan) |

Content:

Vocabulary

Go over the Salad Powerpoint and have students complete the worksheet.

Go over the Garnish Powerpoint and have students complete the worksheet.

Have students watch “how to make a swan video” and then have the students make it. Talk about enzymatic browning and to add acid to their swans.

Have students create their BENTO BOX design. They MUST turn in shopping list today!!!

Culinary Management

Strand 7

Salads Lab

|  |  |
| --- | --- |
| Strand | Students will identify characteristics of produce including fruits, vegetables and their applications in Garde Manger and Garnishes. |
| Standard | Students will identify terminology, types and preparation methods of salads and dressings.Students will identify garnishes and explore various uses of garnishes. |
| Supplies | Lab ingredients  |

Content:

Vocabulary

Have students make salads and salad dressings.

Ask students what each salad would be best served as: appetizer, accompaniment, main dish, intermezzo, or dessert.

Ask students about what an emulsion is and how to make it.

Ask students what the ratio of oil and vinegar is in a vinaigrette.

Culinary Management

Strand 7

Garnish Lab

|  |  |
| --- | --- |
| Strand | Students will identify characteristics of produce including fruits, vegetables and their applications in Garde Manger and Garnishes. |
| Standard | Students will identify terminology, types and preparation methods of salads and dressings.Students will identify garnishes and explore various uses of garnishes. |
| Supplies | Lab ingredients  |

Content:

Vocabulary

Have students complete Bento Boxes.

Culinary Management

Term Assessment

|  |  |
| --- | --- |
| Strand | Strands 4, 5, 7 |
| Standard |  |
| Supplies | Testing Materials |

Content:

Review for Term Assessment

Take and reassess Term Assessment

Culinary Management

Strand 6

Breakfast Foods

|  |  |
| --- | --- |
| Strand | Students will demonstrate knowledge of various breakfast foods including eggs, meats, dairy and breakfast breads.. |
| Standard | Discuss the selection and preparation of eggsIdentify meats commonly used for breakfast and their preparationDiscuss the use and preparation of milk/dairy products used in breakfast foods.Identify common breakfast breads and cereals and their use |
| Supplies | Worksheet, eggs, butter, etc…bread |

Content:

Vocabulary Quiz for Strand 7

Go over egg information from power point. Student can take notes on their note sheet.

Demonstrate cooking various eggs such as sunny side up, basted, over easy, omelet, poached, etc….

Have students practice flipping eggs using slices of bread in the frying pan.

Culinary Management

Strand 6

Breakfast Foods

|  |  |
| --- | --- |
| Strand | Students will demonstrate knowledge of various breakfast foods including eggs, meats, dairy and breakfast breads.. |
| Standard | Discuss the selection and preparation of eggsIdentify meats commonly used for breakfast and their preparationDiscuss the use and preparation of milk/dairy products used in breakfast foods.Identify common breakfast breads and cereals and their use |
| Supplies | Lab supplies |

Content:

Vocabulary

Students will each make their own restaurant style omelet.

Prepare omelet station: - for 3 classes of 32

Diced onion – 4 large onions

Diced peppers – 6 peppers

Diced ham – 5 lbs

Grated cheese – 5 lbs

Sliced mushrooms – 24 ounces

Clarified butter or olive oil – 5 lbs

Eggs - 200

Culinary Management

Strand 6

Breakfast Foods

|  |  |
| --- | --- |
| Strand | Students will demonstrate knowledge of various breakfast foods including eggs, meats, dairy and breakfast breads.. |
| Standard | Discuss the selection and preparation of eggsIdentify meats commonly used for breakfast and their preparationDiscuss the use and preparation of milk/dairy products used in breakfast foods.Identify common breakfast breads and cereals and their use |
| Supplies | Lab supplies |

Content:

Vocabulary

Go over meat section of power point and students take notes.

Demonstrate making fresh sausage in class – different flavors – cook and taste.

If time remains show Alton Brown DVD

Culinary Management

Strand 6

Breakfast Foods

|  |  |
| --- | --- |
| Strand | Students will demonstrate knowledge of various breakfast foods including eggs, meats, dairy and breakfast breads.. |
| Standard | Discuss the selection and preparation of eggsIdentify meats commonly used for breakfast and their preparationDiscuss the use and preparation of milk/dairy products used in breakfast foods.Identify common breakfast breads and cereals and their use |
| Supplies | Tasting Supplies |

Content:

Vocabulary

Go over the milk part of the power point with students taking notes.

