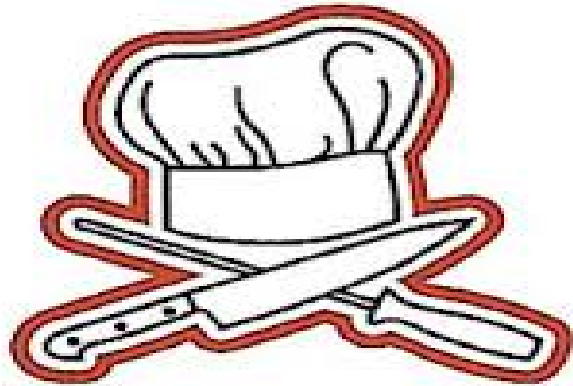


CULINARY ARTS I CURRICULUM



CULINARY ARTS



Grade Level(s): 9-12

Curriculum Author(s): John Dominello

Course Description: This introductory course provides students with foundational culinary skills that emphasize kitchen safety and sanitation, weights and measurements, reading recipes, proper use of equipment, knife skills, and the principles of baking as they work collaboratively in lab settings. Students will focus on the practical application of these skills and competencies while preparing a wide range of foods. Kitchen labs include loaf breads, muffins, biscuits, pies, tarts, cookies, pizza dough, pasta and soups. Real-world applications and Vision of a Learner attributes guide instructional design, preparing students for kitchen skills, culinary careers and lifelong wellness.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	<u>Vision of A Learner “I Can” Statements</u>
Introduction to Culinary Arts	How does understanding the culinary industry and safety standards help us prepare food safely and efficiently?	Understanding food safety, sanitation, and the culinary industry is essential for working in any food-related career or home kitchen.	TI1(9-12), CCE1(9-12), DE1(9-12), AA3(9-12)
Recipes, Measurements, and Cooking Techniques	Why is precision important in the culinary world?	Accurate measurements and proper techniques are essential for consistency, safety, and success in food preparation.	TCC2(9-12), CCE4(9-12), TI3(9-12)
Small Equipment and Knife Skills	How do tools and skills impact the final product?	Proper use of kitchen tools and techniques ensures safety and quality in food production.	P1(9-12), AA1(9-12), TCC4(9-12)
Quick Breads	How do ingredients and techniques affect baked goods?	The function of ingredients and methods of preparation directly influence texture, flavor, and presentation.	TCC3(9-12), TI2(9-12), CCE2(9-12)
Pie and Tart Dough	What makes pie dough, tart dough and pastry successful?	Understanding the science of fats, flour, and mixing methods creates successful baked products.	P3(9-12), TCC1(9-12), AA2(9-12)
Cookies	How do variables impact baking outcomes?	Mastery of cookie types and mixing techniques produces consistent, high-quality results.	TI4(9-12), CCE3(9-12), TCC3(9-12)
Pasta and Sauces	How do culture, creativity, and technique combine in successful pasta preparation?	Pasta and sauce reflect cultural traditions, personal creativity, and practiced culinary technique.	DE4(9-12), TCC4(9-12), CCE1(9-12)



Unit 1 - Introduction to Culinary Arts

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CONNECTICUT CAREER & TECHNICAL EDUCATION PERFORMANCE STANDARDS & COMPETENCIES

- A. Family and Consumer Science Skills: Develop a common core of skills related to Family and Consumer Science Education.
 - 1. Analyze ways in which individuals and families manage resources to meet goals related to food acquisition, production, and nutrition.
- B. Nutrition and Wellness Practices: Analyze factors that influence nutrition and wellness practices across the life span.
 - 3. Describe the impact of global and local events and conditions on the cost and availability of foods.
- C. Nutritional Needs: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
 - 6. Describe the impact of food and diet fads, food addictions, and eating disorders on wellness.
 - 7. Evaluate sources of food and nutrition information, including food labels, related to health and wellness.
- D. Acquisition, Handling, and Use of Foods: Demonstrate the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
 - 8. Demonstrate the ability to select, store, prepare, and serve nutritious foods.
 - 9. Describe principles to maximize nutrient retention in prepared foods.
- E. Food Safety: Evaluate factors that affect food safety, from production through consumption.
 - 11. Determine conditions and practices that promote safe food handling, production and consumption.
 - 12. Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
 - 13. Describe food borne illness as a health issue for individuals and families.
- F. Career Paths: Analyze career paths within hospitality, food production and services, and food science.
 - 14. Determine education and training requirements and opportunities for career paths in food production and services.
 - 15. Identify opportunities for employment.
- G. Safety Issues: Demonstrate procedures applied to safety issues.
 - 16. Demonstrate procedures applied to safety issues.
 - 17. Demonstrate skills in safe handling of knives, tools, and equipment.
 - 18. Examine procedures for safe and secure storage for equipment and tools.

