

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Culinary 1	Family and Consumer Science	9-11	0.5

Course Description:

This introductory course offers an exploration of fundamental principles and practical applications in food safety, hygiene, kitchen operations, culinary techniques, and baking. Students will develop a thorough understanding of the factors contributing to foodborne illnesses, including contamination sources and high-risk populations. They will examine the critical importance of proper hygiene practices, temperature control, and allergen awareness in preventing foodborne illness outbreaks. Through hands-on training and theoretical instruction, students will learn essential culinary skills such as knife handling, stock preparation, sauce making, and salad crafting. Additionally, the course covers key concepts in kitchen management, equipment operation, and recipe scaling, preparing students for success in professional culinary settings. Emphasis is placed on industry best practices, regulatory compliance, and food safety protocols to ensure safe and sanitary food handling practices. By the end of the course, students will emerge equipped with the knowledge and skills necessary for pursuing careers in the culinary arts and foodservice industry.

Aligned Core Resources:

FOUNDATIONS OF RESTAURANT MANAGEMENT & CULINARY ARTS, 2E

Connection to the *BPS Vision of the Graduate*

COLLABORATION

- Demonstrates ability to work effectively and respectfully with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work and value the individual contributions made by each team member.

Additional Course Information: *Knowledge/Skill Dependent courses/prerequisites*

Link to *Completed Equity Audit*

Standard Matrix

[National Standards for Family and Consumer Sciences Education](#)

Standard	Unit 1	Unit 2	Unit 3
<ul style="list-style-type: none"> • Area of Study 8.0: Food Production and Services <ul style="list-style-type: none"> ◦ 8.2 Demonstrate food safety and sanitation procedures 	X	X	X
<ul style="list-style-type: none"> • Area of Study 8.0: Food Production and Services <ul style="list-style-type: none"> ◦ 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment 		X	X

<ul style="list-style-type: none"> ● Area of Study 8.0: Food Production and Services <ul style="list-style-type: none"> ○ 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs 		X	X
<ul style="list-style-type: none"> ● Area of Study 9.0: Food Science, Dietetics, and Nutrition <ul style="list-style-type: none"> ○ 9.2 Apply risk management procedures to food safety, food testing, and sanitation. 	X		
<ul style="list-style-type: none"> ● Area of Study 14.0: Nutrition and Wellness <ul style="list-style-type: none"> ○ 14.4 Evaluate factors that affect food safety from production through consumption. 	X		

Unit Links

- [A Safe Operation](#)
- [Introduction to the Kitchen](#)
- [Culinary Exploration](#)

Unit Title:	
A Safe Operation	
Relevant Standards: Bold indicates priority	
National Standards for Family and Consumer Sciences Education <ul style="list-style-type: none"> ● Area of Study 8.0: Food Production and Services <ul style="list-style-type: none"> ○ 8.2 Demonstrate food safety and sanitation procedures ● Area of Study 9.0: Food Science, Dietetics, and Nutrition <ul style="list-style-type: none"> ○ 9.2 Apply risk management procedures to food safety, food testing, and sanitation. ● Area of Study 14.0: Nutrition and Wellness <ul style="list-style-type: none"> ○ 14.4 Evaluate factors that affect food safety from production through consumption. 	
Essential Question(s):	Enduring Understanding(s):
<u>Chapter 6, Introduction to food safety</u> <ul style="list-style-type: none"> ● What is a foodborne-illness outbreak? ● What are the costs associated with a foodborne-illness outbreak? ● Who is at high risk for contracting a foodborne illness? ● What are the ways that food becomes unsafe? ● What is FAT TOM? ● What are the characteristics of TCS food? ● What are the most common food allergens? ● What are the methods for preventing allergic reactions to food? ● Why is a food defense system needed? ● What government agencies regulate the restaurant and foodservice industry? <u>Chapter 7, Hygiene and cleanliness</u> <ul style="list-style-type: none"> ● What personal behaviors contaminate food? ● What are proper personal hygiene practices and proper work attire? ● What are the steps to correct handwashing, and when should hands be washed? ● How should ready-to-eat food be handled? ● When should food handlers be prevented from working with or around food? ● What is the difference between cleaning and sanitizing? ● What are the correct procedures for cleaning and sanitizing tools and equipment? ● What factors affect the effectiveness of sanitizers? ● What are the elements of a master cleaning schedule? 	<u>Chapter 6: Introduction to Food Safety</u> <ul style="list-style-type: none"> ● Foodborne-illness outbreaks can result from various factors, including contamination and improper food handling practices. ● The costs associated with foodborne-illness outbreaks extend beyond financial implications, impacting public health, reputation, and legal ramifications. ● Individuals at high risk for contracting foodborne illnesses include the elderly, young children, pregnant women, and those with compromised immune systems. ● Food becomes unsafe through various means, including microbial contamination, chemical hazards, and physical hazards. ● FAT TOM (Food, Acidity, Time, Temperature, Oxygen, Moisture) outlines the conditions favorable for bacterial growth in food. ● Temperature Control for Safety (TCS) foods possess characteristics that make them susceptible to bacterial growth and require careful handling. ● Common food allergens pose a risk to individuals with allergies, and preventing allergic reactions involves awareness, proper labeling, and cross-contact prevention. ● A robust food defense system is essential to safeguard against intentional contamination and ensure the security of the food supply. ● Government agencies, such as the FDA and USDA, play pivotal roles in regulating and overseeing the restaurant and foodservice

- What is the correct procedure for managing pests?

