

Culinary Arts II

8600

2011

Course Name

Course Description:	Through the study of Culinary Arts II, the students will learn advanced food preparation techniques which can be used in the home or work environment. They will explore and demonstrate abilities in the areas of pastry arts and food science as they apply skills learned in math with measuring, science with ingredient combinations and reading with understanding directions as presented in recipe format. They will also learn the health advantages of including fresh, not chemically-preserved foods in their daily diets. Skills will be taught with demonstrations, textbooks and laboratory experiences.
Grade Level:	10-12
Length of Course:	Frequency- six days per six day cycle Duration- 42 minutes Length- 1 year Credits- 1
Prerequisites:	Successful completion of Culinary Arts I
Maximum Enrollment	20 students per class
Textbook:	<u>Food For Today</u> by Helen Kowtaluk <u>Guide to Good Food</u> by Velda L. Largen and Deborah L. Bence
Expected Level of Achievement	Students will be required to maintain a 70% or better. They will be required to come to class prepared to learn. 93-100% = A 85 - 92% = B 77 - 84% = C 70 - 76% = D Below 70% = F

Northern York County School District Curriculum

Course Name:	Culinary Arts II
Content:	Unit: Cakes
Key Learning(s):	Making cakes is a science with each type of cake having different preparation methods and characteristics
Essential Question(s)	Why is cake making considered a science? What are the functions of the ingredients and mixing methods of a(n) shortened, unshortened and chiffon cake?
Vocabulary	Shortened cake, butter cake, pound cake, cake flour, chemical leaveners, flavorings, unshortened cake, foam cake, cream of tartar, fold in, sponge cake, tube pan, chiffon cake
Grade Level	10-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11A	Read and understand essential content of informational texts and documents in all academic areas.	Students will read information in the textbook on the science of making cakes	Teacher-generated worksheets	<u>Food For Today</u> text
1.1.11F	Understand the meaning of and apply key vocabulary across the various subject areas.	Students will be able to name and define the three basic cake categories of shortened, unshortened and chiffon.	Notes Worksheet	<u>Guide To Good Food</u> text
		Students will be able to list examples of each category of cake.	Graphic Organizers	Powerpoint Presentations
		Students will be able to explain the difference among the three categories of cakes.	Cake Terms worksheet	You Tube Videos
11.3.9G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	Students will be able to list the basic ingredients in cakes and name each of their functions.	Cake Scramble Worksheet	<u>Betty Crocker Cookbook</u>
		Students will plan, make and evaluate a(n) shortened cake, unshortened cake, chiffon cake and sponge cake	Test	<u>Better Homes & Gardens Cookbook</u>
		Students will plan, make and compare shortened pound cakes made from scratch, a box mix, purchased bakery and purchased frozen.	Notebook	DVDs
2.3.11C	Demonstrate the ability to		Ticket Out the Door Summarizing Strategy	Ingredients for food laboratory experiences
			Lab plan sheet	
			Lab Rubric	
			Lab error analysis worksheet	
			Recipe Book made by students	

	produce measures with specified levels of precision		Cake Comparison Chart	
2.3.11A	Select and use appropriate units and tools to measure to the degree of accuracy required in particular measurement situations.			
11.1.12F	Compare and contrast the selection of goods and services by applying effective consumer strategies			

