

CULINARY ARTS 20

Description

Culinary Arts 20 expands on skills acquired in Culinary Arts 10. The emphasis is on planning and serving nutritionally balanced and aesthetically pleasing meals. Students will experience the following areas of study: soups and stocks, yeast breads, pasta and sauces, meats/poultry and seafood, cake preparation and decorating, international cuisine. 1 credit, semester course

Course Overview

Course Goals

Students should:

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Essential Questions

- How do we effectively utilize human, economic and environmental resources in our daily lives?
- How does nutrition and wellness influence the quality of life?
- How does the interaction of multiple life roles impact personal responsibilities toward family, work, and community?
- What leadership skills and knowledge are necessary to work effectively with individuals and cohorts?
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Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) - Soups and Stocks
- II. [Unit 2](#) - Sauces and Dressings
- III. [Unit 3](#) - Yeast Breads
- IV. [Unit 4](#) - Meats/Poultry/Seafood
- V. [Unit 5](#) - Cake Preparation and Decorating
- VI. [Unit 6](#) - International
- VII. Unit 7 - Career Options
- VIII. Unit 8 – FCCLA

Standards

[State of Connecticut Curriculum Frameworks](#)

Connecticut State Standards are met in the following areas:

Grade Level Skills

Students will:

- Skills Matrix

Pacing Guide

1st Marking Period					2nd Marking Period	
Month 1	Month 2	Month 3	Month 4	Month 5		
Unit 1 <u>Soups and Stocks</u> 2 weeks	Unit 2 <u>Sauces and Dressings</u> 2 weeks	Unit 3 <u>Yeast Breads</u> 2 weeks	Unit 4 <u>Meats/ Poultry/ Seafood</u> 2 weeks	Unit 5 <u>Cake Preparation and Decorating</u> 1 week	Unit 6 <u>International</u> 9 weeks	
Unit 7 <u>Career Options</u> Ongoing						
Unit 8 <u>FCCLA</u> Ongoing						

Unit 1 - Soups and Stocks 2 weeks [top](#)

Standards

Consumer Science and Family Resource Management

Students will evaluate management practices related to human, economic, and environmental resources.

Students will:

- analyze consumer and institutional resource consumption for conservation and waste management practices.

Unit Objectives

Students will be able to:

- explain the difference between a stock, soup and stew.
- determine how soups fit into a budget conscious lifestyle.

Essential Question

- How do we effectively utilize human, economic and environmental resources in our daily lives?

Focus Questions

- What is the role of stock in soup and stew making?
- What are the different methods of soup making?
- What is the economical value of soups and stews as an entree?

Assessment

- Create your own beef stew from ingredients within your kitchen

Skill Objectives

Students will:

- prepare stock.
- prepare a variety of flavorful soups.

Unit 2 – Sauces and Dressings 2 weeks [top](#)

Standards

Nutrition and Wellness

Students will demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.

Students will:

- prepare a variety of food products that meet the needs of individual lifestyles and cultures.

Unit Objectives

Students will be able to:

- identify the five mother sauces.
- describe the emulsification process.

Essential Question

- How does nutrition and wellness influence the quality of life?

Focus Questions

- What are the three mother sauces?
- How are sauces thickened?

Assessment

- Select an entrée and make an appropriate accompanying sauce that enhances the flavors of the dish.

Skill Objectives

Students will:

- create a variety of cross culture sauces to match an assortment of dishes.
- thicken a sauce.
- prepare a variety of dressings.

Unit 3 - Yeast Breads 2 weeks [top](#)

Standards

Nutrition and Wellness

Students will demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.

Students will:

- demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

Unit Objectives

Students will be able to:

- explain the functions of ingredients in yeast products.
- evaluate the appearance, flavor and texture in yeast breads.
- explain and evaluate the principals involved in the preparation of yeast breads.
- identify ways to simplify bread making.

Essential Question

- How does nutrition and wellness influence the quality of life?

Focus Questions

- How does baking with yeast differ from working with quick breads?
- How has the bread machine brought about a renewed interest in home baked breads in our present lifestyles?
- What is the nutritional value of yeast breads?

Assessment

- Shaped Yeast Rolls

Skill Objectives

Students will:

- demonstrate the use of the bread machine.
- prepare a variety of yeast breads.

Unit 4 – Meats/Poultry/Seafood 2 weeks [top](#)

Standards

Nutrition and Wellness

Students will demonstrate nutrition and wellness practices that enhance the well being of individuals, families, and communities.

