

SOUTHMORELAND SCHOOL DISTRICT

CURRICULUM FRAMEWORK



Course	Intermediate Cooking-Semester		
Unit	Unit 1: Advanced Kitchen Techniques		
Standards			
11.3.12A: Analyze food science, nutrition, and wellness practices. 11.3.12B: Evaluate the impact of food decisions on well-being. 11.3.12C: Analyze the principles of food safety and sanitation. 11.3.12D: Evaluate the nutritional and economic value of food and meal planning. 11.3.12F: Evaluate consumer choices related to food purchasing and preparation.			
Essential Questions		Skills/Competencies	
- How do advanced cooking techniques improve the quality, flavor, and presentation of food? - Why is precision important in knife skills and cooking temperatures? - How does efficient kitchen organization impact the final dish?		- Execute advanced knife cuts (brunoise, chiffonade, bâtonnet, fine julienne). - Apply complex techniques such as braising, searing, poaching, and sous vide (intro). - Demonstrate proper temperature control for proteins and vegetables. - Apply mise en place to improve workflow and timing. - Integrate multiple techniques within a single dish.	
Key Vocabulary		Related Misconceptions	
- Brunoise, Chiffonade, Bâtonnet - Braise, Poach, Sear, Sous Vide - Mise en place - Caramelization, Maillard reaction - Doneness, Temperature probe		- Sharper knives are more dangerous than dull knives. - All proteins cook the same way at the same temperature. - Mise en place is only for professional chefs. - Searing seals in juices. (It builds flavor but does not trap moisture.)	

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Course	Intermediate Cooking-Semester		
Unit	Unit 2: Sauces, Stocks, and Flavor Building		
Standards			
● 11.3.12A: Analyze food science, nutrition, and wellness practices. ● 11.3.12B: Evaluate the impact of food decisions on well-being. ● 11.3.12C: Analyze the principles of food safety and sanitation. ● 11.3.12D: Evaluate the nutritional and economic value of food and meal planning. ● 11.3.12F: Evaluate consumer choices related to food purchasing and preparation.			
Essential Questions		Skills/Competencies	
● How do sauces and stocks deepen the flavor of a dish? ● Why are seasoning and flavor balancing essential culinary skills? ● What role do aromatics, herbs, and spices play in developing flavor profiles?		● Prepare foundational stocks (vegetable, chicken, beef). ● Create classic mother sauces and derivative sauces. ● Build flavor using reductions, emulsions, and aromatics. ● Evaluate and adjust seasoning for balance (sweet, salty, sour, bitter, umami). ● Pair sauces appropriately with proteins, vegetables, and starches.	
Key Vocabulary		Related Misconceptions	
● Stock, Broth, Aromatics ● Mother sauces: Béchamel, Velouté, Espagnole, Hollandaise, Tomato ● Roux, Reduction, Emulsion ● Umami, Seasoning, Deglazing		● Hollandaise and mayonnaise are the same because they both use eggs. ● Salt is the only seasoning needed. ● Stocks and broths are interchangeable.	

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Course	Intermediate Cooking-Semester		
Unit	Unit 3: Baking and Pastry Fundamentals		
Standards			
● 11.3.12A: Analyze food science, nutrition, and wellness practices. ● 11.3.12B: Evaluate the impact of food decisions on well-being. ● 11.3.12C: Analyze the principles of food safety and sanitation. ● 11.3.12D: Evaluate the nutritional and economic value of food and meal planning. ● 11.3.12F: Evaluate consumer choices related to food purchasing and preparation.			
Essential Questions		Skills/Competencies	
● How does precision affect baking outcomes? ● Why is understanding ingredient function essential in baking? ● How can creativity be applied while still following structured baking formulas?		● Prepare yeast breads and quick breads using proper technique. ● Create pastry doughs including shortcrust, puff pastry, and choux. ● Produce fillings, custards, simple desserts, and baked pastries. ● Understand ratios and baking science (gluten development, leavening). ● Plate baked goods attractively using basic presentation concepts.	
Key Vocabulary		Related Misconceptions	
● Proofing, Kneading, Gluten ● Leavening agents (yeast, baking soda, baking powder) ● Shortcrust, Puff pastry, Choux ● Custard, Ganache, Glaze ● Docking, Folding, Laminate		● You can substitute baking powder and baking soda equally. ● More flour will always fix sticky dough. ● Opening the oven repeatedly won't affect baking. ● Butter must always be melted unless the recipe says otherwise.	