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Course Name:	Culinary Arts II
Content:	Unit: Pastry
Key Learning(s):	The art and science of making pastries
Essential Question(s)	How are science and the arts used when making different categories of pastries? What are the functions of each ingredient in the different categories of pastry?
Vocabulary	Pastry, Lattice, Fruit Pie, Flute, Unbaked Two Crust, Turnover, Tartlet, Custard Pie, Gluten, Biscuit Method, Lard, Cream Pie, Chiffon Pie, Oil-based Pastry, Baked one-crust, Blind baking, Pate choux, Éclair, Cream Puff, Quiche
Grade Level	10-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11A	Read and understand essential content of informational texts and documents in all academic areas.	Students will read information in the textbook on the science of making pastries	Teacher-generated worksheets	<u>Food For Today</u> text
1.1.11F	Understand the meaning of and apply key vocabulary across the various subject areas.	Students will be able to name and define the basic pastry categories of Fruit, Custard, Cream, Chiffon and Pate Choux	Notes Worksheet	<u>Guide To Good Food</u> text
		Students will be able to list examples of each category of pastry.	Graphic Organizers	Powerpoint Presentations
		Students will be able to list the basic ingredients in all categories of pastry and name each of their functions.	Pastry Terms worksheet	You Tube Videos
11.3.9G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	Students will be able to explain the different characteristics of pastry when using different types of fat.	Pastry Scramble Worksheet	<u>Betty Crocker Cookbook</u>
		Students will plan, make and evaluate a fruit pie, custard pie, cream pie, pate choux recipe, and a main dish pie.	Test	<u>Better Homes & Gardens Cookbook</u>
			Notebook	DVDs
			Ticket Out the Door Summarizing Strategy	Ingredients for food laboratory experiences
			Lab plan sheet	
			Lab Rubric	
			Lab error analysis worksheet	
2.3.11C	Demonstrate the ability to		Recipe Book made by students	

2.3.11A	<p>produce measures with specified levels of precision</p> <p>Select and use appropriate units and tools to measure to the degree of accuracy required in particular measurement situations.</p>			
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Course Name:	Culinary Arts II
Content:	Unit: Yeast Breads
Key Learning(s):	The science and mixing methods of making yeast-leavened food products.
Essential Question(s)	How are science and mixing methods used when making different categories of yeast-leavened food products? What are the functions of each ingredient in a yeast-leavened food? What are the three categories of yeast-leavened products?
Vocabulary	Gluten, Bread Flour, Active Dry Yeast, Traditional Method, One-rise Method, Kneading, Compressed Yeast, Batter Method, Fermentation, Oven Spring, Cool Rise, Mixer Method, Refrigerator Dough, Freezer Dough
Grade Level	10-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11A	Read and understand essential content of informational texts and documents in all academic areas.	Students will read information in the textbook on the science of using yeast as a leavening in food products.	Teacher-generated worksheets	<u>Food For Today</u> text
1.1.11F	Understand the meaning of and apply key vocabulary across the various subject areas.	Students will be able to name and define the three basic categories of yeast leavened food products.	Notes Worksheet	<u>Guide To Good Food</u> text
		Students will be able to list examples of each category of yeast leavened food product.	Graphic Organizers	Powerpoint Presentations
		Students will be able to list the basic ingredients in all categories of yeast leavened food products and name each of their functions.	Yeast Terms worksheet	You Tube Videos
11.3.9G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.		Yeast Scramble Worksheet	<u>Betty Crocker Cookbook</u>
			Test	<u>Better Homes & Gardens Cookbook</u>
			Notebook	DVDs
			Ticket Out the Door Summarizing Strategy	Ingredients for food laboratory experiences
2.3.11C	Demonstrate the ability to	Students will plan, make and evaluate a yeast leavened roll recipe, a yeast-leavened coffee cake and deep-fat fried yeast-raised doughnuts.	Lab plan sheet	
			Lab Rubric	
			Lab error analysis worksheet	
			Recipe Book made by students	

2.3.11A	<p>produce measures with specified levels of precision</p> <p>Select and use appropriate units and tools to measure to the degree of accuracy required in particular measurement situations.</p>			
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Northern York County School District Curriculum

