

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Culinary 1
Grades 9-12

2026

(Last revision date: 2010)

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Culinary 1

Grades 9-12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Culinary 1 is a semester-long elective in the Career and Technical Education Department that provides interested students with a rigorous introduction to the culinary arts. During this course, students will learn the importance of food and kitchen safety, knife skills, and a variety of essential culinary techniques that will allow them to make everything from basic snacks and simple meals to multi-component global and regional dishes. Though no culinary experience is required to take this course, by the end of the semester, all students will have the ability to safely and efficiently cook a healthy meal for themselves and/or their loved ones.

Students will be evaluated using a variety of different techniques in order to accommodate for various learning styles as well as the necessary hands-on applications of their learning. Student evaluations will emphasize the use of rubric-based, hands-on culinary labs along with group-created lab preparation documents and independent post-lab self-reflections, though some traditional video-based questions and written exams will also occur.

A Culinary 1 final examination will be a comprehensive culmination of the course, representative of all the learnings students have gained from the start of the course. This includes a lab planning document, a hands-on culinary lab that combines multiple technical skills from the various units, and a post-lab self-reflection.

COURSE GOALS

The following course goals derive from the 2025 National Standards for Family & Consumer Sciences.

- | | |
|-------------|---|
| NSFCS.1.2.3 | Apply communication skills in school, community and workplace settings and with diverse populations. |
| NSFCS.1.2.4 | Demonstrate teamwork skills in school, community and workplace settings and with diverse populations. |

NSFCS.1.2.6	Demonstrate leadership skills and abilities in school, workplace and community settings.
NSFCS.2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
NSFCS.5.5.3	Demonstrate safe procedures in the use, care, and storage of equipment.
NSFCS.8.2.1	Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
NSFCS.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
NSFCS.8.2.5	Practice standard personal hygiene and wellness procedures.
NSFCS.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
NSFCS.8.3.1-2	Operate and maintain tools and equipment following safety procedures and OSHA requirements.
NSFCS.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
NSFCS.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.
NSFCS.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
NSFCS.8.4.3	Analyze food, equipment, and supplies needed for menu production.

NSFCS.8.5.1	Demonstrate professional skills in safe handling of knives, tools, and equipment.
NSFCS.8.5.2	Demonstrate professional skill 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.
NSFCS.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
NSFCS.8.5.5	Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
NSFCS.8.5.6	Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
NSFCS.8.5.7	Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
NSFCS.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
NSFCS.8.5.9	Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques.
NSFCS.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
NSFCS.8.5.11	Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
NSFCS.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
NSFCS.8.7.5	Demonstrate sensitivity to diversity and special needs.

NSFCS.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
NSFCS.13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
NSFCS.13.3.3	Demonstrate effective listening and feedback techniques.
NSFCS.13.3.4	Analyze strategies to overcome communication barriers in family, community and work settings.
NSFCS.13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
NSFCS.13.5.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
NSFCS.13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
NSFCS.13.5.5	Demonstrate ways to organize and delegate responsibilities.
NSFCS.13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.

The following course goals derive from the Trumbull High School Vision of the Graduate (revised 2024).

Collaboration. Planning.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group.
	Plans the approach to the task and anticipates challenges and resolutions.
Collaboration. Contribution.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.
Collaboration. Reflection.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.

Critical Thinking/Problem Solving. Understanding.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.
Critical Thinking/Problem Solving. Planning.	Applies systematic thinking and selects strategies to address the problem, question or issue.
Critical Thinking/Problem Solving. Reflection	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.
Innovation. Behavior.	Designing or improving new processes or approaches Generating ideas for how to approach the group project

The following course goals derive from the International Society for Technology in Education Standards for Students (2024.4.02).

ISTE 1.1.a. Learning Goals	Students connect their learning needs, strengths, and interests to their goals and use technology to help achieve them and reflect on their progress.
ISTE 1.1.b. Customized Learning Environments	Students build networks and customize their learning environments in ways that support the learning process.
ISTE 1.3.d. Explore Real-World Issues	Students build knowledge by exploring real-world issues and gain experience in applying their learning in authentic settings.
ISTE 1.5.c Decompose Problems	Students break problems into component parts, extract key information and develop descriptive models to understand complex systems or facilitate problem-solving.
ISTE 1.7.c Project Teams	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- all forms of food handling require specific safety and sanitation precautions
- cooking requires an understanding of proper measuring, preparation, and technique in order to achieve the desired results
- working as part of a team not only requires collaboration during labs, but pre-planning and reflection to improve teamwork skills
- the preparation of a food can alter its texture, flavor, and nutritive value
- breaking large projects into smaller pieces helps properly manage time when completing complex tasks

COURSE ESSENTIAL QUESTIONS

- How can someone safely produce nutritious meals in their own home kitchen for themselves and others?
- How do varying techniques alter the final result of a dish, even when composed of similar ingredients?
- How can learning fundamental techniques help a cook create a variety of dishes with or without a set recipe?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to safely cook their food without physical harm to themselves or others
 - How to keep their ingredients sanitary while cooking and storing
 - How to identify various types of knife skills, cooking techniques, and measuring methods
 - How to evaluate the effectiveness of a recipe and determine possible changes to improve the final product in the future
- Students will be able to . . .
 - Complete various types of knife cuts, cooking techniques, and measuring methods
 - Work with a team to complete complex tasks within a set time frame
 - Employ proper sanitation and safety procedures while preparing food for themselves and others
 - Utilize their understanding of culinary techniques to follow written recipe instructions.
 - Cook a variety of dishes from around the world
 - Reflect on their effectiveness as both a cook and a teammate in the kitchen

COURSE SYLLABUS

Course Name

Culinary 1

Level

Elective

Prerequisites

None

General Description of the Course

Culinary 1 is a course that covers both introductory and intermediate food preparation. All students will begin with foundational skills like safety, sanitation, measuring, identifying equipment, and understanding how to read a recipe. From there, students will take part in a variety of culinary labs that provide them with hands-on experience practicing culinary techniques ranging from knife skills to cooking applications to plating design.