Dairy Tasting:

Butter

Unsalted Butter

Margarine

Other Spreads

Bread

Cheeses 8-10 different

Milk different fat %

Soy Milk

Almond Milk

Yogurts

If time remains show Alton Brown DVD

Culinary Management

Strand 6

Breakfast Foods

|  |  |
| --- | --- |
| Strand | Students will demonstrate knowledge of various breakfast foods including eggs, meats, dairy and breakfast breads.. |
| Standard | Discuss the selection and preparation of eggsIdentify meats commonly used for breakfast and their preparationDiscuss the use and preparation of milk/dairy products used in breakfast foods.Identify common breakfast breads and cereals and their use |
| Supplies | Cereals |

Content:

Vocabulary

Vocabulary review and quiz

Go over the bread section of power point with the students taking notes.

Students prepare various hot cereals and let the students taste them.

If time remains show an Alton Brown DVD

Culinary Management

Strand 6

Breakfast Foods

|  |  |
| --- | --- |
| Strand | Students will demonstrate knowledge of various breakfast foods including eggs, meats, dairy and breakfast breads.. |
| Standard | Discuss the selection and preparation of eggsIdentify meats commonly used for breakfast and their preparationDiscuss the use and preparation of milk/dairy products used in breakfast foods.Identify common breakfast breads and cereals and their use |
| Supplies | Lab Supplies |

Content:

Vocabulary

Student’s will prepare various types of breakfast breads

Culinary Management

Strand 8

Bakery Production

|  |  |
| --- | --- |
| Strand | Students will discuss and participate in bakery food production, including concepts in chemistry, math and technology. |
| Standard | Identify the function of each ingredient used in bakery products. |
| Supplies | Various flours to look and feel, types of yeast if possible |

Content:

Begin with chemistry video.

Go over ingredient information from power point. Student can take notes on their note sheet.

Show flour video from youtube. Allow students to touch and feel various types of flour.

Show yeast video and chemical leavening and continue with power point.

If time remains show Alton Brown Video.

Culinary Management

Strand 8

Bakery Production

|  |  |
| --- | --- |
| Strand | Students will discuss and participate in bakery food production, including concepts in chemistry, math and technology. |
| Standard | Identify the function of each ingredient used in bakery products. |
| Supplies | Tasting chocolate, piping chocolate |

Content:

Vocabulary

Go though power point on chocolate.

Do chocolate tasting.

Pipe various shapes of chocolate for garnish and dip various food items.

Culinary Management

Strand 8

Bakery Production

|  |  |
| --- | --- |
| Strand | Students will discuss and participate in bakery food production, including concepts in chemistry, math and technology. |
| Standard | Identify the types, mixing and storage methods of various bakery products, including yeast breads, pastries, cakes, icings, frosting and fillings. |
| Supplies | Breads, bread ingredients |

Content:

Vocabulary

Give each kitchen yeast, a baggie and instructions on what to mix together. When done hang the bags on the board and have the student’s hypothesize what will happen to each. Wait.

Go through power point on types of yeast breads and mixing methods. Students can sample various types of breads. Can show video for sponge since it takes a long time.

Evaluate the yeast and why certain things happened.

Watch Alton Brown DVD Dr. Strangeloaf.

Culinary Management

Strand 8

Bakery Production

|  |  |
| --- | --- |
| Strand | Students will discuss and participate in bakery food production, including concepts in chemistry, math and technology. |
| Standard | Identify the types, mixing and storage methods of various bakery products, including yeast breads, pastries, cakes, icings, frosting and fillings. |
| Supplies | Lab Supplies |

Content:

Vocabulary

Students will create a quick yeast bread item.

Culinary Management

Strand 8

Bakery Production

|  |  |
| --- | --- |
| Strand | Students will discuss and participate in bakery food production, including concepts in chemistry, math and technology. |
| Standard | Identify the types, mixing and storage methods of various bakery products, including yeast breads, pastries, cakes, icings, frosting and fillings. |
| Supplies | Lab Ingredients |

Content:

Vocabulary

Students will be given risen dough and will create various shapes of rolls and bread.

Culinary Management

Strand 8

Bakery Production

|  |  |
| --- | --- |
| Strand | Students will discuss and participate in bakery food production, including concepts in chemistry, math and technology. |
| Standard | Identify the types, mixing and storage methods of various bakery products, including yeast breads, pastries, cakes, icings, frosting and fillings. |
| Supplies | Lab and Demo supplies |

Content:

Vocabulary

Students will go through pie/pastry information.

