

Course Title: Culinary Arts II

Topic/Concept: Summer Fruits

Time Allotment: 7 days

Unit Sequence: 1

Major Concepts to be learned:

1. Identify “Summer Fruits” and their nutritional value
2. Purchasing considerations
3. Special principles of Preparation
4. Special Techniques used with “summer fruits”

Expected Skills to be demonstrated:

1. The student will identify 10 summer fruits that would be currently in season.
2. The student will identify the nutrients most commonly found in these 10 fruits.
3. The student will discuss what criteria is used when purchasing the “summer fruits.”
4. The student will plan, prepare, serve, and evaluate a summer fruit dish for consumption.

PA Standards/Anchors:

Eligible Content:

11.3.12.E
11.3.9.F
11.3.9.G

- What do we consider the “Summer Fruits”
- What are the nutritional contributions to the diet?
- What special criteria help to purchase quality fruits?
- Review fruit principles of preparation
- What special techniques may be necessary to use in preparation?

Instructional Strategies:

Assessments:

Cooperative groups
Group discussion
Written work
Hands-on activity
Evaluating

- Summer Fruits Lab Plans, Lab, and Evaluation
- Unit Test

Course Title: Culinary Arts II

Topic/Concept: Grilling Shish Kebobs

Time Allotment: 5 days

Unit Sequence: 2

Major Concepts to be learned:

1. What is a Shish Kebob?
2. Marinating Foods
3. Grilling/Broiling as a method of Cooking
4. Nutritional value of Shish Kebobs
5. Ingredients/Equipment for Kebobs

Expected Skills to be demonstrated:

1. The student will identify the term Shish Kebob and explain the nutritional benefits of this method of cookery.
2. The student will identify the term “marinade/marinate” and list the basic ingredients included in a marinade.
3. The student will identify 1 beef, 1 pork, and 1 chicken cut that works well for making Shish Kebobs.
4. The student will plan, prepare, and serve, a teacher approved Shish Kebob recipe for class evaluation, using the equipment and techniques discussed in class.

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 a Shish Kebob?What foods do we marinate?• What cuts of meat work best for kebobs?• What is Grilling/Broiling as a cooking method?• Nutritional Value of Shish Kebobs as a part of meal planning• What special equipment/ingredients are beneficial when making Kebobs?
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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">• Shish Kebob Lab Plans• Shish Kebob Lab Evaluation• Unit Test
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Course Title: Culinary Arts II

Topic/Concept: Uncommon Vegetables

Time Allotment: 15 days

Unit Sequence: 3

Major Concepts to be learned:

1. Including less common vegetables in meal planning to vary the diet
2. Nutritional contributions to the diet
3. Purchasing “unique” vegetables
4. Review principles of preparation
5. Special Techniques of preparation and handling

Expected Skills to be demonstrated:

1. The student will identify 5 less commonly eaten vegetables and why they should be included in the diet for nutritional benefit.
2. The student will identify 3 reasons why these “less commonly eaten” vegetables are not typically a part of the diet.
3. The student will plan, prepare, and serve a dish using these “less commonly eaten” vegetables for class evaluation, using the correct principles of vegetable preparation.
4. The student will make recommendations for consideration when purchasing “less commonly eaten” vegetables.
5. The student will prepare an informational sheet about a specific less commonly eaten vegetable of their choice.

PA Standards/Anchors:

Eligible Content:

11.3.9.E 11.3.9.F 11.3.9.G	<ul style="list-style-type: none">• Exploring the use of the less common vegetables as part of the meal plan• What nutritional value do these “less commonly eaten” vegetables contribute to the diet?• What considerations are necessary for purchasing?• What special techniques are necessary for these vegetables?• What are the basic principles of preparation to review?
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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">• Less commonly Eaten Vegetables Lab Plans• Less Commonly Eaten Vegetables Lab Evaluation• Vegetable Information Sheet• Unit Test
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Course Title: Culinary Arts II

Topic/Concept: Apples

Time Allotment: 5 days

Unit Sequence: 4

Major Concepts to be learned:

1. Types of Apples and their Uses
2. Principles of Preparation with Apples
3. Nutritional Value of Apples
4. Purchasing Apples and their various forms

Expected Skills to be demonstrated:

1. The student will review a chart identifying 10 different apples and their uses.
2. The student will identify 3 nutritional contributions of apples to the diet.
3. The student will plan, prepare, and serve an apple dish for a specific part of a menu for class evaluation
4. The student will make a list of criteria to use when purchasing apples in various forms.