<p>H. Food Safety and Sanitation: Demonstrate food safety and sanitation procedures.</p> <p>19. Describe and practice good personal hygiene/health procedures, and report symptoms of illness.</p> <p>20. Explain and demonstrate methods for properly handling and storing both raw and prepared foods.</p> <p>21. Explain and demonstrate techniques for food handling and preparation that prevent cross contamination between raw, cooked, and ready-to-eat foods and between animal or fish sources and other food products.</p> <p>22. Demonstrate procedures for cleaning and sanitizing small equipment, serving dishes, glassware, and utensils.</p>	
<p>Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)</p> <p>TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.</p> <p>CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.</p> <p>DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.</p> <p>AA3(9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.</p>	
<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Culinary arts blend science, creativity, and safety. • Food safety and sanitation are essential for public health. • Understanding the industry helps students explore career opportunities. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Is culinary an art or a science? 2. What do we need to know before we cook? 3. How does food safety impact us at home and in industry?
<p>Students will know...</p> <ul style="list-style-type: none"> • Industry roles, trends, and kitchen organization. • Sanitation principles and sources of contamination. • Preventive safety practices and hygiene standards. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify career paths in culinary arts. • Understand the roots of Culinary Arts. • Evaluate why we cook our food. • Demonstrate safety and sanitation protocols. • Prevent kitchen hazards and foodborne illness.
<p>Key Vocabulary: Brigade system, contamination, foodborne illness/foodborne outbreak, cross-contamination, danger zone, sanitation, safety, mise en place, clean/sanitary</p>	
<p>Assessment Evidence</p>	

<p>Performance Tasks: Summative: Sanitation case study. They are a Health Inspector and need to evaluate a restaurant kitchen. Interim: Safety assessment group project. They are the chef of a restaurant and need to train staff regarding proper kitchen and safety standards.</p>	<p>Other Evidence: Formative: Pre-test to evaluate level of understanding of prior knowledge. Interim: Cooking lab to assess their ability to translate kitchen sanitation/safety and teamwork to a hands-on lab. Formative: Group article analysis ("Dirty Kitchens")</p>
<p style="text-align: center;">Learning Plan</p>	
<ul style="list-style-type: none"> • Demonstration table schema activators and class discussion CCE1(9-12) • Introduction to kitchen roles and trends TI1(9-12) • ServeSafe food sanitation and safety video and study guides AA3(9-12) • Proper handwashing, 3-bay sink, and hazard procedures TI1(9-12) • Safety demonstrations, fire prevention activities and discussion DE1(9-12) 	
<p>Teacher Resources: The Culinary Professional text - ServSafe materials and videos - CIA instructional videos - Other resources will be added as needed to accommodate current industry trends.</p>	

Unit 2 - Recipes, Measurements, and Cooking Techniques

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CONNECTICUT CAREER & TECHNICAL EDUCATION PERFORMANCE STANDARDS & COMPETENCIES

- C. Food Service Equipment: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
 - 8. Operate and maintain tools and equipment following safety procedures and OSHA requirements.
 - 9. Demonstrate procedures for cleaning, sanitizing, and storing equipment, tools, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
 - 10. Identify a variety of equipment used for food processing, cooking, holding, storing, and serving, including hand tools and smallwares.
- D. Menu Planning: Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
 - 12. Analyze food, equipment, and supplies needed for menus.
- E. Professional Food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
 - 13. Demonstrate professional skills in safe handling of knives, tools, and equipment.
 - 14. 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.
 - 15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
 - 16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.
 - 22. Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.
 - 23. Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

TI3(9-12): I can formulate and investigate probing questions to further my learning.