Chapter 8, The safe flow of food

- What are the ways to prevent cross-contamination?
- How can time-temperature abuse be prevented?
- What are the steps for calibrating a bimetallic stemmed thermometer?
- What are the characteristics of an approved food source?
- What are the criteria for accepting or rejecting food during receiving?
- What are the correct procedures for storing food?
- What are the correct procedures for preparing and cooking various TCS food items?
- What are the correct procedures for holding, cooling, and reheating TCS food?
- How should food be handled for service?
- What are the correct procedures for preparing and serving food for off-site service?
- What is a food safety management system?

industry to maintain food safety standards.

Chapter 7: Hygiene and Cleanliness

- Personal behaviors, such as poor hygiene practices and improper attire, can introduce contaminants into food, jeopardizing its safety.
- Proper personal hygiene practices, including hand washing and appropriate attire, are crucial to prevent contamination and maintain food safety.
- Correct handwashing techniques and frequency are critical in reducing the risk of foodborne illness transmission.
- Handling ready-to-eat food requires strict adherence to hygiene protocols to prevent cross-contamination.
- Food handlers should be excluded from food-related activities when exhibiting symptoms of illness to prevent the spread of pathogens.
- Understanding the distinction between cleaning and sanitizing is vital for maintaining hygienic surfaces and equipment.
- Proper procedures for cleaning and sanitizing tools and equipment are necessary to prevent cross-contamination and ensure food safety.
- Various factors, including concentration, contact time, and water quality, influence the effectiveness of sanitizers.
- A master cleaning schedule outlines systematic cleaning tasks to maintain a clean and sanitary environment.
- Effective pest management strategies are essential to prevent contamination and maintain a safe food establishment.

Chapter 8: The Safe Flow of Food

- Preventing cross-contamination involves implementing measures to keep raw and cooked foods separate during storage, preparation, and service.
- Time-temperature abuse can be prevented through proper storage, cooking, and monitoring of food temperatures.
- Calibrating thermometers ensures accurate temperature measurements, critical for food safety.
- Approved food sources meet quality and safety standards, reducing the risk of foodborne illness.
- Proper receiving procedures, including inspection and temperature checks, help

	<p>ensure the quality and safety of received food items.</p> <ul style="list-style-type: none"> • Correct food storage practices, including temperature control and proper labeling, are essential for maintaining food quality and safety. • Following correct procedures for preparing, cooking, holding, cooling, and reheating TCS foods minimizes the risk of foodborne illness. • Safe food handling practices during service reduce the risk of contamination and ensure food safety. • Proper procedures for off-site service involve maintaining food safety standards during transportation, setup, and serving. • A food safety management system encompasses policies, procedures, and protocols designed to ensure the safe handling and preparation of food throughout the establishment.
Demonstration of Learning:	Pacing for Unit
<p>Knowledge Checks, pages 110, 114, 125, 126, 130, 135, 145, 147, 150, 153, 154 Exam Prep Questions, pages 118-119, 138-139, 157 Demonstrate Essential Skills, pages 126, 129, 132, 145</p>	5 days
Unit-specific Vocabulary:	
<p>Abrasive cleaners, Active managerial control, Approved food source, Bacteria, Bimetallic stemmed thermometer, Boiling, Boiling-point method, Calibrated, Cleaning, Cleaning program, Cleaners, Contamination, Contact time, Cross-contact, Cross-contamination, Degreasers, Delimers, Detergents, FAT TOM, First in, first out (FIFO), Flow of food, Food allergy, Food allergens, Food handlers, Food safety management system, Foodborne illness, Foodborne illness outbreak, Fungi, Hazard, Hazard Analysis Critical Control Point (HACCP), High-risk populations, ICE paddles, Ice-point method, Ice-water bath, Immune system, Inspection, Integrated pest management (IPM) program, Microorganisms, Mold, Off-site service, Parasites, Pathogens, Ready-to-eat food, Sanitizing, Temperature danger zone (TDZ), TCS Food, Time-temperature abuse, Viruses, Yeast.</p>	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Activate prior knowledge from science courses	Confusion between cleaning and sanitizing
Connections to Prior Units:	Connections to Future Units:
	<p>Standards for food handling in future units Basic procedures needed in the kitchen</p>
Differentiation through <i>Universal Design for Learning</i>	

