Culinary Arts

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 Arts

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 Arts

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 Arts

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 Arts

Strand 2

Assessment Strand 2

|  |  |
| --- | --- |
| 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 Arts

Strand 2

Reassessment and Enrichment

|  |  |
| --- | --- |
| 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 Arts

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 Arts

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 Arts

Strand 1

Assessment Strand 1

|  |  |
| --- | --- |
| 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 Arts

Strand 1

Reassessment and Enrichment

|  |  |
| --- | --- |
| 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 Arts

Strand 6

Measurements

|  |  |
| --- | --- |
| Strand | Students will explain basic culinary math concepts and it’s use in standardized recipes.  |
| Standard | Utilize proper measuring techniques and toolsIdentify measurement equivalents and apply by adjusting recipe yield |
| Supplies | Power Point, muffin ingredients |

Content:

Vocabulary

Go over power point with outline.

Demo measuring and making muffins. Discuss different measuring techniques while demonstrating. While baking students can complete outline.

# Cinnamon-Sugar Mini Muffins

**TOTAL TIME:** Prep: 20 min. Bake: 15 min.

**YIELD:** 2 dozen or less

## Ingredients

5 tablespoons butter, softened

1/2 cup sugar

1 egg

1/2 cup 2% milk

1-1/2 cups all-purpose flour

2-1/4 teaspoons baking powder

1/4 teaspoon salt

1/4 teaspoon ground nutmeg

Melted butter and cinnamon-sugar

## Directions

**1.** In a large bowl, cream butter and sugar until light and fluffy. Beat in egg. Beat in milk. Combine the flour, baking powder, salt and nutmeg; add to creamed mixture just until moistened.

**2.** Fill greased miniature muffin cups two-thirds full. Bake at 350° for 14-16 minutes or until a toothpick inserted in the center comes out clean. Cool for 5 minutes before removing from pans to wire racks. Dip muffins in melted butter, then roll in cinnamon-sugar. Serve warm.

Culinary Arts

Strand 6

Standardized Recipe Lab

|  |  |
| --- | --- |
| Strand | Students will explain basic culinary math concepts and it’s use in standardized recipes.  |
| Standard | Utilize proper measuring techniques and toolsIdentify measurement equivalents and apply by adjusting recipe yield |
| Supplies |  |

Content:

Vocabulary

Have groups prepare the recipe for Grandma J’s Oatmeal cookies from the given papers. Have students complete the questions on the recipe sheet.

When the cookies are done have each group display a cookie. Compare the differences and discuss the importance of standardized recipes using the power point. Have groups report on their recipe and their experience using it.

Culinary Arts

Strand 6

Recipe Yield Lab

|  |  |
| --- | --- |
| Strand | Students will explain basic culinary math concepts and it’s use in standardized recipes.  |
| Standard | Utilize proper measuring techniques and toolsIdentify measurement equivalents and apply by adjusting recipe yield |
| Supplies |  |

Content:

Vocabulary

Hand out the Pancake Souffle Muffin worksheet. Have groups complete the math and then make the recipe. Check student math before beginning lab.

Culinary Arts

Strand 6

Culinary Math Lab

|  |  |
| --- | --- |
| Strand | Students will explain basic culinary math concepts and it’s use in standardized recipes.  |
| Standard | Utilize proper measuring techniques and toolsIdentify measurement equivalents and apply by adjusting recipe yield |
| Supplies |  |

Content:

Vocabulary

Students will do the math lab and complete the worksheet while they cook.

Culinary Arts

Strand 6

Culinary Math - FCCLA

|  |  |
| --- | --- |
| Strand | Students will explain basic culinary math concepts and it’s use in standardized recipes.  |
| Standard | Utilize proper measuring techniques and toolsIdentify measurement equivalents and apply by adjusting recipe yield |
| Supplies | FCCLA rubric, computers |

Content:

Vocabulary

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 Arts

Strand 6

Assessment

|  |  |
| --- | --- |
| Strand | Students will explain basic culinary math concepts and it’s use in standardized recipes.  |
| Standard | Utilize proper measuring techniques and toolsIdentify measurement equivalents and apply by adjusting recipe yield |
| Supplies |  |

Content:

Vocabulary

Review for mastery.

Students will complete mastery assessment for strand 6.