Understandings: Students will understand that... <ul style="list-style-type: none"> Standardized recipes ensure consistency. Precise measurement prevents culinary failure. Cooking techniques impact safety and taste. 	Essential Questions: <ul style="list-style-type: none"> Why do we need to follow a recipe? Is all measuring equipment the same? What do cooking terms/techniques mean?
Students will know... <ul style="list-style-type: none"> Parts of a standardized recipe How to properly measure using the appropriate equipment for a specific task. Measurement conversions and cooking terms Basic cooking techniques (bake, saute, sweat, etc.) 	Students will be able to... <ul style="list-style-type: none"> Scale and follow recipes accurately Convert measurements using different equipment Demonstrate basic cooking methods
Key Vocabulary: Mise en place, yield, portion size, bake, measure, scale, tare weight, technique , dry measurements, liquid measurements	
Assessment Evidence	
Performance Tasks: Summative: Chocolate chip cookie kitchen labs comparing two types of recipes	Other Evidence: Interim: Assessment on culinary techniques, culinary terms, recipe reading and scaling.
Learning Plan	
<ul style="list-style-type: none"> Demonstration and practice of measuring ingredients TI3(9-12) Recipe breakdown exercises TCC2(9-12) Scaling worksheets TI3(9-12) Culinary math and technique demos CCE4(9-12) Cooking labs and comparison exercise TCC2(9-12) 	
Teacher Resources: The Culinary Professional text - Google Slideshow - Internet recipe calculator - Other resources will be added as needed to accommodate current industry trends.	

Unit 3 - Small Equipment and Knife Skills

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

G. Safety Issues: Demonstrate procedures applied to safety issues.

- 16. Demonstrate procedures applied to safety issues.
- 17. Demonstrate skills in safe handling of knives, tools, and equipment.
- 18. Examine procedures for safe and secure storage for equipment and tools.

H. Food Safety and Sanitation: Demonstrate food safety and sanitation procedures.

- 22. Demonstrate procedures for cleaning and sanitizing small equipment, serving dishes, glassware, and utensils.

I. Food Production Equipment: Demonstrate selecting, using, and maintaining food production equipment.

- 23. Describe and demonstrate techniques for operating tools and equipment following safety procedures.
- 24. Describe and demonstrate the process for maintaining tools and equipment following safety procedures.
- 25. Describe and demonstrate the proper procedures for storing equipment and tools.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

Understandings: Students will understand that...

- Each tool has a specific culinary purpose.
- Knife safety and care prevent accidents.
- Quality knife skills improve food preparation.

Essential Questions:

- Is it necessary to use the right tool for the job?
- Are all knives equal?
- How do knife cuts affect a recipe?
- Can I substitute one piece of equipment for another?

Students will know...

- Names and uses of tools and knives
- Knife types, cuts, and safety measures

Students will be able to...

- Identify and use common kitchen tools
- Demonstrate safe and accurate knife cuts

	<ul style="list-style-type: none"> • Maintain and store tools properly
Key Vocabulary: Small dice, mince, rough chop, julienne, chiffonade, chef's knife, paring knife, equipment	
Assessment Evidence	
Performance Tasks: Interim: Equipment ID written test Summative: Knife skills lab (Minestrone soup)	Other Evidence: Formative: Zucchini bread lab using various tools Formative: Knife safety quiz
Learning Plan	
Learning Plan: <ul style="list-style-type: none"> • Knife skills video and safety demonstrations P1(9-12) • Guided knife cut demonstrations TCC4(9-12) • Student demonstrations TCC4(9-12) • Tool ID scavenger hunt and study guides AA1(9-12) • Group cooking labs TCC4(9-12) 	
Teacher Resources: Knife skills videos - The Culinary Professional textbook - Kitchen equipment - Other resources will be added as needed to accommodate current industry trends.	

