

## **Moon Area School District Curriculum Map**

### **Course: Exploration of Cooking and Nutrition**

**Grade Level: 9-12**

**Content Area: FCS**

**Frequency: Semester Course**

#### **Big Ideas**

1. After completion of this course elective, students will be able to recall, recite and demonstrate various techniques and exercises while executing numerous preparation and cooking methods.
2. After completion of this course elective, student will be able to recall, recite and demonstrate knowledge of basic dietary guidelines to promote and overall high standard of healthy living as it pertains to nutritional needs.
3. To stimulate interest in lifelong learning pertaining to food preparation and nutrition, as well as, a potential career in an FCS or food industry career.

#### **Essential Questions**

1. Why is important to learn safety and sanitation procedures and to apply these procedures in the FCS classroom?
2. Explain the importance of using proper utensils for the correct job. How are some utensils able to be used for multiple procedures?
3. Why is it important to be able to make proper adjustments to recipes?
4. Explain the importance of lab procedure and why it is crucial to follow the rules of the lab?
5. Why is it important to understand recipe terminology?
6. What is a *Garde Manger* and what skills are necessary to be successful in this position.
7. Why do we select sandwiches as a meal choice?
8. What are the five basic sandwich classifications?
9. What are the five classifications of salad?
10. How can culture and/or location effect salad dressing selection and/or creation?
11. Why do we cite so many knife selections, when the primary purpose is to cut things?
12. Why is proper knife maintenance important?
13. How might different ingredients impact the different sizes of cuts that are made when preparing food?
14. What should we consider when planning an event for a small and/or large group of people, and how can implementation of our considerations effect our lives?
15. What are appetizers and how can they be beneficial to event planning?
16. What are the six classifications of service and what are the pro's and con's of each?
17. Why is presentation important and what does it mean, "we eat with our eyes"?
18. What is a dietary guideline and how should we use them?
19. Should calorie content effect our food decisions and how so?
20. Why is there such an emphasis on fruits and vegetables?

21. How can we creatively incorporate fruits and vegetables into our diets?
22. How can we identify whole grain products?
23. Why don't all dairy products fulfill dairy needs of MyPlate?
24. Why aren't oils a food group if they are an essential part of the diet?
25. Are there any benefits to snacking?
26. Why is it important to use a nutrition facts label when selecting foods?
27. Is the information on the label specific to each individual?
28. What are the significance of the numbers "5" and "20" when selecting foods?
29. What is poultry and how is it classified?
30. How does the age and gender of the bird effect the quality of the meat?
31. What can effect the cooking times and methods when preparing poultry?
32. When using frozen poultry what steps do we need to take to make sure that the quality of the finished product does not suffer?
33. What is meat and how is it classified?
34. What are the different ways that we can identify fat in meat and how can it effect the price?
35. How does the price meat vary depending on how the meat is cut?
36. How did the 1906 book *The Jungle* effect the meat that we consume today?
37. What is yield grade and how should it effect the consumer?
38. What can determine how the meat can or should be cooked?
39. What are standing temperatures and why is it important to achieve certain temperatures when cooking meat?
40. What is the main benefit of a diet rich in seafood?
41. What is the main concern with eating a diet that is excessively rich in seafood?
42. Are there limitations with cooking different types of fish with its structure?
43. How does the grading system vary for fish from meat and poultry?
44. What are the different market forms of fish and how might they effect the price?
45. Why are not all dairy products considered to be a part of the dairy group on MyPlate?
46. How does a particular dairy product effect the serving size when making dairy selections?
47. How have advancements in technology effected the quality of our dairy products?
48. What are cultured dairy products and how can they positively impact our health?
49. Why are lower temperatures important to use when cooking with dairy products?
50. What is a roux and how do we use it in milk cookery?
51. What is a slurry and how do we use it in milk cookery?
52. Why are eggs considered to be one of the most versatile foods in cooking?
53. What is candling and how can it effect egg cost?
54. What is an emulsion and how do eggs serve as an emulsifier?
55. Why might people select egg substitutes over traditional eggs?
56. How do the proteins in eggs serve a function beyond their normal nutritional function?