Culinary Arts

Strand 6

Remediation

|  |  |
| --- | --- |
| Strand | Students will explain basic culinary math concepts and it’s use in standardized recipes.  |
| Standard | Utilize proper measuring techniques and toolsIdentify measurement equivalents and apply by adjusting recipe yield |
| Supplies |  |

Content:

Vocabulary

Students will complete remediation packet with teacher.

Students who have achieved mastery will complete the math lab.

Culinary Arts

Strand 3

History

|  |  |
| --- | --- |
| Strand | Students will discuss the food service industry, history, evolution, trends, supply chains and sustainability. |
| Standard | Identify and discuss history and trends in the foodservice industryIdentify various food service industry segments such as quick service, family dining, fine dining, catering and institutional/non-commercial food service. |
| Supplies | Power Point, DVD |

Content:

Vocabulary

Do the quiz from Bon Appétit on the power point as an introduction.

Go through the information on the history of food with the power point. Students should take notes on their syllabus assignment.

Watch American Eats DVD (100 minutes long – may have to choose what parts to watch) or Assign each group a time period and using computers have them construct a menu for that specific time period.

Culinary Arts

Strand 3

Historical Lab

|  |  |
| --- | --- |
| Strand | Students will discuss the food service industry, history, evolution, trends, supply chains and sustainability. |
| Standard | Identify and discuss history and trends in the foodservice industryIdentify various food service industry segments such as quick service, family dining, fine dining, catering and institutional/non-commercial food service. |
| Supplies | Lab Supplies |

Content:

Vocabulary

Complete historical food lab.

Culinary Arts

Strand 3

Current Trends, Influences, Segments

|  |  |
| --- | --- |
| Strand | Students will discuss the food service industry, history, evolution, trends, supply chains and sustainability. |
| Standard | Identify and discuss history and trends in the foodservice industryIdentify various food service industry segments such as quick service, family dining, fine dining, catering and institutional/non-commercial food service. |
| Supplies | Power Point |

Content:

Vocabulary

Power point with notes.

Adobe Spark Activity

Culinary Arts

Strand 3

Cultural Influence Lab

|  |  |
| --- | --- |
| Strand | Students will discuss the food service industry, history, evolution, trends, supply chains and sustainability. |
| Standard | Identify and discuss history and trends in the foodservice industryIdentify various food service industry segments such as quick service, family dining, fine dining, catering and institutional/non-commercial food service. |
| Supplies | Lab Ingredients |

Content:

Vocabulary

Complete a lab of cultural foods.

Culinary Arts

Strand 3

Segment Lab

|  |  |
| --- | --- |
| Strand | Students will discuss the food service industry, history, evolution, trends, supply chains and sustainability. |
| Standard | Identify and discuss history and trends in the foodservice industryIdentify various food service industry segments such as quick service, family dining, fine dining, catering and institutional/non-commercial food service. |
| Supplies | Lab supplies |

Content:

Vocabulary

Complete segment lab – amusement park/state fair foods

Culinary Arts

Strand 3

Supply Chain and Sustainability

|  |  |
| --- | --- |
| Strand | Students will discuss the food service industry, history, evolution, trends, supply chains and sustainability. |
| Standard | Identify and discuss history and trends in the foodservice industryIdentify various food service industry segments such as quick service, family dining, fine dining, catering and institutional/non-commercial food service. |
| Supplies | Power Point, DVD |

Content:

Vocabulary Quiz

Go through power point with guided notes.

Show Food Inc or Just eat it DVD

Culinary Arts

Strand 4

Careers

|  |  |
| --- | --- |
| Strand | Students will identify various careers and professional standards in the Hospitality and Food Industry. |
| Standard | Identify various career opportunities and educational requirementsApply employability skills as they relate to culinary professionalismDemonstrate or explain the various steps necessary to gaining employment |
| Supplies | Power Point, see supply list below |

Content:

Vocabulary

Go through the power point. Have students take notes in their outline. Look at the 6 related career videos.

Hang posters with different careers around the room. Have students look over the posters and choose which they are most interested in. Have them physically move to that space. Each group will fill in the worksheet with basic information on that career using the internet.

Each group will then complete the project related to that career, each project will be submitted to the teach to share as a class presentation. Project instructions are on the other side of the career information.

