

Fair Lawn Public Schools

Fair Lawn, NJ

Culinary Arts I

Adopted August

2017

**Revised August 2017
Developed August 2015**

Culinary Arts 1 is an introductory course in which students learn the fundamentals of cooking. The course is aligned with the New Jersey Student Learning Standards and prepares students for Culinary Arts 2.

Culinary Arts 1

Fair Lawn School District

Committee Credits Culinary Arts Team

Keith Stagg, Teacher
Lauren Gimon, Supervisor

August 2015

Culinary Arts 1

I. Course Synopsis

The purpose of Culinary Arts I is to introduce students to the fundamentals of cooking through activity based learning. Students will be exposed to many issues of meal preparation. Techniques and skills are applied and used in classroom instruction and activities which provide students with a valuable life skill or potential career.

Useful consumer choices and career topics are presented, helping students understand the role food and cooking impacts their everyday life. Students will be introduced to safety and sanitation techniques, time management, critical thinking, teamwork, problem solving used in a variety of scratch cooking units done by students, guided by teacher and the New Jersey State Student Learning Standards.

Throughout the course, culinary art concepts will be taught with an emphasis on enduring understandings, essential questions, real-world application, technology and cross curricular interaction.

II. Philosophy & Rationale

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

III. Scope & Sequence

Unit 1: Introduction, 15 Days

1. Knowledge of safety, lab and sanitation rules
2. Kitchen layout and function
 - a. Equipment identification
 - b. Utensil identification
3. Cooking terms and abbreviations
4. Measuring techniques
5. Reading a recipe
6. The planning sheet
7. Hand hygiene policy

Unit 2: Breads, 24 Days

1. Quick Breads
 - a. Muffin method of mixing
 - b. Biscuit method of mixing
 - c. Knife skills and safety
 - d. Function of ingredient and leavening agents
2. Yeast Breads
 1. Conventional method
 2. Quick mix method
 3. Kneading
 4. Gluten

Unit 3: Grains, 15 Days

1. Identification of grains
 - a. wheat
 - b. rice
 - c. corn
 - d. oats
2. The grain kernel
3. Techniques to cook rice
4. Techniques to cook pasta
5. Pasta dough / dried pasta

Unit 4: Baking, 22 Days

1. Gingerbread
 - a. Plan, bake, construct, decorate gingerbread structure
 - b. Design creativity
 - c. Royal icing
 - d. Pastry bag technique
 1. Lines, and patterns
 2. Piping, tips
2. Cookies
 - a. Identify the six types of cookies
 1. bar
 2. drop
 3. refrigerator
 4. rolled
 5. molder / shaped
 6. press
 - b. History
 - c. Baking information and techniques

Unit 5: Soups, Sauces, Thickening Agents, 8 Days

1. Roux
2. Corn starch
3. Reduction
4. Stocks, broths, bouillon
5. Sauces and gravies
 - a. bechamel
 - b. veloute
 - c. tomato
 - d. demi glaze (espagnole)
 - e. hollandaise (emulsified)
6. Mirepoix / Knife skills

Unit 6: Breakfast, 25 Days

1. The most important meal of the day
2. The egg
 - a. multi-tasker
 - b. versatility
 - c. selection, storage, safe handling
3. Folding

Unit 7: Herb & Spices, 2 Days

1. Describe attributes of
 - a. Herbs

- b. Spices
- c. Seasoning blends
- d. Flavoring agents

Unit 8: Meal Planning Unit – Lunch & Dinner, 30 Days

1. Benefits of planning meals
2. Create and manage food budget
3. Incorporate convenience and time savings in meal planning and preparation
4. Develop a meal plan for a week
5. Introduce My Pyramid.
 - a. proteins
 - b. carbohydrate
 - c. fats
 - d. fruits and vegetables
 - e. dairy
6. Meat and poultry safety
 - a. food borne illness
 - b. proper temperatures and storage
 - c. proper handling and sanitation
7. Describe cuts and other forms of meat
8. Deboning a chicken