**Primary Resource(s) & Technology:**

- Textbook- *Guide to Good Food*, The Goodheart-Willcox Company, INC. Copyright 2006, *Culinary Essential*, McGraw-Hill company, copyright 2010
- MyPlate.gov
- Microsoft Teams, Student Laptops
- Teacher Guided PowerPoints
- Teacher Guided Notes
- Provided Recipes
- Recipe Ingredients
- Use of Kitchens including various kitchen tools/equipment/appliances

**Pennsylvania and/or focus standards referenced at:**

[www.pdesas.org](http://www.pdesas.org)  
[www.education.pa.gov](http://www.education.pa.gov)

Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
B.I. 1 and 3 E.Q.1-5	11.3.3.B 11.3.3.F 11.3.6.B 11.3.6.F 11.3.9.B 11.3.9.F	<b><u>Exploration of Cooking and Nutrition Overview</u></b> <ul style="list-style-type: none"> <li>• Comfort with TEAMS and Skyward</li> <li>• Review Syllabus and Course Overview - <i>Introductions</i></li> <li>• - <i>Asynchronized and Synchronized Instruction</i></li> </ul>	1 week
	11.3.3.B 11.3.3.F 11.3.6.B 11.3.6.F 11.3.9.B	<b><u>Unit 1: Course Introduction</u></b> <ul style="list-style-type: none"> <li>• Apply knowledge to avoid kitchen accidents.</li> <li>• Apply knowledge to avoid food borne illness and other related effects on improper food handling.</li> <li>• Apply knowledge to create a safe working environment for food production labs safely and efficiently.</li> <li>• Analyze basic food preparation techniques and food-handling procedures and prevention of microbial contamination, parasites and toxic chemicals.</li> </ul>	1-2 weeks (e.g., hand washing, volume, weight, fractions, e.g., storage, temperature control)
	11.3.3.B 11.3.3.F	<ul style="list-style-type: none"> <li>• <b><u>Equipment, Appliances, Vocab, Reading a Recipe, Measuring and Equivalent</u></b></li> <li>• Understand the importance of adjusting recipes.</li> </ul>	1-2 weeks

	11.3.6.B 11.3.6.F 11.3.9.B	<ul style="list-style-type: none"> <li>• Through cross-curricular teaching apply skills that can be used in math which deal with measuring and fractions.</li> </ul>	
B.I. 1-3 E.Q. 6-17		<p><b><u>Unit: Knife Skills, Salads, Sandwiches, Event Planning</u></b></p> <ul style="list-style-type: none"> <li>• Sandwiches           <ul style="list-style-type: none"> <li>○ Garde Manger</li> <li>○ Why do we select sandwiches</li> <li>○ Selection of ingredients</li> <li>○ Sandwich types               <ul style="list-style-type: none"> <li>▪ Closed</li> <li>▪ Open</li> <li>▪ Triple decker</li> <li>▪ Finger</li> <li>▪ Wraps</li> </ul> </li> <li>○ Bread selection</li> <li>○ Spread selection</li> <li>○ Filling/topping</li> <li>○ Sandwich preparation</li> <li>○ Students will complete a lab that will utilize selected learnings to create Turkey patty melts. Focus will be on proper cooking temperatures, heat control while cooking, and grilling of breads to create a restaurant quality sandwich.</li> </ul> </li> <li>• Salads           <ul style="list-style-type: none"> <li>○ Salad types               <ul style="list-style-type: none"> <li>▪ Appetizer</li> <li>▪ Accompaniment</li> <li>▪ Entrée</li> <li>▪ Palate cleansing</li> <li>▪ Dessert</li> </ul> </li> <li>○ Structure and arrangement</li> <li>○ Base ingredients</li> <li>○ Ingredient selection</li> <li>○ Dressings</li> <li>○ Instructor will demonstrate different types of dressings that can be made that will include at least one vinaigrette and one creamy mayo-based dressing.</li> </ul> </li> <li>• Knife Skills:           <ul style="list-style-type: none"> <li>○ Construction and selection               <ul style="list-style-type: none"> <li>▪ Materials</li> </ul> </li> </ul> </li> </ul>	2-3 weeks