Event Planner will plan/design a booth for club week for FCCLA

Food Stylist will plate food given to them and take pictures

Pastry Chef will design plating and presentation for 3 different desserts in color

Dietitians will create a menu for a diabetic person including 3 meals and one dessert snack. They must use strawberries, salmon, spinach and salsa.

Food Scientist/Product Developer will create a food item and packaging to meet the criteria given

Executive Chef will create a menu for an arena restaurant (such as the Marriott Center or Vivint Arena) 2 appetizers, 2 entrees, 2 desserts that are made from scratch and portable for eating in arena seats.

Supplies and Materials needed for Career Activity:

Each group would benefit from having access to a computer.

Event Planner: Handout

Food Stylist: White paper plates, butcher paper for backdrops, food item such as Twinkie, Rice Krispie Treat or Hostess Cupcake, garnishing items such as fruit syrups, fresh fruit, mint, etc… Phone or ipad camera

Pastry Chef: Handout, colored pencils

Dietitian: Handout

Food Scientist/Product Developer: Handout

Executive Chef: Handout

Culinary Arts

Strand 4

Professionalism

|  |  |
| --- | --- |
| Strand | Students will identify various careers and professional standards in the Hospitality and Food Industry. |
| Standard | Identify various career opportunities and educational requirementsApply employability skills as they relate to culinary professionalismDemonstrate or explain the various steps necessary to gaining employment |
| Supplies | Power point, DVD |

Content:

Vocabulary

Introduce culinary attributes with a power point. Students will take notes in their outline.

Show the DVD No Reservations. Students will complete the worksheet on culinary professionalism as they watch, citing specific examples of the culinary attributes, both good and bad.

Culinary Arts

Strand 4

Professionalism & Resumes

|  |  |
| --- | --- |
| Strand | Students will identify various careers and professional standards in the Hospitality and Food Industry. |
| Standard | Identify various career opportunities and educational requirementsApply employability skills as they relate to culinary professionalismDemonstrate or explain the various steps necessary to gaining employment |
| Supplies | Power point, DVD |

Content:

Vocabulary

Complete the DVD No Reservations. Students will complete the worksheet on culinary professionalism as they watch, citing specific examples of the culinary attributes, both good and bad. Turn in the assignment

Go over power point on job tools including creating a resume. Students will then complete a resume as part of their career presentation.

Culinary Arts

Strand 4

Career Presentation

|  |  |
| --- | --- |
| Strand | Students will identify various careers and professional standards in the Hospitality and Food Industry. |
| Standard | Identify various career opportunities and educational requirementsApply employability skills as they relate to culinary professionalismDemonstrate or explain the various steps necessary to gaining employment |
| Supplies | Computers, presentation template |

Content:

Vocabulary Quiz

Following the template students will create a career presentation about a career they are interested in related to hospitality.

Culinary Arts

Strand 5

Nutrients & My Plate

|  |  |
| --- | --- |
| Strand | Students will explore nutritional guidelines |
| Standard | Consider the nutritional needs of individuals, including food guidance systems, food allergies and intolerances and nutritional considerations. |
| Supplies | Outline, power point, prizes, paper, colored pencils, computers |

Content:

Vocabulary

Go through power point using the imbedded videos and having the students do the drawing activity. Complete the lesson using computers in class to do an activity on choosemyplate.gov. See instructions on the student outline.

Culinary Arts

Strand 5

Low Sugar, Fat and Salt Lab

|  |  |
| --- | --- |
| Strand | Students will explore nutritional guidelines |
| Standard | Consider the nutritional needs of individuals, including food guidance systems, food allergies and intolerances and nutritional considerations. |
| Supplies | Lab Supplies |

Content:

Vocabulary

Hand out recipes, students will make varieties of breads and sample and evaluate each.

