

Course Title: Culinary Arts I

Topic/Concept: Food Habits

Time Allotment: 10 days

Unit Sequence: 1

Major Concepts to be learned:

1. Why do we eat
2. Factors that affect our eating habits
3. Reliable sources of nutrition information
4. Evaluate sources of nutrition information

Expected Skills to be demonstrated:

1. The student will define the terms hunger and appetite. The student will evaluate reasons why they eat using the class handout.
2. The student will list 3 psychological influences that affect eating habits.
3. The student will compare and contrast eating habits with family and with friends and explain the influence of each on one's eating habits.
4. The student will list 5 reliable sources of nutrition information.
5. The student will evaluate the reliability of given sources of nutrition information.

PA Standards/Anchors:

Eligible Content:

11.3.12.A 11.3.12.C	<ul style="list-style-type: none">• Analyze why you eat• Describe psychological and social factors that affect eating habits• Compare/Contrast how family, culture, and environment affect eating habits• Identify reliable sources of nutrition information
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Instructional Strategies:

Assessments:

Cooperative groups Lecture/Group discussion Summarizing	Problem solving activities Hands-on activity Evaluating	<ul style="list-style-type: none">• Diet Recall and Evaluation• Food Habits Worksheet• Unit Test
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Course Title: Culinary Arts I

Topic/Concept: Nutrition and Healthy Eating

Time Allotment: 30 days

Unit Sequence: 2

Major Concepts to be learned:

1. Relationship between wellness and good nutrition
2. Identify the major nutrients
3. State the functions and good sources of each nutrient
4. A varied diet is essential for good health

Expected Skills to be demonstrated:

1. The student will explain the relationship between good nutrition and wellness.
2. The student will list factors that influence good nutrition.
3. The student will describe the main functions of the six classes of nutrients.
4. The student will identify foods that are good sources of each nutrient.
5. The student will summarize why a varied diet is necessary.

PA Standards/Anchors:

Eligible Content:

11.3.9.E
11.3.12.B
10.1.9.C

- What is the relationship between good nutrition and wellness?
- Identify the major nutrient categories
- State the functions of each nutrient and list good sources for each
- Why it is necessary to eat a varied diet

Instructional Strategies:

Assessments:

Lecture
Group discussion
Hands-on activity
Oral presentation
Charting
Summarizing

- Diet Recall Evaluation for Nutrients Consumed
- Nutrient Oral Presentation
- Nutrient Worksheets
- Unit Test

Course Title: Culinary Arts I

Topic/Concept: Fruits

Time Allotment: 12 days

Unit Sequence: 3

Major Concepts to be learned:

1. Nutrient Value of Fruits
2. Forms of Fruits
3. Purchasing, Care, and Preparation of Fruits
4. Uses of fruits in Meal Planning

Expected Skills to be demonstrated:

1. The student will know the different forms of fruits available and the ways they can be used.
2. The student will care for and prepare fruits to preserve their nutritional value and make food products that look and taste good.
3. The student will choose, prepare, serve, and evaluate fruits that are appropriate for different nutritional needs and eating situations.

PA Standards/Anchors:

Eligible Content:

11.3.9.F
11.3.9.G

- Nutrient Value of various fruits and recommendations in diet
- Classifications of Fruits and specific examples
- Purchasing Fruits
- Preparation of various Fruits
- Care of Fruits

Instructional Strategies:

Assessments:

Cooperative groups
Group discussion
Written work
Hands-on activity
Oral presentation
Evaluating

- Fruits Worksheet
- Fruit Lab Plans
- Evaluation of Fruit lab
- Unit Test

Course Title: Culinary Arts I

Topic/Concept: Vegetables

Time Allotment: 18 days

Unit Sequence: 4

Major Concepts to be learned:

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| 1. Nutritional Value of Vegetables | 4. Preparation of Vegetables |
| 2. Kinds and Forms of Vegetables | 5. Care of Vegetables |
| 3. Purchasing Vegetables | 6. Sauce Preparation and Use |