Students are required to work cooperatively with their peers prior to and during culinary labs in order to appropriately distribute tasks and manage their time effectively. However, students are also expected to work independently to learn the vocabulary and techniques required for the labs, and to reflect on their own learning and teamwork throughout the course.

At the successful completion of this course, students who are interested in learning more are encouraged to learn the fundamentals of baking in our introductory Bake Shop 1 course or level up to Culinary 2 where they will take part in a full-year culinary course designed to prepare them for the food service industry.

Assured Assessments

Formative Assessments:

- o Learning to read a recipe
- o Knife skills practicum, small group hands-on knife demonstration and instruction
- o Culinary lab participation as part of a small team

Summative Assessments:

- o Written exam on foodborne illness, kitchen safety, and fire prevention
- o Teacher-produced summative lab
- o Student-choice summative lab
- o Student-produced summative lab
- o Culinary portfolio reflections
- o Final Examination

Supplemental Texts

- o Live teacher demonstrations of select skills to model techniques and practices that promote success during culinary labs
- o Teacher selected articles and multimedia presentations to model techniques and skills required to be successful with core content

UNIT 1

Kitchen Safety

Unit Goals

At the completion of this unit, students will:

NSFCS.8.2.1	Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
NSFCS.8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
NSFCS.8.2.5	Practice standard personal hygiene and wellness procedures.
NSFCS.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
NSFCS.8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
NSFCS.8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.
NSFCS.9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.

Unit Essential Questions

- How do I identify and correct safety concerns in the kitchen?
- How do I properly handle and store food between purchase and consumption in order to prevent foodborne illness?
- How do I correctly identify and safely utilize and sanitize kitchen equipment?

Unit Scope and Sequence

- Kitchen and equipment safety
 - Fire and burn prevention
 - Cuts, bumps, and fall prevention
- Sanitation
 - Personal hygiene
 - Sanitizing work area and equipment
 - Cross-contamination prevention
- Food Safety
 - Foodborne illness: identify causes, symptoms, and modes of prevention
 - Allergies: identify causes, symptoms, and modes of prevention
 - Temperature danger zone: understanding significance of food storage temperatures

Unit Assured Assessments

Formative Assessments:

Students will take part in necessary readings, demonstrations, and video assignments that will teach them about safety and sanitation in the kitchen.

Summative Assessments:

Students will complete a written exam on foodborne illness, kitchen safety, and fire prevention. Successful completion of the exam (80% or higher) allows them to move on to the next unit. The exam will consist of matching, multiple choice, fill-in-the-blank, and/or short answer questions based on key components of the unit goals. The information within those questions will be recursive, vital skills that are necessary for students to safely and sanitarily cook for the remainder of the semester.

Students that unsuccessfully complete the exam must study before retaking the exam until they receive an 80% or higher.

Resources

Core

- Gleason, Jerry. *Introduction to Culinary Arts*, 2nd Edition. New York: Pearson 2014

Supplemental

- <https://www.fsis.usda.gov/food-safety/safe-food-handling-and-preparation/food-safety-basics>
- <https://www.osha.gov/etools/young-workers-restaurant-safety/cooking>

Time Allotment

- Approximately 1-2 Weeks

UNIT 2

Kitchen Essentials

Unit Goals

At the completion of this unit, students will:

NSFCS.8.3.1-2	Operate and maintain tools and equipment following safety procedures and OSHA requirements.
NSFCS.8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
NSFCS.8.5.1	Demonstrate professional skills in safe handling of knives, tools, and equipment.
NSFCS.5.5.3	Demonstrate safe procedures in the use, care, and storage of equipment.
NSFCS.1.2.3	Apply communication skills in school, community and workplace settings and with diverse populations.
NSFCS.1.2.4	Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.
NSFCS.2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
NSFCS.13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
NSFCS.13.3.4	Analyze strategies to overcome communication barriers in family, community and work settings.
NSFCS.13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
NSFCS.13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.

NSFCS.13.5.5	Demonstrate ways to organize and delegate responsibilities.
NSFCS.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
NSFCS.8.5.7	Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
NSFCS.8.5.11	Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
NSFCS.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

Unit Essential Questions

- How do I correctly identify the different types of kitchen knives and safely utilize them for a variety of different knife cuts?
- What are the different units of measurements you can find in recipes, and how do you accurately measure ingredients using those units?
- What is mise-en-place and why is it essential to smooth kitchen operations?
- How do I read a recipe for vital information about the cooking process it entails?
- What are some essential kitchen tools and equipment and how do I properly use them for recipes?
- What are some of the most popular forms of heat applications while cooking?

Unit Scope and Sequence

- Recipe Breakdown
 - Forms of measurement
 - Kitchen utensils and equipment
 - Mise-en-place
- Knife Skills
 - Distinct styles of knives
 - Distinct knife cuts
 - Proper safety techniques
- Brigades
 - Roles and responsibilities
 - Time management
 - Communicating and collaborating with a team

Unit Assured Assessments

Formative Assessments:

Students will begin their culinary portfolio by providing “baseline” information that covers their current skills and knowledge as well as setting goals for the semester. This will occur at the very start of the unit, so that any learning that occurs can be taken into account over the course of the semester.