PA Standards/Anchors:

Eligible Content:

11.3.12.E
11.3.9.F
11.3.9.G

- Apple Identification and Usage
- What nutritional benefit do apples contribute to the diet?
- Apples in various parts of the Menu
- Considerations for purchasing Apples

Instructional Strategies:

Assessments:

Problem solving activities
Group discussion
Hands-on activity
Oral presentation
Evaluating

- Apple Lab Plans
- Apple Lab
- Apple Identification

Course Title: Culinary Arts II

Topic/Concept: Salsas

Time Allotment: 5 days

Unit Sequence: 5

Major Concepts to be learned:

1. Types of Salsa
2. Nutrient Value of Salsa and use in Meal Planning
3. Ingredients used when making Salsa
4. Equipment used when making Salsa
5. Care and Handling of Salsa

Expected Skills to be demonstrated:

1. The student will list the basic ingredients used when making salsa.
2. The student will identify the nutrient value of scratch salsa and compare it with a similar purchased variety.
3. The student will select the necessary equipment for making salsa.
4. The student will plan, prepare, serve, and evaluate a variety of salsas for classroom evaluation.
5. The student will compare/contrast cost of scratch salsa with store-bought variety.

PA Standards/Anchors:

Eligible Content:

11.3.12.E 11.3.9.F 11.3.9.G	<ul style="list-style-type: none">• What are the different types of Salsa?• What is the nutrient value of salsa and how is it used in meal planning?• Which ingredients are necessary for making salsa?• What equipment is used for making salsa?• What special care and handling does salsa require?• How does scratch salsa compare with store bought?
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Instructional Strategies:

Assessments:

Cooperative groups Written work Oral presentation Evaluating	Group discussion Hands-on activity Summarizing	<ul style="list-style-type: none">• Salsa Comparison Analysis• Salsa Lab Plans• Salsa Lab Evaluation• Unit Test
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Course Title: Culinary Arts II

Topic/Concept: Knife Skills

Time Allotment: 5 days

Unit Sequence: 6

Major Concepts to be learned:

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| <ol style="list-style-type: none">1. Types of Knives and their Uses2. Knife Safety and sharpening3. Knife cuts |
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Expected Skills to be demonstrated:

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| <ol style="list-style-type: none">1. The student will identify 5 basic knives and the sharpening steel.2. The student will sharpen a knife using the sharpening steel.3. The student will demonstrate handling a knife safely in the lab.4. The student will demonstrate the following cuts to the teacher: chop, mince, julienne, slice.5. The student will demonstrate correct use knife skills in various lab assignments. |
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PA Standards/Anchors:

Eligible Content:

11.3.9.G	<ul style="list-style-type: none">• What knife is used for specific cut?• How to sharpen knives• How to handle knife safely• Techniques for specific cuts
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Instructional Strategies:

Assessments:

Lecture Group discussion Performance task Evaluating	<ul style="list-style-type: none">• Demonstration of Proper Knife Safety• Demonstration of Mastery of Various Knife Skills
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Course Title: Culinary Arts II

Time Allotment: 15 days

Topic/Concept: Preserving Foods

Unit Sequence: 7

Major Concepts to be learned:

1. Why do we preserve food?
2. Types of preservation
3. Equipment and how it has changed
4. Food safety
5. Nutritional value of preserved foods
6. Jams and Jellies making

Expected Skills to be demonstrated:

1. The student will list 3 advantages and 3 disadvantages of preserving their own foods.
2. The student will evaluate the 3 most common methods of preserving foods for a list of specific foods.
3. The student will compare/contrast equipment used in food preservation today with that used in the past.
4. The student will make selections of foods appropriate for food preservation.
5. The student will plan, prepare, serve, and evaluate foods preserved for classroom use in future labs.
6. The student will plan, prepare, serve, and evaluate jams, jellies, or marmelades prepared in classroom laboratory.
7. The student will examine issues of food safety when preserving.