		<ul style="list-style-type: none"> <li>▪ Fabrication</li> <li>▪ Tangs</li> <li>▪ Knife parts</li> <li>○ Types of knives and general uses <ul style="list-style-type: none"> <li>▪ Chef</li> <li>▪ Utility</li> <li>▪ Filet</li> <li>▪ Slicing</li> <li>▪ Serrated</li> <li>▪ Paring</li> </ul> </li> <li>○ Cutting boards</li> <li>○ Knife sharpening</li> <li>○ Knife safety</li> <li>○ Different cuts <ul style="list-style-type: none"> <li>▪ Rondelle</li> <li>▪ Dice-small, medium, large</li> <li>▪ Brunoise</li> <li>▪ Batonnet</li> <li>▪ Julienne</li> <li>▪ Mince</li> <li>▪ Chiffonade</li> <li>▪ Chopping</li> <li>▪ Grating</li> </ul> </li> <li>○ Knife safety</li> <li>○ Demonstration of different knife cuts</li> <li>○ Students will practice different knife cuts but creating a tossed salad where they will chop lettuce, dice peppers and tomatoes, rondelle cucumbers, julienne carrots, brunoise onion, and chiffonade spinach. Dressings will be used from previous demonstration as well as homemade croutons.</li> <li>• Event planning <ul style="list-style-type: none"> <li>○ Event identification</li> <li>○ Planning tips</li> <li>○ Invitation <ul style="list-style-type: none"> <li>▪ Who to invite</li> <li>▪ Available space</li> <li>▪ What to include on invitations</li> </ul> </li> <li>○ Menu <ul style="list-style-type: none"> <li>▪ Appetizers</li> <li>▪ Menu arrangement</li> </ul> </li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"> <li>▪ What we need to serve</li> <li>○ Types of service <ul style="list-style-type: none"> <li>▪ American</li> <li>▪ Russian</li> <li>▪ English</li> <li>▪ Compromise</li> <li>▪ Blue plate</li> <li>▪ Buffet</li> </ul> </li> <li>○ Host's responsibilities</li> <li>○ Guest's responsibilities</li> <li>○ Students will plan various appetizers and present them in artistic ways.</li> <li>○ Various activities and assignments will be given to reinforce learning, which will include labs, worksheets, guided notes, PowerPoints, quizzes and a culminating exam for the unit.</li> </ul>	
<p>B.I. 1-3 E.Q. 18-28</p>	<p>11.3.3.C 11.3.3.D 11.3.6.C 11.3.6.D 11.3.6.E 11.3.9.A 11.3.9.D 11.3.9.F 11.3.12.B 11.3.12.D</p>	<ul style="list-style-type: none"> <li>• <b>Unit 3 MyPlate</b> MyPlate <ul style="list-style-type: none"> <li>○ Carrot vs. candy demonstration: One student will choose between a baby carrot and a fun size Hershey bar. Students will then exercise for a brief period of time to demonstrate how their food selections should/could effect their level of physical activity.</li> <li>○ Compare and contrast history of MyPlate vs. MyPyramid vs. Original food guide pyramid</li> <li>○ Vegetable group: key message make half your plate fruits and vegetables <ul style="list-style-type: none"> <li>▪ Vary vegetables <ul style="list-style-type: none"> <li>• 5 subgroups <ul style="list-style-type: none"> <li>• Dark green</li> <li>• Orange/red</li> <li>• Beans and peas</li> <li>• Starchy</li> <li>• Other</li> </ul> </li> </ul> </li> </ul> </li> <li>○ Fruit group: key message make half your plates fruits and vegetables <ul style="list-style-type: none"> <li>▪ Focus on fruits <ul style="list-style-type: none"> <li>• Fresh</li> </ul> </li> </ul> </li> </ul> </li> </ul>	2-3 weeks

