

# East EPO Course Overview for CA II - Culinary Skills Development 1

## Disciplinary long-term transfer goals aligned with mission/vision:

- TG #1 Utilize critical thinking to make sense of problems and persevere in solving them.
- TG #2 Apply appropriate academic and technical skills, accessing necessary resources to independently perform or evaluate a workplace-based task.
- TG #3 Works positively and productively in a team.

## Pacing Guide:

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Unit 1 (BOH) Kitchen Fundamentals		Unit 2 Soups/Stocks		Unit 3 Starches/Vegetables/Sauces			Unit 4 Proteins	Unit 5 Breakfast/Baking	

## Unit Overviews

Unit 1:	Understandings:	Essential Questions:
<p><b>Kitchen Functions and Equipment</b></p> <p><u>Description of the Unit:</u> This is the first unit in the kitchen, and it is crucial for building foundational skills in safety, efficiency, and quality. It provides hands-on experience with professional-grade tools and techniques essential for career readiness, ensuring that students can execute tasks consistently and professionally under pressure.</p>	<p><b>Enduring Understandings:</b> <i>Scholars will understand that...</i></p> <p>U1 Success in the kitchen requires understanding and adherence to industry protocols and standards of quality.</p> <p>U2 Workflow and kitchen set-up, or “mise en place,” is an essential element of professional and efficient cooking</p> <p>U3 Proper identification, care, and cleaning of kitchen tools will maintain performance and increase efficiency in cooking.</p> <p>U4 Utilizing the correct knife for specific culinary techniques allows for successful cuts on specific foods.</p> <p>U5 Food safety is everyone's responsibility in minimizing the risk of food-borne illnesses.</p>	<p><b>ESSENTIAL QUESTION</b></p> <p><b>Am I organized before I start preparing food?</b></p> <p><u>Guiding Questions:</u></p> <p>What types of kitchen tools are used in a professional kitchen daily?</p> <p>Why is it essential to identify and use the correct equipment in the kitchen?</p> <p>How does the physical layout impact efficiency, safety, and communication in the kitchen?</p> <p>Why is a "clean-as-you-go" mindset critical to building professional habits and maintaining a sanitary workspace?</p>

**Transfer Goal:** TG #2 Apply appropriate academic and technical skills, accessing necessary resources to perform or evaluate a workplace-based task independently.

**Performance Task/CEPT:** prepare a dish like a crudité platter or a mirepoix, as it requires using various kitchen equipment and demonstrates a wide range of knife skills. This task assesses a cook's ability to properly use tools, apply precise cuts, and create uniform ingredients for cooking or serving.

**Unit Overviews**

Unit 2: Soups/Stocks	Understandings:	Essential Questions:
<p><b>Soups/Stocks</b></p> <p><u>Description of the Unit:</u>  <i>Soups and stocks are foundational in culinary programs because stocks are the fundamental building blocks of flavor for countless dishes, while soups require and teach a range of essential culinary techniques. Mastering these skills instills key principles like heat management, flavor layering, and minimizing food waste</i></p>	<p><b>Enduring Understandings:</b>  <i>Scholars will understand that...</i></p> <p>U1 Quality stocks are the foundation of flavorful soups and sauces; their proper preparation is a critical culinary skill.</p> <p>U2 Understanding the fundamental elements (nourishing element, liquid, mirepoix, aromatics) and techniques (blanching, browning, simmering, cooling) is essential for producing high-quality and safe products.</p> <p>U3 Different types of soups (clear, thick, specialty) require specific techniques and thickening agents (roux, puréeing, liaison) to achieve the desired flavor, texture, and appearance.</p> <p>U4 Utilizing the correct knife for specific culinary techniques allows for successful cuts on specific foods.</p> <p>U5 Food safety and sanitation are paramount at all stages of stock and soup preparation, especially regarding proper cooling and storage.</p>	<p><b>ESSENTIAL QUESTION</b></p> <p><b>What are the skills and knowledge you need to develop first in a professional culinary career?</b></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> <li>● How does the preparation method affect the flavor, color, and clarity of a stock?</li> <li>● What is the difference between a stock and a broth, and how does each serve as a base for different soups?</li> <li>● How do chefs adapt basic culinary techniques to create a wide variety of soups?</li> <li>● Why is mise en place (everything in its place) critical for efficient and effective stock and soup production?</li> </ul>
<p><b>Transfer Goal:</b> Work productively in teams while using cultural/global competence; acting as a responsible and contributing citizen and employee.</p>		
<p><b>Performance Task/CEPT:</b> Scholars will work in groups to produce an original soup recipe from the categories studied. The culinary scholar groups will have an opportunity for “customer review” as each group will offer their soup as part of a SOUP presentation in Metals Cafe, asking teachers to vote for the best soups. The finished soups will also be assessed using the standard Culinary Arts Kitchen Production Rubric.</p>		