Students will:

- evaluate factors that affect food safety, from production through consumption.

Unit Objectives

Students will be able to:

- describe the nutritional value of meat, fish, and poultry.
- explain the difference between the cuts of meats and the types of meat cook.
- describe how to properly store meat, fish, and poultry to maintain quality.

Essential Question

- How does nutrition and wellness influence the quality of life?

Focus Questions

- How does proper handling of meat, fish, and poultry prevent food borne illness?
- What is the importance of knowing how to choose and prepare different cuts of meat, fish, and poultry?

Assessment

- Piece of meat, fish or poultry cooked according to standards to ensure safe and healthy consumption.

Skill Objectives

Students will:

- correctly use a meat thermometer.
- prepare meats, chicken and fish by various cooking methods.
- list the factors affecting the selection and safe handling of meat, fish, and poultry.

Unit 5 – Cake Preparation and Decorating 1 week [top](#)

Standards

Consumer Science and Family Resource Management

Students will evaluate management practices related to human, economic, and environmental resources.

Students will:

- investigate career paths in consumer service industries.

Unit Objectives

Students will be able to:

- describe basic ingredients used in cakes.
- identify characteristics of high-quality cakes.

Essential Question

- How do we effectively utilize human, economic and environmental resources in our daily lives?

Focus Questions

- How does carefully following a recipe and practicing accurate measuring techniques affect a finished cake?
- How do creative decorating techniques enhance the flavor and appearance of cakes?

Assessments

- 4” cake, made from scratch, creatively decorated
- Potential participation in FCCLA cake decorating event

Skill Objectives

Students will:

- prepare a variety of cakes.
- demonstrate cake decorating techniques.

Unit 6 – International 9 weeks [top](#)

Standards

Consumer Science and Family Resource Management

Students will evaluate management practices related to human, economic, and environmental resources.

Students will:

- analyze the relationship of the environment to family and consumer resources.

Unit Objectives

Students will be able to:

- describe food customs of a variety of countries.
- identify and taste a variety of cultural foods.
- describe basic ingredients in customary recipes.
- evaluate the nutritional value of various food preparation techniques.

Essential Question

- How do we effectively utilize human, economic and environmental resources in our daily lives?

Focus Questions

- How does climate and geography influence food choices?
- What are the food customs of various countries?
- How do eating habits differ from country to country?
- How does food preparation techniques in various countries?

Assessments

- Report on Country
- Sample meals illustrating cuisines from a variety of cultures and cuisines, utilizing regional ingredients

Skill Objectives

Students will:

- research, select and evaluate recipes from a variety of countries.
- prepare foods from a variety of cultures.
- design and create menus for each culture.

Unit 7 – Career Options Ongoing [top](#)

Standards

Career, Community and Family Connections

Students will demonstrate the interaction of multiple life roles with the responsibilities of family, work, and community.

Students will:

- apply standard employability skills in community and workplace settings

Unit Objectives

Students will be able to:

- identify various careers within the food industry.
- list the qualifications needed to work in specific career areas.
- identify the educational avenues needed to pursue a career in foods.

Essential Question

- How does the interaction of multiple life roles impact personal responsibilities toward family, work, and community?

Focus Questions

- What general career areas are available in the field of foods?
- What qualifications are needed to work in different food areas?

Assessment

- Research paper on career

Skill Objectives

Students will:

- observe an off campus culinary institute.
- observe a culinary institute classroom presentation.
- research a culinary career.

Unit 8 – FCCLA Ongoing [top](#)

Standards

Leadership

Students will develop leadership skills, which impact individuals, families, communities, and organizations.

Students will:

- integrate the concepts, strategies, and tools needed which contribute to personal growth, community leadership, democratic principles and social responsibility through participation in Family, Career, and Community Leaders of America (FCCLA).

Unit Objectives

Students will be able to:

- describe the importance of communication, teamwork, and leadership skills in the family, workplace, and community.
- identify education and training requirements and opportunities for career paths in foods.

Essential Question

- What leadership skills and knowledge are necessary to work effectively with individuals and cohorts?

Focus Questions

- What ways can FCCLA help young people become leaders and address important personal, family, work and societal issues through Family and Consumer Sciences education?
- What kind of information activities and projects develop leadership skills and career development?

Assessments

- Option to submit FCCLA conference/convention entrees at state and national level

Skill Objective

Students will:

- have the option to participate in FCCLA state and national competitive events.