



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Culinary 2 Menu Planning and Meal Construction Grade Level(s): 11-12 Units of Credit: .5 Classification: Elective	Length of Course: 15 cycles Periods Per Cycle: 6 Length of Period: 40 minutes Total Instructional Time: 60 hours
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Course Description

This course is a semester-long course in which students will expand upon the techniques that were introduced to them in Introduction to Culinary and Culinary 1. The topics that will be discussed in Culinary 2 are yeast breads and quick breads, beef, poultry, seafood, soups, sandwiches, salads, appetizers, hors d'oeuvres, garnishes, and food plating.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers Critical Thinking Student Run Cooking Labs	Class Discussion Best Practice Strategies	Posted Objectives and Agenda Teacher Demonstrations
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Assessments

Cooking Lab Rubrics	Teacher Created Assessments	Informal Assessments
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Materials/Resources

Guide to Good Food On-line Textbook Guide to Good Food Workbook	Teacher Created Slideshow Presentations	Kitchen Lab Stations
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Adopted: 5/23/22

Revised:

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>1. Quick Breads and Yeast Breads</p> <p>Concepts</p> <p>Mixing Methods of Quick Breads Biscuit Mixing Method of Quick Breads Muffin Mixing Method of Quick Breads</p> <p>Yeast Active Dry Yeast Rapid Rise Yeast Cake Yeast</p> <p>Functions of Ingredients in Quick Breads and Yeast Breads</p> <p>Cooking Labs</p> <p>Pancakes Cake Loafs Stromboli Cinnamon Rolls</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will be able to analyze the two mixing methods of making quick breads. 2. Students will be able to demonstrate how to prepare the two mixing methods of quick breads. 3. Students will be able to explain how ingredients function in a quick bread. 4. Students will be able to compare and contrast the three forms of yeast and explain how they function in a yeast product. 5. Students will be able to demonstrate how to prepare a yeast bread. <p>Standards:</p> <p>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).</p> <p>11.3.12. G Analyze the relevance of scientific principles to food processing, preparation, and packaging.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>2. Proteins: Beef, Poultry, and Seafood</p> <p>Content</p> <p>Selection of Meat Inspection and Grading of Meat Marbling</p> <p>Characteristics of the fat</p> <p>Location of the Meat in the Animal and Beef Cuts</p> <p>Cooking Labs</p> <p>Moist Heat Method of Cooking Beef Dry Heat Method of Cooking Beef Poultry Lab Shellfish Lab Finfish Lab</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 6. Students will be able to identify the cuts of beef and locate where they came from on the animal. <ol style="list-style-type: none"> a. Students will be able to explain the food science principles in cooking the beef cuts. 7. Students will be able to describe how to properly store beef to maintain its quality. 8. Students will be able to demonstrate how to prepare beef by moist and dry cooking methods. 9. Students will be able to describe the food science principles and methods of preparing poultry. 10. Students will demonstrate how to check the internal temperature of poultry. 11. Students will demonstrate how to use the food science principles to prepare poultry. 12. Students will be able to compare and contrast the types of seafood and their nutrient contributions. 13. Students will be able to describe the food science principles and methods for cooking fish and shellfish. 14. Students will demonstrate the food science principles of preparing seafood. 15. Students will be able to identify and explain the government agencies in charge of the inspection and grading of seafood, beef, and poultry. <p>Standards:</p> <p>11.3.12 B Evaluate the role of Government agencies in safeguarding our food supply (e.g. USDA, FDA, EPA, and CDC).</p> <p>11.3.12. C Evaluate sources of food and nutrition information.</p> <p>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).</p> <p>11.3.12. G Analyze the relevance of scientific principles to food processing, preparation, and packaging.</p> <p>11.3.12. F Hypothesize the effectiveness of the use of meal management principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p>

<p>3. Soups, Salads, and Sandwiches</p> <p>Content</p> <p>Types of Salad</p> <ul style="list-style-type: none">Tossed SaladBound SaladComposed Salad <p>Salad Dressings</p> <ul style="list-style-type: none">EmulsionsVinaigretteEmulsified Vinaigrette <p>Types of Soups</p> <ul style="list-style-type: none">Stock BasedCream Based <p>Types of Sandwiches</p> <ul style="list-style-type: none">Cold SandwichesHot Sandwiches <p>Cooking Labs</p> <ul style="list-style-type: none">Toss SaladBound SaladComposed Salad- with dressingStock Based SoupCream Based SoupCold SandwichHot Sandwich	<p>Objectives:</p> <ul style="list-style-type: none">16. Students will be able to describe the components of a salad.17. Students will be able to prepare salad ingredients and assemble a salad.18. Students will be able to demonstrate how to prepare the three methods of making salad dressings.19. Students will be able to demonstrate how to prepare a stock based soup and a cream based soup.20. Students will be able to analyze the two methods of creating sandwiches.21. Students will demonstrate how to prepare the two methods of creating sandwiches. <p>Standards:</p> <ul style="list-style-type: none">11.3.12. C Evaluate sources of food and nutrition information.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).11.3.12. G Analyze the relevance of scientific principles to food processing, preparation, and packaging.11.3.12. F Hypothesize the effectiveness of the use of meal management principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their lifespan.
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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>4. Appetizers and Hors d'oeuvres</p> <p>Content</p> <p>Hors d'oeuvres Outside the meal Appetizers Before the meal</p> <p>Cooking Labs</p> <p>Hors d'oeuvres Appetizers</p>	<p>Objectives:</p> <p>22. Students will be able to compare and contrast appetizers and hors d'oeuvres. 23. Students will be able to demonstrate the food science principles when preparing appetizers. 24. Students will be able to demonstrate the food science principles when preparing hors d'oeuvres.</p> <p>Standards:</p> <p>11.3.12. C Evaluate sources of food and nutrition information. 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). 11.3.12. G Analyze the relevance of scientific principles to food processing, preparation, and packaging. 11.3.12. F Hypothesize the effectiveness of the use of meal management principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p>

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<p>5. Garnishes, Food Plating, and Presentation</p> <p>Content</p> <p>Balance Bouquetiere Garnish Focal Point Plating</p> <p>Cooking Labs</p> <p>Dessert Food Plating Food Photography Lab</p>	<p>Objectives:</p> <p>25. Students will be able to explain why attractive food presentation is important. 26. Students will be able to identify common terms from classical food presentation and garnishing. 27. Students will be able to demonstrate how to prepare food that is attractively arranged on the plate with proper balance of color, shape, and texture. 28. Students will be able to demonstrate how to prepare garnishes to enhance visual appeal of the food.</p> <p>Standards:</p> <p>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). 11.3.12. F Hypothesize the effectiveness of the use of meal management principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p>