PA Standards/Anchors:

Eligible Content:

11.3.12.E 11.3.9.F 11.3.9.G 11.3.12.G	<ul style="list-style-type: none">• What are the advantages and disadvantages of preserving our own foods?• Which method of preservation works best for specific foods?• How has food preservation equipment and techniques changed?• How can one preserve the food value in various methods of preservation?• How can one protect food safety when preserving?• What is Pectin?• What techniques are used when making jams, jellies, and marmalades?
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Instructional Strategies:

Assessments:

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

Topic/Concept: Holiday Preparations

Time Allotment: 30 days

Unit Sequence: 8

Major Concepts to be learned:

1. Planning events for holiday celebrations
2. Importance of theme for celebration
3. Coordination of all aspects of celebration
4. Selecting a Menu
5. Budget for Holiday Celebrations

Expected Skills to be demonstrated:

1. The student will identify 8 specific holiday events that are commonly celebrated in our society.
2. The student will determine a theme for a holiday event celebration.
3. The student will create decorations, table settings appointments that coordinate with the theme of the holiday celebration.
4. The student will plan, prepare, serve, and evaluate a menu of foods for a holiday celebration event.
5. The student will prepare a budget of expenses for a specific holiday event.
6. The student will plan and create a decoration(candy house, pretzel village) for the Christmas Holiday celebration.

PA Standards/Anchors:

Eligible Content:

11.3.9.E 11.3.9.F 11.3.9.G	<ul style="list-style-type: none">• Planning for specific holiday events?• What importance is the theme; choosing a theme for the event• Coordinating specific parts of holiday event-menu, decorations, settings• Process of selecting menu• Working within a budget for event
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Instructional Strategies:

Assessments:

Cooperative groups Written work Oral presentation	Problem solving activities Hands-on activity Evaluating	<ul style="list-style-type: none">• Evaluation of completed Planned Event-food, decorations, invitations, etc.• Budgeting worksheet• Completion of Holiday Decoration for Christmas celebration
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Course Title: Culinary Arts II

Topic/Concept: Quick Bread Comparison

Time Allotment: 10 days

Unit Sequence: 9

Major Concepts to be learned:

1. Types of Quick Breads
2. Analyze Scratch versus Super Market
3. Shortcuts
4. Impact of Time Management

Expected Skills to be demonstrated:

1. The student will list at least one food example of each of the Quick Bread categories.
2. The student will compile a list of factors to compare/contrast when preparing quick breads.
3. The student will plan, prepare, serve, and evaluate quick breads made from scratch with quick breads made from various mixes and store purchased item.
4. The student will analyze time spent in preparation and evaluate time effect when making food decisions.
5. The student will evaluate food products prepared and make a recommendation of best product based on class evaluations of various products.

PA Standards/Anchors:

Eligible Content:

11.3.12.E 11.3.9.F 11.3.9.G	<ul style="list-style-type: none">• What are the basic categories of Quick Breads?• Analyze Scratch Preparations versus Super Market• Shortcuts as to Taste, Texture, Ease of Preparation, Cost, Appearance• What is the impact of time when making food decisions?
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Instructional Strategies:

Assessments:

Cooperative groups Written work Oral presentation Evaluating	Group discussion Hands-on activity Summarizing	<ul style="list-style-type: none">• Quick Bread Lab Plans• Quick Bread Lab Evaluation• Quick Bread Evaluation Worksheet• Summary of Evaluations
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Course Title: Culinary Arts II

Topic/Concept: Foreign Foods

Time Allotment: 15 days

Unit Sequence: 10

Major Concepts to be learned:

1. Exploring Foods in Other Lands
2. Geography and Agriculture in Other Countries
3. Culture in Other Countries
4. Celebrations, Holidays, Festivals in Foreign Countries
5. Diet in Other Countries
6. Typical Characteristic Foods

Expected Skills to be demonstrated:

1. The student will research a specific foreign country and present an oral demonstration speech on the selected country's food and lifestyle.
2. The student will prepare a "virtual tour" of the country using technology or other teacher approved technique.
3. The student will select a specific typical recipe of the country and plan, prepare, serve, and evaluate the food for class.