Culinary Arts

Strand 5

Allergies and Intolerances

|  |  |
| --- | --- |
| Strand | Students will explore nutritional guidelines |
| Standard | Consider the nutritional needs of individuals, including food guidance systems, food allergies and intolerances and nutritional considerations. |
| Supplies | Article, handout, lab supplies |

Content:

Vocabulary

Introduce allergies and intolerances with video: https://www.youtube.com/watch?v=dAYF5ltcnzc

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

Give Vocabulary Quiz

Culinary Arts

Assessment 3, 4 ,5

|  |  |
| --- | --- |
| Strand | Students will discuss the food service industry, history, evolution, trends, supply chains and sustainability.Students will identify various careers and professional standards in the Hospitality and Food Industry.Students will explore nutritional guidelines |
| Standard | Identify and discuss history and trends in the foodservice industryIdentify various food service industry segments such as quick service, family dining, fine dining, catering and institutional/non-commercial food service.Identify various career opportunities and educational requirementsApply employability skills as they relate to culinary professionalismDemonstrate or explain the various steps necessary to gaining employmentConsider the nutritional needs of individuals, including food guidance systems, food allergies and intolerances and nutritional considerations. |
| Supplies | Tests |

Content:

Test students on Strands 3, 4, 5. Students will re-take if they don’t get 100%. 80% will be considered passing.

Culinary Arts

Strand 7

Pre-Cooking Techniques Lab

|  |  |
| --- | --- |
| Strand | Students will compare and contrast various cooking techniques and how seasoning and flavorings create and enhance the natural flavors of food. |
| Standard | Identify various cooking techniques and how they affect foodDiscuss the enhancement and creating of flavor when preparing food |
| Supplies | Lab supplies, butter |

Content:

Vocabulary

Explain the process of separating and whipping egg whites. Go through pavlova recipe with the class. Emphasize the importance of adding the sugar slowly.

Have the students make their pavlovas and get them into the oven. While cooking, explain and demonstrate clarifying butter

Culinary Arts

Strand 7

Cooking Techniques

|  |  |
| --- | --- |
| Strand | Students will compare and contrast various cooking techniques and how seasoning and flavorings create and enhance the natural flavors of food. |
| Standard | Identify various cooking techniques and how they affect foodDiscuss the enhancement and creating of flavor when preparing food |
| Supplies | Power point, DVD |

Content:

Vocabulary

Power point on cooking techniques.

DVD with various cooking methods.

Culinary Arts

Strand 7

Dry Heat Lab

|  |  |
| --- | --- |
| Strand | Students will compare and contrast various cooking techniques and how seasoning and flavorings create and enhance the natural flavors of food. |
| Standard | Identify various cooking techniques and how they affect foodDiscuss the enhancement and creating of flavor when preparing food |
| Supplies | Lab Supplies |

Content:

Vocabulary

Students will make Fajitas by roasting peppers, sautéing onions, stir frying steak and griddling tortillas. Plating and presentation will be emphasized. Sour Cream and salsa will be provided for garnish.

Culinary Arts

Strand 7

Moist Heat Lab

|  |  |
| --- | --- |
| Strand | Students will compare and contrast various cooking techniques and how seasoning and flavorings create and enhance the natural flavors of food. |
| Standard | Identify various cooking techniques and how they affect foodDiscuss the enhancement and creating of flavor when preparing food |
| Supplies | Lab Supplies |

Content:

Vocabulary

Students will make pasta salad and poached pears. Pasta (12 oz. max) will be simmered, carrots blanched, broccoli steamed. Other items- cheese, red pepper, purple onion, etc… Pears can be poached in simple syrup or cran-raspberry juice. Plating and presentation will be emphasized. Mint, cream, parsley, etc.. can be provided for garnish.

Culinary Arts

Strand 7

Flavors - Seasoning

|  |  |
| --- | --- |
| Strand | Students will compare and contrast various cooking techniques and how seasoning and flavorings create and enhance the natural flavors of food. |
| Standard | Identify various cooking techniques and how they affect foodDiscuss the enhancement and creating of flavor when preparing food |
| Supplies | Fresh and dries herbs, spices, power point, bread and lab supplies |

Content:

Vocabulary

Take a visual/smelling test on herbs and spices. Discuss

Go over power point on Flavors and Seasonings. Fill in outline.

Make Bubbly Cheese bread. Once an herb or spice is taken, no other group can use that herb or spice. Let every group taste each other’s bread.

Culinary Arts

Strand 7

Flavors – Seasoning Lab

|  |  |
| --- | --- |
| Strand | Students will compare and contrast various cooking techniques and how seasoning and flavorings create and enhance the natural flavors of food. |
| Standard | Identify various cooking techniques and how they affect foodDiscuss the enhancement and creating of flavor when preparing food |
| Supplies | Lab Supplies |

Content:

Vocabulary

Students will complete the seasoning, flavor lab.