UDL Indicator	Teacher Actions:
<p>Engagement: Optimize relevance, value, and authenticity</p>	<p>Vary activities and sources of information so that they can be:</p> <ul style="list-style-type: none"> ● Personalized and contextualized to learners' lives ● Culturally relevant and responsive ● Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants ● Provide tasks that allow for active participation, exploration and experimentation ● Invite personal response, evaluation and self-reflection to content and activities
<p>Supporting Multilingual/English Learners</p>	
Related CELP standards:	Learning Targets:
<p><i>*The CELP guidance is to support the development of language; access to course content expectations should not change as a result of MLL status.</i></p> <p>An EL can . . .participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p>I can understand and discuss food contaminants and their importance.</p> <ul style="list-style-type: none"> ● Level 1: With prompting and supports, an EL can: <ul style="list-style-type: none"> ○ Identify basic food contaminants, such as bacteria, viruses, and physical objects. ○ Demonstrate basic understanding of why food contaminants are important. ○ Respond to simple questions about the concept of food contamination. ● Level 2: With prompting and supports, an EL can: <ul style="list-style-type: none"> ○ Describe common types of food contaminants and their potential sources. ○ Explain the importance of identifying and addressing food contaminants. ○ Provide examples of how food contaminants can affect food safety. ○ Participate in discussions about the significance of food safety measures. ● Level 3: With guidance and supports, an EL can: <ul style="list-style-type: none"> ○ Explain in detail various types of food contaminants and their impact on food safety. ○ Analyze the importance of preventing and controlling food contamination in different contexts. ○ Discuss strategies for minimizing food contamination risks in food handling and preparation. ○ Engage in conversations about the role of regulations and standards in ensuring food safety. ● Level 4: An EL can: <ul style="list-style-type: none"> ○ Articulate comprehensive knowledge of food contaminants, including their sources, characteristics, and effects. ○ Evaluate the significance of different types of food contaminants in various food-related settings. ○ Propose effective measures for preventing, detecting, and mitigating food contamination incidents. ○ Contribute insights and perspectives to discussions on emerging issues and challenges related to food safety. ● Level 5: An EL can: <ul style="list-style-type: none"> ○ Elaborate on advanced concepts and research findings related to food contaminants and their implications for public health. ○ Synthesize information from multiple sources to analyze complex issues surrounding food safety and contamination. 	

- Advocate for policies and practices that promote stringent food safety standards and practices.
- Lead discussions or seminars on innovative approaches and technologies for ensuring food safety and minimizing contamination risks.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources
1	A. I can analyze all aspects of a foodborne illness. B. I can analyze food allergens and why they are important.	<ul style="list-style-type: none"> ● I can define what a foodborne illness is and explain what the main causes are. (A) ● I can explain how to prevent foodborne illnesses. (A) ● I can identify the major food allergens. (B) ● I can describe how to prevent and handle allergic reactions to food. (B)
2	A. I can identify personal hygiene and cleanliness standards that are appropriate for the kitchen. B. I can <i>understand and discuss food contaminants and their importance.</i>	<ul style="list-style-type: none"> ● I can recognize personal hygiene habits that are appropriate for the kitchen and those that are not. (A) ● I can describe cleanliness standards in the kitchen and why they are important. (A) ● I can classify different types of food contaminants. (B) ● I can explain what causes food contaminants. (B) ● I can describe why food contaminants are harmful. (B)
3	A. I can differentiate between cleaning and sanitizing. B. I can demonstrate the essential skill of <i>cleaning or sanitizing different items.</i>	<ul style="list-style-type: none"> ● I can define and describe cleaning. (A) ● I can define and describe sanitizing. (A) ● I can demonstrate cleaning. (B) ● I can demonstrate sanitizing. (B)
4	<i>I can define cross contamination and describe ways to prevent it.</i>	<ul style="list-style-type: none"> ● I can explain what cross contamination is. ● I can discuss how to prevent cross contamination.
5	A. I can explain what an approved food source is. B. I can explain the ways in which food is purchased, received, stored, prepared/cooked, held, cooled, reheated, and served.	<ul style="list-style-type: none"> ● I can explain why using approved food sources is important in the food industry. (A) ● I can explain how food is purchased and received and why it is done that way. (B) ● I can describe how food is stored and why it is important. (B) ● I can explain and list how food is prepared and cooked. (B) ● I can explain how food is held. (B) ● I can describe how food is safely cooled and

