

Culinary Skills Development I
East UbD Overview of Year
Grade 10 Curriculum:

Long Term Transfer Goals:

Upon Graduation East's Career and Technical Education scholars will...

- Utilize critical thinking to make sense of problems and persevere in solving them.
- Demonstrate creativity and innovation while applying appropriate academic and technical skills to produce work that meets college and workplace standards.
- Work productively in teams while using cultural/global competence; acting as a responsible and contributing citizen and employee.
- Be able to plan for and pursue education and training that is aligned to their personal and professional goals.

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Unit 1 Kitchen Functions & Equipment		Unit 2 Vegetable & Starch Cookery		Unit 3 Poultry, Meat & Seafood cookery			Unit 4 Basic Baking		

Unit Overviews

Unit 1:	Understandings:	Essential Questions:
Kitchen Functions and Equipment	<p>Enduring Understandings: <i>Scholars will understand that...</i></p> <p>U1...organization in a kitchen is necessary to establish productivity and efficiency.</p> <p>U2...workflow and kitchen set-up are an element of mise en place that is driven by the items on a menu.</p> <p>U3 ...stocks and broths are useful tools that can make or break a recipe.</p> <p>U4...knife skills are one of the building blocks of a culinary career</p>	<p>ESSENTIAL QUESTION</p> <p>What are the skills and knowledge you need to develop first in a professional culinary career?</p> <p><u>Guiding Questions:</u></p> <p>Am I organized before I start preparing food?</p> <p>Is my workstation compact and efficient?</p> <p>Do my knife skills reflect the work of a professional?</p>
Transfer Goal: Work productively in teams while using cultural/global competence; acting as a responsible and contributing citizen and employee.		

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CEPT: 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.

Unit: 2	Understandings:	Essential Questions:
Vegetable and Starch Cookery	<p>Enduring Understandings: <i>Scholars will understand that...</i></p> <p>Vegetables U1...the use of acids and salts in cooking vegetables will have an affect on both the color and the nutritional value of the vegetable</p> <p>Rice/Potatoes U2...starch will gelatinize when exposed to water and will caramelize when exposed to dry heat</p> <p>Pasta U3...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>Grains U4...controlling the amount of water they absorb is critical is properly cooking grains.</p>	<p>ESSENTIAL QUESTION</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"> ● Am I cooking my vegetables according to their color? ● Did I choose the correct rice grain size to match the desired outcome? ● Is the potato I’m using have the right starch content for my final product? ● How will carry over cooking affect my finished product?
<p>Transfer Goal: Utilize critical thinking to make sense of problems and persevere in solving them.</p>		
<p>Performance Task/CEPT: Situation: 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>		

Unit: 3	Understandings:	Essential Questions:
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Poultry, Meat, and Seafood	Enduring Understandings: <i>Scholars will understand that...</i> U1... selecting and preparing the center of the plate items including; beef, poultry ,and seafood are the bedrock of the line cooks skill set. U2... knowing the function, how the animal used that muscle, will determine what cooking technique will be used. U3... the line cook uses an array of skills to present the best possible finished product.	ESSENTIAL QUESTION Are all proteins created the same? <u>Guiding Question</u> <ul style="list-style-type: none"> • How did this animal use this muscle when it was alive? • What cooking technique will best break down and tenderize this protein? • What skills are you using to check for doneness and flavor?
Transfer Goal: Be able to plan for and pursue education and training that is aligned to their personal and professional goals.		
Performance Task/CEPT Goal: 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. Role: Scholars will act as line cooks preparing recipes containing a meat, poultry and seafood item as a center of the plate item. Audience: Outside judges will be invited to enjoy and critique the meal Situation: The scholars will be asked to produce a meal demonstrating how to prepare one of each meat, poultry and seafood. Product: Each scholar group will prepare a sauteed, roasted and grilled recipe featuring meat, poultry and seafood.		

Unit: 4	Understandings:	Essential Questions:
	Enduring Understandings: <i>Scholars will understand that...</i> U1... baking has a limited variety of ingredients, it's how you combine and manipulate those ingredients that are important U2... gluten gives baked goods it's structure, the more it is worked the tougher the finished product will be	ESSENTIAL QUESTION What is it that makes the cookie crumble? <u>Guiding Questions:</u> <ul style="list-style-type: none"> • When using the creaming method, how do you recognize that the sugar and butter are creamed?

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	U3... accurate measurements and an understanding of ratios are essential skills of a baker	<ul style="list-style-type: none">● Have you considered the final outcome of the baked goods during every step of the production?● Are you positive you have measured correctly?
Transfer Goal: Demonstrate creativity and innovation while applying appropriate academic and technical skills to produce work that meets college and workplace standards.		
CEPT /Performance Task: Goal: To demonstrate their understanding of the three basic mixing methods in the baking field: Straight Dough Method, Biscuit Method and the Creaming Mixing Method Role: An apprentice baker learning the fundamentals of baking Audience: Staff and Upper class culinary scholars Situation 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. Product: 24 portions of baked goods from each of the basic mixing methods to be sold at our bake sale.		