Course Name:	Culinary Arts II
Content:	Unit: Gingerbread Houses
Key Learning(s):	History, culture and the principles of design influence the art of making and decorating gingerbread houses
Essential Question(s)	How do history, culture and the principles of design influence the making of gingerbread houses?
Vocabulary	Molasses, Gingerbread, Nuremburg, Gingerbread Fairs, Guilds, Pastry Bag, Meringue Powder, Royal Icing
Grade Level	10-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11A	Read and understand essential content of informational texts and documents in all academic areas.	Students will read information concerning the history and cultural significance of the art of making gingerbread into houses.	Gingerbread History Crossword	Websites
1.1.11F	Understand the meaning of and apply key vocabulary across the various subject areas.	Students will be able to explain the history of gingerbread through the ages and when and where it began to be used to build structures.	Gingerbread Terms Scramble Worksheet	DVDs
		Students will learn the terminology associated with the art and science of baking, building and decorating gingerbread houses.	Gingerbread House Decoration Graphic Organizer	Teacher generated Gingerbread House Pattern Pieces
		Students will write a plan for decorating a gingerbread house	Lab plan sheet	Magazine photos of Gingerbread House contest entries
		Students will develop a plan for making and constructing a gingerbread house using available resources.	Lab Rubric	Ingredients for constructing the basic gingerbread house during the laboratory experiences
11.3.9G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	The students will use their gingerbread house plan to create an original work by making gingerbread, constructing a building, and decorating it for entry into the high school Gingerbread House Contest	Lab error analysis worksheet	
			Gingerbread House Project Rubric	

2.3.11C	Demonstrate the ability to produce measures with specified levels of precision			
2.3.11A	Select and use appropriate units and tools to measure to the degree of accuracy required in particular measurement situations.			
9.1.12.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts			

Northern York County School District Curriculum

Course Name:	Culinary Arts II
Content:	Unit: Poultry
Key Learning(s):	Food Science principles and methods of safely cooking various types of poultry.
Essential Question(s)	What are the food science principles of safely handling, storing and cooking poultry? What are the dry heat and moist heat options for preparing different types of poultry? What nutritional contribution does poultry make to the diet?
Vocabulary	Poultry, Giblets, Truss, Broil, Cornish Game Hens, Dry Heat, Squab, Oven Fry, Capon, Braise, Stew, Poach, Moist Heat
Grade Level	10-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11A	Read and understand essential content of informational texts and documents in all academic areas.	Students will read informational texts concerning the safe handling, various cooking methods and nutritive value of different types of poultry.	Teacher-generated worksheets	<u>Food For Today</u> text
1.1.11F	Understand the meaning of and apply key vocabulary across the various subject areas.	Students will be able to name and define the two basic methods of cooking poultry and explain when to use each type.	Notes Worksheet	<u>Guide To Good Food</u> text
		Students will be able to name at least five different types of poultry.	Graphic Organizers	Powerpoint Presentations
		Students will make one dry heat recipe for poultry and one moist heat recipe for poultry.	Poultry Terms worksheet	You Tube Videos
11.3.9G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.		Poultry Scramble Worksheet	<u>Betty Crocker Cookbook</u>
			Test	<u>Better Homes & Gardens Cookbook</u>
			Notebook	DVDs
			Ticket Out the Door Summarizing Strategy	Ingredients for food laboratory experiences
			Lab plan sheet	
			Lab Rubric	
2.3.11C	Demonstrate the ability to		Lab error analysis worksheet	

2.3.11A	<p>produce measures with specified levels of precision</p> <p>Select and use appropriate units and tools to measure to the degree of accuracy required in particular measurement situations.</p>			
11.3.12.B	<p>Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC</p>			

Northern York County School District Curriculum

Course Name:	Culinary Arts II
Content:	Meat Unit
Key Learning(s):	Food science principles and methods for safely preparing various types of meats to maintain optimal nutritive value
Essential Question(s)	What are the food science principles of safely handling, storing and cooking meat? What are the dry heat and moist heat options for preparing different types of meat? What nutritional contribution does meat make to the diet?
Vocabulary	Meat, steer, hamburger, tripe, variety meats, elastin, marinade, broil, grade shield, beef, heifer, veal, sweetbreads, marbling, collagen, prime meats, braise, pork, chitterlings, bacon, lamb, mutton, yearling lamb
Grade Level	10-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11A	Read and understand essential content of informational texts and documents in all academic areas.	Students will read informational texts concerning the safe handling, various cooking methods and nutritive value of different types of meat.	Teacher-generated worksheets	<u>Food For Today</u> text
1.1.11F	Understand the meaning of and apply key vocabulary across the various subject areas.	Students will be able to name and define the two basic methods of preparing and cooking meat and explain when to use each type.	Notes Worksheet	<u>Guide To Good Food</u> text
11.3.9G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	Students will be able to name at least 3 animals from which meat is derived.	Graphic Organizers	Powerpoint Presentations
2.3.11C	Demonstrate the ability to produce	Students will make one recipe using ground beef and one recipe using pork.	Meat Terms worksheet	You Tube Videos
		Students will be able to explain the grading and labeling system used on meats offered for retail sale.	Meat Scramble Worksheet	<u>Betty Crocker Cookbook</u> <u>Better Homes & Gardens Cookbook</u>
			Test	DVDs
			Notebook	Ingredients for food laboratory experiences
			Ticket Out the Door Summarizing Strategy	
			Lab plan sheet	
			Lab Rubric	
			Lab error analysis worksheet	