Students will make several types of pastry and compare them.

Culinary Management

Strand 8

Bakery Production

|  |  |
| --- | --- |
| Strand | Students will discuss and participate in bakery food production, including concepts in chemistry, math and technology. |
| Standard | Identify the types, mixing and storage methods of various bakery products, including yeast breads, pastries, cakes, icings, frosting and fillings. |
| Supplies | Tasting cakes, icing supplies, piping supplies |

Content:

Vocabulary

Go over cake information using power point, videos and tasting samples. Student will take notes on outline.

Demonstrate a couple of icings and do a quick decorating demo or use videos.

Culinary Management

Strand 8

Bakery Production

|  |  |
| --- | --- |
| Strand | Students will discuss and participate in bakery food production, including concepts in chemistry, math and technology. |
| Standard | Identify the types, mixing and storage methods of various bakery products, including yeast breads, pastries, cakes, icings, frosting and fillings. |
| Supplies | Lab Supplies |

Content:

Vocabulary

Students will create a variety of cupcakes from scratch. These will be held until next time when they will be iced.

Culinary Management

Strand 8

Bakery Production

|  |  |
| --- | --- |
| Strand | Students will discuss and participate in bakery food production, including concepts in chemistry, math and technology. |
| Standard | Identify the types, mixing and storage methods of various bakery products, including yeast breads, pastries, cakes, icings, frosting and fillings. |
| Supplies | Lab Supplies |

Content:

Vocabulary

Students will ice their cupcakes made from scratch last class.

Culinary Management

Strand 8

Bakery Production

|  |  |
| --- | --- |
| Strand | Students will discuss and participate in bakery food production, including concepts in chemistry, math and technology. |
| Standard | Identify the types, mixing and storage methods of various bakery products, including yeast breads, pastries, cakes, icings, frosting and fillings. |
| Supplies | Lab Supplies |

Content:

Vocabulary

Explain what pate choux dough is used for and how is it made. Students will then make finger eclairs.

Filling:

1 quart whipping cream whipped stiff

1 large pudding made with 2 ½ cups milk

(used 1 ½ batches each period)

Culinary Management

Strand 8

Bakery Production

|  |  |
| --- | --- |
| Strand | Students will discuss and participate in bakery food production, including concepts in chemistry, math and technology. |
| Standard | Identify the types, mixing and storage methods of various bakery products, including yeast breads, pastries, cakes, icings, frosting and fillings. |
| Supplies | DVD, plates, tape, paper |

Content:

Vocabulary

Watch CCA DVD on desserts.

Create a paper dessert using plating and presentation techniques.

Culinary Management

Strand 8

Bakery Production

|  |  |
| --- | --- |
| Strand | Students will discuss and participate in bakery food production, including concepts in chemistry, math and technology. |
| Standard | Identify the types, mixing and storage methods of various bakery products, including yeast breads, pastries, cakes, icings, frosting and fillings. |
| Supplies | DVD, plates, tape, paper |

Content:

Vocabulary

Prepare a dessert to be displayed and voted upon. Voting is based on presentation only.

Kitchens will draw numbers to select bakery item being presented.

Per class – divide into 1/3 (presentation and some for each person to eat)

1 frozen (thawed) cheesecake

1 white sheet cake (made from mix previous day)

1 Sam’s sheet of brownies

Other supplies:

White and milk chocolate

Fruit Sauces (Orson Gigi)

Raspberries

Strawberries

Pastry Pride (Orso Gigi – instead of cream since it will hold)

Chocolate Mousse – make in advance from cupcake recipes

Nice dessert plates

Culinary Management

Strand 8

Bakery Production

|  |  |
| --- | --- |
| Strand | Students will discuss and participate in bakery food production, including concepts in chemistry, math and technology. |
| Standard | Identify the types, mixing and storage methods of various bakery products, including yeast breads, pastries, cakes, icings, frosting and fillings. |
| Supplies |  |

Content:

Vocabulary

Students find a group to prepare dessert for. They will plan, calculate cost, prepare and present a bakery item for a minimum of 30 people. This can be done as a class or as individual groups. Or individual groups will make a presentation to the class and they will vote on the winning presentation.

