

SUBJECT: Culinary Arts		GRADE: 10 -12	
Unit Title: Food Lab Experiences		Time Frame: Ongoing	
UNIT OVERVIEW			
Throughout the course students will work in teams to prepare foods related to the current unit of study.			
LRG SKILLS AND DISPOSITIONS		PA STANDARDS	
Resilience & Grit: Food labs (D4C) Collaboration & Teamwork: Food labs (S1C)		11.2.6.B: Deduce the importance of time management skills (e.g. home, school, recreational activities). 11.2.9.D: Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen). 11.2.12.C: Analyze teamwork and leadership skills and their application in various family and work situations. 11.3.9.F: Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation). 11.3.9.G: Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	
COMPETENCIES		LEARNING TARGETS	
I can safely and effectively use the tools, techniques, and procedures necessary to prepare food.	I can safely and effectively use a variety of preparation tools.		
	I can safely and effectively use knives and other cutting tools.		
	I can safely and effectively use a variety of small kitchen appliances.		
	I can safely operate a range and a microwave oven.		
	I can explain how to extinguish a grease fire.		
I can differentiate types of equipment for food processing, cooking, holding, storing, and serving.	I can identify and explain the uses of a variety of preparation tools.		

	I can explain or demonstrate food preparation terms commonly found in recipes.
	I can accurately measure ingredients.
	I understand the abbreviations commonly found in recipes.
I can efficiently plan to use time wisely in the kitchen and work cooperatively with others.	I can efficiently plan and use time in the kitchen and work cooperatively with others.
	I work in groups effectively and respectfully.
	I can demonstrate problem solving skills as they apply to situations that arise in the food laboratory.

SUBJECT: Culinary Arts		GRADE: 10 -12	
Unit Title: Presentation		Time Frame: 3 weeks	
UNIT OVERVIEW			
Students will explore the relationship of our senses to meal planning and preparation including the effect of odor and texture on taste, the importance of “eye appeal” and how garnishes can be used to enhance food presentation.			
LRG SKILLS AND DISPOSITIONS		PA STANDARDS	
Resilience & Grit: Food labs (D4C) Collaboration & Teamwork: Food labs (S1C)		11.2.6.B: Deduce the importance of time management skills (e.g. home, school, recreational activities). 11.2.9.D: Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen). 11.2.12.C: Analyze teamwork and leadership skills and their application in various family and work situations. 11.3.9.F: Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation). 11.3.9.G: Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	

COMPETENCIES	LEARNING TARGETS
I can safely and effectively use the tools, techniques and procedures necessary to prepare food.	I can identify and explain the uses of a variety of preparation tools.
	I can explain or demonstrate food preparation terms commonly found in recipes.

SUBJECT: Culinary Arts	GRADE: 10 -12
Unit Title: American Regional Cooking	Time Frame: 4 weeks

UNIT OVERVIEW

Students explore regional differences in the cuisine of the United States, examining how the United States is divided into areas of differing cuisines, the characteristics of foods and cooking methods in the regions, the factors influencing foods and cooking methods typical to each region, the role of immigration patterns on cooking

LRG SKILLS AND DISPOSITIONS	PA STANDARDS
Resilience & Grit: Food labs (D4C) Collaboration & Teamwork: Presentation on region of Cuisine in the United States (S1C)	11.2.6.B: Deduce the importance of time management skills (e.g. home, school, recreational activities). 11.2.9.D: Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen). 11.2.12.C: Analyze teamwork and leadership skills and their application in various family and work situations. 11.3.9.F: Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation). 11.3.9.G: Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

COMPETENCIES	LEARNING TARGETS
I can assess the influences of cultural, socioeconomic and psychological factors on the diet.	I can understand the need to explore global and cultural differences.
	I can assess the influences of cultural, socioeconomic, and psychological

	factors on the diet.
	I can identify geographic factors that influence regional culinary differences.
	I can explain how and why food customs have evolved.

SUBJECT: Culinary Arts		GRADE: 10 -12	
Unit Title: The Global Picture		Time Frame: 2 weeks	
UNIT OVERVIEW			
Students will explore differences in the availability of food including the uneven distribution of the word food supply, the effects of world hunger, the effects of food waste, and the steps that can be taken by individuals and societies to improve food use.			
LRG SKILLS AND DISPOSITIONS		PA STANDARDS	
Critical Thinking and Problem Solving: Global food supply, land use and food waste activities (S4C)		11.1.12.A: Evaluate the impact of family resource management on the global community. 11.2.9.D: Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen). 11.2.12.C: Analyze teamwork and leadership skills and their application in various family and work situations. 11.3.9.F: Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).	
COMPETENCIES		LEARNING TARGETS	
I can analyze the effects of global, regional, and local events and conditions on food availability.		I can understand the need to explore global and cultural differences.	
		I can identify causes of food insecurity and food waste.	
		I can identify the effects of food insecurity and food waste.	
		I can identify ways to personally impact issues related to food.	

SUBJECT: Culinary Arts		GRADE: 10 -12	
Unit Title: Cake Decorating		Time Frame: 2 weeks	
UNIT OVERVIEW			
Students will learn how to prepare cake pans for optimal results, how to prepare icings suitable for cake decoration, and how to use cake decorating tools and techniques to create decorative borders and designs.			
LRG SKILLS AND DISPOSITIONS		PA STANDARDS	
Resilience & Grit: Cake decorating tools (D4C) Collaboration & Teamwork: Preparing and decorating a cake (S1C) Creativity and Innovation: Planning a decorative cake (S3C)		11.2.6.B: Deduce the importance of time management skills (e.g. home, school, recreational activities). 11.2.9.D: Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen). 11.2.12.C: Analyze teamwork and leadership skills and their application in various family and work situations. 11.3.9.F: Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation). 11.3.9.G: Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	
COMPETENCIES		LEARNING TARGETS	
I can safely and effectively use the tools, techniques, and procedures necessary to prepare food.		I can identify and explain the uses of a variety of preparation tools.	
		I can explain or demonstrate food preparation terms commonly found in recipes.	
		I can accurately measure ingredients.	
		I understand the abbreviations commonly found in recipes.	
		I can properly use cake decorating tools to create decorative designs and borders.	

SUBJECT: Culinary Arts		GRADE: 10 -12	
Unit Title: International Cuisine		Time Frame: 8 weeks	
UNIT OVERVIEW			
Students explore the cuisines of China, Italy, Mexico and France examining the foods commonly used and how geological and economical factors affect food availability, characteristic meal patterns and eating habits, and preparation techniques and utensils are used.			
LRG SKILLS AND DISPOSITIONS		PA STANDARDS	
Resilience & Grit: Food labs (D4C) Collaboration & Teamwork: Food labs (S1C)		11.2.12.C: Analyze teamwork and leadership skills and their application in various family and work situations. 11.3.9.F: Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).	
COMPETENCIES		LEARNING TARGETS	
I can assess the influences of cultural, socioeconomic and psychological factors on the diet.		I can understand the need to explore global and cultural differences.	
		I can assess the influences of cultural, socioeconomic, and psychological factors on the diet.	
		I can identify geographic factors that influence regional culinary differences.	
		I can explain how and why food customs have evolved.	