Expected Skills to be demonstrated:

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| <ol style="list-style-type: none">1. The student will identify vegetables that are excellent sources of vitamins A and C, and iron.2. The student will describe the form, preparation, and uses of different vegetables.3. The student will select the best grade of vegetables needed for a particular use.4. The student will care for and prepare vegetables so that they retain their food value, color, flavor, and some of their original texture.5. The student will plan, prepare, serve, and evaluate a white sauce and vegetable combination.6. The student will plan, prepare, serve, and evaluate a vegetable and complimentary specialty sauce.7. The student will plan, prepare, serve, and evaluate a potato dish.8. The student will identify different types of potatoes and their uses in meal planning. |
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PA Standards/Anchors:

Eligible Content:

11.3.9.F 11.3.9.G	<ul style="list-style-type: none">• Nutritional contributions vegetables make to diet• Classifications and Forms of Vegetables• What to look for when purchasing Vegetables• Principles of Preparation of Vegetables using various cooking techniques• Care of Vegetables• Different types of sauces, preparation techniques, nutritional value, and use in preparing vegetables
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Instructional Strategies:

Assessments:

Cooperative groups Group discussion Written work Hands-on activity Evaluating	<ul style="list-style-type: none">• Vegetable Worksheet• Parts of Menu Plans and Lab• White Sauce Vegetable Plans and Lab• Specialty Sauce Vegetable Plans and Lab• Potato Plans and Lab• Unit Test
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Course Title: Culinary Arts I

Topic/Concept: Candies

Time Allotment: 10 days

Unit Sequence: 5

Major Concepts to be learned:

1. Identify Candy Types
2. Identify Characteristics of Quality Candy
3. Reading a Candy Thermometer
4. Ingredients used in Candy making
5. Basic Principles of Preparation of Various Types of Candies

Expected Skills to be demonstrated:

1. The student will identify candies as crystalline or noncrystalline types, and explain their characteristics.
2. The student will identify the characteristics of quality candy in various categories.
3. The student will understand the functions of the ingredients in making candy.
4. The student will follow basic principles and methods in preparing and storing candy.

PA Standards/Anchors:

Eligible Content:

11.3.9.F
11.3.9.G

- Identify the different types of Candies
- Characteristics of quality candies
- Candy Cooking Hardness and Tests
- Ingredients used in Candy Making

Instructional Strategies:

Assessments:

Cooperative groups
Group discussion
Hands-on activity
Evaluating

- Candy Plans and Lab
- Reading a Thermometer Worksheet
- Unit Test

Course Title: Culinary Arts I

Topic/Concept: Cookies

Time Allotment: 15 days

Unit Sequence: 6

Major Concepts to be learned:

1. Nutritional value of cookies
2. Kinds and Forms of Cookies
3. Ingredients used in Cookie Making
4. Baking of Cookies
5. Care and Handling of Cookies for storage

Expected Skills to be demonstrated:

1. The student will identify the types, kinds, and forms of cookies.
2. The student will compare/contrast cookies as to their nutritional value.
3. The student will apply basic principles when baking cookies.
4. The student will demonstrate how to prepare and store cookies.
5. The student will plan, prepare, serve, and evaluate different types of cookies at a planned event.
6. The student will choose decorations and designs to create attractive cookies.

PA Standards/Anchors:

Eligible Content:

11.3.9.F
11.3.9 G

- What is the nutritional value of cookies in the diet
- Different Kinds and Forms of Cookies
- 6 Types of Cookies and Descriptions
- How different ingredients alter cookie recipes
- Baking Temperatures of various cookie types
- How to care for and handle cookies for proper storage

Instructional Strategies:

Assessments:

Cooperative groups	Group discussion
Written work	Hands-on activity
Oral presentation	Evaluating

- Cookies Worksheet
- Cookies Labs and Evaluation
- Unit Test

Course Title: Culinary Arts I

Topic/Concept: Quick Breads

Time Allotment: 8 days

Unit Sequence: 7

Major Concepts to be learned:

1. Nutritional value of Quick Breads
2. Types of Quick Breads
3. Ingredients in Quick Breads
4. Purchasing Quick Breads
5. Preparation of Quick Breads
6. Qualities of Good Quick Breads
7. Care and Storage of Quick Breads

Expected Skills to be demonstrated:

1. The student will identify the different kinds of quick bread and explain their uses in meal planning.
2. The student will understand the functions of the ingredients and mixing methods in quick breads and know when to use each.
3. The student will follow basic principles and methods in making, serving, and storing quick breads.