2.3.11A	<p>measures with specified levels of precision</p> <p>Select and use appropriate units and tools to measure to the degree of accuracy required in particular measurement situations.</p>			
11.3.12.B	<p>Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC</p>			

Northern York County School District Curriculum

Course Name:	Culinary Arts II
Content:	Seafood Unit
Key Learning(s):	Food science principles and methods for safely preparing and storing various types of seafood to maintain optimal nutritive value
Essential Question(s)	What are the different categories of shellfish? What are the different categories of finfish? What are the basic cooking methods used in preparing seafood? What is the nutritional contribution of seafood to the diet?
Vocabulary	Shellfish, Crustaceans, Mollusks, Shucked, Deveined, Finfish, Fat Fish, Lean Fish, Omega 3 Fally Acids, Drawn Fish, Dressed Fish, Fish Steaks, Iodine, Goiter, Fillet
Grade Level	10-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11A	Read and understand essential content of informational texts and documents in all academic areas.	Students will read informational texts concerning the safe handling, various cooking methods and nutritive value of different types of seafood. Students will be able to name and define the basic methods of preparing and cooking seafood and explain when to use each type.	Teacher-generated worksheets Notes Worksheet Graphic Organizers Seafood Terms worksheet	<u>Food For Today</u> text <u>Guide To Good Food</u> text Powerpoint Presentations You Tube Videos <u>Betty Crocker Cookbook</u>
1.1.11F	Understand the meaning of and apply key vocabulary across the various subject areas.	Students will be able to name the 2 main categories of seafood and the 2 subcategories of shellfish. Students will make one recipe using a finfish and one recipe using a shellfish.	Seafood Recipe Worksheet Test Notebook	<u>Better Homes & Gardens Cookbook</u> DVDs Ingredients for food laboratory experiences
11.3.9G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	Students will be able to explain the inspection process for seafood in the U.S.	Ticket Out the Door Summarizing Strategy Lab plan sheet Lab Rubric Lab error analysis worksheet	
2.3.11C	Demonstrate the ability to			

2.3.11A	<p>produce measures with specified levels of precision</p> <p>Select and use appropriate units and tools to measure to the degree of accuracy required in particular measurement situations.</p>			
11.3.12.B	<p>Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC</p>			

Northern York County School District Curriculum

Course Name:	Culinary Arts II
Content:	The Science of Making Candy
Key Learning(s):	Food science methods and principles of making various types of candies
Essential Question(s)	What is crystalline candy? What is noncrystalline candy? How does science influence the making of different types of candies? What is the advantage making candy over buying candy from a nutritional standpoint?
Vocabulary	Crystalline, Seafoam, Penuche, Fondant, Marzipan, Nougat, Noncrystalline, Brittle, Toffee, Sugar syrup, Interfering agent, Ball-in-water Test, Taffy
Grade Level	10-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11A	Read and understand essential content of informational texts and documents in all academic areas.	Students will read informational texts concerning the preparation methods for making various types of candies. Students will be able to explain the difference in the basic methods of preparing and cooking crystalline and noncrystalline candies.	Teacher-generated worksheets Notes Worksheet Graphic Organizers Candy Terms worksheet Test Notebook Ticket Out the Door Summarizing Strategy Lab plan sheet Lab Rubric Lab error analysis worksheet	<u>Food For Today</u> text <u>Guide To Good Food</u> text Powerpoint Presentations You Tube Videos <u>Betty Crocker Cookbook</u> <u>Better Homes & Gardens Cookbook</u> DVDs Candy Molds Ingredients for food laboratory experiences
1.1.11F	Understand the meaning of and apply key vocabulary across the various subject areas.	Students will make fudge, brittle, caramels, molded chocolate and divinity recipes. Students will be able to demonstrate the difference temperature makes in the texture of the finished candy.		
11.3.9G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	Students will be able to explain the ball-in-water vs. thermometer method for checking the stages of cooking sugar syrup.		
2.3.11C	Demonstrate the ability to			