Students will complete a workshop on how to read a recipe in order to locate and understand essential information such as measurements, cooking techniques, yield, and preparation time.

Students will complete a workshop on the different forms of measurements you will see in a kitchen, such as metric and imperial weights and volumetric measurements, and determine the differences in terms of application and accuracy. From here, students will learn proper techniques when measuring in these different units so that they get consistent end results in their recipes.

Students will complete a teacher-led knife skills practicum which will provide students with hands-on, small group instruction regarding knife safety and skills. Students who are not hands-on with the teacher will be completing written and video assignments that reinforce these skills independently before or after their hands-on practicum with the instructor.

Students will also complete a variety of cooking labs following this that will allow them to practice not only their knife skills, but also various heat-applications of cooking, collaboration with a team, and sanitation. These cooking labs will be recipes chosen by the teacher that help students learn new skills or reinforce skills from previous experiences. Students are expected to use all the information that they learned in the previous unit, as well as this one, to successfully complete labs.

Summative Assessments:

Given teacher-produced recipe, students will be asked to either reduce or double it with correct measurements, create a brigade prep sheet highlighting the key responsibilities and roles of each team member, and produce the meal using correct safety, sanitation, and culinary techniques. The recipe given will include a minimum of 3 distinct knife skills, requiring that all team members must cut at least 1 ingredient. All team members are expected to take part in at least one aspect of the cooking process as well as the sanitation process at the end of the lab.

Students will complete an independent update on their culinary portfolios, reflecting on their learning and collaboration skills across the unit. This allows them to be graded individually on their growth over the course of the unit, as lab grades are primarily group scores.

Resources

Core

- Gleason, Jerry. *Introduction to Culinary Arts*, 2nd Edition. New York: Pearson 2014

Supplemental

- <https://edibleschoolyard.org/how-read-recipe-%E2%80%93-student-version>
- https://www.youtube.com/watch?v=QgVyN6Lpiuc&embeds_referring_euri=https%3A%2F%2Fdocs.google.com%2F&embeds_referring_origin=https%3A%2F%2Fdocs.google.com&source_ve_path=Mjg2NjY&feature=emb_logo
- <https://www.youtube.com/watch?v=20gwf7YttQM>
- <https://www.youtube.com/watch?v=dCGS067s0zo>
- https://www.youtube.com/watch?v=YrHpeEwk_-U
- Teacher selected articles, worksheets/workbooks, live demonstrations, and multimedia presentations

Time Allotment

- Approximately 3-4 Weeks

UNIT 3

Proteins and Sauces

Unit Goals

At the completion of this unit, students will:

- | | |
|---------------------|--|
| NSFCS.13.5.1 | Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members. |
| NSFCS.13.5.6 | Create strategies to integrate new members into the team. |
| NSFCS.8.5.5 | Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. |
| NSFCS.8.5.6 | Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques. |

NSFCS.8.5.9	Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques.
NSFCS.8.5.8	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
NSFCS.2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
NSFCS.13.3.4	Analyze strategies to overcome communication barriers in family, community and work settings.
NSFCS.13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
NSFCS.13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
NSFCS.13.5.5	Demonstrate ways to organize and delegate responsibilities.
NSFCS.8.5.4	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.

Unit Essential Questions

- What are the different types of mother sauces found in recipes, and how are they made?
- What are small sauces, and how can they be utilized in different recipes?
- What techniques are utilized to create and test the viscosity of sauces for various dishes?
- What are some common ways to cook proteins, and how can you do so safely?
- How does cooking raw meat pose new challenges in sanitation, and what techniques can be used to eliminate the risks of foodborne illness?

Unit Scope and Sequence

- Protein Cookery
 - Cross-contamination & foodborne illness (specific to meat)
 - High-heat, stovetop cooking
- Small Sauces
 - Cold, dipping sauces (like mayonnaise-based, etc.)
 - Non-European sauces (like soy-based, blender-based, etc.)
- Mother Sauces
 - Reduction-based sauces
 - Egg-based sauces
 - Roux-based sauces

Unit Assured Assessments

Formative Assessments:

Students will complete a workshop on the mother sauces, learning to identify the key differences between them in terms of method and ingredients.

Students will also complete a variety of cooking labs following this that will allow them to practice not only their high-heat protein cooking techniques and various styles of sauce, but also reinforcing skills from previous units such as knife skills, collaboration with a team, and sanitation. These cooking labs will be recipes chosen by the teacher that help students learn new skills or reinforce skills from previous experiences.

Summative Assessments:

Given recipe choice, students will create a brigade prep sheet, and produce the meal. Here, recipe choice refers to student teams selecting from multiple options provided by the teacher. All students will be making a recipe with a similar base (examples: burgers, meatballs, chicken tenders) in order to test them on the same practical applications. However, each team will have a variation on the theme (example: Italian versus Korean meatballs). Teams will be given the options ahead of time, and will be allowed to select from the options given, with each group selecting a unique dish. All recipes require a protein and sauce component, as well as thoughtful balancing of the seasoning and creating harmonious plating of the dish.

Students will complete an independent update on their culinary portfolios, reflecting on their learning and collaboration skills across the unit. This allows them to be graded individually on their growth over the course of the unit, as lab grades are primarily group scores.

