		Course: Culinary Arts I Grade Level: 9-12 Unit: Kitchen Basics
Course/Subject:	Grade:	Suggested Timeline:
Culinary Arts I	9-12	5 weeks

Grade Level Summary	This year long course is designed for the students to gain a basic knowledge of food preparation and nutrition. This course is intended to develop measuring skills, improve the use and handling of equipment and practice the preparation of a variety of foods. Practical experience will be provided through lab time. Nutrition science will be addressed through emphasizing the nutritional sources and functions of food leading to a healthy lifestyle.
Grade Level Units	Unit 1: Kitchen Basics Unit 2: Fruit Unit 3: Vegetables Unit 4: Quickbreads Unit 5: Cookies Unit 6: Eggs Unit 6: Eggs Unit 7: Milk Unit 8: Cheese Unit 9: Grains/Cereals

Unit Title	Kitchen Basics
Unit Summary	Students will understand basic kitchen information, such as: to use correct kitchen utensils and equipment, to use correct measuring techniques, kitchen safety as well as food safety techniques and meal service.

Unit Essential Questions:	Key Understandings:
1. What are the names of kitchen tools?	1. Knowing how to safely and properly make and serve food is
2. Why is it important to know proper measuring techniques?	essential for being successful in the kitchen.
3. Why is it important to practice food safety?	
4. How are meals properly served?	

Focus Standards Addressed in the Unit:		
Standard Number	Standard Description	
11.3.9.B	Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.	
11.3.9.F	Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).	

Important Standards Addressed in the Unit:		
11.3.9.G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	
11.3.12.G	Analyze the relevance of scientific principles to food processing, preparation and packaging.	

Mis	conceptions:	Pro	per Conceptions:
•	It's OK to thaw meat on the counter. Since it starts out frozen, bacteria isn't really a problem.	•	Actually, bacteria grow surprisingly rapidly at room temperatures, so the counter is never a place you should thaw foods.
•	You don't need to wash fruits or vegetables if you're going to peel them.	•	Because it's easy to transfer bacteria from the peel or rind you're cutting to the inside of your fruits and veggies, it's important to wash all produce, even if you plan to peel it.
•	It isn't important to follow a recipe when cooking.	•	The purpose of a recipe is to have a precise record of the ingredients used, the amounts needed, and the way they are combined.

Knowledge & Concepts	Skills & Competencies	<b>Dispositions &amp; Practices</b>
<ul> <li>Know how to identify kitchen equipment.</li> <li>Understand how to make the kitchen a safe place to work.</li> <li>Understand the causes and prevention of various types of food borne illnesses.</li> <li>Understand how to read and follow a recipe.</li> </ul>	<ul> <li>Identify and properly use kitchen equipment.</li> <li>Use various measuring devices and measuring techniques correctly.</li> <li>Identify different types of tableware and implement selection factors applicable to each.</li> <li>Apply recipe and equipment knowledge to successful cooking labs.</li> </ul>	<ul> <li>Critical Thinking</li> <li>Conscientious</li> </ul>

#### Academic Vocabulary:

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• 2 tined fork	• hand beater	• rubber scraper
• bacteria	hollowware	• sanitation
• baster	• hr.	• sec.
• beverageware	• kitchen shears	• sifter
• C.	• ladle	<ul> <li>slotted spoon</li> </ul>
• colander	• lb.	• spatula
• contaminant	<ul> <li>liquid measuring cups</li> </ul>	• stemware
• cover	measuring spoons	• strainer
<ul> <li>cross contamination</li> </ul>	<ul> <li>microorganism</li> </ul>	• t.
<ul> <li>cutting board</li> </ul>	• min.	• T.
• dinnerware	• open stock	• table appointment
<ul> <li>dry measuring cups</li> </ul>	• Öz.	• table linens
• egg separator	• pastry blender	• Tbsp.
• egg slicer	pastry brush	• tongs
• °F	• peeler	• toxin
• flatware	• place setting	• Tsp.
• foodborne illness	• pt.	• tumbler
<ul> <li>french chef's knife</li> </ul>	• qt.	• turner
• gal.	• rolling pin	• wire whisk
• grater		• wooden spoon

