



## Creative Cooking Unit 2: Chopped Challenges

### Unit Focus

In Unit 2 of Creative Cooking, students will create unique dishes through a series of “Chopped Challenges”.

Chefs are each given a basket containing three mystery ingredients and are expected to use all of them in some way. Although failing to use an ingredient is not an automatic disqualification, the judges do take such omissions into account when making their decisions. The chefs are given unlimited access to a pantry and refrigerator stocked with a wide variety of other ingredients.

Each round has a time limit, typically 40 minutes. The chefs must cook their dishes and complete the plating. Once time has expired, the judges critique the dishes based on presentation, taste and creativity. The winner receives the golden spatula (or other utensil).

In the PBA, students will work as a professional test kitchen and have been hired by a publisher to develop a unique dish in three separate categories. The publisher wants to use these recipes in a variety of media ranging from cookbooks, blogs and/or websites. The publisher also wants to collect a variety of recipes for future considerations.

### 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>Describe and apply menu planning principles to develop, adjust, and modify recipes and menus. <i>FCS.N.J.26</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>Demonstrate professional skills in safe handling of knives, tools, and equipment. <i>FCS.C.E.13</i></li><li>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></li><li>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></li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Explore and hone techniques, skills, methods, and processes to create and innovate <b>T2</b> Develop a product/solution that adheres to key parameters (e.g., cost, timeline, restrictions, available resources and audience). <b>T3</b> Demonstrate professionalism through exhibiting attentiveness, growing from feedback, and adhering to industry standards (safety).	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> The appearance, texture, and flavor of each component has an overall impact on the success of a dish. <b>U2</b> Meeting quality standards is more important than putting all of the components on the plate. <b>U3</b> Cooks should taste test throughout the cooking process in order to monitor, make adjustments, and build flavor. <b>U4</b> The way food looks on the plate is what tempts our eyes and makes you want to taste it.	<i>Students will keep considering...</i> <b>Q1</b> What flavor profiles do I want in my dish? How does that impact the food ingredients I select? The preparation choices I make? <b>Q2</b> 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? <b>Q3</b> How do I make a prepared dish visually appealing?

## Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> <li>Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. <i>FCS.C.E.17</i></li> <li>Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques. <i>FCS.C.E.19</i></li> <li>Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques. <i>FCS.C.E.23</i></li> <li>Demonstrate professional plating, garnishing, and food presentation techniques. <i>FCS.C.E.24</i></li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)</li> <li>Product Creation: Effectively use a medium to communicate important information. (POG.3.2)</li> </ul>	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p><b>K1</b> Five distinct flavors: bitter, sweet, sour, umami (savory), salty</p> <p><b>K2</b> Characteristics of when the item is "done" (e.g., safe temperature, desired texture and color)</p> <p><b>K3</b> Common cooking techniques include: Boil, broil, deep fry, sauté, braise, bake, pan fry, oven fry &amp; blanch</p> <p><b>K4</b> Plating, garnishing, and presentation techniques</p> <p><b>K5</b> Traditional Ramen Preparation</p> <p><b>K6</b> Traditional crepe preparation</p> <p><b>K7</b> Traditional taco preparation and common ingredient pairings</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Use recipes and techniques as a resource to create a food dish</p> <p><b>S2</b> Identify a range of possible options with the ingredients before determining a direction</p> <p><b>S3</b> Monitor and adjust cooking method based on desired outcome</p> <p><b>S4</b> Analyze food dish using all five senses</p> <p><b>S5</b> Demonstrate the ability of building flavor with seasoning throughout the cooking process</p> <p><b>S6</b> Change the taste, texture, appearance of a dish by manipulating the ingredients pairing, seasoning and cooking method</p>