		<ul style="list-style-type: none"><li>• Frozen</li><li>• Canned</li><li>• Dried</li><li>• 100% fruit juice</li></ul> <ul style="list-style-type: none"><li>▪ Group activity: briefly student will discuss why they believe there is such an emphasis on fruits and vegetables, and how to incorporate fruits and vegetables within in their diet.</li></ul> <ul style="list-style-type: none"><li>○ Grains group: key message to make half your grains whole grains<ul style="list-style-type: none"><li>▪ Whole grain</li><li>▪ Refined grain</li><li>▪ Individual activity: students will be shown pictures of bread packaging and will be asked to identify which ones are whole grain bread products.</li></ul></li><li>○ Dairy group: switch to fat-free or low fat (1% milk) dairy products<ul style="list-style-type: none"><li>▪ Dairy selection</li><li>▪ Not all dairy products fall into dairy group of MyPlate</li><li>▪ Calcium fortification</li></ul></li><li>○ Protein food group: key message is to go lean with protein<ul style="list-style-type: none"><li>▪ Vary selections</li><li>▪ Portion sizes</li><li>▪ Sodium levels</li><li>▪ Group activity: student will be presented with 16 protein and dairy items. They discuss each item and list them in order from least to most based on fat content. Purpose of the activity is to see what they know about food products in terms of fat content and dispel any notions that they may have of healthy vs unhealthy eating.</li></ul></li></ul>	
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<p>B.I. 1-3 E.Q. 29-32</p>	<p>11.3.3.A 11.3.3.B 11.3.3.C 11.3.3.F 11.3.6.A 11.3.6.B 11.3.6.F 11.3.6.G 11.3.9.A 11.3.9.B 11.3.9.D 11.3.9.G 11.3.12.B 11.3.12.D</p>	<ul style="list-style-type: none"> <li>▪ We will discuss why it is important to use the labels in selecting foods.</li> <li>▪ We will discuss the significance of the numbers 5 and 20 when selecting foods.</li> <li>▪ Students will complete an activity for using nutrition facts labels specific to their individual needs.</li> <li>▪ Lab will consist of a lab of various dips where students will create a full flavored version and a low fat version of each dip and make value judgements based on the flavor of those dips.</li> <li>▪ Various activities and assignments will be given to reinforce learning, which will include labs, worksheets, guided notes, PowerPoints, quizzes and a culminating exam for the unit.</li> </ul> <p><b>Unit 4 Animal Protein Foods</b></p> <ul style="list-style-type: none"> <li>• Poultry <ul style="list-style-type: none"> <li>○ Definition: domesticate birds raised for human consumption</li> </ul> </li> <li>• Poultry types: <ul style="list-style-type: none"> <li>○ Chicken</li> <li>○ Goose</li> <li>○ Turkey</li> <li>○ Duck</li> <li>○ Pigeon</li> <li>○ Guinea</li> </ul> </li> <li>• Nutritional value <ul style="list-style-type: none"> <li>○ MyPlate</li> <li>○ Protein</li> <li>○ Fat</li> <li>○ Vitamins</li> <li>○ Mineral</li> </ul> </li> <li>• Maturity and tenderness</li> <li>• Evaluation poultry <ul style="list-style-type: none"> <li>○ Fresh</li> <li>○ Frozen</li> </ul> </li> </ul>	<p>3-6 weeks</p>