- Lab Self Evaluation/Reflection
- Lab Teacher Evaluation
- Classswork
- Unit Test

#### Interdisciplinary Connections:

- Math- fractions
- Reading/Writing- Recipes

#### **Additional Resources:**

- <u>Guide to Good Food</u> by Velda L. Largen and Deborah L. Bence, 14th Edition
- Cooking Demonstrations/Videos

		Course: Culinary Arts I Grade Level: 9-12 Unit: Fruit
<b>Course/Subject:</b>	Grade:	Suggested Timeline:
Culinary Arts I	9-12	3 weeks

Grade Level Summary	This year long course is designed for the students to gain a basic knowledge of food preparation and nutrition. This course is intended to develop measuring skills, improve the use and handling of equipment and practice the preparation of a variety of foods. Practical experience will be provided through lab time. Nutrition science will be addressed through emphasizing the nutritional sources and functions of food leading to a healthy lifestyle.
Grade Level Units	Unit 1: Kitchen Basics Unit 2: Fruit Unit 3: Vegetables Unit 4: Quickbreads Unit 5: Cookies Unit 6: Eggs Unit 7: Milk Unit 8: Cheese Unit 9: Grains/Cereals

Unit Title	Fruit
Unit Summary	Students will know the classifications, nutritional value, as well as how to prepare fruits. Thus creating an understanding of how fruits contribute to healthy diet.

Unit Essential Questions:		Key Understandings:	
1.	What is the nutritional value of fruits?	1.	Knowing why and how fruit can contribute to a healthy diet.
2.	How are fruits classified?	2.	Knowing how to prepare fruits.
3.	What are ways that fruits can be prepared?		

Focus Standards Addressed in the Unit:			
Standard Number	Standard Description		
11.3.9.G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.		
11.3.12.C	Evaluate sources of food and nutrition information.		

Important Standards Addressed in the Unit:			
<b>11.3.9.A</b> Explain how scientific and technological developments enhance our food supply (e.g., food			
	preservation techniques, packaging, nutrient fortification).		

11.3.9.D	Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).
11.3.9.F	Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).
11.3.12.D	Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).
11.3.12.E	Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.
11.3.12.F	Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.
11.3.12.G	Analyze the relevance of scientific principles to food processing, preparation and packaging.

Misconceptions:	Proper Conceptions:	
<ul> <li>Drinking fruit juice is just as healthy as eating the fruit.</li> <li>Frozen fruit does not retain the nutrient value of fresh fruit.</li> </ul>	<ul> <li>Fruit juices don't contain any of the fiber which is beneficial to your body. Also many store bought juices contain added sugar.</li> <li>When fruits are flash frozen within a few hours of being harvested they retain nearly all their nutrients.</li> </ul>	

Knowledge & Concepts	Skills & Competencies	<b>Dispositions &amp; Practices</b>
<ul> <li>Understand the classifications of fruits.</li> <li>Understand the procedures for selecting and storing fruits.</li> <li>Understand the nutritional value of fruits.</li> <li>Understand the different types of cooking methods used for fruits and why each is used.</li> </ul>	<ul> <li>Identify different forms and types of fruits available.</li> <li>Apply knowledge of fruits to produce a variety of fruit dishes.</li> </ul>	<ul><li>Critical Thinking</li><li>Communication</li></ul>

Academic Vocabulary:				
• Bake	Dried Fruit	Microwave		
• Berry	• Drupe	Overcook		
• Boil	Enzymatic browning	• Phytochemicals		
• Broil	• Fiber	• Pome		
Calcium	• Frozen fruit	• Steam		
Canned fruit	• Fry	Tropical		
• Carotene	Immature Fruit	• Under ripe fruit		
• Citrus	• Melon	• Vitamin C		

- Lab Self Evaluation/Reflection
- Lab Teacher Evaluation
- Classswork
- Unit Test