Unit 9: Dessert, 10 Days

1. Describe various pies and tart
2. Demonstrate how to make pie crust and pie
3. Explain techniques for baking pies successfully
4. Describe and demonstrate how to make cakes

Unit 10: Salads, 8 Days

1. Describe various salads and dressings
 - a. vegetables
 - b. fruit
 - c. cooked grains
 - d. protein
 - e. combination
 - f. molded
2. Garnishing
 - a. decorating a plate
 - b. knife skills

IV. Unit Descriptions

Unit 1: Introduction

Enduring Understanding

1. Kitchen accidents can be prevented. Improper personal and kitchen sanitation can lead to illness. Proper food handling techniques are necessary to prevent illness.
2. Certain tools and equipment are needed for specific tasks.
3. Understanding food preparation terms aids in successful preparation of the recipe.
4. Accurate measurements are necessary for successfully preparing recipe.
5. Understanding the parts of the recipe aids in the successful preparation of the recipe.
6. Understanding the importance of using a work plan in the successful completion of a lab experience. Cooperation, following directions, accountability, and time management are necessary skills for group tasks.

Essential Question(s)

1. Why is safety and sanitation important in the home and classroom kitchens? Why is safety important in the kitchen when operating equipment, appliances and utensils? What are the guidelines for personal hygiene when handling food and kitchen equipment? What are the sources, symptoms, and precautions of food borne illness?
2. Why is it important to use the correct tool for the task at hand?
3. Why are the correct measuring techniques important for a successful product?
4. How will understanding equivalents, abbreviations, and action words help when preparing a recipe?
5. How do you read, interpret, and produce a recipe?
6. What are the skills necessary to work together in a group setting? What is the lab procedure for classroom kitchen? What are the roles of the group members in the lab? Why is a lab and work plan important for a successful lab experience?

Learning Objectives

Students will be able to:

1. Follow and understand the importance of safety, lab and sanitation rules
2. Identify the kitchen layout and function
 - c. Equipment identification
 - d. Utensil identification
3. Comprehend cooking terms and abbreviations
4. Use proper Measuring techniques
5. Successfully read a recipe
6. Complete the planning sheet

Suggested Activities/Modifications

1. Activities
 - a. Games
 - b. Safety skits
 - c. Videos
 - d. Test & quizzes
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
4. Gifted and Talented
 - a. Use of higher level questioning techniques
 - b. Provide assessments with higher level thinking

New Jersey Student Learning Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
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- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP12. Work productively in teams while using cultural global competence.

NJSLS Standard 9.3 – Career and Technical Education

- 9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
- 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.

Unit 2: Breads Quick & Yeast

Enduring Understanding

1. Each ingredient has a specific purpose.
2. Leavening agents produce chemical changes in a baked product that results in a physical change.
3. Different mixing methods affect product results.
4. Ingredient changes can increase the nutritional profile of a baked product.
5. You can be creative to baked products.

Essential Question(s)

1. What are the different mixing methods?
2. What is the function of each ingredient in baked products?
3. What are the different types of leavening agents in baked products?
4. How can you increase the nutritional value of a baked product?
5. What are ways you can enhance a baked product?
6. What is the function of kneading and its effect on gluten?

Learning Objectives

Students will be able to:

1. Mix using the Muffin method of mixing
2. Mix using the Biscuit method of mixing
3. Mix using the Conventional method of mixing
4. Mix using the Quick mix method of mixing
5. Understand the function of ingredients
6. Properly knead/Gluten

Suggested Activities/Modifications

1. Activities
 - a. QUICK BREADS
 - Muffins
 - Buttermilk biscuits
 - Cinnamon sweet roll
 - Crepes
 - Apple turnover, strudel
 - Crackers, pasty, tortillas, scones
 - b. YEAST BREADS
 - Pepperoni cheese bread
 - Soft pretzels
 - Garlic knot
 - Pizza
 - Calzone
 - Dinner rolls
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
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Unit 3: Grains

Enduring Understanding

1. Grains are most abundant food in the world.
2. Grains are versatile, nutritious, and flavorful addition to meals and an economical way to stretch a food budget.