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		<ul style="list-style-type: none"><li>○ Canned</li><li>● Poultry classification<ul style="list-style-type: none"><li>○ Maturity- effects the tenderness of the meat</li><li>○ Gender- effects the tenderness of the meat</li></ul></li><li>● Style- referring to the amount of processing the bird goes through</li><li>● Quality selections<ul style="list-style-type: none"><li>○ Color</li><li>○ Odor</li><li>○ Bone weight- effects the proportion of meat to bone as reflected on the final packaging weight</li></ul></li><li>● Inspection and grading<ul style="list-style-type: none"><li>○ Inspection is required of a poultry sold via interstate commerce</li><li>○ Grading for quality</li></ul></li><li>● Poultry storage<ul style="list-style-type: none"><li>○ Perishability of the bird; parts are more perishable than the whole bird</li><li>○ Refrigeration storage</li><li>○ Freezer storage</li></ul></li><li>● Poultry cooking principle<ul style="list-style-type: none"><li>○ Moist heating methods<ul style="list-style-type: none"><li>■ Simmering and poaching- used more for whole, young birds</li><li>■ Braising- used in conjunction with dry heat method, cooked in liquid and accompanied by the liquid in which it is prepared.</li></ul></li><li>○ Dry heat methods<ul style="list-style-type: none"><li>■ Roasting and baking- same method; roasted refers to whole bird and baking is the parts</li><li>■ Roasting temperatures:<ul style="list-style-type: none"><li>● Chicken: 375-400°F</li><li>● Turkey: 400-425°F, reduce heat to 325 °F</li></ul></li></ul></li></ul></li></ul>	
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<p>B.I. 1-3 E.Q. 33-39</p>	<p>11.3.3.A 11.3.3.B 11.3.3.C 11.3.3.F 11.3.6.A 11.3.6.B 11.3.6.F 11.3.6.G 11.3.9.A 11.3.9.B</p>	<ul style="list-style-type: none"> <li>• Duck/goose: 375-425°F</li> <li>• Squab: 400°F</li> <li>• Standing time: time to allow meat to stand so juices aren't lost that will dry out the meat and cause the meat to become tougher</li> <li>▪ Searing</li> <li>▪ Broiling and grilling</li> <li>▪ Frying <ul style="list-style-type: none"> <li>• Pan-frying</li> <li>• Deep frying</li> <li>• Pressure frying</li> <li>• Sauteeing</li> </ul> </li> <li>▪ Frozen poultry cooking principles</li> <li>▪ Boning</li> <li>• Assessment <ul style="list-style-type: none"> <li>○ Labs will consist of but not be limited to fried chicken parmesan, and roasted turkey with Thanksgiving style sides.</li> <li>○ Various activities and assignments will be given to reinforce learning, which will include labs, worksheets, guided notes, PowerPoints, quizzes and a culminating exam for the unit.</li> </ul> </li> <li>• Meat <ul style="list-style-type: none"> <li>○ Definition of meat: the edible portion of mammals which include muscle, fat, connective tissue, and water, as well as, bone.</li> <li>○ Muscle breakdown: <ul style="list-style-type: none"> <li>▪ About 75% water</li> <li>▪ About 20% protein</li> <li>▪ About 5% fat</li> </ul> </li> </ul> </li> <li>• Nutritional value <ul style="list-style-type: none"> <li>○ MyPlate</li> </ul> </li> </ul>	
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<p>11.3.9.D 11.3.9.G 11.3.12.B 11.3.12.D</p>		<ul style="list-style-type: none"> <li>○ Proteins</li> <li>○ Minerals</li> <li>● Fats in meat <ul style="list-style-type: none"> <li>○ Marbling- speckled fat throughout meat that contributes to tenderness</li> <li>○ Fat cap- fat the surrounds the muscle tissue; more removeable</li> <li>○ Barding- added fat that surrounds the meat; bacon on tenderloin for example</li> <li>○ Larding- long thin strips of fat or vegetables inserted into the center of meat for moisture and visual appeal</li> <li>○ Ground meat- higher in fat