Unit: 3	Understandings:	Essential Questions:
<p><b>Starches/Vegetables/Sauces</b></p>	<p><b>Enduring Understandings:</b>  <i>Scholars will understand that...</i></p> <p><b>U1...</b> The use of acids and salts in cooking vegetables will affect both the color and the nutritional value of the vegetable</p> <p><b>Rice/Potatoes</b></p> <p><b>U2...</b>starch will gelatinize when exposed to water and will caramelize when exposed to dry heat</p> <p><b>Pasta</b></p> <p><b>U3...</b>the specific shape of a pasta is designed to match the texture of the sauce used so that the finished product is balanced</p> <p><b>Grains</b></p> <p><b>U4...</b>controlling the amount of water they absorb is critical is properly cooking grains.</p> <p>U4 Utilizing the correct knife for specific culinary techniques allows for successful cuts on specific foods.</p> <p>U5 Food safety and sanitation are paramount at all stages of stock and soup preparation, especially regarding proper cooling and storage</p>	<p><b>ESSENTIAL QUESTION</b></p> <p><i>How do you determine if your chosen side dish matches the center of the plate item?</i></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> <li>● Am I cooking my vegetables according to their color?</li> <li>● Did I choose the correct rice grain size to match the desired outcome?</li> <li>● Does the potato I'm using have the right starch content for my final product?</li> <li>● How will carry-over cooking affect my finished product?</li> </ul>
<p><b>Transfer Goal:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p>		
<p><b>Performance Task/CEPT: Situation:</b> As the final task for this unit, students will research recipes for a potato, pasta, vegetable and rice dishes and demonstrate the learned skills needed to produce one dish based on color, a pasta dish pairing sauce to noodle, a potato dish matching the outcome to the starch content of the potato and the rice pilaf method. There will be an opportunity for differentiation by allowing scholars the option of choosing a recipe and working in groups to present to judges in a family-style dinner.</p>		

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	<p><b>Enduring Understandings:</b> <i>Scholars will understand that...</i></p> <p><b>U1...</b> selecting and preparing the center of the plate items, including beef, poultry, and seafood, are the bedrock of the line cook's skill set.</p> <p><b>U2...</b> knowing the function, how the animal used that muscle, will determine what cooking technique will be used.</p> <p><b>U3...</b> the line cook uses an array of skills to present the best possible finished product.</p>	<p><b>ESSENTIAL QUESTION</b></p> <p><b>Are all proteins created the same?</b></p> <p><u>Guiding Question</u></p> <ul style="list-style-type: none"> <li>• How did this animal use this muscle when it was alive?</li> <li>• What cooking technique will best break down and tenderize this protein?</li> <li>• What skills are you using to check for doneness and flavor?</li> </ul>
<p><b>Transfer Goal:</b> Be able to plan for and pursue education and training that is aligned to their personal and professional goals.</p>		
<p><b>Performance Task/CEPT</b></p> <p><b>Goal:</b> For the scholars to demonstrate their understanding of the differing skills and techniques needed when preparing excellent center-of-the-plate menu items featuring the cooking techniques of Saute, Grill, and roasting.</p> <p><b>Role:</b> Scholars will act as line cooks preparing recipes containing a meat, poultry, or seafood item as the center of the plate item.</p> <p><b>Audience:</b> Outside judges will be invited to enjoy and critique the meal</p> <p><b>Situation:</b> The scholars will be asked to produce a meal demonstrating how to prepare one of each meat, poultry, and seafood.</p> <p><b>Product:</b> Each scholar group will prepare a sauteed, roasted, and grilled recipe featuring meat, poultry, and seafood.</p>		

Unit: 4	Understandings:	Essential Questions:
	<p><b>Enduring Understandings:</b> <i>Scholars will understand that...</i></p> <p><b>U1...</b>baking has a limited variety of ingredients; it's how you combine and manipulate those ingredients that are important</p> <p><b>U2...</b>gluten gives baked goods it's structure, the more it is worked, the tougher the finished product will be</p> <p><b>U3...</b>accurate measurements and an understanding of ratios are essential skills of a baker</p>	<p><b>ESSENTIAL QUESTION</b></p> <p><b>What is it that makes the cookie crumble?</b></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> <li>● When using the creaming method, how do you recognize that the sugar and butter are creamed?</li> <li>● Have you considered the outcome of the baked goods during every step of the production process?</li> <li>● Are you positive you have measured correctly?</li> </ul>
<p><b>Transfer Goal:</b> Demonstrate creativity and innovation while applying appropriate academic and technical skills to produce work that meets college and workplace standards.</p>		
<p><b>CEPT /Performance Task:</b></p> <p><b>Goal:</b> To demonstrate their understanding of the three basic mixing methods in the baking field: Straight Dough Method, Biscuit Method, and the Creaming Mixing Method</p> <p><b>Role:</b> An apprentice baker learning the fundamentals of baking</p> <p><b>Audience:</b> Staff and Upper-class culinary scholars</p> <p><b>Situation:</b> We will hold an old-fashioned bake sale. Scholars will be paired together and required to supply 24 portions of a baked product from each of the following categories: Biscuit Method, Creaming Method, and Straight Dough Method. Scholars will be judged by the guests on the quality of their finished product and how quickly they sell out.</p> <p><b>Product:</b> 24 portions of baked goods from each of the basic mixing methods to be sold at our bake sale.</p>		