- Math- fractions
- Reading/Writing- Recipes
- Science- chemical reaction

#### **Additional Resources:**

- <u>Guide to Good Food</u> by Velda L. Largen and Deborah L. Bence, 14th Edition
- Cooking Demonstrations/Videos

		Course: Culinary Arts I Grade Level: 9-12 Unit: Vegetables
Course/Subject:	Grade:	Suggested Timeline:
Culinary Arts I	9-12	3 weeks

Grade Level Summary	This year long course is designed for the students to gain a basic knowledge of food preparation and nutrition. This course is intended to develop measuring skills, improve the use and handling of equipment and practice the preparation of a variety of foods. Practical experience will be provided through lab time. Nutrition science will be addressed through emphasizing the nutritional sources and functions of food leading to a healthy lifestyle.
Grade Level Units	Unit 1: Kitchen Basics Unit 2: Fruit <b>Unit 3: Vegetables</b> Unit 4: Quickbreads Unit 5: Cookies Unit 6: Eggs Unit 7: Milk Unit 8: Cheese Unit 9: Grains/Cereals

Unit Title	Vegetables
Unit Summary	Students will understand the importance of vegetables and how to incorporate them into a healthy diet.

Unit Essential Questions:		Key Understandings:	
1.	What is he nutritional value of vegetables?	1.	Knowing the classifications, nutritional value, and how to
2.	How are vegetables classified?		prepare vegetables will create an understanding of how
3.	In what ways can vegetables be prepared?		vegetables contribute to a healthy diet.

Focus Standards Addressed in the Unit:			
Standard Number	Standard Description		
11.3.9.G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.		
11.3.12.C	Evaluate sources of food and nutrition information.		

# Important Standards Addressed in the Unit:

11.3.9.A	Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).
11.3.9.D	Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).

11.3.9.F	Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).
11.3.12.D	Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).
11.3.12.E	Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.
11.3.12.F	Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.
11.3.12.G	Analyze the relevance of scientific principles to food processing, preparation and packaging.

Misconceptions:		Proper Conceptions:	
•	A tomato is a fruit.	•	The tomato is a vegetable. Nix v. Hedden, 149 U.S. 304(1893)
٠	Frozen vegetables do not retain the nutrient value of	•	When vegetables are flash frozen within a few hours of being
	fresh vegetables.		harvested they retain nearly all their nutrients.

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Knowledge & Concepts	Skills & Competencies	<b>Dispositions &amp; Practices</b>
<ul> <li>Understand the classifications of vegetables.</li> <li>Understand the nutritional value of vegetables.</li> <li>Understand the procedures for selecting and storing vegetables.</li> <li>Understand the different types of cooking methods for vegetables as well as why each are used.</li> </ul>	<ul> <li>Identify the different types of vegetables.</li> <li>Apply knowledge of vegetables to produce dishes using various vegetables.</li> </ul>	<ul><li>Critical Thinking</li><li>Colloboration</li></ul>

Academic Vocabulary:				
<ul> <li>Anthocyanin</li> <li>Bulb</li> <li>Carotene</li> <li>Chlorophyll</li> <li>Fiber</li> <li>Flavones</li> <li>Flower</li> </ul>	<ul> <li>Fruit</li> <li>Leave</li> <li>Legumes</li> <li>Pressure cook</li> <li>Root</li> <li>Seed</li> </ul>	<ul> <li>Starch</li> <li>Stem</li> <li>Tuber</li> <li>Vitamin A</li> <li>Vitamin C</li> <li>Water Soluble</li> </ul>		

- Lab Self Evaluation/Reflection
- Lab Teacher Evaluation
- Classswork
- Unit Test

- Math- fractions •
- Reading/Writing- Recipes, classwork ٠
- History-US Supreme Court ruling ٠
- Science- chemical reactions •

#### Additional Resources:

- <u>Guide to Good Food</u> by Velda L. Largen and Deborah L. Bence, 14th Edition Cooking Demonstrations/Videos ٠
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		Course: Culinary Arts I Grade Level: 9-12 Unit: Quickbreads
Course/Subject:	Grade:	Suggested Timeline:
Culinary Arts I	9-12	3 weeks