		reheated. (B) ● I can explain how food is served. (B)
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Unit Title:	
Introduction to the Kitchen	
Relevant Standards: Bold indicates priority	
National Standards for Family and Consumer Sciences Education Area of Study 8.0: Food Production and Services <ul style="list-style-type: none"> ● 8.2 Demonstrate food safety and sanitation procedures ● 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment ● 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs 	
Essential Question(s):	Enduring Understanding(s):
<p><u>Chapter 11, Foodservice equipment</u></p> <ul style="list-style-type: none"> ● What equipment is needed in receiving and storing food and supplies? ● What types of preparation equipment are used in the foodservice kitchen? ● What equipment is needed for holding and serving food and beverages? <p><u>Chapter 12, Knives and smallwares</u></p> <ul style="list-style-type: none"> ● What hand tools and small equipment are needed for pre-preparation? ● What are the different types of knives used in the foodservice kitchen and their common uses? ● How do you use knives correctly? ● What are the classical knife cuts? <p><u>Chapter 13, Kitchen basics</u></p> <ul style="list-style-type: none"> ● What are the major positions in a modern, professional kitchen? ● What is mise en place? ● What is the difference between seasoning and flavoring? ● What are the basic pre-preparation techniques? ● What is a nutrition label, and how is it used? <p><u>Chapter 14, Culinary math</u></p> <ul style="list-style-type: none"> ● What are the basic math calculations using numbers and fractions? ● What are the components and functions of a standardized recipe? ● How do you convert recipes to yield smaller and larger quantities based on operational needs? ● What is the difference between customary and metric measurement units? 	<p><u>Chapter 11: Foodservice Equipment</u></p> <ul style="list-style-type: none"> ● Effective receiving and storing of food and supplies require appropriate equipment such as refrigerators, freezers, shelving units, and storage containers. ● Various preparation equipment, including mixers, slicers, and food processors, are essential in a foodservice kitchen to efficiently prepare ingredients. ● Holding and serving food and beverages require equipment like steam tables, chafing dishes, and beverage dispensers to maintain quality and temperature. <p><u>Chapter 12: Knives and Smallwares</u></p> <ul style="list-style-type: none"> ● Hand tools and small equipment play a crucial role in pre-preparation tasks, including measuring, mixing, and portioning ingredients. ● Understanding different types of knives and their common uses is essential for efficient and safe food preparation. ● Proper knife skills involve correct handling techniques, ensuring safety, precision, and consistency in cuts. ● Classical knife cuts, such as julienne, brunoise, and chiffonade, provide uniformity and aesthetic appeal in culinary creations. <p><u>Chapter 13: Kitchen Basics</u></p> <ul style="list-style-type: none"> ● Major positions in a professional kitchen, such as executive chef, sous chef, and line cook, contribute to the efficient operation and production of high-quality dishes. ● Mise en place, the practice of organizing and

<ul style="list-style-type: none"> • How do you convert between customary and metric measurements? • How do you calculate the amounts for something as purchased (AP) and as an edible portion (EP)? • How do you calculate the cost and portion cost of a standardized recipe? 	<p>preparing ingredients before cooking, is fundamental for smooth kitchen operations and timely service.</p> <ul style="list-style-type: none"> • Seasoning enhances the natural flavors of ingredients, while flavoring adds additional taste elements to dishes. • Basic pre-preparation techniques like washing, peeling, and trimming ensure ingredients are properly prepared for cooking. • Understanding nutrition labels helps in making informed choices about food ingredients, considering their nutritional content and dietary requirements. <p><u>Chapter 14: Culinary Math</u></p> <ul style="list-style-type: none"> • Basic math calculations, including addition, subtraction, multiplication, and division, are essential for recipe scaling and portioning. • Standardized recipes provide consistency in food production by specifying ingredients, quantities, and procedures. • Converting recipes to yield smaller or larger quantities requires adjusting ingredient amounts proportionally based on operational needs. • Understanding customary and metric measurement units facilitates accurate measurement and recipe conversion. • Conversion between customary and metric measurements involves knowing conversion factors and using appropriate conversion tools. • Calculating amounts for something as purchased (AP) and as an edible portion (EP) ensures accurate inventory management and cost control. • Determining the cost and portion cost of a standardized recipe involves calculating ingredient costs, labor costs, and overhead expenses per serving.
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Knowledge checks, pages 203, 212, 216, 232, 240, 249, 258, 263, 265, 275, 282, 292 Exam Prep Questions, pages 219, 243, 269, 295 Demonstrate Essential Skills, pages 259, 260, 261, 262, 263, 278, 283</p>	<p>15 days</p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>As purchased (AP), Bain-marie, Balance beam, Baker’s scale, Blade, Borrowing, Broilers, Carbonated</p>	

beverage machine, Carrying, Captain, Chafing dishes, Chef, Coffeemaker, Conversion chart, Conversion factor, Convenience food, Consommé, Cookware, Cutter, Cutting board, Dividend, Denominators, Divisor, Edible portion (EP), Electric scale, Electronic scale, Espresso machine, Expediter, Flavor, Flavoring, Forged blade, Food warmer/steam table, Freezers (walk-in and reach-in), Front waiter, Hand tools and small equipment (detailed list in textbook), Headwaiter, Herbs, Hot box, Hot-holding cabinet, Ice machines, Ingredients, Knives (detailed list in textbook), Like fractions, Lowest common denominator, Measurement, Measuring utensils (detailed list in textbook), Metric units, Mise en place, Mixers, Mold, Nonusable trim, Numerators, Nutrition information, Ovens, Pans (detailed list in textbook), Pastry chef, Percent, Portion size, Proofing cabinet, Range, Recipe, Refrigerators (walk-in and reach-in), Receiving table/area, Scales, Seasoning, Sharpening stone, Shelving, Smallware, Sous chef, Speed racks, Spices, Spring scale, Standard portion cost, Standardized recipes, Station chef, Steamer, Steel, Stamped blade, Tea makers, Temperature, time, and equipment, Taring, Utility carts, Usable trim, Volume, Walk-in refrigerator, Walk-in freezer, Weight, Wine steward, Yield, Yield test.

Differentiation through *Universal Design for Learning*

UDL Indicator

Comprehension: Guide information processing and visualization

Teacher Actions:

- Give explicit prompts for each step in a sequential process
- Provide options for organizational methods and approaches (tables and algorithms for processing mathematical operations)
- Provide interactive models that guide exploration and new understandings
- Introduce graduated scaffolds that support information processing strategies
- Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film and media)
- “Chunk” information into smaller elements
- Progressively release information (e.g., sequential highlighting)
- Remove unnecessary distractions unless they are essential to the instructional goal

Supporting Multilingual/English Learners

Related *CELP standards:*

Learning Targets:

The CELP guidance is to **support the development of language; access to course content expectations should not change as a result of MLL status.*

An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

I can describe and demonstrate how to properly and safely use kitchen equipment.