2.3.11A	<p>produce measures with specified levels of precision</p> <p>Select and use appropriate units and tools to measure to the degree of accuracy required in particular measurement situations.</p>			
11.3.12.B	<p>Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC</p>			

Northern York County School District Curriculum

Course Name:	Culinary Arts II
Content:	Cake Decorating
Key Learning(s):	Methods and skill sets involved in different ways of decorating cakes.
Essential Question(s)	What options are available for decorating cakes? How is buttercream frosting used to pipe decorations onto a cake? What are the advantages of decorating a cake at home over buying one already decorated?
Vocabulary	Pastry bag, Decorating tips, Buttercream Icing, Shell Border, Piping, Parchment triangles, Flower nails, Coupler, Fondant, Marzipan, Sugar paste
Grade Level	10-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11A	Read and understand essential content of informational texts and documents in all academic areas.	Students will read informational texts concerning the preparation methods for making various types of cake decorating Students will be able to identify and explain the difference in the basic methods of cake decorating.	Teacher-generated worksheets Notes Worksheet Graphic Organizers Candy Terms worksheet Test Notebook Ticket Out the Door Summarizing Strategy Lab plan sheet Lab Rubric Lab error analysis worksheet	<u>Food For Today</u> text <u>Guide To Good Food</u> text Powerpoint Presentations You Tube Videos <u>Betty Crocker Cookbook</u> <u>Better Homes & Gardens Cookbook</u> DVDs Kopy Kake Ingredients for food laboratory experiences
1.1.11F	Understand the meaning of and apply key vocabulary across the various subject areas.	Students will be able to demonstrate the basic techniques used in piped cake decorating. Students will be able to explain the advantages of cake decorating at home.		
11.3.9G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	Students will understand that cake decorating is a skill that can be used in a professional setting. Students will submit samples of various piped icing techniques. Students will be able to apply the basic color principles to cake presentation.		
2.3.11C	Demonstrate the ability to			

2.3.11A	<p>produce measures with specified levels of precision</p> <p>Select and use appropriate units and tools to measure to the degree of accuracy required in particular measurement situations.</p>			
9.1.12.B	<p>Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts</p>			

Northern York County School District Curriculum

Course Name:	Culinary Arts II
Content:	Careers in the Culinary Arts field
Key Learning(s):	Career possibilities and necessary education for jobs in the field of Culinary Arts
Essential Question(s)	What careers are available in the field of Culinary Arts? What post secondary education is required for positions in Culinary Arts?
Vocabulary	Food Scientist, Nutritionist, Dietician, Food Service, Hospitality Industry, Executive Chef, Sous Chef
Grade Level	10-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11A	Read and understand essential content of informational texts and documents in all academic areas.	Students will read informational texts concerning the career opportunities available in the area of Culinary Arts.	Teacher-generated worksheets	<u>Food For Today</u> text
1.1.11F	Understand the meaning of and apply key vocabulary across the various subject areas.	Students will be able to identify and explain the different careers of the Foods industry.	Notes Worksheet	<u>Guide To Good Food</u> text
		Students will be able to recognize the post-secondary requirements for various Culinary Arts careers.	Graphic Organizers	Powerpoint Presentations
				You Tube Videos
				DVDs
				Guest Speakers from York Technical Institute, The Arts Institute, PA Culinary Arts School, and local culinary Arts businesses as available.