Resources

Core

- Gleason, Jerry. *Introduction to Culinary Arts*, 2nd Edition. New York: Pearson 2014

Supplemental

- <https://www.youtubeeducation.com/watch?v=ISGr5MRL5oA>
- <https://www.youtubeeducation.com/watch?v=xniS7kMpW4I>
- <https://www.youtubeeducation.com/watch?v=YaTiGN6POIQ>
- <https://www.youtubeeducation.com/watch?v=NTBRThwL-2c>
- Teacher selected articles, worksheets/workbooks, live demonstrations, and multimedia presentations

Time Allotment

- Approximately 4-5 Weeks

UNIT 4

Global Cuisines

Unit Goals

At the completion of this unit, students will:

NSFCS.1.2.6	Demonstrate leadership skills and abilities in school, workplace and community settings.
NSFCS.13.3.3	Demonstrate effective listening and feedback techniques.
NSFCS.13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.
NSFCS.8.4.3	Analyze food, equipment, and supplies needed for menu production.
NSFCS.8.5.2	Demonstrate professional skill 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.
NSFCS.8.5.10	Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
NSFCS.8.7.5	Demonstrate sensitivity to diversity and special needs.

Unit Essential Questions

- What are more advanced methods of seasoning and cooking proteins around the world?
- How can common herbs and spices be utilized to show regional differences in cuisine?
- What are key flavors and culinary techniques used in countries around the world?
- How can you use understanding of fundamental cooking techniques to alter and revise recipes to better suit your dietary needs and preferences?
- What are the strengths and limitations of using a pre-written recipe to analyze food, equipment, and supply needs when producing a highly finished plate?

Unit Scope and Sequence

- Global Cuisines
 - Central & South America
 - Asia & the Middle East
 - Europe (Eastern & Western)
 - Africa & The Caribbean

- Menu Production
 - Research
 - Recipe testing
 - Recipe revision
 - Execution of a highly finished plate

Unit Assured Assessments

Formative Assessments:

Students will complete a variety of cooking labs that will allow them to try food from around the world. These recipes will cover new cooking techniques such as broiling or braising or creating yeasted doughs, as well as new flavor profiles such as chiles, marinades, or spice blends. While teaching new skills, these recipes also help to reinforce skills from previous units such as protein cookery, sauces, knife skills, collaboration with a team, and sanitation. These cooking labs will be recipes chosen by the teacher that help students learn new skills or reinforce skills from previous experiences.

Summative Assessments:

Given a class-selected category (examples: rice, noodles, sandwiches, dumplings, etc.), student teams will select distinct global locations and research recipes within that category from their chosen locale. Students will select their own recipes with their team, then be asked to reduce it to 2-3 full-sized portions (4-6 tasting portions). Using the reduced recipe, students will create a brigade prep sheet, and produce the meal. After trying the meal themselves, they'll be asked to revise the recipe and their prep sheet to make the meal better and produce the meal more efficiently. Then, they'll be asked to remake the dish using their revised materials. All recipes require a protein and sauce component, as well as dedicated thought put into balancing the seasoning and creating harmonious plating of the dish.

Students will complete an independent update on their culinary portfolios, reflecting on their learning and collaboration skills across the unit. This allows them to be graded individually on their growth over the course of the unit, as lab grades are primarily group scores.

Resources

Core

- Gleason, Jerry. *Introduction to Culinary Arts*, 2nd Edition. New York: Pearson 2014

Supplemental

- Teacher selected articles, worksheets/workbooks, live demonstrations, and multimedia presentations
- *Chef's Table* (documentary)
- *Somebody Feed Phil* (documentary)

Time Allotment

- Approximately 4-5 Weeks

CREDIT

One-half credit in Humanities
One class period daily for a half year

PREREQUISITES

None

CURRENT REFERENCES

- Begley, A., & Vigden, H. (2016). An overview of the use of the term food literacy. In H. Vidgen (Ed.), *Food literacy: Key concepts for health and education* (pp. 17–34). Routledge.
- Benn, J. (2014). Food, nutrition or cooking literacy: A review of concepts and competencies regarding food education. *International Journal of Home Economics*, 7(1), 13–35.
- “FCS National Standards.” *LEAD FCS*, LEAD Family & Consumer Science Education, 2018, www.leadfcsed.org/national-standards.html#/.
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- Leahy, D., & Wright, J. (2016). Governing food choices: A critical analysis of school food pedagogies and young people’s responses in contemporary times. *Cambridge Journal of Education*, 46(2), 233–246. doi.org/10.1080/
- Renwick, K., & Powell, L. J. (2019). Focusing on the Literacy in Food Literacy: Practice, community, and food sovereignty. *Journal of Family & Consumer Sciences*, 111(1), 24–30.
- Smith, M. G. (2009). Food or nutrition literacy? What concepts should guide home economics education. *International Journal of Home Economics*, 2(1), 1–21.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School Vision of the Graduate Rubric: Critical Thinking & Problem Solving
- Trumbull High School Vision of the Graduate Rubric: Collaboration
- Trumbull High School Vision of the Graduate Rubric: Innovation
- Formative Culinary Lab Rubric
- Summative Culinary Lab Rubric
- Portfolio Rubric
- Final Exam Rubrics

OTHER RESOURCES

- Culinary Lab Preparation Sheet (EXAMPLE)
- Culinary Portfolio Questions (EXAMPLES)

TPS Vision of the Graduate Rubric

Skill Rubric: **Collaboration Gr 9-12** (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 GOAL

Exceeds: 10 - 12

 / 12

TPS Vision of the Graduate Rubric

Skill Rubric: **Critical Thinking/Problem Solving Gr 9-12** (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 GOAL