Culinary Arts

Strand 7

Vinegar/Pickling Lab

|  |  |
| --- | --- |
| Strand | Students will compare and contrast various cooking techniques and how seasoning and flavorings create and enhance the natural flavors of food. |
| Standard | Identify various cooking techniques and how they affect foodDiscuss the enhancement and creating of flavor when preparing food |
| Supplies | Lab Supplies |

Content:

Vocabulary Quiz

Students will complete the Vinegar/Pickling Lab.

Culinary Arts

Strand 8

Stock and Sauces

|  |  |
| --- | --- |
| Strand | Students will identify the components of various stocks, soups and sauces. |
| Standard | Identify various types of stocksCompare soup types, including their ingredients and preparation methodsIdentify potential thickeners for soupsIdentify the five mother sauces, some common uses for them and some compound/secondary or derivative sauces made from them. |
| Supplies | Power Point, DVD |

Content:

Vocabulary

Go over stock, soup and sauce power point while students take notes.

Watch DVDs on stocks, soups and sauces.

Culinary Arts

Strand 8

Sauce Lab

|  |  |
| --- | --- |
| Strand | Students will identify the components of various stocks, soups and sauces. |
| Standard | Identify various types of stocksCompare soup types, including their ingredients and preparation methodsIdentify potential thickeners for soupsIdentify the five mother sauces, some common uses for them and some compound/secondary or derivative sauces made from them. |
| Supplies | Lab supplies |

Content:

Vocabulary

Students will complete the sauce lab.

Culinary Arts

Strand 8

Clear Soup Lab

|  |  |
| --- | --- |
| Strand | Students will identify the components of various stocks, soups and sauces. |
| Standard | Identify various types of stocksCompare soup types, including their ingredients and preparation methodsIdentify potential thickeners for soupsIdentify the five mother sauces, some common uses for them and some compound/secondary or derivative sauces made from them. |
| Supplies | Lab supplies |

Content:

Vocabulary

Students will complete the clear soup lab.

Culinary Arts

Strand 8

Thick Soup Lab

|  |  |
| --- | --- |
| Strand | Students will identify the components of various stocks, soups and sauces. |
| Standard | Identify various types of stocksCompare soup types, including their ingredients and preparation methodsIdentify potential thickeners for soupsIdentify the five mother sauces, some common uses for them and some compound/secondary or derivative sauces made from them. |
| Supplies | Lab supplies |

Content:

Vocabulary

Students will complete the thick soup lab.

Culinary Arts

Strand 8

Unusual Soup Lab

|  |  |
| --- | --- |
| Strand | Students will identify the components of various stocks, soups and sauces. |
| Standard | Identify various types of stocksCompare soup types, including their ingredients and preparation methodsIdentify potential thickeners for soupsIdentify the five mother sauces, some common uses for them and some compound/secondary or derivative sauces made from them. |
| Supplies | Lab supplies |

Content:

Vocabulary

Students will complete the unusual soup lab.

Students will submit shopping lists for the salsa competition.

Culinary Arts

Strand 8

Salsa Competition

|  |  |
| --- | --- |
| Strand | Students will identify the components of various stocks, soups and sauces. |
| Standard | Identify various types of stocksCompare soup types, including their ingredients and preparation methodsIdentify potential thickeners for soupsIdentify the five mother sauces, some common uses for them and some compound/secondary or derivative sauces made from them. |
| Supplies | Lab supplies |

Content:

Vocabulary Quiz

Students will complete the Salsa Competition.

Culinary Arts

Strand 9

Sandwich & Appetizer Info

|  |  |
| --- | --- |
| Strand | Students will identify different types sandwiches and appetizers and their components. |
| Standard | Give examples of different types of sandwichesIdentify the three components of a sandwichExplain why appetizers are used in a meal and identify and prepare various types of appetizers. |
| Supplies |  |

Content:

Vocabulary

Go through power point on sandwiches with outline.

Watch DVDs on sandwiches or sandwich king on you tube.

Culinary Arts

Strand 9

Sandwich Lab

|  |  |
| --- | --- |
| Strand | Students will identify different types sandwiches and appetizers and their components. |
| Standard | Give examples of different types of sandwichesIdentify the three components of a sandwichExplain why appetizers are used in a meal and identify and prepare various types of appetizers. |
| Supplies | Lab Supplies |

Content:

Vocabulary

Complete sandwich lab.