- Level 1: With prompting and supports, an EL can:
 - Identify basic kitchen equipment and tools.
 - Follow simple instructions for using kitchen equipment with assistance.
 - Demonstrate basic safety precautions when handling kitchen tools and equipment.
 - Respond to simple questions about the use of kitchen equipment.

- Level 2: With prompting and supports, an EL can:
 - Describe the purpose and basic functions of common kitchen equipment.
 - Follow step-by-step instructions for using kitchen tools and equipment.
 - Apply basic safety guidelines when operating kitchen equipment with assistance.
 - Participate in discussions about the importance of proper equipment use in the kitchen.
- Level 3: With guidance and supports, an EL can:
 - Explain the proper use and operation of various kitchen equipment in detail.
 - Demonstrate proficiency in using a variety of kitchen tools and appliances.
 - Follow safety protocols independently while using kitchen equipment.
 - Provide clear and organized demonstrations of equipment usage to peers or instructors.
- Level 4: An EL can:
 - Articulate detailed instructions on how to safely and effectively operate a wide range of kitchen equipment.
 - Demonstrate mastery in using advanced kitchen tools and appliances with precision.
 - Implement comprehensive safety measures to prevent accidents or injuries while using equipment.
 - Offer guidance and support to others in using kitchen equipment effectively.
- Level 5: An EL can:
 - Elaborate on the technical specifications and advanced features of specialized kitchen equipment.
 - Utilize advanced language and terminology specific to kitchen equipment and culinary technology.
 - Conduct thorough demonstrations or tutorials on the proper use of complex kitchen appliances.
 - Engage in discussions or workshops addressing best practices, troubleshooting, and innovation in kitchen equipment usage.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources
1-3	A. I can identify the equipment needed for receiving and storing food and supplies. B. I can identify the equipment needed for food preparation, and explain how it is used. C. I can identify the equipment needed for serving food and beverages.	<ul style="list-style-type: none"> ● I can identify food receiving and storage equipment and supplies. (A) ● I can explain how to properly use food receiving and storage equipment and supplies. (A) ● I can identify food preparation equipment.(B) ● I can describe how food preparation equipment is properly and safely used.(B) ● I can identify food and beverage serving equipment. (C) ● I can explain how to use food and beverage serving equipment. (C)
4	A. I can list and define the hand tools and small equipment needed for pre-preparation. B. I can identify the knives used in foodservice and their most common uses.	<ul style="list-style-type: none"> ● I can list hand tools and small equipment used for pre-preparation. (A) ● I can describe how those hand tools and small equipment are properly and safely used for pre-preparation. (A) ● I can demonstrate the use of hand tools and small equipment. (A) ● I can identify the knives most commonly used in foodservice. (B) ● I can categorize the knives most commonly

		used in foodservice with their common uses. (B)
5-6	A. I can describe and demonstrate how to properly and safely use a knife. B. I can identify and demonstrate the classical <i>knife cuts</i> .	<ul style="list-style-type: none"> ● I can describe how to properly and safely use and clean a knife. (A) ● I can demonstrate how to properly and safely use and clean a knife. (A) ● I can identify the classical knife cuts and what they are used for. (B) ● I can demonstrate the classical knife cuts. (B)
7	A. I can explain what <i>mise en place</i> is and demonstrate how it is used in the kitchen. B. I can list and describe the major positions in a modern kitchen.	<ul style="list-style-type: none"> ● I can describe <i>mise en place</i> and how it is used. (A) ● I can perform <i>mise en place</i> in the kitchen. (A) ● I can list and describe major positions in a modern kitchen. (B) ● I can perform major positions in a modern kitchen (when applicable). (B)
8	A. I can identify and describe the major pre-preparation techniques. B. I can distinguish between seasoning and flavoring.	<ul style="list-style-type: none"> ● I can describe the major pre-preparation techniques. (A) ● I can demonstrate the major pre-preparation techniques. (A) ● I can differentiate between flavoring and seasoning. (B)
9	A. I can explain nutrition labels and how they are used. B. I can read nutrition labels and interpret their meaning.	<ul style="list-style-type: none"> ● I can explain nutrition labels and their importance. (A) ● I can read a nutrition label and interpret their meaning. (B)
10	A. I can name and perform basic math calculations using numbers and fractions. B. I can list the components and functions of a standardized recipe.	<ul style="list-style-type: none"> ● I can name basic math calculations used frequently in kitchen math. (A) ● I can perform basic math calculations using numbers and fractions. (A) ● I can list the components of and describe the functions of a standardized recipe. (B)
11-12	A. I can convert a recipe to yield a smaller or larger quantity. B. I can explain the difference between customary and metric measurements. C. I can convert between customary and metric measurements.	<ul style="list-style-type: none"> ● I can use math to convert a recipe to yield a smaller or larger quantity. (A) ● I can explain the difference between customary and metric measurements. (B) ● I can describe why customary or metric measurements would be used at different times. (B) ● I can convert a recipe between customary and metric measurements. (C)
13	A. I can describe what “as purchased” is compared to what “edible portion” is. B. I can calculate the cost and	<ul style="list-style-type: none"> ● I can describe what an “as purchased” portion is. (A) ● I can describe what an “edible portion” is. (A) ● I can explain the difference between an as

