

Creative Cooking – Unit 1 – Chopped Basics

Unit Focus

In Unit 1 of Creative Cooking, students will examine how to make food appealing. Students will first practice basic preparation techniques in order to refresh their culinary skills and knowledge. These essentials include safety and sanitation, knife skills, sautéing and other cooking methods. Students will explore how all 5 senses contribute to the success of a dish. They will study basic flavors: bitter, sweet, sour, umami (savory), salty and learn how they can be combined. Students will begin to experiment with combining ingredients and practice developing and enhancing flavor. Students will also practice plating, garnishing techniques, and presentation. Students will be given a trial run of a "Chopped Challenge" to practice time management and cooking techniques.

In the PBA, students will apply their skills and knowledge to complete their first “Chopped Challenge”, competing to make the best baked potato.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Connecticut Goals and Standards <i>Family and Consumer Sciences (CTE)</i></p> <ul style="list-style-type: none"> Demonstrate good personal hygiene and health procedures and report symptoms of illness. <i>FCS.C.B.5</i> 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> Demonstrate professional skills in safe handling of knives, tools, and equipment. <i>FCS.C.E.13</i> Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. <i>FCS.C.E.14</i> Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. <i>FCS.C.E.16</i> Prepare various meats, seafood, and poultry using safe handling and professional preparation 	<p>T1 Explore and hone techniques, skills, methods, and processes to create and innovate T2 Develop a product/solution that adheres to key parameters (e.g., cost, timeline, restrictions, available resources and audience).</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p>U1 The appearance, texture, and flavor of each component has an overall impact on the success of a dish. U2 Meeting quality standards is more important than putting all of the components on the plate. U3 Cooks should taste test throughout the cooking process in order to monitor, make adjustments, and build flavor. U4 The way food looks on the plate is what tempts our eyes and makes you want to taste it.</p>	<p>Q1 What flavor profiles do I want in my dish? How does that impact the food ingredients I select? The preparation choices I make? Q2 What are my list of steps to prepare the dish based on the time I have? When can I rush the process along? When do I need to leave the food alone? Q3 How do I make a prepared dish visually appealing? Q4 How do I analyze a food dish?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>K1 Five distinct flavors: bitter, sweet, sour, umami (savory), salty</p>	<p>S1 Demonstrate basic knife skills: chop, dice, chiffonade S2 Monitor and adjust cooking method based on desired</p>	

Stage 1: Desired Results - Key Understandings

<p>techniques. <i>FCS.C.E.17</i></p> <ul style="list-style-type: none"> • Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques. <i>FCS.C.E.19</i> • Demonstrate professional plating, garnishing, and food presentation techniques. <i>FCS.C.E.24</i> <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Creative Thinking</i></p> <ul style="list-style-type: none"> • Innovation: Students will be able to take an existing solution or object in order to consider limitations and possible transformations. <i>MM.2.1</i> • Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. <i>MM.2.2</i> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding. <i>MM.3.3</i> 	<p>K2 Characteristics of when the item is "done" (e.g., safe temperature, desired texture and color)</p> <p>K3 Common cooking techniques include: Boil, broil, deep fry, saute, braise, bake, pan fry, oven fry & blanche</p> <p>K4 Plating, garnishing, and presentation techniques</p> <p>K5 The types of knife cuts are: Julienne, Brunoise dice, small dice, Batonnet, Medium dice, Baton, large dice, Paysanne and Chiffonade.</p>	<p>outcome</p> <p>S3 Analyze food dish using all five senses</p> <p>S4 Demonstrate the ability of building flavor with seasoning throughout the cooking process</p> <p>S5 Identify a range of possible options with the ingredients before determining a direction</p> <p>S6 Enhance both the look and taste of food through creative and thoughtful plating.</p>
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