Culinary Management

Strand 8

Bakery Production

|  |  |
| --- | --- |
| Strand | Students will discuss and participate in bakery food production, including concepts in chemistry, math and technology. |
| Standard | Identify the types, mixing and storage methods of various bakery products, including yeast breads, pastries, cakes, icings, frosting and fillings. |
| Supplies | Lab supplies |

Content:

Vocabulary

Students will prepare desserts for groups.

Culinary Management

Term Assessment

|  |  |
| --- | --- |
| Strand | Strands 6 & 8 |
| Standard |  |
| Supplies | Testing Materials |

Content:

Strand 8 Vocabulary Quiz

Review for Term Assessment

Take and reassess Term Assessment

Culinary Management

Strand 9

Grains, Potatoes and Legumes

|  |  |
| --- | --- |
| Strand | Students will identify the characteristics of grains, potatoes and legumes and appropriate cooking methods |
| Standard | Identify the characteristics and cooking methods using rice and grains.Identify the various other grains or similar foods and their uses |
| Supplies | Pilaf and risotto supplies, cooked grains |

Content:

Vocabulary

Students will take notes using a guided power point discussion.

Teacher will demo pilaf and risotto for the class. Various types of cooked grains could also be sampled by students.

Culinary Management

Strand 9

Grains, Potatoes and Legumes

|  |  |
| --- | --- |
| Strand | Students will identify the characteristics of grains, potatoes and legumes and appropriate cooking methods |
| Standard | Identify the characteristics and cooking methods using rice and grains.Identify the various other grains or similar foods and their uses |
| Supplies | Lab supplies |

Content:

Vocabulary

Students will prepare a variety of rice and grain dishes to sample.

Culinary Management

Strand 9

Grains, Potatoes and Legumes

|  |  |
| --- | --- |
| Strand | Students will identify the characteristics of grains, potatoes and legumes and appropriate cooking methods |
| Standard | Identify the characteristics and cooking methods for pasta. |
| Supplies | Pasta machines, ingredients |

Content:

Vocabulary

Students will take notes during a quick pasta demo. Students will then make their own pasta from scratch.

Culinary Management

Strand 9

Grains, Potatoes and Legumes

|  |  |
| --- | --- |
| Strand | Students will identify the characteristics of grains, potatoes and legumes and appropriate cooking methods |
| Standard | Identify the characteristics and cooking methods used with potatoes. |
| Supplies | Potatoes, gnocchi ingredients |

Content:

Vocabulary

Students will take notes during a power point on potatoes. Students can sample different types of potatoes.

Demonstrate making gnocchi.

Culinary Management

Strand 9

Grains, Potatoes and Legumes

|  |  |
| --- | --- |
| Strand | Students will identify the characteristics of grains, potatoes and legumes and appropriate cooking methods |
| Standard | Identify the characteristics and cooking methods used with potatoes. |
| Supplies | Lab ingredients |

Content:

Vocabulary

Students make gnocchi with accompanying sauce.

Culinary Management

Strand 9

Grains, Potatoes and Legumes

|  |  |
| --- | --- |
| Strand | Students will identify the characteristics of grains, potatoes and legumes and appropriate cooking methods |
| Standard | Identify various types of legumes, quality characteristics, storage and cooking. |
| Supplies | Lab ingredients |

Content:

Vocabulary

Go over legume information quickly with the class, then do a legume lab.

Culinary Management

Strand 10

Poultry, Meat and Seafood

|  |  |
| --- | --- |
| Strand | Students will identify and select various types of poultry, meat and seafood and apply appropriate cooking techniques. |
| Standard | Identify poultry terminology and preparation |
| Supplies | Whole Chickens |

Content:

Strand 9 Vocabulary Quiz

Go over poultry information with students taking guided notes. Demo or show a video on poultry fabrication and have teams fabricate chickens to use in class next time.

Culinary Management

Strand 10

Poultry, Meat and Seafood

|  |  |
| --- | --- |
| Strand | Students will identify and select various types of poultry, meat and seafood and apply appropriate cooking techniques. |
| Standard | Identify poultry terminology and preparation |
| Supplies | Lab supplies |

Content:

Vocabulary

Students will prepare chicken in labs.

Culinary Management

Strand 10

Poultry, Meat and Seafood

|  |  |
| --- | --- |
| Strand | Students will identify and select various types of poultry, meat and seafood and apply appropriate cooking techniques. |
| Standard | Identify meat terminology and preparation techniquesIdentify vegetarian protein options |
| Supplies |  |

Content:

Vocabulary

Go over beef and pork information using a power point, videos and guided notes. Include information on vegetarian protein options.