Culinary Arts

Strand 9

Pizza Lab

|  |  |
| --- | --- |
| Strand | Students will identify different types sandwiches and appetizers and their components. |
| Standard | Give examples of different types of sandwichesIdentify the three components of a sandwichExplain why appetizers are used in a meal and identify and prepare various types of appetizers. |
| Supplies | Lab Supplies |

Content:

Vocabulary

Complete pizza lab.

Culinary Arts

Strand 9

Canape Lab

|  |  |
| --- | --- |
| Strand | Students will identify different types sandwiches and appetizers and their components. |
| Standard | Give examples of different types of sandwichesIdentify the three components of a sandwichExplain why appetizers are used in a meal and identify and prepare various types of appetizers. |
| Supplies | Lab Supplies |

Content:

Vocabulary

Complete canape lab.

Culinary Arts

Strand 9

Canape Lab

|  |  |
| --- | --- |
| Strand | Students will identify different types sandwiches and appetizers and their components. |
| Standard | Give examples of different types of sandwichesIdentify the three components of a sandwichExplain why appetizers are used in a meal and identify and prepare various types of appetizers. |
| Supplies | Lab Supplies |

Content:

Vocabulary

Let students create canapés to share with the class.

Provide a variety of breads, crackers, toppings, spreads, etc… and books with ideas

Culinary Arts

Strand 9

Dip Lab

|  |  |
| --- | --- |
| Strand | Students will identify different types sandwiches and appetizers and their components. |
| Standard | Give examples of different types of sandwichesIdentify the three components of a sandwichExplain why appetizers are used in a meal and identify and prepare various types of appetizers. |
| Supplies | Lab Supplies |

Content:

Vocabulary Quiz

Students will complete dip lab.

Culinary Arts

Strand 7, 8, 9 Assessment

|  |  |
| --- | --- |
| Strand | Students will compare and contrast various cooking techniques and how seasoning and flavorings create and enhance the natural flavors of food.Students will identify the components of various stocks, soups and sauces.Students will identify different types sandwiches and appetizers and their components. |
| Standard | Identify various cooking techniques and how they affect foodDiscuss the enhancement and creating of flavor when preparing foodIdentify various types of stocksCompare soup types, including their ingredients and preparation methodsIdentify potential thickeners for soupsIdentify the five mother sauces, some common uses for them and some compound/secondary or derivative sauces made from them.Give examples of different types of sandwichesIdentify the three components of a sandwichExplain why appetizers are used in a meal and identify and prepare various types of appetizers. |
| Supplies | Lab Supplies |

Content:

Test students on Strands 7, 8, 9. Students will re-take if they don’t get 100%. 80% will be considered passing.

Culinary Arts

Strand 10

Customer Service

|  |  |
| --- | --- |
| Strand | Students will learn the concepts and importance of customer service and management skills as they pertain to food service and hospitality. |
| Standard | Discuss the importance of customer serviceIdentify front of house jobs and dutiesExplore the characteristics needed to be a skilled employee.Understand the order of front of the house service.Categorize the main types of dining environments.Identify various pieces of dining equipment and how they are used.List the qualities and duties of an effective manager |
| Supplies | Power Point |

Content:

Vocabulary

Go over the power point with the class as they take notes on their outline.

Culinary Arts

Strand 10

Fine Dining Styles Lab

|  |  |
| --- | --- |
| Strand | Students will learn the concepts and importance of customer service and management skills as they pertain to food service and hospitality. |
| Standard | Discuss the importance of customer serviceIdentify front of house jobs and dutiesExplore the characteristics needed to be a skilled employee.Understand the order of front of the house service.Categorize the main types of dining environments.Identify various pieces of dining equipment and how they are used.List the qualities and duties of an effective manager |
| Supplies | Lab Supplies |

Content:

Vocabulary

Complete a fine dining styles lab.

