SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW

Course Title: Culinary 1 Fundamentals of Food Preparation	**Length of Course:** 15 cycles
Grade Level(s): 10-12	**Periods Per Cycle:** 6
Units of Credit: .5	**Length of Period:** 40 minutes
Classification: Elective	**Total Instructional Time:** 60 hours

Course Description

This is a semester-long course in which students will expand upon the techniques that were introduced to them in the Introduction to Culinary Class. They will have the opportunity to obtain a ServSafe Food Handler Certificate. Topics that will be covered in Culinary 1 include: knife skills, egg preparation, vegetable and fruit preparation, dairy and dairy alternatives, grains and pastas, and the five kinds of cookies.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers Critical Thinking Student Run Cooking Labs	Class Discussion Best Practice Strategies	Posted Objectives and Agenda Teacher Demonstrations

Assessments

Cooking Lab Rubrics ServSafe Food Handler Certificate Assessment	Teacher Created Assessments	Informal Assessments

Materials/Resources

Guide to Good Food Textbook Guide to Good Food Workbook	Teacher Created Slideshow Presentations ServSafe Food Handler Workbook	Kitchen Lab Stations

Adopted: 5/23/22
Revised:

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
1. ServSafe Food Handler Certification Program **Concepts** Basic Food Safety Personal Hygiene Cross Contamination Allergens Time and Temperature Cleaning and Sanitation	Objectives: 1. Students will be able to demonstrate how to use the four steps to food safety in a kitchen lab. 2. Students will be able to analyze how food safety is a public safety concern. 3. Students will be able to demonstrate how to practice proper kitchen safety protocols while working in a cooking lab setting. 4. Students will analyze the importance of avoiding cross contamination and common allergens that are in foods. 5. Students will be able to examine the importance of both time and temperature in regards to food storage. Standards: 11.3.12 B Evaluate the role of Government agencies in safeguarding our food supply (e.g. USDA, FDA, EPA, and CDC). 11.3.3.B Describe personal hygiene techniques in food handling (e.g. handwashing, sneeze control, signs of food spoilage).

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
2. Knife Safety and Skills **Concepts** Types of Knives Chef's Knife Paring Knife Bread Knife Boning Knife Utility Knife Knife Cuts Julienne Dice (Small, Medium, and Large) Chiffonade Chop Mince Slice Bias Cut Batonnet **Cooking Labs** Soup	Objectives: 6. Students will label different types of knives and explain their purpose in the kitchens. 7. Students will examine kitchen safety hazards. 8. Students will demonstrate proper knife usage and safety. 9. Students will be able to demonstrate six knife cuts and explain why uniformity is important when cutting. Standards: 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. G Analyze the relevance of scientific principles to food processing, preparation, and packaging.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
3. Egg Preparation **Concepts** Nutritional value of eggs Protein Cholesterol Selecting and Storing Eggs Egg Grades Candling Grade AA Grade A Grade B Egg Size Small Medium Large Jumbo Eggs as Ingredients Thickeners Binders and Interfering Agents Foaming Agents Emulsifiers **Cooking Labs** Omelets Muffins Custard Pies	Objectives: 10. Students will be able to explore factors affecting the selection of eggs. 11. Students will be able to describe the principles and methods of cooking eggs. 12. Students will be able to demonstrate how to prepare eggs correctly for breakfast menus and how to use eggs as ingredients in other foods. Standards: 11.3.12. C Evaluate sources of food and nutrition information. 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. G Analyze the relevance of scientific principles to food processing, preparation, and packaging. 11.3.12. F Hypothesize the effectiveness of the use of meal management principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their lifespan.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
4. Vegetable and Fruit Preparation **Concepts** Vegetable Classifications Nutritional Content Color Chlorophyll Carotene Flavones Anthocyanin Part of the Plant Bulbs Flowers Fruits Stems Leaves Seeds Tubers Roots Methods of Cooking Vegetables Fruit Classifications Berries Drupes Pomes Citrus Fruits Melons Tropical Fruits **Cooking Labs** Fruit Jams Fruit in Bake Goods Vegetables in Bake Goods Vegetable Side Dishes	Objectives: 13. Students will be able to analyze the two different ways used to classify vegetables and why those classifications are important to incorporating enough nutrients into your diet. 14. Students will be able to identify the parts of the plant the vegetables come from and demonstrate how to prepare that part of the plant. 15. Students will be able to examine the food science principles of cooking vegetables and the factors that affect the nutrients of vegetables. 16. Students will be able to compare and contrast the six classifications of fruits. 17. Students will be able to examine how the selection of fresh fruits affects the nutritional content of that fruit. Standards: 11.3.12. C Evaluate sources of food and nutrition information. 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. G Analyze the relevance of scientific principles to food processing, preparation, and packaging. 11.3.12. F Hypothesize the effectiveness of the use of meal management principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their lifespan.

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5. Dairy and Dairy Alternatives **Concepts** Selecting Dairy Products Milk Processing Pasteurization Ultra-high Temperature Processing Homogenization Storing Dairy Products Cost of Dairy Products Classifications of Cheese Products Unripened Ripened **Cooking Labs** Cheese Tasting Lab Homemade Mac and Cheese Lab Cheese Sauces	Objectives: 18. Students will be able to analyze milk processing and describe how the processing of milk affects the nutritional content, flavor, and how we use it. 19. Students will be able to explain the factors that affect the cost of dairy products. 20. Students will be able to compare and contrast the two classifications of cheese productions and demonstrate how they are used in a recipe. 21. Students will be able to demonstrate the food science principles of cooking with milk. 22. Students will be able to demonstrate how to prepare dairy alternatives to accommodate people with dietary restrictions. Standards: 11.3.12. C Evaluate sources of food and nutrition information. 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. G Analyze the relevance of scientific principles to food processing, preparation, and packaging. 11.3.12. F Hypothesize the effectiveness of the use of meal management principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their lifespan.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
6. Grains and Pastas **Concepts** Parts of a Grain Bran Germ Endosperm Milling Process Types of flour and their uses Types of Rice Pasta shapes and their uses **Cooking Labs** Homemade Pasta Rice Dinner Bakes Types of Flour Lab	Objectives: 23. Students will be able to identify the parts of a grain and explain the processes of creating refined grains versus whole grains. 24. Students will be able to examine the twelve types of flour and explain their functions in a recipe. 25. Students will be able to demonstrate how to prepare the two types of rice. 26. Students will be able to analyze the types of pasta and how they function in a recipe. Standards: 11.3.12. C Evaluate sources of food and nutrition information. 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. G Analyze the relevance of scientific principles to food processing, preparation, and packaging. 11.3.12. F Hypothesize the effectiveness of the use of meal management principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their lifespan.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
7. Five Kinds of Cookies and Two Types of Candy **Concepts** Types of Cookies Rolled Drop Pressed Molded Refrigerator Types of Candy Crystalline Noncrystalline **Cooking Labs** Rolled Cookies Drop Cookies Pressed Cookies Molded Cookies Refrigerator Cookies Hard Candies Fudge	Objectives: 27. Students will be able to explain the functions of ingredients when making cookies. 28. Students will be able to identify and explain the five types of cookies. 29. Students will be able to demonstrate the food science principles of making the five types of cookies. 30. Students will demonstrate the proper kitchen equipment to use when preparing cookies. 31. Students will be able to identify and explain the two types of candy. 32. Students will be able to demonstrate the food science principles of making the two types of candy. Standards: 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. G Analyze the relevance of scientific principles to food processing, preparation, and packaging.