Exceeds: 10 - 12

___ / 12

VISION OF A GRADUATE - GRADES 9-12

Definition: Innovation is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative

Reflective Opportunities	Behavioral Examples: A secondary school student may demonstrate innovation/creativity/curiosity by... ● Giving a presentation that has a high degree of creativity. ● Trying a unique, different method to solve a problem instead of the one shown by the teacher ● Incorporating new technology, such as creating a podcast, to enhance their final project in class. ● Independently researching a topic from class that was of particular interest ● Expressing excitement about the opportunity to do/try something new ● Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response ● Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry ● Asking questions to intellectually challenge teachers and peers ● Designing or improving new processes or approaches ● Generating ideas for how to approach the group project	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

FORMATIVE CULINARY LAB RUBRIC

Category	4-Exemplary	3-Proficient	2-Developing	1-Below Expectation
PREPARATION	Student actively listens to lesson, demonstration, and/or completes necessary coursework prior to lab Student initiates lab procedures upon arrival to class Student completes mise-en-place for lab correctly before beginning the cooking process Student reads and follows step-by-step directions with limited to no guidance in order to complete the task at hand Student is consistently focused on the task at hand Student is self-directed and tasks are completed in a timely manner	- Student listens to lesson, demonstration, and/or completes necessary coursework prior to lab - Student takes active part lab procedures - Student completes mise-en-place for lab before beginning the cooking process with minimal mistakes - Student follows step-by-step directions with limited guidance or questions in order to complete the task at hand - Student is mostly focused on the task at hand - Student is mostly self-directed and tasks are completed in a timely manner	- Student does not consistently listen to lesson, demonstration, and/or complete necessary coursework prior to lab - Student does not self-initiate lab procedures and requires redirection to the tasks by peers or the teacher - Student does not complete mise-en-place for lab before beginning the cooking process unless directed to, or has major mistakes in their preparation - Student sometimes follows step-by-step directions, but often seeks guidance or asks questions of their teacher and peers - Student frequently needs redirection to task at hand - Student needs reminders of the tasks needed to be done, resulting in slow completion of the lab	- Student does not listen to lesson, demonstration, and/or complete necessary coursework prior to lab - Student does not self-initiate lab procedures and does not participate in those procedures until told to do so - Student does not complete mise-en-place for lab before beginning the cooking process, and makes major mistakes in preparations - Student does not attempt to read or follow step-by-step directions, instead waiting for instruction from their teacher and peers - Student constantly and/or repeatedly needs redirection task at hand and to start tasks - Student does not attempt to work independently or self-direct - Lab is not completed in a timely manner
TEAMWORK & COLLABORATION	Student works cooperatively and equally with team members. Student listens, shares and supports the efforts of others, and encourages participation from all team members. Student is helpful to peers without dominating tasks or keeping others from being able to participate. Consistently asks others what they can do to help when they've completed their own tasks, or finds tasks that are not yet completed/have not been assigned yet to work on. Student is not distracted or a distraction to their peers, and encourages others to remain or get on-task with them.	- Student works cooperatively with team members. - Student often listens, shares and supports the efforts of others. - Student asks others what they can do to help when they've completed their own tasks. - Student is not distracted or a distraction to their peers. - Student does not create an uncomfortable environment for their teammates or cause friction in the group. - Student is not distracted or a distraction to their peers.	- Student does not cooperate well with teammates, or does not communicate with their team. Student does not do equal part in the lab work. - Student may not listen, share, or support the efforts of others. - Student creates an uncomfortable environment for their teammates or cause friction in the group. - Student does not ask what they can do to help when they've completed their own tasks, and waits for someone to notice they need a new task. - Student is distracted or a distraction to their peers.	- Student does not cooperate or communicate with their teammates. Student does considerably less than their teammates in the lab work. - Student does not support the efforts of others on the team or help with the cooking/ planning process. - Student does not ask, know, or try to figure out what they can do to help. They may not initiate any tasks at all unless told to do so. - Student is distracted and rarely engages with the group for on-task conversation. They may not even be in their team's kitchen for parts of the lab period.
TECHNIQUE & SKILLS	Student demonstrates appropriate preparation techniques for foundational skills Student demonstrates appropriate	Student demonstrates appropriate preparation techniques for foundational skills with some reminders or guidance.	Student demonstrates preparation techniques for foundational skills with guidance.	Student cannot or does not demonstrate appropriate preparation/cooking techniques.