Culinary Arts

Strand 10

Dining Equipment

|  |  |
| --- | --- |
| Strand | Students will learn the concepts and importance of customer service and management skills as they pertain to food service and hospitality. |
| Standard | Discuss the importance of customer serviceIdentify front of house jobs and dutiesExplore the characteristics needed to be a skilled employee.Understand the order of front of the house service.Categorize the main types of dining environments.Identify various pieces of dining equipment and how they are used.List the qualities and duties of an effective manager |
| Supplies | Power Point |

Content:

Vocabulary

Culinary Arts

Strand 10

Management

|  |  |
| --- | --- |
| Strand | Students will learn the concepts and importance of customer service and management skills as they pertain to food service and hospitality. |
| Standard | Discuss the importance of customer serviceIdentify front of house jobs and dutiesExplore the characteristics needed to be a skilled employee.Understand the order of front of the house service.Categorize the main types of dining environments.Identify various pieces of dining equipment and how they are used.List the qualities and duties of an effective manager |
| Supplies | Power Point |

Content:

Vocabulary

Culinary Arts

Strand 10

Management Lab

|  |  |
| --- | --- |
| Strand | Students will learn the concepts and importance of customer service and management skills as they pertain to food service and hospitality. |
| Standard | Discuss the importance of customer serviceIdentify front of house jobs and dutiesExplore the characteristics needed to be a skilled employee.Understand the order of front of the house service.Categorize the main types of dining environments.Identify various pieces of dining equipment and how they are used.List the qualities and duties of an effective manager |
| Supplies | Lab Supplies |

Content:

Vocabulary

Complete management lab as outlined on handout.

Culinary Arts

Strand 10

Training Lab

|  |  |
| --- | --- |
| Strand | Students will learn the concepts and importance of customer service and management skills as they pertain to food service and hospitality. |
| Standard | Discuss the importance of customer serviceIdentify front of house jobs and dutiesExplore the characteristics needed to be a skilled employee.Understand the order of front of the house service.Categorize the main types of dining environments.Identify various pieces of dining equipment and how they are used.List the qualities and duties of an effective manager |
| Supplies | Lab Supplies |

Content:

Vocabulary

Go over training with power point and outline.

Tell the students that today they will be given on the job training and will be evaluated on their work.

Show the video on how to a make a swan out of an apple. Have the students make the swan with their apple. If they need to re-watch the video they can on the computer at their table. Download the video from You Tube to your teacher website so the kids can watch it. The video title is: How to make an edible apple swan.

Students will then evaluate their own swan using the self-evaluation form.

Culinary Arts

Strand 10

Communication Lab

|  |  |
| --- | --- |
| Strand | Students will learn the concepts and importance of customer service and management skills as they pertain to food service and hospitality. |
| Standard | Discuss the importance of customer serviceIdentify front of house jobs and dutiesExplore the characteristics needed to be a skilled employee.Understand the order of front of the house service.Categorize the main types of dining environments.Identify various pieces of dining equipment and how they are used.List the qualities and duties of an effective manager |
| Supplies | Lab Supplies |

Content:

Vocabulary Quiz

Encourage good communication among students by having the class [cook](http://www.ehow.com/list_7737880_classroom-activities-communication.html) a meal, not individually but as a team. In this [exercise](http://www.ehow.com/sports/), the students are split into groups of four. Each team is required to cook a specific meal from start to finish in 45 minutes, but only one team member can be in the kitchen at any given time. A timer should be set for five minutes; then Student #1 starts [cooking](http://www.ehow.com/list_7737880_classroom-activities-communication.html). When the timer goes off, Student #2 enters the kitchen area and Student #1 has 15 seconds to explain what has been started and what still needs to be done. The same process should be repeated until the 45 minutes have passed. The students not cooking must be at their table working on the syllabus assignment and not watching the student who is cooking.

Put a colored dot on each student – 4 different colors per group. Use the colors to rotate.

Suggested Lab: Muffins, Scrambled Eggs, Frozen Hash browns, Bacon

Processing: What worked, what didn’t? Frustrations? Successes? Did you think more about what you were telling them – how well did you listen??