PA Standards/Anchors:

Eligible Content:

11.3.9. E 11.3.9.G	<ul style="list-style-type: none">• What is the nutritional value of Quick Breads in the diet?• What are batters and doughs?• Types of ingredients used in making various quick breads• What qualities to look for when purchasing quick breads?• Preparation techniques of quick breads• Qualities of “good” quick breads How to care and preserve quick breads
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Instructional Strategies:

Assessments:

Cooperative groups Group discussion Written work	Hands-on activity Oral presentation Evaluating	<ul style="list-style-type: none">• Quick Bread Plans• Quick Bread Lab and Evaluation• Unit Test
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Course Title: Culinary Arts I

Topic/Concept: Yeast Breads

Time Allotment: 20 days

Unit Sequence: 8

Major Concepts to be learned:

1. Nutritional Value of Yeast Breads
2. Kinds and Forms of Yeast Breads
3. Ingredients in Yeast Breads
4. Purchasing Yeast Breads
5. Use of Yeast Breads in Meal Planning
6. Preparation of Yeast Breads
7. Care and Handling of Yeast Breads

Expected Skills to be demonstrated:

1. The student will know the food value and use of the different types of yeast breads.
2. The student will make wise decisions when buying yeast products, mixes, and ingredients.
3. The student will understand the functions of the ingredients in making yeast breads.
4. The student will follow basic principles and methods in making, serving, and storing yeast breads.
5. The student will plan, prepare, serve, and evaluate a sandwich.

PA Standards/Anchors:

Eligible Content:

11.3.9.E 11.3.9.F 11.3.9.G	<ul style="list-style-type: none">• What is the nutritional contribution of yeast breads to the diet?• What are the different types and forms of Yeast Breads?• What are the key ingredients in Yeast Breads and what are their functions?• What to look for when purchasing Yeast Bread mixes, ingredients, and products for consumption• How are Yeast Breads used in Meal Planning• What are the key principles of preparation in making Yeast Breads?• Principles of Preparation when making Sandwiches
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Instructional Strategies:

Assessments:

Cooperative groups Hands-on activity Evaluating	Group discussion Oral presentation Specific Reading	<ul style="list-style-type: none">• Yeast Bread Lab Plans, Labs, and Evaluation• Yeast Bread Comparison-Scratch vs. Store-bought• Sandwich Lab Plans, Lab, and Evaluation• Unit Test
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Course Title: Culinary Arts I

Topic/Concept: Grains

Time Allotment: 15 days

Unit Sequence: 9

Major Concepts to be learned:

1. Nutritonal Value of Grain Products
2. Different Kinds of Grain Products
3. Purchasing Grain Products
4. Preparation of Grain Products
5. Use of Grain Products in Meal Planning
6. Care of Grain Products

Expected Skills to be demonstrated:

1. The student will compare the different grain products available, in terms of their preparation and nutritional contribution.
2. The student will plan, prepare, serve, and evaluate different grain products, using a variety of methods.
3. The student will demonstrate how to care for and store the different types of grains and grain products.
4. The student will compare/contrast grain products made from scratch with purchased products.