	<i>portion cost of a standardized recipe.</i>	purchased portion and an edible portion. (A) <ul style="list-style-type: none">● I can calculate the cost of a standardized recipe. (B)● I can calculate the portion cost of a standardized recipe. (B)● I can compare the two. (B)
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Unit Title:

Culinary Exploration

Relevant Standards: Bold indicates priority

National Standards for Family and Consumer Sciences Education

Area of Study 8.0: Food Production and Services

- 8.2 Demonstrate food safety and sanitation procedures
- 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment
- 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs

Essential Question(s):Chapter 15, Salads, dressings, and dips

- What are the roles of salads on the menu?
- What ingredients are used to make salads?
- What are the four parts of a salad and what is the purpose of each?
- How do you prepare the various types of salads?
- What are the procedures for cleaning and storing salad greens?
- What are the differences between various oils and vinegars?
- How do you prepare vinaigrettes and emulsions?
- What are various common dips and how do you prepare them?

Chapter 16, Sandwiches and pizza

- What are the basic kinds of sandwiches and pizza and what are the basic components?
- What role does each of the three main elements of a sandwich play?
- What are the necessary tools and equipment needed at a sandwich station?
- How do you prepare different types of sandwiches/pizza?

Chapter 17, Stocks, soups, and sauces

- What are the four essential parts of a stock and the proper ingredients for each?
- What are the various types of stock and their specific ingredients?
- What are the three methods for preparing bones and stock?
- What are the ingredients for several types of

Enduring Understanding(s):Chapter 15: Salads, Dressings, and Dips

- Salads serve diverse purposes on the menu, ranging from appetizers to main courses, offering refreshing and nutritious options for patrons.
- Various ingredients, including fresh produce, proteins, grains, and dressings, are utilized in salad preparation to create flavor, texture, and visual appeal.
- Understanding the composition of salads involves knowledge of base, body, dressing, and garnish, each contributing to the overall taste and presentation.
- Different salad types, such as composed salads, tossed salads, and bound salads, require distinct techniques in assembly and presentation.
- Proper handling, washing, and storage techniques are crucial to maintain the freshness and quality of salad greens.
- Variations in oils and vinegars influence the flavor profile and texture of dressings, with considerations for acidity, viscosity, and flavor intensity.
- Mastery of emulsification techniques is essential for creating stable dressings like vinaigrettes, ensuring proper balance and consistency.
- Familiarity with various dip recipes and their preparation methods enhances culinary versatility and customer satisfaction.

Chapter 16: Sandwiches and Pizza

stock?

- How and why do you remove fat from stock?
- What is the proper way in which to cool stock?
- How do you prepare mother sauces? What derivative sauces are made from them?
- What are the proper ingredients for sauces?
- How do you prepare different kinds of sauces?
- How do you match sauces to the appropriate type of food?
- What are the two basic kinds of soup?
- How do you prepare the basic ingredients for broth, consommé, purée, clear, and cream soups?

Chapter 18, Cooking methods

- How is heat transferred to food through conduction, convection, and radiation?
- What are the types of dry-heat cooking methods and which food items are best suited for them?
- What is moist-heat cooking, and which food items are best suited for it?
- What is combination-heat cooking, and which food items are best suited for it?
- What are the sous vide and microwave cooking techniques?
- How do you determine when food is done cooking?

Chapter 19, Introduction to baking

- What are the main ingredients used in baking?
- How do you calculate the ingredient weights in a recipe using baker's percentages?
- How do you convert to a new recipe yield using baker's percentages?
- List and identify the seven types of cookies.
- What are quick breads, and how are they prepared?

- Understanding the fundamental structures of sandwiches and pizza involves knowledge of bread or crust, fillings or toppings, and condiments or sauces.
- Each element, including bread, fillings, and condiments, contributes to the overall flavor, texture, and presentation of a sandwich.
- Proper equipment and utensils are essential for efficient sandwich preparation, ensuring consistency and quality.
- Mastering various sandwich and pizza-making techniques allows for creativity and customization, catering to diverse tastes and preferences.

Chapter 17: Stocks, Soups, and Sauces

- Stocks consist of bones, mirepoix, aromatics, and water, with variations in ingredients and techniques yielding different types of stocks.
- Different types of stocks, such as white, brown, and vegetable, require specific ingredients and preparation techniques for optimal flavor extraction.
- Proper fat removal and cooling methods are critical to enhance stock clarity, flavor, and safety.
- Understanding the basic techniques and ingredients for mother sauces enables the creation of derivative sauces, expanding culinary possibilities.
- Knowledge of sauce ingredients and preparation methods allows for customization and enhancement of dishes, complementing flavors and textures.
- Pairing sauces with appropriate foods involves considering flavor profiles, textures, and cultural traditions, enhancing overall dining experiences.
- Understanding the differences between broth, consommé, purée, clear, and cream soups enables versatility and creativity in soup preparation.