because fat is added or not removed; meat that should be used more sparingly</li> </ul> </li> <li>● Components of meat <ul style="list-style-type: none"> <li>○ Muscle fibers- size of the fiber contributes to texture; larger fibers in ham and smaller in tenderloin</li> <li>○ Connective tissue- elastin and collagen <ul style="list-style-type: none"> <li>▪ Collagen breaks down during slow cooking</li> <li>▪ Elastin aka “gristle” does not break down</li> </ul> </li> <li>○ Bones</li> </ul> </li> <li>● Meat cuts <ul style="list-style-type: none"> <li>○ Primal- aka “wholesale cut”</li> <li>○ Fabricate- aka “retail cut”</li> <li>○ Whole carcass</li> </ul> </li> <li>● Beef <ul style="list-style-type: none"> <li>○ Meat from cattle usually over 12 months of age</li> <li>○ Distinct bright cherry red color, with creamy white fat and firm texture</li> <li>○ Classified by sex: <ul style="list-style-type: none"> <li>▪ Steers- castrated males</li> <li>▪ Heifers- young females who have never given birth</li> <li>▪ Veal- cattle less than 3 month old</li> </ul> </li> </ul> </li> <li>● Pork <ul style="list-style-type: none"> <li>○ Meat from swine</li> <li>○ Animals 7-12 months of age</li> <li>○ Cured, smoked, or fresh</li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"><li>○ Irradiation- small amount of radiation are applied to pork to eliminate bacteria and prolong shelf life</li><li>● Cuts of lamb<ul style="list-style-type: none"><li>○ Shoulder</li><li>○ Shank/breast</li><li>○ Rack</li><li>○ Loin</li><li>○ Leg</li></ul></li><li>● Quality characteristics of lamb</li><li>● Lamb storage</li><li>● Cuts of veal<ul style="list-style-type: none"><li>○ Shoulder</li><li>○ Foreshank/breast</li><li>○ Rack</li><li>○ Loin</li><li>○ Leg</li></ul></li><li>● Quality characteristics of veal</li><li>● Cuts of beef<ul style="list-style-type: none"><li>○ Chuck</li><li>○ Brisket/plate/flank</li><li>○ Rib</li><li>○ Loin</li><li>○ Round</li></ul></li><li>● Quality characteristics of beef</li><li>● Processing beef<ul style="list-style-type: none"><li>○ Curing</li><li>○ Aging- allows stronger flavors to develop over time</li><li>○ Irradiation</li></ul></li><li>● Packaging- understanding how to read the labels on retails cuts of meat</li><li>● Meat cookery<ul style="list-style-type: none"><li>○ High, dry heat methods are used for more tender cuts of meat</li><li>○ Low heat is used for less tender cuts of meat</li></ul></li><li>● Proper cooking temperatures- utilized to prevent foodborne illness<ul style="list-style-type: none"><li>○ Pork- 145°F for 15 seconds</li><li>○ Beef<ul style="list-style-type: none"><li>▪ Steaks and chops 145°F for 15 seconds</li></ul></li></ul></li></ul>	
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<p>B.I. 1-3 E.Q. 40-44</p>	<p>11.3.3.A 11.3.3.B 11.3.3.C 11.3.3.F 11.3.6.A 11.3.6.B 11.3.6.F 11.3.6.G 11.3.9.A 11.3.9.B 11.3.9.D 11.3.9.G 11.3.12.B 11.3.12.D</p>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ Ground beef 155°F for 15 seconds</li> </ul> </li> <li>○ Color           <ul style="list-style-type: none"> <li>▪ Rare</li> <li>▪ Medium rare</li> <li>▪ Medium</li> <li>▪ Medium well</li> <li>▪ Well done</li> </ul> </li> </ul> </li> <li>• Assessment- labs for this unit will consist of but not be limited cheeseburgers, pulled pork with picnic sides, etc., as well as demonstrations to properly cook different meat.