Grade Level Summary	This year long course is designed for the students to gain a basic knowledge of food preparation and nutrition. This course is intended to develop measuring skills, improve the use and handling of equipment and practice the preparation of a variety of foods. Practical experience will be provided through lab time. Nutrition science will be addressed through emphasizing the nutritional sources and functions of food leading to a healthy lifestyle.
Grade Level Units	Unit 1: Kitchen Basics Unit 2: Fruit Unit 3: Vegetables <b>Unit 4: Quickbreads</b> Unit 5: Cookies Unit 6: Eggs Unit 7: Milk Unit 8: Cheese Unit 9: Grains/Cereals

Unit Title	Quickbreads
Unit Summary	Students will understand the impact and importance ingredients and mixing methods have on the chemical reactions that take place during the preparation and baking of quickbreads.

Unit Essential Questions:		Key	Key Understandings:	
1.	What are the basic ingredients of quickbreads and what	3.	Knowing the functions of the key ingredients in	
	are their purposes?		quickbreads will enhance the preparation of quickbreads.	
2.	What are the principles of preparing quickbreads?			

Focus Standards Addressed in the Unit:		
Standard Number	Standard Description	
11.3.9.G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	
11.3.12.C	Evaluate sources of food and nutrition information.	

# Important Standards Addressed in the Unit:

11.3.9.A	Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).
11.3.9.D	Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).

11.3.9.F	Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).
11.3.12.D	Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).
11.3.12.E	Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.
11.3.12.F	Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.
11.3.12.G	Analyze the relevance of scientific principles to food processing, preparation and packaging.

Misconceptions:	Proper Conceptions:
<ul> <li>Baking soda and baking powder is the same thing.</li> <li>To keep breads fresh store them in the refrigerator.</li> </ul>	<ul> <li>Baking soda contains one ingredient, sodium bicarbonate. However, Baking powder contains sodium bicarbonate, monocalcium phosphate and either sodium acid pyrophosphate or sodium aluminum sulfate. Both are used as leavening agents however, if using baking soda, a food acid also needs to be added into the ingredients to cause a reaction.</li> <li>Storing bread in the fridge doesn't increase its shelf life; it actually makes it go stale faster. Bread turns stale when it absorbs too much moisture and the starches in the bread begin to crystallize, giving it a stiff and crumbly texture. To keep bread fresh longer, wrap and store it somewhere room temperature. Or for longer preservation, wrap well and freeze until ready to use.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul> <li>Understand the contribution of quickbreads to the diet.</li> <li>Understand the scientific functions of the basic quickbread ingredients.</li> <li>Understand the mixing methods used for different quickbreads.</li> </ul>	<ul> <li>Identify they types of quickbreads.</li> <li>Apply knowledge of ingredients and mixing methods to produce various types of quickbreads.</li> </ul>	<ul><li>Communication</li><li>Courageous</li></ul>

Academic Vocabulary:						
<ul> <li>Baking powder</li> <li>Baking soda</li> <li>Batter</li> <li>Biscuit Method</li> <li>Dough</li> </ul>	<ul><li>Drop batter</li><li>Flour</li><li>Gluten</li><li>Leavening agent</li></ul>	<ul> <li>Muffin method</li> <li>Pour batter</li> <li>Soft dough</li> <li>Stiff dough</li> </ul>				

- Lab Self Evaluation/Reflection
- Lab Teacher Evaluation

- Classswork
- Unit Test

- Math- fractions
- Reading/Writing- Recipes
- Science-chemical reactions

#### **Additional Resources:**

- <u>Guide to Good Food</u> by Velda L. Largen and Deborah L. Bence, 14th Edition
- Cooking Demonstrations/Videos

		Course: Culinary Arts I Grade Level: 9-12 Unit: Cookies
<b>Course/Subject:</b>	Grade:	Suggested Timeline:
Culinary Arts I	9-12	4 weeks

Grade Level Summary	This year long course is designed for the students to gain a basic knowledge of food preparation and nutrition. This course is intended to develop measuring skills, improve the use and handling of equipment and practice the preparation of a variety of foods. Practical experience will be provided through lab time. Nutrition science will be addressed through emphasizing the nutritional sources and functions of food leading to a healthy lifestyle.
Grade Level Units	Unit 1: Kitchen Basics Unit 2: Fruit Unit 3: Vegetables Unit 4: Quickbreads <b>Unit 5: Cookies</b> Unit 6: Eggs Unit 7: Milk Unit 8: Cheese Unit 9: Grains/Cereals

Unit Title	Cookies
Unit Summary	Students will understand the impact and importance ingredients and mixing methods have on the chemical reactions that take place during the preparation and baking of cookies.

