



# Introduction to Culinary Arts Unit 1: Industry Essentials

## Unit Focus

This introductory unit focuses on the basic, essential skills needed to operate in the culinary industry. These skills revolve around safety and sanitation, kitchen tools & equipment, measuring and conversions, reading a recipe and introductory cooking methods. Through hands-on activities this unit helps students learn a variety of different cooking techniques along with skills used in the Restaurant and Food Services career pathway. Our Restaurant and Food/Beverage Services career pathway will provide opportunities for our students to learn and perform a variety of tasks needed to maintain operations and promote guest services in eating and drinking establishments. In the PBA, students will apply their skills and knowledge within safety and sanitation, measuring, cooking techniques and reading a recipe in preparing a rice pilaf dish.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Connecticut Goals and Standards</b> <i>Family and Consumer Sciences (CTE)</i> <ul style="list-style-type: none"><li>Explain the roles, duties, and functions of individuals engaged in food production and service careers. <i>FCS.C.A.1</i></li><li>Summarize education and training requirements and opportunities for career paths in food production and services. <i>FCS.C.A.2</i></li><li>Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. <i>FCS.C.B.3</i></li><li>Demonstrate good personal hygiene and health procedures and report symptoms of illness. <i>FCS.C.B.5</i></li><li>Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products. <i>FCS.C.B.7</i></li><li>Operate and maintain tools and equipment following safety procedures and OSHA requirements. <i>FCS.C.C.8</i></li><li>Demonstrate procedures for cleaning, sanitizing, and storing equipment, tools, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements. <i>FCS.C.C.9</i></li><li>Demonstrate professional skills in safe handling of knives, tools, and equipment. <i>FCS.C.E.13</i></li><li>Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. <i>FCS.C.E.15</i></li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Develop a product/solution that adheres to key parameters (e.g., cost, timeline, restrictions, available resources and audience). <b>T2</b> Explore and hone techniques, skills, methods, and processes to create and innovate	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<i>Students will understand that...</i> <b>U1</b> Food safety is everyone's responsibility in minimizing the risk of food borne illnesses. Knowledge and understanding of one's personal hygiene and proper sanitation techniques is vital in minimizing food contamination and preventing food borne illnesses. <b>U2</b> Success in the workplace requires understanding and adherence to industry protocols and standards of quality. <b>U3</b> Utilizing the correct knife for specific culinary techniques allows for successful cuts on specific foods. <b>U4</b> Proper identification, care and cleaning of kitchen tools will maintain performance and increase efficiency in cooking lab.	<i>Students will keep considering...</i> <b>Q1</b> Why do we need a safe and sanitary kitchen? <b>Q2</b> Explain how preventing cross contamination and monitoring food temperatures are essential aspects of a food handler's diligent responsibilities. <b>Q3</b> How does appropriate tool/equipment use affect product outcome? <b>Q4</b> What strategies can be implemented to prevent illness in a kitchen environment? <b>Q5</b> How does preparing food help an individual gain knowledge to be successful in the kitchen? <b>Q6</b> Why is a recipe necessary when preparing foods?

## Stage 1: Desired Results - Key Understandings

- Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. *FCS.C.E.16*

### Madison Public Schools Profile of a Graduate

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)
- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)

### Acquisition of Knowledge and Skill

#### Knowledge

*Students will know...*

**K1** Common cooking techniques include: Boil, broil, deep fry, saute, braise, bake, pan fry, oven fry & blanche

**K2** Recipes include weight and volume measurements in customary or metric units.

**K3** The types of knife cuts are: Julienne, Brunoise dice, small dice, Batonett, Medium dice, Baton, large dice, Paysanne and Chiffonade.

**K4** When food is heated the color, flavor, aroma, and texture are all affected.

**K5** There is an order of how to mix dry & wet ingredients (all-in-One, muffin and creaming).

**K6** Reducing or enlarging recipes needs to be precise in measurements to maintain the quality of the dish.

**K7** Measuring wet and/or dry ingredients similarly can significantly impact the results and require different skills.

**K8** Mis En Place refers to having all your ingredients prepared and ready to go before you start cooking.

#### Skill(s)

*Students will be skilled at...*

**S1** Use a knife properly and perform several different types of cuts

**S2** Demonstrate how to properly measure wet and dry ingredients

**S3** Follow a recipe in cooking an item.

**S4** Properly handle food (sanitation) when cooking.

**S5** Identify the proper tool for a given step within a recipe and explain how to use it.

**S6** Convert recipes to yield smaller and larger quantities.

**S7** Prepare foods using various cooking methods and techniques.

**S8** Demonstrate food handling and preparation techniques that prevent cross contamination.