Chapter 18: Cooking Methods

- Understanding heat transfer mechanisms and cooking methods, including conduction, convection, radiation, dry-heat, moist-heat, and combination-heat, facilitates precise and efficient cooking.
- Dry-heat cooking methods, such as roasting, baking, grilling, and sautéing, are best suited for certain food items based on their texture,

- moisture content, and flavor profile.
- Moist-heat cooking techniques, including boiling, steaming, and poaching, are ideal for tenderizing and infusing flavors into various foods.
 - Combination-heat cooking methods, such as braising and stewing, offer the benefits of both dry-heat and moist-heat cooking, resulting in tender and flavorful dishes.
 - Knowledge of advanced cooking techniques like sous vide and microwave cooking expands culinary repertoire and efficiency.
 - Mastery of food doneness indicators, including visual cues, texture, and internal temperature, ensures consistent and safe cooking results.

Chapter 19: Introduction to Baking

- Baking relies on staple ingredients such as flour, sugar, fats, leavening agents, liquids, and flavorings, each playing a crucial role in texture and flavor development.
- Baker's percentages facilitate accurate recipe scaling and ingredient adjustments, ensuring consistent and reliable baking results.
- Knowledge of cookie types, including drop, bar, molded, pressed, refrigerator, rolled, and sandwich, allows for creative and diverse baking applications.
- Quick breads, leavened with baking powder or baking soda, are prepared using simple mixing methods, offering versatility and convenience in baking.

Demonstration of Learning:

Knowledge checks, pages 317, 323, 335, 337, 339, 356, 359, 365, 367, 391, 395, 405, 409
 Exam Prep Questions, pages 326, 346, 372, 397, 412
 Demonstrate Essential Skills, pages 310-317, 321, 322, 339-342, 356-358, 368, 369, 381, 383, 385, 387, 389, 390, 392, 405, 408, 409

Pacing for Unit

25 days

Unit-specific Vocabulary:

Accompaniment salad, Aromatics, Base, Basket method, Batter, Beurre manié, Body, Bouquet garni, Bread, Breaded, Brown, Canapé, Carryover cooking, Chilled, Chowders, Clarified, Club sandwich, Cold sandwich, Combination cooking, Combination salad, Combustion, Composed salad, Conduction, Convection, Deep-fried sandwiches, Deep-fry, Demi-glace, Dessert salads, Different sauces (detailed list in textbook), Dip, Double-basket method, Emulsified vinaigrettes, Emulsion, Emulsifier, Fat removal, Filling, Float, Fruit salad, Garnish, Griddling, Grilled (or toasted) sandwiches, Grilling, Hors d'oeuvres,

Infrared heat, Intermezzo salad, Liaison, Main-course salads, Mayonnaise, Mayonnaise-based dressings, Mirepoix, Multidecker sandwich, Nappe consistency, Open-faced sandwich, Oignon brûlé, Pan-fry, Panini, Parcooking, Paupiettes, Petit gâteau, Pizza, Pot roasting, Purée soups, Pullman loaves, Raft, Radiant, Reduction, Reducing, Roux (detailed list in textbook), Sachet d'épices, Salad dressing, Sautéing, Sauce, Saucier, Sear, Shocking, Shallow poaching, Smoking point, Small sauces, Soup, Spread, Starter salad, Steam, Steaming, Stewing, Stir-frying, Stock (detailed list in textbook), Submarine sandwich, Sweating, Suspension, Tempering, Thick soups, Tossed salad, Vegetable salad, Vinaigrette dressing, Wringing method, Wrap sandwich.

Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
<p>Comprehension: Guide information processing and visualization</p>	<ul style="list-style-type: none"> ● Give explicit prompts for each step in a sequential process ● Provide options for organizational methods and approaches (tables and algorithms for processing mathematical operations) ● Provide interactive models that guide exploration and new understandings ● Introduce graduated scaffolds that support information processing strategies ● Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film and media) ● “Chunk” information into smaller elements ● Progressively release information (e.g., sequential highlighting) ● Remove unnecessary distractions unless they are essential to the instructional goal

Supporting Multilingual/English Learners

Related <i>CELP standards:</i>	Learning Targets:
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The CELP guidance is to **support the development of language; access to course content expectations should not change as a result of MLL status.*

An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

I can describe how to prepare various types of foods/recipes.

- Level 1: With prompting and supports, an EL can:
 - Identify and name various types of foods and recipes.
 - Use basic vocabulary to describe simple food preparation steps.
 - Demonstrate understanding through nonverbal communication or gestures.
 - Respond to basic questions about food preparation.
- Level 2: With prompting and supports, an EL can:
 - Describe the ingredients and basic steps involved in preparing different types of foods or recipes.
 - Use simple language and descriptive words to explain cooking techniques.
 - Present information orally or in writing with assistance.