Unit Essential Questions: Key Understandings:		Understandings:	
1.	How are cookies classified?	1.	Knowing the functions of the key ingredients in all types of
2.	What ingredients are used in cookie making and why?		cookies will enhance the preparation.
3.	How are the different types prepared?		

Focus Standards Addressed in the Unit:					
Standard Number Standard Description					
11.3.9.G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.				
11.3.12.G	Analyze the relevance of scientific principles to food processing, preparation and packaging.				

Important Standards Addressed in the Unit:					
11.3.9.A	Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).				
11.3.9.D	Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).				
11.3.9.F	Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).				
11.3.12.C	Evaluate sources of food and nutrition information.				
11.3.12.D	Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).				
11.3.12.E	Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.				

Mi	sconceptions:	Pr	oper Conceptions:
•	Brownies are not a cookie.	•	Brownies are a bar cookie.
٠	Ingredients can just be thrown together without	•	Baking is a science, careful measuring is required for the
	measuring.		proper chemical reaction to take place.

Knowledge & Concepts		Skills & Competencies			Dispositions & Practices		
•	Understand the preparation method for each type of cookie. Understand the scientific functions of the basic ingredients used in cookies.	•	Identify the six different types of cookies. Apply the knowledge of ingredients and preparation to produce cookies.	•	Competent Contributing		

#### Academic Vocabulary:

<ul> <li>Bar cookie</li> <li>Conventional mixing method</li> <li>Cookie press</li> <li>Cookie sheet</li> <li>Drop cookie</li> <li>Egg</li> <li>Fat</li> <li>Fat</li> <li>Flour</li> <li>Jelly roll pan</li> <li>Leavening agent</li> <li>Liquid</li> <li>Sugar</li> </ul>	kie <sup>.</sup> cookie ie
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#### **Evidence:** Assessments and Performance Task(s)

- Lab Self Evaluation/Reflection
- Lab Teacher Evaluation
- Classswork
- Unit Test

#### **Interdisciplinary Connections:**

- Math- fractions
- Reading/Writing- Recipes
- Science- chemical reactions, change of state

#### **Additional Resources:**

- <u>Guide to Good Food</u> by Velda L. Largen and Deborah L. Bence, 14th Edition Cooking Demonstrations/Videos
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		Course: Culinary Arts I Grade Level: 9-12 Unit: Eggs
<b>Course/Subject:</b>	Grade:	Suggested Timeline:
Culinary Arts I	9-12	5 weeks

Grade Level Summary	This year long course is designed for the students to gain a basic knowledge of food preparation and nutrition. This course is intended to develop measuring skills, improve the use and handling of equipment and practice the preparation of a variety of foods. Practical experience will be provided through lab time. Nutrition science will be addressed through emphasizing the nutritional sources and functions of food leading to a healthy lifestyle.
Grade Level Units	Unit 1: Kitchen Basics Unit 2: Fruit Unit 3: Vegetables Unit 4: Quickbreads Unit 5: Cookies <b>Unit 6: Eggs</b> Unit 7: Milk Unit 8: Cheese Unit 9: Grains/Cereals

Unit Title	Eggs
Unit Summary	Students will understand the importance of eggs in a balanced diet and how can they be incorporated.

Unit Essential Questions:	Key Understandings:
1. What are the factors that affect the selection of eggs?	1. Eggs and important to a healthy diet.
2. What are the functions of eggs when they are used as an	2. There are many ways eggs can be incorporated into a
ingredient?	healthy diet.
3. What are the methods of cooking eggs?	