PA Standards/Anchors:

Eligible Content:

11.3.9.F 11.3.9.G 11.1.11.A 11.3.9.G	<ul style="list-style-type: none">• Explore Food and Life in a Foreign Country• Location of Country, Agriculture, and how it contributes to diet• Typical Day in Foreign country• Holidays and Festival Celebrations• Characteristic Foods and Diet
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Instructional Strategies:

Assessments:

Group discussion Written work Oral presentation Evaluating	Research Hands-on activity Summarizing	<ul style="list-style-type: none">• Foreign Food Presentation• Foreign Food Recipe Demonstration• "Tour of the Country" Presentation using Technology
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Course Title: Culinary Arts II

Topic/Concept: Yeast Products

Time Allotment: 20 days

Unit Sequence: 11

Major Concepts to be learned:

1. Types of Yeast Products
2. Ingredients and Methods of Mixing Yeast Doughs
3. Nutritional Value of Yeast Products
4. Special Techniques of Preparation of Yeast Mixtures
5. Special Equipment used in Preparation of Yeast Mixtures
6. Care and Handling of Yeast Mixtures

Expected Skills to be demonstrated:

1. The student will compile a list of the basic yeast mixtures used in meal planning.
2. The student will list the basic ingredients in yeast mixtures and their functions.
3. The student will utilize one of the basic methods of combining yeast mixtures to create a yeast product for evaluation.
4. The student will list the nutrients in a yeast mixture and their function for the diet.
5. The student will plan, prepare, serve, and evaluate 2 of the following yeast mixtures: pizza, calzone, stromboli, roll for a sandwich.
6. The student will use the bread machine to prepare a yeast mixture and compare/contrast that method of mixing with scratch methods.

PA Standards/Anchors:

Eligible Content:

11.3.12.E 11.3.9.F 11.3.9.G	<ul style="list-style-type: none">• What are the different types of Yeast Mixtures?• What ingredients are used in making yeast mixtures?• What are the methods of combining yeast mixtures and how do they affect the outcome of the product?• What is the nutritional value of Yeast Mixtures?• What special techniques are used in the preparation of yeast mixtures?• What special equipment is necessary in the preparation of yeast mixtures?
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Instructional Strategies:

Assessments:

Cooperative groups Hands-on activity Evaluating	Group discussion Summarizing	<ul style="list-style-type: none">• Yeast Mixtures Lab Plans• Yeast Mixture Lab Evaluation• Pizza, Calzone, Stromboli Lab Plans• Pizza, Calzone, Stromboli Lab Evaluation• Unit Test
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Course Title: Culinary Arts II

Topic/Concept: Pastry

Time Allotment: 12 days

Unit Sequence: 12

Major Concepts to be learned:

1. Kinds and Forms of Pastry
2. Nutritional Value of Pastry
3. Ingredients used in Making Pastry
4. Preparation of Pastry
5. Care of Pastries
6. Comparison of Purchased Pastry with Scratch

Expected Skills to be demonstrated:

1. The student will recognize the different kinds and forms of pastry sold in the markets and know how they can be used.
2. The student will follow basic principles to plan, prepare, and serve various types of pastries in the classroom setting for evaluation.
3. The student will evaluate the types of ingredients used in making pastry and their nutritional value.
4. The student will discuss the proper handling and care of various pastries for storage and use at a later date.

PA Standards/Anchors:

Eligible Content:

11.3.12.E
11.3.9.F
11.3.9.G

- What are the different types of Pastry?
- What are the effects of different methods of mixing Pastry doughs?
- What is the nutritional value of Pastries?
- What is the outcome of using various pastry ingredients on the finished product?
- What are the special techniques necessary for making pastries?
- How should pastries be handled and stored to preserve food quality?
- How do scratch pastries compare with purchased pastries?