	cooking/mixing/baking techniques on unit-based skills. Student does not require assistance from teacher or peers, instead they can teach new techniques to another student that may be struggling with the skills. Student completes all tasks in a safe, efficient manner.	● Student demonstrates appropriate cooking/mixing/baking techniques on unit-based skills with some reminders or guidance. ● Student sometimes seeks assistance from teacher or peers prior to attempting skills/techniques. ● Student completes all tasks safely, with some reminders about efficiency.	● Student demonstrates cooking/mixing/baking techniques on unit-based skills with guidance. ● Student is able to explain new techniques at a basic level, but requires additional support to understand what needs to be done. ● Student struggles to complete tasks safely or efficiently.	● Student does not incorporate new techniques from lessons during the labs. ● Student needs other students/teacher to reteach them new techniques again in order to be successful, and cannot explain what the technique includes otherwise. ● Student creates additional work for their teammates in terms of work imbalance, reteaching skills, having to redo failed tasks/techniques, or due to poor efficiency.
SANITATION	Students do not utilize anything left dirty in their kitchen from other teams before cleaning it again. Student has their hair back, apron on, and hands washed as soon as they enter. Student washes their hands after touching anything that can contaminate food. All food is prepared in a way that prevents cross-contamination and foodborne illness. Dishes are washed, rinsed, sanitized, and dried before they are put away. Stove and counters are left clean and dry. Sink has been wiped clean and all garbage has been removed from strainer. Dining table is clean and dry. Floor is swept of all debris and wiped of all spills. All teammates take equal part in the cleaning process at the start and end of the lab period.	● Students recognize anything left dirty in their kitchen from other teams, but may need reminders to clean it before beginning. ● Student has their hair back, apron on, and hands washed before the lab. ● Student washes their hands after touching anything that can contaminate food. ● Food is prepared in a way that prevents cross-contamination and foodborne illness, with very few reminders. ● Dishes are washed, rinsed, sanitized, and dried before they are put away. ● Stove and counters are left clean and dry with minimal issues. ● Sink has been wiped clean and all garbage has been removed from strainer with minimal issues. ● Dining table is clean and dry with minimal issues. ● Floor is swept of all debris and wiped of all spills with minimal issues. ● All teammates take equal part in the cleaning process at the start and end of the lab period.	● Students do not recognize when the kitchen is dirty, and need reminders to keep it clean. ● Student needs a reminder during class or the start of the lab to have their hair back, apron on, and hands washed. ● Student needs reminders to wash their hands after touching anything that can contaminate food. ● Reminders must be given so that food is prepared in a way that prevents cross-contamination and foodborne illness. ● Dishes are washed, rinsed, sanitized before being put away, but may still be slightly wet. ● Stove and counters are left clean or dry with some issues. ● Sink has all garbage removed from sink strainer, but may still be wet. ● Dining table is clean but may not be dry. ● Floor is not swept of all debris and wiped of all spills. ● All teammates do not take equal part in the cleaning process at the start and end of the lab period.	● Students are aware that the kitchen is dirty, but do not clean it up before beginning. ● Student does not have their hair back, apron on, and hands washed, or student needs frequent reminders to keep up with that expectation during the lab. ● Student repeatedly must be reminded to wash their hands after touching anything that can contaminate food. ● Food is not prepared in a way that prevents cross-contamination and foodborne illness, or requires constant supervision. ● Dishes were put away still dirty or very wet. ● Stove and/or counters are still dirty. ● Sink still has food in the drain. ● Dining table is not clean. ● Floor is not swept and/or is still wet. ● All teammates do not take equal part in the cleaning process at the start and end of the lab period.

NOTE: Parts of this rubric are based on the group as a whole, but parts are specific to the individual student. It is at the teacher's discretion if all teammates receive the same grade on any given lab due to differences in the individual rubric scores.

SUMMATIVE CULINARY LAB RUBRIC

Category	4-Exemplary	3-Proficient	2-Developing	1-Below Expectation
PLANNING	Student works cooperatively and equally with team members while in the planning phase of the lab. Student listens, shares and supports the efforts of others, and encourages participation from all team members during the planning process. All planning documents are completed with minimal mistakes prior to the deadline. Choices made reflect all required skills/techniques and instructions Students plan for a lab that challenges their skills and shows many techniques learned during the unit.	• Student works cooperatively with team members while in the planning phase of the lab. • Student often listens, shares and supports the efforts of others during the planning process. • All planning documents and revisions are completed by the deadline. • Choices made reflect all required skills/techniques and instructions with some support from the instructor • Students plan for a lab that shows multiple techniques learned during the unit.	• Student does not cooperate well with teammates while in the planning phase of the lab. • Student may not listen, share, or support the efforts of others during the planning process. • All planning documents are not completed by the deadline. There is little to no time for revisions. • Choices made are missing some required skills/techniques or fail to follow all instructions. Team can work together to resolve the mistakes. • Students plan for a lab that does not showcase techniques from the current unit, or misidentify the techniques in the recipe chosen.	• Student does not communicate with their teammates while in the planning phase of the lab. • Student does not support the efforts of others on the team or help with the planning process. • All planning is not done by the deadline or still needs major revisions, resulting in a delay or inability to start the lab on time. • Choices made by team are missing required skills/techniques or fail to follow instructions. Team needs support from instructor to resolve the mistakes. • Students cannot correctly identify the techniques required in a recipe.
PREPARATION	Student actively listens to lesson, demonstration, and/or completes necessary coursework prior to lab Student initiates lab procedures upon arrival to class Student completes mise-en-place for lab correctly before beginning the cooking process Student reads and follows step-by-step directions with limited to no guidance in order to complete the task at hand Student is consistently focused on the task at hand Student is self-directed and tasks are completed in a timely manner	• Student listens to lesson, demonstration, and/or completes necessary coursework prior to lab • Student takes active part in lab procedures • Student completes mise-en-place for lab before beginning the cooking process with minimal mistakes • Student follows step-by-step directions with limited guidance or questions in order to complete the task at hand • Student is mostly focused on the task at hand • Student is mostly self-directed and tasks are completed in a timely manner	• Student did not consistently listen to lesson, demonstration, and/or completes necessary coursework prior to lab • Student does not self-initiate lab procedures and requires redirection to the tasks by peers or the teacher • Student does not complete mise-en-place for lab before beginning the cooking process unless directed to, or has major mistakes in their preparation • Student sometimes follows step-by-step directions, but often seeks guidance or asks questions of their teacher and peers • Student frequently needs redirection task at hand • Student needs reminders of the tasks needed to be done, resulting in slow completion of the lab	• Student did not listen to lesson, demonstration, and/or completes necessary coursework prior to lab • Student does not self-initiate lab procedures and does not participate in those procedures until told to • Student does not complete mise-en-place for lab before beginning the cooking process, and makes major mistakes in those preparations • Student does not attempt to read and follow step-by-step directions, instead waiting for instruction from their teacher and peers • Student constantly and/or repeatedly needs redirection task at hand and task initiation • Student does not attempt to work independently or self-direct • Lab is not completed in a timely manner.