Unit 4 - Quick Breads

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- J. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs.
- 26. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.
 - 27. Analyze food, equipment, and supplies needed for menus.
- K. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.
- 28. Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, and convection.
 - 29. Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods.
 - 34. Describe and demonstrate the process for preparing baked goods and desserts.
 - 35. Describe and demonstrate the process for preparing eggs, grains, and batter products.
 - 36. Describe and demonstrate techniques for food presentation.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.

Understandings: Students will understand that...

- Ingredients and techniques affect rise and texture.
- Mixing methods influence structure.
- Presentation adds to culinary appeal.

Essential Questions:

- What makes a quick bread quick?
- Are all leavening agents the same?
- How do we enhance presentation?

Students will know...

- Ingredient functions and mixing methods
- Types of chemical leaveners
- The differences between chemical and organic leaveners

Students will be able to...

- Prepare muffins, loaf breads and biscuits using the appropriate methods
- Garnish baked goods effectively

Key Vocabulary: Creaming method, well method, biscuit/rubbed dough method, leavening agent, baking powder, baking soda, yeast, folding, laminating

Assessment Evidence

Performance Tasks:

Summative: Written group assessment, Bakery Case Study
Formative: Oral presentation on learned skills to date

Other Evidence:

Interim and Formative: Labs (muffins, loaf breads and biscuits)
Formative: Written quiz on quick breads

Learning Plan

Learning Plan:

- Demonstration display and discussion of leavening agents TCC3(9-12)
- Ingredient experiments (baking powder vs. baking soda vs. yeast TI2(9-12)
- Group presentation planning CCE2(9-12)
- Modeling demonstrations TCC3(9-12)
- Group kitchen labs CCE2(9-12)

Teacher Resources: Google slides and visual aids - Quick bread troubleshooting charts - The Culinary Professional text - Instructional videos - Other resources will be added as needed to accommodate current industry trends.

Unit 5 - Pie and Tart Dough

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- J. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs.
- 26. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.
 - 27. Analyze food, equipment, and supplies needed for menus.
- K. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.
- 28. Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, and convection.
 - 29. Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods.
 - 34. Describe and demonstrate the process for preparing baked goods and desserts.
 - 35. Describe and demonstrate the process for preparing eggs, grains, and batter products.
 - 36. Describe and demonstrate techniques for food presentation.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

AA2(9-12): I can assess my past successes and mistakes to change my approach.

CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

Understandings: Students will understand that...

- Dough type, fat choice and temperature affect texture.
- Pastry mixing requires precision.
- Baking is both technical and creative.

Essential Questions:

- Can pie dough be used for a tart?
- Can tart dough be used for a pie?
- How do we balance flakiness and tenderness?
- Why does technique matter in baking?
- How does gluten affect dough?

Students will know...

- Types of pie doughs and tart doughs
- The role of fat and gluten

Students will be able to...

- Make flaky and mealy pie doughs and tart doughs
- Assemble and bake pies and tarts



		<ul style="list-style-type: none"> Practice blind baking
Key Vocabulary: Flaky dough, mealy dough, tart dough, gluten, dock, crimp, blind baking, rubbed dough method		
Assessment Evidence		
Performance Tasks: Summative: Apple pie lab (flaky dough) Interim: Chocolate tart dough lab(tart dough)		Other Evidence: Formative: Pie and tart written assessment Formative: Bakery case study
Learning Plan		
Learning Plan: <ul style="list-style-type: none"> Fat comparison activity (shortening vs. butter) TCC1(9-12) Rolling and shaping demonstration P3(9-12) Pie crust troubleshooting stations AA2(9-12) Crust comparison activity (flaky vs tart) TCC1(9-12) Kitchen labs CCE3(9-12) 		
Teacher Resources: The Culinary Professional text, Google slides and Instructional videos - Other resources will be added as needed to accommodate current industry trends.		