Instructional Strategies:

Assessments:

Cooperative groups
Written work
Evaluating

Group discussion
Hands-on activity

- Pastry Lab Plans for various Pastry items
- Pastry Lab Evaluation of Products

Course Title: Culinary Arts II

Topic/Concept: Restaurant Project

Time Allotment: 16 days

Unit Sequence: 13

Major Concepts to be learned:

1. Working cooperatively with Others to develop a Restaurant
2. Developing a Menu based on a given theme for a restaurant
3. Preparing Foods that represent the Restaurant
4. Serving Foods in the Restaurant Project

Expected Skills to be demonstrated:

1. The student will define what are the parts of a restaurant menu.
2. The student will compile a list of at least 10 recipes for each category on a menu.
3. The student will prepare an appropriate menu of food items to match the restaurant theme.
4. The student will plan, prepare, and serve a class selected list of food recipes for the restaurant project.
5. The student will evaluate the process of menu selection and food preparation and serving as it relates to the restaurant theme.

PA Standards/Anchors:

Eligible Content:

11.3.12.E 11.3.9.F 11.3.9.G	<ul style="list-style-type: none">• What will be the theme of the Restaurant project as presented by the Senior Survey students?• What is involved in developing a Menu for a restaurant?• Preparation of selected menu items• Serving of selected menu items to group of individuals• Evaluation of menu items selected
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Instructional Strategies:

Assessments:

Cooperative groups Hands-on activity Summarizing	Group discussion Oral presentation Evaluating	<ul style="list-style-type: none">• List of 10 items per menu category completed• Restaurant Plans for Event• Preparation of Food for Restaurant Event• Evaluation of Foods and Serving
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Course Title: Culinary Arts II

Topic/Concept: Fancy Desserts

Time Allotment: 10 days

Unit Sequence: 14

Major Concepts to be learned:

1. Types of Fancy Desserts
2. Nutritional Value and Making Desserts Healthier
3. Principles of Preparation of each Category
4. Care and Handling of Desserts

Expected Skills to be demonstrated:

1. The student will identify 5 fancy desserts that might be used in meal planning.
2. The student will evaluate the nutritional value of a fancy dessert and complete a recipe makeover for a more nutritious version.
3. The student will plan, prepare, and serve a fancy dessert using the makeover recipe ingredients.
4. The student will evaluate the makeover recipe food item prepared as to taste, appearance, cost, and ease of preparation.
5. The student will demonstrate proper care and handling of the food item prepared for class consumption.

PA Standards/Anchors:

Eligible Content:

11.3.12.E 11.3.9.F 11.3.9.G	<ul style="list-style-type: none">• What are the various categories of fancy desserts?• How are these desserts used in meal planning?• What alterations can be done to make these desserts healthier?• What principles of preparation are necessary for each of the various categories?• What special care and handling must be used for fancy desserts?
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Instructional Strategies:

Assessments:

Group discussion Hands-on activity Evaluating	Written work Oral presentation	<ul style="list-style-type: none">• Fancy Dessert Makeover Worksheet• Fancy Dessert Lab Plans• Fancy Dessert Lab Evaluation
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Course Title: Culinary Arts II

Topic/Concept: Cake Decorating

Time Allotment: 10 days

Unit Sequence: 15

Major Concepts to be learned:

1. Identify Types of Cakes
2. Ingredients in Cake
3. Baking Principles for Cakes
4. Types of Frostings
5. Equipment for Decorating
6. Decorating Techniques
7. Careers in Cake Decorating

Expected Skills to be demonstrated:

1. The student will identify the types, kinds, and forms of cakes available in the market.
2. The student will identify the basic ingredients used in cakes and describe the functions of each ingredient.
3. The student will apply the basic principles of cake baking while preparing a cake for decorating in class.
4. The student will identify the basic types of frostings used on cakes and identify the ingredients used in making frostings.
5. The student will identify and utilize the basic cake decorating equipment and techniques in preparing a decorated cake.
6. The student will explore possible careers that would relate to cake decorating.

PA Standards/Anchors:

Eligible Content:

11.3.9.F 11.3.9.G	<ul style="list-style-type: none">• What are the types, kinds, and forms of cake?• What are the functions of the ingredients in cakes?• What are the basic principles of baking cakes?• What are the types of frostings used for cakes?• What equipment is necessary for cake decorating? What techniques are used when decorating a cake?• What possible careers are available in this field?
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Instructional Strategies:

Assessments:

Group discussion Hands-on activity Evaluating	Research Summarizing	<ul style="list-style-type: none">• Participation in Class Discussion• Successful Completion of Baked, Decorated Cake• Self-evaluation of techniques used in Decorating Cake
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