Culinary Management

Strand 10

Poultry, Meat and Seafood

|  |  |
| --- | --- |
| Strand | Students will identify and select various types of poultry, meat and seafood and apply appropriate cooking techniques. |
| Standard | Identify meat terminology and preparation techniquesIdentify vegetarian protein options |
| Supplies | Lab supplies |

Content:

Vocabulary

Students will prepare various beef dishes to share as a class.

Culinary Management

Strand 10

Poultry, Meat and Seafood

|  |  |
| --- | --- |
| Strand | Students will identify and select various types of poultry, meat and seafood and apply appropriate cooking techniques. |
| Standard | Identify meat terminology and preparation techniquesIdentify vegetarian protein options |
| Supplies | Lab supplies |

Content:

Vocabulary

Students will prepare various pork dishes to share as a class.

Culinary Management

Strand 10

Poultry, Meat and Seafood

|  |  |
| --- | --- |
| Strand | Students will identify and select various types of poultry, meat and seafood and apply appropriate cooking techniques. |
| Standard | Identify seafood terminology and preparation |
| Supplies |  |

Content:

Vocabulary

Go over seafood information with the class using power point, videos and guided notes.

Have a guest speaker come and demonstrate how to fillet a fish or other preparation methods. Or prepare scallops or other fish item as a demo and tasting.

Culinary Management

Strand 10

Poultry, Meat and Seafood

|  |  |
| --- | --- |
| Strand | Students will identify and select various types of poultry, meat and seafood and apply appropriate cooking techniques. |
| Standard | Identify seafood terminology and preparation |
| Supplies | Lab Supplies |

Content:

Vocabulary

Students will prepare seafood for class.

Culinary Management

Term Assessment

|  |  |
| --- | --- |
| Strand | Strands 9 & 10 |
| Standard |  |
| Supplies | Testing Materials |

Content:

Strand 10 Vocabulary Quiz

Review for Term Assessment

Take and reassess Term Assessment

Culinary Management

Strand 11

International Flavors

|  |  |
| --- | --- |
| Strand | Students will explore various cuisines from Europe, Asia, the Middle East and the Mediterranean. |
| Standard | Discuss cuisineIdentify common ingredients/food and techniques from regional European CuisineIdentify common ingredients/food and techniques from regional Asian cuisineIdentify common ingredients/food and techniques from regional Middle Eastern cuisineIdentify common ingredients/food and techniques from regional Mediterranean Cuisine |
| Supplies |  |

Content:

Vocabulary

Go over information using power points, videos and guided notes. Possibly sample some food items.

Culinary Management

Strand 11

International Flavors

|  |  |
| --- | --- |
| Strand | Students will explore various cuisines from Europe, Asia, the Middle East and the Mediterranean. |
| Standard | Identify common ingredients/food and techniques from regional European Cuisine |
| Supplies | Lab supplies |

Content:

Vocabulary

Students will prepare a variety of European foods to taste.

Culinary Management

Strand 11

International Flavors

|  |  |
| --- | --- |
| Strand | Students will explore various cuisines from Europe, Asia, the Middle East and the Mediterranean. |
| Standard | Identify common ingredients/food and techniques from regional Asian Cuisine |
| Supplies | Lab supplies |

Content:

Vocabulary

Students will prepare a variety of Asian foods to taste.

Culinary Management

Strand 11

International Flavors

|  |  |
| --- | --- |
| Strand | Students will explore various cuisines from Europe, Asia, the Middle East and the Mediterranean. |
| Standard | Identify common ingredients/food and techniques from regional Middle Eastern Cuisine |
| Supplies | Lab supplies |

Content:

Vocabulary

Students will prepare a variety of Middle Eastern foods to taste.

Culinary Management

Strand 11

International Flavors

|  |  |
| --- | --- |
| Strand | Students will explore various cuisines from Europe, Asia, the Middle East and the Mediterranean. |
| Standard | Identify common ingredients/food and techniques from regional Mediterranean Cuisine |
| Supplies | Lab supplies |

Content:

Vocabulary

Students will prepare a variety of Mediterranean foods to taste.

Culinary Management

Final Exam

Content:

Strand 11 Vocabulary Quiz

This can be spread over 2-3 days

Review for Assessment

Take Assessment