</li> <li>• Various activities and assignments will be given to reinforce learning, which will include labs, worksheets, guided notes, PowerPoints, quizzes and a culminating exam for the unit.</li> <li>• Fish and Shellfish       <ul style="list-style-type: none"> <li>○ Finfish have fins and backbones</li> <li>○ Shellfish have shells instead of backbones</li> </ul> </li> <li>• Fish       <ul style="list-style-type: none"> <li>○ Fatty fish- large amount of fat</li> <li>○ Lean fish- smaller amounts of fat</li> <li>○ Cooking:           <ul style="list-style-type: none"> <li>▪ Naturally tender</li> <li>▪ Cook rapidly</li> <li>▪ Can use moist cooking techniques</li> <li>▪ Will fall apart</li> </ul> </li> <li>○ Fish structure           <ul style="list-style-type: none"> <li>▪ Flat fish</li> <li>▪ Round fish</li> <li>▪ Boneless fish</li> </ul> </li> </ul> </li> <li>• Nutritional value       <ul style="list-style-type: none"> <li>○ 5-6 ½ ounces protein serving</li> <li>○ Fat content</li> <li>○ Vitamins</li> <li>○ Minerals</li> </ul> </li> <li>• Inspection and grading- grading is optional, canned and frozen seafood inspection is required       <ul style="list-style-type: none"> <li>○ Inspection           <ul style="list-style-type: none"> <li>▪ Type 1</li> <li>▪ Type 2</li> </ul> </li> </ul> </li> </ul>	
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<p>B.I. 1-3 E.Q. 44-51</p>	<p>11.3.3.A 11.3.3.B 11.3.3.C 11.3.3.F 11.3.6.A 11.3.6.B 11.3.6.F 11.3.6.G 11.3.9.A 11.3.9.B</p>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ Market forms</li> <li>▪ Handling and storage</li> </ul> </li> <li>○ Crab           <ul style="list-style-type: none"> <li>▪ Blue crab</li> <li>▪ Soft-shell</li> <li>▪ Alaskan king</li> <li>▪ Alaskan snow</li> <li>▪ Dungeness</li> <li>▪ Stone</li> <li>▪ Market forms</li> <li>▪ Handling and storage</li> </ul> </li> <li>○ Crayfish</li> </ul> </li> <li>• Other forms of seafood       <ul style="list-style-type: none"> <li>○ Squid</li> <li>○ Frog legs</li> <li>○ Escargot</li> <li>○ Surimi</li> <li>○ Eel</li> </ul> </li> <li>• Fish and shellfish cookery       <ul style="list-style-type: none"> <li>○ Baking</li> <li>○ Broiling and grilling</li> <li>○ Frying</li> <li>○ Poaching</li> </ul> </li> <li>• Assessment- labs for this unit will consist of but not be limited shrimp scampi, teriyaki glazed salmon, etc., as well as demonstrations to properly cook different seafood.</li> <li>• Various activities and assignments will be given to reinforce learning, which will include labs, worksheets, guided notes, PowerPoints, quizzes and a culminating exam for the unit.</li> </ul> <p><b><u>Unit 5 Eggs and Dairy</u></b></p> <ul style="list-style-type: none"> <li>• Dairy       <ul style="list-style-type: none"> <li>○ Consists of milk and foods that are made from milks such as yogurt and cheese</li> </ul> </li> <li>• Nutrition       <ul style="list-style-type: none"> <li>○ MyPlate- 3 1 cup servings daily</li> <li>○ Serving sizes vary depending on the source</li> <li>○ Cream, sour cream, butter etc. are also dairy products but not</li> </ul> </li> </ul>	<p>2-4 weeks</p>