PA Standards/Anchors:

Eligible Content:

11.3.9.E 11.3.9.F 11.3.9.G	<ul style="list-style-type: none">• What is the nutritional contribution of Grain Products to the diet?• What are the different types of Grain products used for consumption?• What to look for when purchasing various grain products?• What are the principles of preparation when cooking various grain products?• How are grain products used in meal planning?• What care is necessary when storing grain products?
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Instructional Strategies:

Assessments:

Cooperative groups Group discussion Hands-on activity Evaluating	Lecture Written work Oral presentation	<ul style="list-style-type: none">• Grains Lab Plans, Lab, and Evaluation• Variety Grains Oral Presentation, Plans, Lab, and Evaluation• Unit Test
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Course Title: Culinary Arts I

Topic/Concept: Soups

Time Allotment: 12 days

Unit Sequence: 10

Major Concepts to be learned:

1. Nutritional Value of Soups
2. Kinds and Forms of Soup
3. Purchasing Soups and Ingredients for Soups
4. Preparation of Soups
5. Storage of Soups

Expected Skills to be demonstrated:

1. The student will recognize the importance of soup in meal planning and food preparation by comparing the cost of a purchased soup with a scratch soup preparation.
2. The student will identify the forms and types of soup available.
3. The student will read labels on processed soups for information about ingredients, nutrients, uses, and methods of preparation and compare with a scratch recipe.
4. The student will follow basic principles and methods in preparing and serving a homemade soup.
5. The student will demonstrate proper storage techniques when storing the prepared homemade soup.
6. The student will calculate the cost of making homemade soup.

PA Standards/Anchors:

Eligible Content:

11.3.9.E
11.3.9.F
11.3.9.G

- What is the nutritional value of soups in the diet?
- What are the different kinds and forms of soup?
- What to consider when purchasing prepared soups?
- Purchasing of ingredients for soups
- How to properly store soups

Instructional Strategies:

Assessments:

Cooperative groups	Group discussion
Written work	Hands-on activity
Oral presentation	Summarizing
Evaluating	

- Soup Terminology Worksheet
- Soup Labs Plans, Labs, and Evaluations
- Soup Commercial
- Cost Analysis of Homemade Soup
- Unit Test

Course Title: Culinary Arts I

Topic/Concept: Salads

Time Allotment: 12 days

Unit Sequence: 11

Major Concepts to be learned:

1. Nutritional Value of Salads
2. Kinds of Salads
3. Purchasing ingredients for Salad making
4. Common Types of Salad dressings
5. Using Salads in various parts of a menu
6. Preparation of Salads
7. Care of Ingredients and Prepared Salads
8. Garnishing a Salad

Expected Skills to be demonstrated:

1. The student will identify different kinds of salads and tell how each is used in menu planning.
2. The student will identify different salad greens and list characteristics to use when purchasing greens for a particular use.
3. The student will list different types of salad dressings suitable for use with each kind of salad.
4. The student will care for and plan, prepare, and serve salad ingredients and dressings so that they retain their food value, as well as look and taste good.
5. The student will create a garnish suitable for decorating a salad.

PA Standards/Anchors:

Eligible Content:

11.3.12.E 11.3.9.F 11.3.9.G	<ul style="list-style-type: none">• What is the nutritional contribution of salads to menu planning?• What are the 7 basic types of salads and their preparation techniques?• What to look for when purchasing salad ingredients?• What are the common types of salad dressings and their ingredients?• What types and how are salads used in various parts of the menu?• What care must be given to salad ingredients when storing?• What does it mean to garnish and what are some good choices when decorating a salad?
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Instructional Strategies:

Assessments:

Cooperative groups Written work Oral presentation	Group discussion Hands-on activity Evaluating	<ul style="list-style-type: none">• Salad Lab Plans, Labs, and Evaluations<ul style="list-style-type: none">*Fruit Salads*Vegetable Salads*Other Salad Categories*Salad Worksheet* Unit Test
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Course Title: Culinary Arts I

Topic/Concept: Eggs

Time Allotment: 6 days

Unit Sequence: 12

Major Concepts to be learned:

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| <ol style="list-style-type: none">1. Nutritional Value of Eggs2. Purchasing Eggs3. Egg Preparation4. Care of Eggs |
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Expected Skills to be demonstrated:

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| <ol style="list-style-type: none">1. The student will recognize the contribution of eggs to your diet.2. The student will consider the quality, size, and intended use when buying eggs.3. The student will follow basic principles and methods in preparing and serving eggs and egg products.4. The student will plan, prepare, and serve a food product using eggs in one of the six categories of egg usage.5. The student will apply the principles of care to eggs and egg products so they retain quality and remain safe to eat. |
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PA Standards/Anchors:

Eligible Content:

11.3.12.E 11.3.9.F 11.3.9.G	<ul style="list-style-type: none">• What is the nutritional contribution of Eggs in the diet?• Considerations when purchasing eggs and grading system• How Eggs are used in food preparation• Principles of Preparation• Egg Storage and Care
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Instructional Strategies:

Assessments:

Problem solving activities Written work Oral presentation	Group discussion Hands-on activity Evaluating	<ul style="list-style-type: none">• Eggs Worksheet• Egg Plans, Lab, and Evaluation• Unit Test
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Course Title: Culinary Arts I

Topic/Concept: Milk

Time Allotment: 6 days

Unit Sequence: 13

Major Concepts to be learned:

1. Nutritional Value of Milk
2. Purchasing Milk and various types of Milk Products
3. Preparing foods with Milk
4. Care of Milk and Milk Products

Expected Skills to be demonstrated:

1. The student will identify the kinds and forms of milk and milk products available, and select the best grade and form of milk for a particular use.
2. The student will identify the nutritional contributions of milk to the diet.
3. The student will list ways in which meal can be included in the daily meal plan in order to satisfy the recommended daily requirements.
4. The student will summarize governmental regulations that protect the consumer when purchasing milk.
5. The student will use basic principles and methods to plan, prepare, and serve milk and milk products using the teacher assigned criteria.
6. The student will prepare and sample foods in which milk is used alone or as an ingredient in a recipe.
7. The student will use the proper care necessary to conserve the nutrients and flavor when storing milk.

PA Standards/Anchors:

Eligible Content:

11.3.12.E 11.3.9.F 11.3.9.G	<ul style="list-style-type: none">• What is the nutritional contribution of Milk in the diet• Considerations when purchasing milk and milk products• Forms of Milk• Using Milk in food preparation• Principles of Preparation when preparing foods with milk• How to care for milk in various forms
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Instructional Strategies:

Assessments:

Cooperative groups Written work Oral presentation	Group discussion Hands-on activity Evaluating	<ul style="list-style-type: none">• Milk Worksheet• Milk Lab Plans, Lab, and Evaluation• Unit Test
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Course Title: Culinary Arts I

Topic/Concept: Cheese

Time Allotment: 6 days

Unit Sequence: 14

Major Concepts to be learned:

1. Nutritional Value of Cheese
2. Purchasing Cheese
3. Classifications of Cheese
4. Principles of Preparation
5. Care of Cheese
6. How is Cheese Made

Expected Skills to be demonstrated:

1. The student will identify the kinds and forms of cheese and cheese products available and select the best cheese for a particular use.
2. The student will plan ways to add cheese to the diet to meet nutritional needs.
3. The student will plan, prepare, and serve cheese dishes using the principles of preparation as discussed in class for evaluation.
4. The student will prepare and sample cheese products suitable for different tastes, needs, and eating situations.
5. The student will examine how different cheeses are made.

PA Standards/Anchors:

Eligible Content:

11.3.12.E 11.3.9.F 11.3.9.G	<ul style="list-style-type: none">• What is the nutritional value of cheese in the diet?• How is cheese classified?How is cheese made?• What are the major principles of preparation to consider when using cheese in a recipe?• What special care does cheese require?• What to consider when purchasing cheese?
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Instructional Strategies:

Assessments:

Problem solving activities Written work Oral presentation	Group discussion Hands-on activity Evaluating	<ul style="list-style-type: none">• Cheese Worksheet• Cheese Lab Plans, Lab, and Evaluation• Unit Test
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