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CURRICULUM FRAMEWORK



Course	Intermediate Cooking-Semester		
Unit	Unit 4: Advanced Nutrition and Dietary Needs		
Standards			
● 11.3.12A: Analyze food science, nutrition, and wellness practices. ● 11.3.12B: Evaluate the impact of food decisions on well-being. ● 11.3.12C: Analyze the principles of food safety and sanitation. ● 11.3.12D: Evaluate the nutritional and economic value of food and meal planning. ● 11.3.12F: Evaluate consumer choices related to food purchasing and preparation.			
Essential Questions		Skills/Competencies	
● How can meals be modified to support different dietary needs while maintaining flavor? ● What role does nutritional balance play in a healthy lifestyle? ● How can substitutions enhance both health and taste?		● Plan meals for specific dietary restrictions (vegetarian, vegan, gluten-free). ● Analyze the nutritional components of recipes and modify them for balance. ● Implement healthier cooking methods (roasting, steaming, grilling). ● Apply ingredient substitutions to reduce sodium, sugar, and saturated fats. ● Create nutrient-dense meals with appealing flavor and texture.	
Key Vocabulary		Related Misconceptions	
● Macronutrients, Micronutrients ● Dietary restrictions, Allergens ● Gluten-free, Plant-based, Low-sodium ● Hydration, Whole grains, Nutrient density		● Healthy food cannot taste good. ● All fats are bad. ● Gluten-free means healthier for everyone. ● Vegetarian meals lack protein.	

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CURRICULUM FRAMEWORK



Course	Intermediate Cooking-Semester		
Unit	Unit 5: Global Cuisines and Fusion Cooking		
Standards			
• 11.3.12A: Analyze food science, nutrition, and wellness practices. • 11.3.12B: Evaluate the impact of food decisions on well-being. • 11.3.12C: Analyze the principles of food safety and sanitation. • 11.3.12D: Evaluate the nutritional and economic value of food and meal planning. • 11.3.12F: Evaluate consumer choices related to food purchasing and preparation.			
Essential Questions		Skills/Competencies	
• How do cultural traditions influence cooking methods and flavor profiles? • What makes a fusion dish successful rather than confusing or overwhelming? • How does understanding global spices and techniques improve creativity in the kitchen?		• Prepare dishes from major global regions (Asian, Latin American, Mediterranean, African). • Identify and use culturally specific herbs, spices, and flavor profiles. • Combine techniques or flavors from multiple cultures to create fusion dishes. • Source unique ingredients responsibly and authentically. • Apply sophisticated plating and presentation practices.	
Key Vocabulary		Related Misconceptions	
• Fusion, Authentic, Regional cuisine • Spice blend, Aromatics, Marina • Umami, Fermentation, Curry, Sauté • Cultural terms such as Garam masala, Sofrito, Dashi, Aioli (as applicable)		• Spicy and flavorful are the same thing. • Fusion cooking means mixing any cuisines randomly. • International cooking requires expensive ingredients. • Traditional dishes should not be modified at all.	

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CURRICULUM FRAMEWORK



Course	Intermediate Cooking-Semester		
Unit	Unit 6: Capstone Project – Multi-Course Meal		
Standards			
● 11.3.12A: Analyze food science, nutrition, and wellness practices. ● 11.3.12B: Evaluate the impact of food decisions on well-being. ● 11.3.12C: Analyze the principles of food safety and sanitation. ● 11.3.12D: Evaluate the nutritional and economic value of food and meal planning. ● 11.3.12F: Evaluate consumer choices related to food purchasing and preparation.			
Essential Questions		Skills/Competencies	
● How do chefs design cohesive multi-course meals with balance and flow? ● What role does timing, teamwork, and plating play in professional-level cooking? ● How can self-reflection improve culinary skills?		● Plan and execute a multi-course meal (starter, main, dessert). ● Apply advanced cooking techniques from all previous modules. ● Manage timing, delegation, and workflow in a kitchen environment. ● Design menus focusing on flavor balance, nutrition, and presentation. Reflect on cooking performance and apply feedback for improvement.	
Key Vocabulary		Related Misconceptions	
● Course progression, Menu design ● Plating, Garnish, Texture contrast ● Timing, Workflow, Presentation ● Evaluation, Reflection, Culinary critique		● A multi-course meal is just several random dishes served together. ● Presentation is less important than taste. ● More ingredients make a dish better. ● Timing doesn't matter as long as the food tastes good.	

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