TEAMWORK & COLLABORATION	Student works cooperatively and equally with team members during the lab. Student listens, shares and supports the efforts of others, and encourages participation from all team members. Student is helpful to peers without dominating tasks or keeping others from being able to participate. Consistently asks others what they can do to help when they've completed their own tasks, or finds tasks that are not yet completed/have not been assigned yet to work on. Student is not distracted or a distraction to their peers, and encourages others to remain or get on-task with them.	• Student works cooperatively with team members during the lab. • Student often listens, shares and supports the efforts of others. • Student asks others what they can do to help when they've completed their own tasks. • Student is not distracted or a distraction to their peers. • Student does not create an uncomfortable environment for their teammates or cause friction in the group. • Student is not distracted or a distraction to their peers.	• Student does not cooperate well with teammates, or does not communicate with their team during the lab. They do not take equal part in the lab work. • Student may not listen, share, or support the efforts of others. • Student creates an uncomfortable environment for their teammates or cause friction in the group. • Student does not ask what they can do to help when they've completed their own tasks, and waits for someone to notice they need a new task. • Student is distracted or a distraction to their peers.	• Student does not cooperate or communicate with their teammates during the lab. They do considerably less work during the lab than their peers. • Student does not support the efforts of others on the team or help with cooking process. • Student does not ask what they can do to help and waits for someone to notice they need a task. They may not initiate any tasks at all otherwise. • Student is distracted and rarely engages with the group for on-task conversation.
TECHNIQUE & SKILLS	Student demonstrates appropriate preparation techniques for foundational skills Student demonstrates appropriate cooking/mixing/baking techniques on unit-based skills Student does not require assistance from teacher or peers, instead they can teach task to another student that may be struggling with the skills. Student completes all tasks in a safe, efficient manner. Final product of the lab is as planned for and expected.	• Student demonstrates appropriate preparation techniques for foundational skills with some reminders or guidance. • Student demonstrates appropriate cooking/mixing/baking techniques on unit-based skills with some reminders or guidance. • Student sometimes seeks assistance from teacher or peers prior to attempting skills/techniques. • Student completes all tasks safely, with some reminders about efficiency. • Final product of lab is as planned for and expected with minimal or logical variation.	• Student demonstrates preparation techniques for foundational skills with guidance. • Student demonstrates cooking/mixing/baking techniques on unit-based skills with guidance • Student is able to explain new techniques at a basic level, but requires additional support to understand what needs to be done. • Student struggles to complete tasks safely or efficiently. • Final product of lab has multiple variations from the original plan or expectation.	• Student cannot or does not demonstrate appropriate preparation/cooking techniques. • Student does not incorporate new techniques from lessons during the labs. • Student needs other students/teacher to reteach them new techniques again in order to be successful, and cannot explain what the technique includes otherwise. • Student creates additional work for their teammates in terms of work imbalance, reteaching skills, having to redo failed tasks/techniques, or due to poor efficiency. • Final product of the lab is not what was originally planned for or expected.
SANITATION	Students do not utilize anything left dirty in their kitchen from other teams before cleaning it again. Student has their hair back, apron on, and hands washed as soon as they enter. Student washes their hands after touching anything that can contaminate food.	• Students recognize anything left dirty in their kitchen from other teams, but may need reminders to clean it before beginning. • Student has their hair back, apron on, and hands washed before the lab.	• Students do not recognize when the kitchen is dirty, and need reminders to keep it clean. • Student needs reminders during class or the start of the lab to have their hair back, apron on, and hands washed. • Student needs reminders to wash their hands after	• Students are aware that the kitchen is dirty, but do not clean it up before beginning. • Student does not have their hair back, apron on, and hands washed, or student needs frequent reminders to keep up with that expectation during the lab. • Student repeatedly must be reminded to wash their hands

	All food is prepared in a way that prevents cross-contamination and foodborne illness. Dishes are washed, rinsed, sanitized, and dried before they are put away. Stove and counters are left clean and dry. Sink has been wiped clean and all garbage has been removed from strainer. Dining table is clean and dry. Floor is swept of all debris and wiped of all spills. All teammates take equal part in the cleaning process at the start and end of the lab period.	● Student washes their hands after touching anything that can contaminate food. ● Food is prepared in a way that prevents cross-contamination and foodborne illness, with very few reminders. ● Dishes are washed, rinsed, sanitized, and dried before they are put away. ● Stove and counters are left clean and dry with minimal issues. ● Sink has been wiped clean and all garbage has been removed from strainer with minimal issues.. ● Dining table is clean and dry with minimal issues. ● Floor is swept of all debris and wiped of all spills with minimal issues. ● All teammates take equal part in the cleaning process at the start and end of the lab period.	touching anything that can contaminate food. ● Reminders must be given so that food is prepared in a way that prevents cross-contamination and foodborne illness. ● Dishes are washed, rinsed, sanitized before being put away, but may still be slightly wet. ● Stove and counters are left clean and dry with some issues. ● Sink has all garbage removed from sink strainer, but may still be wet. ● Dining table is clean but may not be dry. ● Floor is not swept of all debris and wiped of all spills. ● All teammates do not take equal part in the cleaning process at the start and end of the lab period.	after touching anything that can contaminate food. ● Food is not prepared in a way that prevents cross-contamination and foodborne illness, or requires constant supervision. ● Dishes were put away still dirty or very wet. ● Stove and/or counters are still dirty. ● Sink still has food in the drain. ● Dining table is not clean.. ● Floor is not swept and/or is still wet. ● All teammates do not take equal part in the cleaning process at the start and end of the lab period.
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NOTE: Parts of this rubric are based on the group as a whole, but parts are specific to the individual student. It is at the teacher's discretion if all teammates receive the same grade on any given lab due to differences in the individual rubric scores.