Culinary Arts

Strand 11

Baking Ingredients

|  |  |
| --- | --- |
| 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.Identify the types, mixing and storage methods of various bakery products including cooking and quick breads. |
| Supplies | Power Point, different flours |

Content:

Vocabulary

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 Arts

Strand 11

Cookie Lab

|  |  |
| --- | --- |
| 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.Identify the types, mixing and storage methods of various bakery products including cooking and quick breads. |
| Supplies | Lab Supplies |

Content:

Vocabulary

Students will complete Cookie Lab

Culinary Arts

Strand 11

Quick Bread Lab

|  |  |
| --- | --- |
| 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.Identify the types, mixing and storage methods of various bakery products including cooking and quick breads. |
| Supplies | Lab Supplies |

Content:

Vocabulary

Students will complete Quick Bread Lab

Culinary Arts

Strand 11

Chocolate Info

|  |  |
| --- | --- |
| 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.Identify the types, mixing and storage methods of various bakery products including cooking and quick breads. |
| Supplies | Lab Supplies |

Content

Vocabulary

Go though power point on chocolate.

Do chocolate tasting.

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

Culinary Arts

Strand 11

Puff Pastry Lab

|  |  |
| --- | --- |
| 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.Identify the types, mixing and storage methods of various bakery products including cooking and quick breads. |
| Supplies | Lab Supplies |

Content:

Vocabulary

Students will complete Puff Pastry Lab

Culinary Arts

Strand 11

Performance Planning

|  |  |
| --- | --- |
| 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.Identify the types, mixing and storage methods of various bakery products including cooking and quick breads. |
| Supplies | Planning Sheets |

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 Arts

Strand 11

Performance Activity

|  |  |
| --- | --- |
| 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.Identify the types, mixing and storage methods of various bakery products including cooking and quick breads. |
| Supplies | Lab Supplies |

Content:

Vocabulary Quiz

Students will prepare desserts for groups.

Culinary Arts

Strand 12

Flavors of the Americas

|  |  |
| --- | --- |
| Strand | Students will explore various cuisines from North and South America |
| Standard | Discuss cuisineIdentify common foods from regional North American CuisineExplore cuisine influences, food and tools used in Central AmericaExplore cuisine influences, and foods used in South America |
| Supplies | Power Point |

Content:

Vocabulary

Go over power point information while students talk notes on outline.

Show DVDs or other videos if time remains.

Culinary Arts

Strand 12

North American Lab

|  |  |
| --- | --- |
| Strand | Students will explore various cuisines from North and South America |
| Standard | Discuss cuisineIdentify common foods from regional North American CuisineExplore cuisine influences, food and tools used in Central AmericaExplore cuisine influences, and foods used in South America |
| Supplies | Lab Supplies |

Content:

Vocabulary

Student will complete North American Lab.

Culinary Arts

Strand 12

Central American Lab

|  |  |
| --- | --- |
| Strand | Students will explore various cuisines from North and South America |
| Standard | Discuss cuisineIdentify common foods from regional North American CuisineExplore cuisine influences, food and tools used in Central AmericaExplore cuisine influences, and foods used in South America |
| Supplies | Lab Supplies |

Content:

Vocabulary

Student will complete Central American Lab.

Culinary Arts

Strand 12

South American Lab

|  |  |
| --- | --- |
| Strand | Students will explore various cuisines from North and South America |
| Standard | Discuss cuisineIdentify common foods from regional North American CuisineExplore cuisine influences, food and tools used in Central AmericaExplore cuisine influences, and foods used in South America |
| Supplies | Lab Supplies |

Content:

Vocabulary

Student will complete South American Lab.

Culinary Arts

Assessment Strands 10, 11, 12

|  |  |
| --- | --- |
| Strand | Students will learn the concepts and importance of customer service and management skills as they pertain to food service and hospitality.Students will discuss and participate in bakery food production, including concepts in chemistry, math and technology.Students will explore various cuisines from North and South America |
| Standard | Discuss the importance of customer serviceIdentify front of house jobs and dutiesExplore the characteristics needed to be a skilled employee.Understand the order of front of the house service.Categorize the main types of dining environments.Identify various pieces of dining equipment and how they are used.List the qualities and duties of an effective managerIdentify the function of each ingredient used in bakery products.Identify the types, mixing and storage methods of various bakery products including cooking and quick breads.Discuss cuisineIdentify common foods from regional North American CuisineExplore cuisine influences, food and tools used in Central AmericaExplore cuisine influences, and foods used in South America |
| Supplies | Test |

Content:

Vocabulary Quiz

Test students on Strands 10, 11, 12. Students will re-take if they don’t get 100%. 80% will be considered passing.