Focus Standards Addressed in the Unit:				
Standard Number	Standard Description			
11.3.9.B	Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.			
11.3.9.G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.			
11.3.12.B	Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).			

Important Standards Addressed in the Unit:				
11.3.9.A	Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).			
11.3.9.D	Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).			
11.3.9.F	Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).			
11.3.12.C	Evaluate sources of food and nutrition information.			
11.3.12.D	Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).			
11.3.12.E	Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body			
11.3.12.G	Analyze the relevance of scientific principles to food processing, preparation and packaging.			

Misconceptions:	Proper Conceptions:
<ul><li>Eggs are a dairy product.</li><li>Eggs are full of fat.</li></ul>	<ul> <li>Eggs are a protein.</li> <li>Eggs do have some fat but they contain many other nutrients also.</li> </ul>

Knowledge & Concepts	Skills & Competencies	<b>Dispositions &amp; Practices</b>
<ul> <li>Understand the nutritional value of eggs.</li> <li>Understand the differing functions of eggs in recipes.</li> <li>Understand the principles of cooking with eggs.</li> </ul>	<ul> <li>Identify the parts of an egg.</li> <li>Apply the knowledge of eggs to produce a variety of egg dishes.</li> </ul>	<ul><li>Critical Thinking</li><li>Conscientious</li></ul>

# Academic Vocabulary:

•	Albumen	•	Custard	•	Shell
•	Beading	•	Emulsion	•	Soufflé
•	Candling	•	Germinal disk	•	Weeping
•	Chalazae	•	Meringue	•	Yolk
•	Coagulum	•	Omelet		

## **Evidence:** Assessments and Performance Task(s)

- Lab Self Evaluation/Reflection
- Lab Teacher Evaluation
- Classswork
- Unit Test

#### **Interdisciplinary Connections:**

- Math- fractions
- Reading/Writing- Recipes
- Science- chemical reactions, change of state

## **Additional Resources:**

- <u>Guide to Good Food</u> by Velda L. Largen and Deborah L. Bence, 14th Edition Cooking Demonstrations/Videos •

		Course: Culinary Arts I Grade Level: 9-12 Unit: Milk
<b>Course/Subject:</b>	Grade:	Suggested Timeline:
Culinary Arts I	9-12	4 weeks

Grade Level Summary	This year long course is designed for the students to gain a basic knowledge of food preparation and nutrition. This course is intended to develop measuring skills, improve the use and handling of equipment and practice the preparation of a variety of foods. Practical experience will be provided through lab time. Nutrition science will be addressed through emphasizing the nutritional sources and functions of food leading to a healthy lifestyle.
Grade Level Units	Unit 1: Kitchen Basics Unit 2: Fruit Unit 3: Vegetables Unit 4: Quickbreads Unit 5: Cookies Unit 6: Eggs <b>Unit 7: Milk</b> Unit 8: Cheese Unit 9: Grains/Cereals

Unit Title	Milk
Unit Summary	Students will understand the importance of milk in a balanced diet and how can it be incorporated.

Unit Essential Questions:		Key Understandings:	
1.	What factors affect the selection of dairy products?	1. Milk products are a great source of nutrients.	
2.	What are the guidelines for cooking with milk?	2. There are many ways milk can be incorporated into a	
3.	How are recipes containing milk prepared?	healthy diet?	

Focus Standards Addressed in the Unit:		
Standard Number	Standard Description	
11.3.9.B	Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.	
11.3.9.G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	
11.3.12.B	Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).	
11.3.12.D	Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).	

11.3.12.F	Evaluate the application of nutrition and meal planning principles in the selection, planning,
	preparation and serving of meals that meet the specific nutritional needs of individuals across their
	lifespan.

Important Standards Addressed in the Unit:		
11.3.9.A	Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).	
11.3.9.D	Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).	
11.3.9.F	Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).	
11.3.12.C	Evaluate sources of food and nutrition information.	
11.3.12.E	Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.	
11.3.12.G	Analyze the relevance of scientific principles to food processing, preparation and packaging.	