Essential Question(s)

1. What are the different types of grains and how they affect nutrition?
2. What are the different methods to cook grains?

Learning Objectives

Students will be able to:

1. Identify the types of grains/kernel of grain.

2. Master the techniques to cook rice and pasta.
3. Make pasta dough.

Suggested Activities/Modifications

1. Activities
 - a. Cooking rice & pastas
 - b. Fried rice, rice pudding
 - c. Preparing pasta dough
 - d. Fettuccine aglio, cheese ravioli
 - e. Pastina with garnishing. Plate artwork
 - f. Baked ziti
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes
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Unit 4: Baking

Enduring Understanding

1. Gingerbread houses and cookies are flavorful and appealing treats that can be made by carefully and precisely following recipes.

Essential Question(s)

1. Why is it important to develop a plan before starting a gingerbread project?
2. What happens to baked products when recipes are not accurately and precisely followed?

Learning Objectives

Students will be able to:

1. Plan, bake, construct, and decorate a gingerbread structure.
2. Make Royal icing.
3. Master Pastry bag techniques.
4. Identify the six types of cookies.
5. Understand the History of the cookie.
6. Use a variety of baking techniques.

Suggested Activities/Modifications

1. Activities
 - a. Construct Gingerbread Structure
 - b. Bake the six (6) types of cookies
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes
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Unit 5: Soups, Sauces, Thickening Agents

Enduring Understanding

1. Soups, stews, sauces, and thickening agents are flavorful and versatile creations that can be made using a variety of ingredients.
2. Cooking methodologies require the application of scientific principles while encouraging culinary creativity.

Essential Question(s)

1. What are the mother sauces and their importance to a meal or plate?
2. How do you thicken broth or stock?
3. How does food quality affect cost?

Learning Objectives

Students will be able to:

1. Describe the six types of sauces.
2. Understand ways to thicken a liquid.
3. Explain a mirepoix.

Suggested Activities/Modifications

1. Activities
 - a. Chicken noodle soup
 - b. Vegetable
 - c. Beef ramen
 - d. Pastina
 - e. Thickening with a roux and cornstarch
2. English Language Learners
 - a. Provide notes

- b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes
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Unit 6: Breakfast and Eggs

Enduring Understanding

1. Eggs are nutritious, economical, and versatile food that can be eaten alone and used in many recipes.
2. Cooking methodologies require the application of scientific principles while encouraging culinary creativity.

Essential Question(s)

1. What nutrients are provided by eggs?
2. Identify and describe three important parts of an egg?
3. How eggs act as a “multi-tasker” in the preparation of food?
4. What are the different ways to prepare eggs?

Learning Objectives

Students will be able to:

1. Understand the nutrient values of eggs.
2. Identify, select, use, store, and prepare eggs.
3. The importance of a healthy breakfast.

Suggested Activities/Modifications

1. Activities

Pancakes	Hash browns	Omlette
Waffles	French toast	Egg nest
Quiche	Huevos ranchero	Eggs benedict
Eggs, any style	Frittata	Oatmeal, cream of wheat
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes
 - b. Extended time to complete assignment
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Unit 7: Herbs and Spices & Garnishing

Enduring Understanding

1. Learning about different types of creative additions and how to use them can help enhance food's appeal, texture and taste.

Essential Question(s)

1. Why is it important to present meals or dishes in a pleasing fashion?
2. How is the preparation and presentation of food an extension of your personality?