- Respond to questions about the process of food preparation.
- Level 3: With guidance and supports, an EL can:
 - Explain the steps required to prepare various types of foods or recipes in detail.
 - Use appropriate vocabulary related to cooking methods, ingredients, and kitchen tools.
 - Provide clear and organized instructions orally or in writing.
 - Engage in discussions about different cooking techniques and recipes.
- Level 4: An EL can:
 - Articulate detailed explanations of how to prepare a wide range of foods or recipes.
 - Use precise language and specialized vocabulary related to culinary arts.
 - Present information clearly and coherently in both oral and written formats.
 - Respond to questions and comments with depth and clarity, providing additional insights or explanations.
- Level 5: An EL can:
 - Articulate detailed explanations of how to prepare a wide range of foods or recipes.
 - Use precise language and specialized vocabulary related to culinary arts.
 - Present information clearly and coherently in both oral and written formats.
 - Respond to questions and comments with depth and clarity, providing additional insights or explanations.

Lesson Sequence	Learning Target	Success Criteria/Assessment/Resources
1	I can analyze salads.	<ul style="list-style-type: none"> ● I can explain the role of salads on the menu. ● I can name and describe ingredients that are used to make salads. ● I can list the four parts of a salad and define their purposes. ● I can describe how to prepare various types of salads. ● I can properly clean and store salad greens.
2	I can analyze dips.	<ul style="list-style-type: none"> ● I can name the most common dips and how to prepare them. ● I can establish the differences between various oils and vinegars. ● I can explain how to prepare dips, vinaigrettes, and emulsions.
3	I can demonstrate the preparation of salads, dips, vinaigrettes, and emulsions.	<ul style="list-style-type: none"> ● I can demonstrate how to prepare various types of salads. ● I can demonstrate how to prepare dips, vinaigrettes, and emulsions.
4	I can analyze sandwiches and pizza.	<ul style="list-style-type: none"> ● I can define the basic kinds of sandwiches and pizza and identify the basic components of each. ● I can describe what the role of each main element of a sandwich plays. ● I can construct a proper sandwich station, complete with the necessary tools and equipment needed.

		<ul style="list-style-type: none"> ● I can describe how to prepare different types of sandwiches and pizza.
5-6	I can demonstrate how to prepare different types of sandwiches and pizza.	<ul style="list-style-type: none"> ● I can demonstrate preparation of sandwiches and pizza.
7	I can analyze stock.	<ul style="list-style-type: none"> ● I can name and describe the various types of stock and their specific ingredients. ● I can define the four essential parts of a stock and the proper ingredients for each. ● I can list three methods for preparing bones and stock. ● I can name the main ingredients for several types of stock. ● I can describe how to properly cool stock. ● I can describe how to properly remove fat from stock.
8	I can demonstrate how to make, remove the fat from, and cool stock.	<ul style="list-style-type: none"> ● I can demonstrate how to make stock. ● I can demonstrate skimming fat off stock. ● I can demonstrate cooling stock.
9	I can analyze the five mother sauces.	<ul style="list-style-type: none"> ● I can name and describe the five mother sauces. ● I can determine what derivative sauces are made from the mother sauces. ● I can discuss how to prepare sauces. ● I can match sauces to appropriate types of food.
10	I can demonstrate how to make sauces, including the five mother sauces as well as derivative sauces.	<ul style="list-style-type: none"> ● I can demonstrate how to make the five mother sauces. ● I can demonstrate how to make derivative sauces from the five mother sauces.
11	I can analyze soup.	<ul style="list-style-type: none"> ● I can name the two basic kinds of soup. ● I can describe how to prepare the basic ingredients for broth, consommé, purée, clear, and cream soups.
12	I can produce a broth, consommé, purée, clear, or cream soup.	<ul style="list-style-type: none"> ● I can demonstrate production of different types of soup.
13	I can analyze the different cooking methods.	<ul style="list-style-type: none"> ● I can describe how heat is transferred to food through conduction, convection, and radiation. ● I can identify dry heat, moist heat, and combination heat cooking methods. ● I can identify foods that are best suited for dry

		<p>heat, moist heat, and combination heat cooking methods.</p> <ul style="list-style-type: none"> ● I can describe the sous vide and microwave cooking techniques. ● I can determine when food is done cooking.
14-21	I can demonstrate different cooking methods.	<ul style="list-style-type: none"> ● I can demonstrate the following cooking methods: Broil, grill, roast, bake, griddle, sauté, sear, stir-fry, pan-fry, deep-fry, simmer, poach, shallow poach, blanch, parcook, shock, steam, braise, pot roast, stew, sous vide
22	I can describe and analyze the baking process.	<ul style="list-style-type: none"> ● I can identify and describe the main ingredients used in baking. ● I can calculate ingredient weights in a recipe using baker's percentages. ● I can convert to a new recipe yield using baker's percentages.
23	I can analyze and produce different types of cookies.	<ul style="list-style-type: none"> ● I can identify the seven types of cookies. ● I can describe the creaming method used for producing cookies. ● I can produce different types of cookies using the creaming method.
24	I can analyze and produce quick breads.	<ul style="list-style-type: none"> ● I can define quick breads and how they are prepared. ● I can demonstrate the preparation of quickbreads using the muffin method.
25	I can demonstrate the preparation of quickbreads using the biscuit method.	<ul style="list-style-type: none"> ● I can perform the biscuit method for producing quickbreads.