Misconceptions:	Proper Conceptions:	
<ul><li>People who can't have lactose are allergic to milk.</li><li>Milk is the only source of calcium.</li></ul>	• Lactose intolerance is the lack of an enzyme used to break down the sugar in milk.	
	<ul> <li>Milk is a good source of milk but there are many other sources as well.</li> </ul>	

	Knowledge & Concepts	Skills & Competencies	<b>Dispositions &amp; Practices</b>
•	Understand the nutritional value of milk. Understand the uses of milk products. Understand the principles of cooking with milk.	<ul> <li>Identify various milk products.</li> <li>Apply the knowledge of milk to prepare milk based dishes.</li> </ul>	<ul><li>Critical Thinking</li><li>Collaborating</li></ul>

Academic Vocabulary:			
<ul> <li>Curdling</li> <li>Homogenization</li> <li>Milk fat</li> <li>Milk solids</li> </ul>	<ul><li>Pasteurization</li><li>Roux</li><li>Scorching</li></ul>	<ul><li>Scum</li><li>Slurry</li><li>Ultra high processing(UHT)</li><li>White sauce</li></ul>	

- Lab Self Evaluation/Reflection
- Lab Teacher Evaluation
- Classswork
- Unit Test

- Math- fractions ٠
- Reading/Writing- Recipes •
- History- processing, ice cream ٠
- Science- chemical reactions, change of state •

#### **Additional Resources:**

- <u>Guide to Good Food</u> by Velda L. Largen and Deborah L. Bence, 14th Edition Cooking Demonstrations/Videos •
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		Course: Culinary Arts I Grade Level: 9-12 Unit: Cheese
<b>Course/Subject:</b>	Grade:	Suggested Timeline:
Culinary Arts I	9-12	5 weeks

Grade Level Summary	This year long course is designed for the students to gain a basic knowledge of food preparation and nutrition. This course is intended to develop measuring skills, improve the use and handling of equipment and practice the preparation of a variety of foods. Practical experience will be provided through lab time. Nutrition science will be addressed through emphasizing the nutritional sources and functions of food leading to a healthy lifestyle.
Grade Level Units	Unit 1: Kitchen Basics Unit 2: Fruit Unit 3: Vegetables Unit 4: Quickbreads Unit 5: Cookies Unit 6: Eggs Unit 7: Milk <b>Unit 8: Cheese</b> Unit 9: Grains/Cereals

Unit Title	Cheese
Unit Summary	Students will understand how cheese is made and how to incorporate it into a balanced diet.

Unit Essential Questions:		Key Understandings:
1.	How is cheese made?	1. Cheese is very versatile; it has many flavors, textures, and
2.	How can cheese be classified?	nutrients.
3.	What are the benefits of cheese to a diet?	
4.	What are the various ways cheese can be prepared?	

Focus Standards Addressed in the Unit:		
Standard Number Standard Description		
11.3.9.B	Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.	
11.3.9.G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	

# Important Standards Addressed in the Unit:

11.3.9.A	Explain how scientific and technological developments enhance our food supply (e.g., food
	preservation techniques, packaging, nutrient fortification).
11.3.9.D	Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat,
	cholesterol and heart disease; folate and birth defects; sodium and hypertension).
11.3.9.F	Hypothesize the effectiveness of the use of meal management principles (e.g., time management,
	budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).
11.3.12.B	Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).
11.3.12.C	Evaluate sources of food and nutrition information.
11.3.12.F	Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.
11.3.12.G	Analyze the relevance of scientific principles to food processing, preparation and packaging.

Misconceptions:	Proper Conceptions:
• It is never alright to eat mold.	• Many cheeses develop their flavors with mold.
• All chesses stink.	• Each cheese has its own scent. Some are strong and some have little to no smell.