Learning Objectives

Students will be able to:

1. Identify basic herbs, spices and seasoning blends.
2. Garnish a plate and understand the eye appeal of food.

Suggested Activities/Modifications

1. Activities
 - a. Identify twenty herbs, spices, seasoning blends with a word bank.
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes
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 - c. Peer helper in class
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Unit 8: Meal Planning (Lunch and Dinner)

Enduring Understanding

1. Food flavors, colors, textures, shapes, sizes, and temperatures complement the sensory appeal of a meal.
2. The goals of meal planning include good nutrition, planned spending, satisfying meals, and time management.

Essential Question(s)

1. What are the benefits of planning meals?
2. What are the four goals of meal planning?
3. What is meal appeal?

Learning Objectives

Students will be able to:

1. Explain the benefits of meal planning and how to create and meet a food budget.
2. Describe convenience foods and how they can be used to save time while cooking.
3. Explain how to develop a meal plan for a week.

4. Understand the food guide “plate or pyramid”.
5. Understand meat and poultry safety.

Suggested Activities/Modifications

1. Activities

Soup and sandwich	Meatballs or meatloaf
Tacos or quesadillas	Empanadas
Macaroni & cheese	Pork loin
Chicken francaise	Chicken parmesan
Tofu/vegetarian meal	Hot dog/Burger/Picnic
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes
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Unit 9: Dessert

Enduring Understanding

1. Desserts are made with a variety of sweet and savory fillings. Desserts can be made with pastry dough, crust or batters. Baking methodologies require the application of scientific principles while encouraging culinary creativity.
2. Nutritional principles impact foodservice industry menu offerings and everyday diet choices.

Essential Question(s)

1. How do precise measurements affect product outcome?
2. How do varied temperatures affect product outcome?
3. How do ingredient substitutions affect final product?

Learning Objectives

Students will be able to:

1. Describe and prepare various pies and tarts.
2. Demonstrate how to make pie crust.
3. Explain techniques to bake pies successfully.
4. Describe, bake, and decorate a layer cake.

Suggested Activities/Modifications

1. Activities
 - a. Apple pie
 - b. Pastry swans
 - c. Chocolate layer cake
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
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Unit 10: Salads

Enduring Understanding

1. Salads are mixtures of raw and cooked ingredients that can be creatively prepared to suit a variety of tastes, diets and purposes.

Essential Question(s)

1. What nutrients do the different types of salads provide?
2. What are the ways that salads are prepared?
3. How do you identify, select, use and store salads?

Learning Objectives

Students will be able to:

1. List and describe the six types of salads.
2. Explain how to wash and store salad greens.
3. Identify different types of salad dressings and explain how to prepare them.
4. Describe four methods for serving salads.

Suggested Activities/Modifications

1. Activities
 - a. Prepare a variety of salads and dressings.
 - i. Vegetable
 - ii. Fruit
 - iii. Grain
 - iv. Protein
 - v. Combination
 - vi. Molded
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
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V. Course Materials

1. Textbook – Guide to Good Food, The Goodheart-Wilcox Company.
2. Textbook – Culinary Essentials, Johnson & Wales University, The McGraw-Hill Company/Glencoe.
3. Textbook – Food for Today, The McGraw-Hill Company/Glencoe.
4. Assorted DVD's and internet videos.
5. Five kitchen classrooms with ranges, sinks, drawers and cabinets.
6. Two door commercial refrigerator, single door commercial freezer, two dishwashing machines, microwave.
7. Excellent and numerous utensils and equipment including:
 - a. Pasta Machines
 - b. Food Processors
 - c. Free Standing Mixers
 - d. Sauté Pans
 - e. Griddles
 - f. Glassware
 - g. Measuring Utensils
 - h. Hand Mixers
 - i. Waffle Irons
 - j. Blenders
 - k. Pots and Saucepans
 - l. Dinnerware
 - m. Silverware
 - n. Mixing bowls
8. Demonstration table
9. Guest speakers and chefs

VI. Assessments

1. Midterm
2. Final
3. Quizzes
4. Labs

VII. Cross Curricular Aspects

Connections to various business courses, math courses, marketing, and science will be made during the course.