Unit 6 - Cookies

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- J. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs.
- 26. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.
 - 27. Analyze food, equipment, and supplies needed for menus.
- K. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.
- 28. Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, and convection.
 - 29. Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods.
 - 34. Describe and demonstrate the process for preparing baked goods and desserts.
 - 35. Describe and demonstrate the process for preparing eggs, grains, and batter products.
 - 36. Describe and demonstrate techniques for food presentation.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

Understandings: Students will understand that...

- Mixing method changes the cookie's texture.
- Consistency and shape are affected by variables.
- Quality baking relies on careful observation.
- Time, temperature and quality of ingredients controls the outcome of the finished product.

Essential Questions:

- What are the six cookie categories?
- What happens when we change the mixing method?
- How do we ensure consistent quality?

Students will know...

- Cookie types and their characteristics
- One-stage vs. creaming method

Students will be able to...

- Mix doughs properly
- Troubleshoot quality issues

<ul style="list-style-type: none"> How different fats change the texture, appearance and taste of cookies 	<ul style="list-style-type: none"> Shape and bake each category of cookie
Key Vocabulary: Drop, rolled, bar, ice box, spritz, sheet, creaming method, one-stage method, butter, shortening	
Assessment Evidence	
Performance Tasks: Summative: Caramel filled cookie lab (drop) Formative: Brownie lab (sheet)	Other Evidence: Formative: Holiday cookie lab (rolled) Interim: Cookie written assessment
Learning Plan	
Learning Plan: <ul style="list-style-type: none"> Cookie method comparison and contrast demonstrations; student and teacher TCC3(9-12) Practice dough shaping, forming and portioning TI4(9-12) Executing three common cookie mixing and baking methods TCC4(9-12) Kitchen Labs CCE3(9-12) 	
Teacher Resources: The Culinary Professional text - Google slides - Comparison chart - Instructional videos - Other resources will be added as needed to accommodate current industry trends.	

Unit 7 - Pasta and Sauces

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

J. Planning Menu Items: Demonstrate menu planning based on standardized recipes.

26. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.

27. Analyze food, equipment, and supplies needed for menus.

K. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.

28. Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, and convection.

29. Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods.

31. Describe and demonstrate the process for preparing various stocks, soups, and sauces.

32. Describe and demonstrate the process for preparing various fruits, vegetables, starches, and farinaceous items.

33. Describe and demonstrate the process for preparing various salads, dressings, marinades, and seasonings.

35. Describe and demonstrate the process for preparing eggs, grains, and batter products.

36. Describe and demonstrate techniques for food presentation.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

DE4(9-12): I can work respectfully with all members of my community and support the needs of others.

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

Understandings: Students will understand that...

- Pasta is a cultural and culinary staple worldwide.
- Handmade pasta and sauce requires technique, consistency and creativity.
- Prior knowledge informs new recipes.

Essential Questions:

- What do different cultures call similar pastas from their own culture?
- How is fresh pasta different from dried?
- What makes a great sauce?

Students will know... <ul style="list-style-type: none"> • Pasta types and associated cultures • Steps to make pasta, red sauce and pesto • How to cook dried and fresh pasta properly • What other sauces can be served with pasta other than red sauce 	Students will be able to... <ul style="list-style-type: none"> • Mix, roll and cut pasta • Prepare basic marinara and pesto sauce • Properly cook fresh and dried pasta
Key Vocabulary: Semolina, rollers, extruder, knead, laminate, reduction, al dente, rehydrate, sweat, translucent	
Assessment Evidence	
Performance Tasks: Summative: Fresh pasta and sauce lab	Other Evidence: Interim: Create your own pasta group project
Learning Plan	
<ul style="list-style-type: none"> • Compare and contrast dry and fresh pasta DE4(9-12) • Modeling CCE3(9-12) • Presentation on pasta origin from different cultures DE4(9-12) • Pasta making kitchen lab TCC4(9-12), CCE3(9-12) • Sauce simmering and seasoning exercises CCE1(9-12) 	
Teacher Resources: The Culinary Professional text - Video tutorials on pasta and sauces - Other resources will be added as needed to accommodate current industry trends.	