	Knowledge & Concepts	Skills & Competencies	<b>Dispositions &amp; Practices</b>
•	Understand the benefits of cheese to the diet. Understand the principles of cooking with cheese.	<ul> <li>Identify the types of cheese.</li> <li>Apply the knowledge of cheese to preparing various cheese based dishes.</li> </ul>	<ul><li>Communication</li><li>Collaboration</li></ul>

Academic Vocabulary:					
•	Curd Process cheese	•	Ripened cheese Unrippened cheese	•	Whey

- Lab Self Evaluation/Reflection
- Lab Teacher Evaluation
- Classswork
- Unit Test

# Interdisciplinary Connections:

- Math- fractions
- Reading/Writing- Recipes
- History- cheese making process
- Science- chemical reactions, change of state

#### **Additional Resources:**

- <u>Guide to Good Food</u> by Velda L. Largen and Deborah L. Bence, 14th Edition Cooking Demonstrations/Videos
- •

		Course: Culinary Arts I Grade Level: 9-12 Unit: Grains and Cereals
<b>Course/Subject:</b>	Grade:	Suggested Timeline:
Culinary Arts I	9-12	5 weeks

Grade Level Summary	This year long course is designed for the students to gain a basic knowledge of food preparation and nutrition. This course is intended to develop measuring skills, improve the use and handling of equipment and practice the preparation of a variety of foods. Practical experience will be provided through lab time. Nutrition science will be addressed through emphasizing the nutritional sources and functions of food leading to a healthy lifestyle.
Grade Level Units	Unit 1: Kitchen Basics Unit 2: Fruit Unit 3: Vegetables Unit 4: Quickbreads Unit 5: Cookies Unit 6: Eggs Unit 6: Eggs Unit 7: Milk Unit 8: Cheese <b>Unit 9: Grains/Cereals</b>

Unit Title	Grains and Cereals
Unit Summary	Students will understand the importance of grains in a balanced diet and how they can be incorporated.

Unit Essential Questions:		Key	Understandings:
1.	How can cereal products be classified?	1.	Grains/cereals are important components in a healthy diet.
2.	What are the benefits of including grains/cereals in a		
	diet?		
3.	What are various ways that grains/cereals can be		
	prepared?		

Focus Standards Addressed in the Unit:				
Standard Number	Standard Description			
11.3.9.A	Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).			
11.3.9.D	Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).			
11.3.9.G	Analyze the application of physical and chemical changes that occur in food during preparation and preservation.			

11.3.12.C

Important Standards Addressed in the Unit:					
11.3.9.B	Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.				
11.3.9.E	Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.				
11.3.9.F	Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).				
11.3.12.A	Analyze how food engineering and technology trends will influence the food supply.				
11.3.12.F	Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.				
11.3.12.G	Analyze the relevance of scientific principles to food processing, preparation and packaging.				

Misconceptions:	Proper Conceptions:
<ul><li>Grains will make you fat.</li><li>All grains contain gluten.</li></ul>	• Too many refined grains can cause weight gain but a limited amount of whole grains in a diet is beneficial for weight loss.
	• Gluten is a protein found in wheat, rye, and barley. Grains such as rice, quinoa, and oats do not contain gluten.

Knowledge & Concepts	Skills & Competencies	<b>Dispositions &amp; Practices</b>
<ul> <li>Understand the nutritional value of grains and cereals add to a diet.</li> <li>Understand the classifications of grains and cereals.</li> <li>Understand the various cooking methods used to prepare grains and cereals.</li> </ul>	<ul> <li>Identify various grains and cereals.</li> <li>Apply the knowledge of grains and cereals to the preparation of a variety of dishes.</li> </ul>	<ul><li>Collaboration</li><li>Critical Thinking</li></ul>

# Academic Vocabulary:

•	Bran	•	Gelatinization	•	Refined
•	Cereal	•	Germ	•	Starch
•	Endosperm	•	Kernel	•	Syneresis
•	Enriched	•	Pasta	•	Whole grain

- Lab Self Evaluation/Reflection
- Lab Teacher Evaluation
- Classswork
- Unit Test

- Math- fractions
- Reading/Writing- Recipes
- Science- chemical reactions, change of state

#### **Additional Resources:**

- <u>Guide to Good Food</u> by Velda L. Largen and Deborah L. Bence, 14th Edition
- Cooking Demonstrations/Videos