#### Long-Term Transfer Goals:CA

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 with their personal and professional goals.

SEPT	oc	Т	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Unit 1 Kitchen Functions & Equipment		<b>Unit 2</b> Vegetable & Starch Cookery		Cookery	<b>Unit 3</b> Poultry, Meat & Seafood Cookery			<b>Unit 4</b> Basic Baking		

#### **Unit Overviews**

Unit 1:	Understandings:	Essential Questions:
Kitchen Functions and Equipment	Enduring Understandings: Scholars will understand that  U1organization in a kitchen is necessary to establish productivity and efficiency.  U2workflow and kitchen set-up are elements of mise en place that are driven by the items on a menu.  U3stocks and broths are useful tools that can make or break a recipe.  U4knife skills are one of the building blocks of a culinary career	What are the skills and knowledge you need to develop first in a professional culinary career?  Guiding Questions:  Am I organized before I start preparing food?  Is my workstation compact and efficient?  Do my knife skills reflect the work of a professional?

Transfer Goal: Work productively in teams while using cultural/global competence; acting as a responsible and contributing citizen and employee.

**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	Enduring Understandings: Scholars will understand that Vegetables U1the use of acids and salts in cooking vegetables will affect both the color and the nutritional value of the vegetable Rice/Potatoes U2starch will gelatinize when exposed to water and will caramelize when exposed to dry heat Pasta U3the specific shape of a pasta is designed to match the texture of the sauce used so that the finished product is balanced Grains U4controlling the amount of water they absorb is critical is properly cooking grains.	ESSENTIAL QUESTION  How do you determine if your chosen side dish matches the center of the plate item?  Guiding Questions:  • Am I cooking my vegetables according to their color?  • Did I choose the correct rice grain size to match the desired outcome?  • Does the potato I'm using have the right starch content for my final product?  • How will carry-over cooking affect my finished product?

**Transfer Goal:** Utilize critical thinking to make sense of problems and persevere in solving them.

**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.

Unit: 3	Understandings:	Essential Questions:		
Poultry, Meat, and Seafood	Enduring Understandings: Scholars will understand that	ESSENTIAL QUESTION  Are all proteins created the same?		
	<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.	<ul> <li>Guiding Question</li> <li>How did this animal use this muscle when it was alive?</li> </ul>		
	<b>U2</b> knowing the function, how the animal used that muscle, will determine what cooking technique will be used.	<ul> <li>What cooking technique will best break down and tenderize this protein?</li> <li>What skills are you using to check for doneness</li> </ul>		
	<b>U3</b> the line cook uses an array of skills to present the best possible finished product.	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, or seafood item as the 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.

Enduring Understandings:  Scholars will understand that  What is it that makes the cookie crumble?  U1baking has a limited variety of ingredients; it's how you combine and manipulate those ingredients that are important  U2gluten gives baked goods it's structure, the more it is worked, the tougher the finished product will be  U3accurate measurements and an understanding of this process?	Unit: 4	Understandings:	Essential Questions:
ratios are essential skills of a baker  ■ Are you positive you have measured correctly?		Scholars will understand that  U1baking has a limited variety of ingredients; it's how you combine and manipulate those ingredients that are important  U2gluten gives baked goods it's structure, the more it is worked, the tougher the finished product will be	<ul> <li>What is it that makes the cookie crumble?</li> <li>Guiding Questions:</li> <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> </ul>

**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.