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	<p>11.3.9.D  11.3.9.G  11.3.12.B  11.3.12.D</p>	<p>recognized as a part of the group in MyPlate because of fat content</p> <ul style="list-style-type: none"> <li>• Dairy selection <ul style="list-style-type: none"> <li>○ Milk processing <ul style="list-style-type: none"> <li>▪ Pasteurization</li> <li>▪ Ultra-high temperature processing</li> <li>▪ Homogenization</li> </ul> </li> <li>○ Types of milk</li> <li>○ Cream</li> <li>○ Yogurt and cultured dairy products</li> <li>○ Concentrated milk products</li> <li>○ Frozen dairy desserts</li> <li>○ Non-dairy substitutes</li> <li>○ Cheese <ul style="list-style-type: none"> <li>▪ Kinds of cheese</li> <li>▪ Process of making cheese</li> <li>▪ Cheese cost</li> <li>▪ Cheese storage</li> <li>▪ Students may participate in a cheese tasting depending on cost and availability, to identify different cheeses and their uses in cooking.</li> </ul> </li> </ul> </li> <li>• Cost of dairy products</li> <li>• Storing dairy products</li> <li>• Making low fat dairy choices</li> <li>• Cooking with dairy <ul style="list-style-type: none"> <li>○ Food science principles <ul style="list-style-type: none"> <li>▪ Scum formation</li> <li>▪ Boil over</li> <li>▪ Curdling</li> <li>▪ Scorching</li> <li>▪ Whipping cream</li> </ul> </li> </ul> </li> <li>• Preparing common milk based products <ul style="list-style-type: none"> <li>○ White sauce</li> <li>○ Cream soups</li> <li>○ Puddings</li> <li>○ Gelatin creams</li> <li>○ Ice cream and sherbet</li> </ul> </li> <li>• Cooking with cheese</li> <li>• Assessment- labs for this unit will consist of but not be limited macaroni and cheese, homemade custard, etc., as well as</li> </ul>	
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<p>B.I. 1-3 E.Q. 52-56</p>		<p>demonstrations to properly cook different dairy products.</p> <ul style="list-style-type: none"> <li>• Various activities and assignments will be given to reinforce learning, which will include labs, worksheets, guided notes, PowerPoints, quizzes and a culminating exam for the unit.</li> <li>• Eggs and Breakfast cookery <ul style="list-style-type: none"> <li>○ Eggs are one of the most versatile foods that we use in cooking</li> </ul> </li> <li>• Nutritional value <ul style="list-style-type: none"> <li>○ MyPlate: 5-6 ½ ounce servings daily of protein foods</li> <li>○ One egg=One ounce serving</li> <li>○ Protein</li> <li>○ Vitamins</li> <li>○ Minerals</li> <li>○ Cholesterol</li> </ul> </li> <li>• Egg selection and storage <ul style="list-style-type: none"> <li>○ Grading- candling</li> <li>○ Grade AA</li> <li>○ Grade A</li> <li>○ Grade B</li> <li>○ Grading is based on appearance and does not necessarily effect the nutritional value of the egg.</li> <li>○ Egg size <ul style="list-style-type: none"> <li>▪ Jumbo</li> <li>▪ Extra large</li> <li>▪ Large</li> <li>▪ Medium</li> <li>▪ Small</li> <li>▪ Pee wee</li> </ul> </li> <li>○ Storing eggs</li> </ul> </li> <li>• Eggs as and ingredients <ul style="list-style-type: none"> <li>○ Emulsifier</li> <li>○ Foaming</li> <li>○ Thickener</li> <li>○ Binding agents</li> <li>○ Interfering agent</li> </ul> </li> <li>• Egg substitutes</li> <li>• Egg cooking methods</li> </ul>	
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		<b>Final Assessment</b>	

		<p>To show mastery level of course content students will participate in either:</p> <ul style="list-style-type: none"><li>• A culminating final exam that will include content from each unit in the form of multiple choice, matching, true/false, and short answer or essay questions, or</li><li>• A beat Mr. Cook cooking challenge where they will work with their groups to challenge the instructor in a cooking competition.</li></ul>	1 week
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