Culinary Portfolio Final Draft Rubric

Below	Meets	Above	EXPECTATIONS
			All components are present and in order.
			All checkpoints were turned in on time.
			Student effectively used class time provided to complete all aspects of the portfolio.
			All writing is checked for clarity, grammar, and spelling mistakes.
			Author's reflection correctly uses subject-specific vocabulary while describing their learning.
			Author's reflection highlights the new skills they learned over the course of the units and the semester using specific details from labs.
			Author's reflection shows a critical analysis of their own areas for improvement within each unit and over the course of the semester as a whole.
			Student's reflections discuss goals they set for themselves over the course of the semester and their progress towards those goals.
			Student's portfolio includes a minimum of three photographs per unit of different finished products to showcase their work during each unit.
			Student's reflections use specific details from their labs to create comparisons and evidence of growth & learning over time.
			Student's reflections have been revised or edited after each checkpoint based on teacher feedback.
			Student's self-reflection is honest when describing their efforts over the course of the year.

If you do only what is expected of you (all checks are in the "Meets Expectations" column) you will receive a final grade of B. For every 2 checks in the "Above Expectation" column, you will level to the next letter grade (B to a B+, etc). Checks in the "Below Expectation" column in ANY category will decrease your grade by one tier for every 2 check marks (B to a B-, etc).

Culinary Portfolio Checkpoint Rubric

TOTAL POINTS	EXPECTATION	EARNED POINTS
5	All components are present and in order.	
10	Clear photographs of a minimum of 3 different dishes have been included. They are of that student's work (cannot be from a different team or internet source).	
20	Content-based questions show a correct and complete understanding of new skills and vocabulary.	
25	Skills-based questions use specific examples from labs to show how student learned these skills or may need improvement.	
25	Collaboration/teamwork-based questions use specific examples from current and past labs to show how the student is improving since the previous unit or may need improvement in the next.	
5	Portfolio looks professional and unique to the student creating it.	
10	Portfolio is fully completed by the due date. Additional points may be deducted based on the degree of lateness.	
Student score		_____/100

SAMPLE

Culinary 1 Portfolio Questions

Instructions:

1. Create your portfolio inside your school Google Drive as a Google Slides presentation.
2. Title the presentation with your last name and the name of the course plus “portfolio” (example: Jones Culinary 1 Portfolio)
3. Pick your background theme from Slides or download one from the internet. Pick one that matches your style.
4. Create a title page.
5. Write your chef bio & photo.
6. Complete your “starting out” questions before we begin learning
7. At the end of each unit, you’ll submit the portfolio for a checkpoint grade.
8. I’ll give you feedback for editing and revision purposes for the final draft, which is due at the end of the semester.
9. You’ll continue to update the very first version to create a “final draft” and will NOT start over for each new unit. You may just be asked to revise.

Starting Out Unit Questions

- Why did you sign up for this class?
- How often do you cook at home?
- What’s the hardest thing you’ve ever cooked?
- I’ve never cooked _____, but I would really like to one day!
- When it comes to working as a team, my strengths are... and my weaknesses are....
- If you have pictures of any of your cooking from home, please include them here!

Kitchen Essentials Unit Questions

- Content-based question (CBQ): In your own words, what does it mean to mise-en-place? Why is this an essential step in the kitchen?
- CBQ: Correctly name 3 different knife cuts you learned during this unit. Describe how to do each technique/when we used it in different labs or recipes. It’s really

helpful to include a picture of your knife skills lab here, so you can put arrows to each cut on your mise-en-place tray!

- Skills-based question (SBQ): Describe at least 3 cooking techniques you learned during this unit. Explain which lab it was relevant to. (Hint: it doesn't have to be vocabulary words—it can be new procedures, techniques, or equipment you learned from being in the classroom)
- SBQ: What was the biggest success or challenge you encountered with cutting or cooking techniques from this unit? Make sure to give specific examples from at least one lab done during this unit.
- Collaboration/Teamwork-based question (TBQ): How did you work with your group members? It is important to take a moment to be honest with yourself and give specific examples, because I will keep asking this question every unit. If you say it was perfect now, you have no room to grow.
- TBQ: How balanced do you feel the effort of your group members were? Was the work overall distributed evenly? Why or why not, giving specific examples.
- TBQ: What was the hardest part for you working with your group? What was the best or most rewarding part?
- SBQ or TBQ: What would you like to improve upon during our next unit? Make sure to explain why you think so by giving a specific example from one of our labs.

SAMPLE

Culinary Lab Prep Sheet

Recipe:	Kitchen #
Executive Chef: Sanitation Manager:	Date:
<u>Sanitation Manager</u> - Responsible for team cleanliness including but not limited to dishes being washed, dried, and put in proper storage locations; counters being sanitized and wiped down; eating surfaces being sanitized and wiped down; floor being debris and spill-free; cooking surfaces being debris and spill-free; proper cross-contamination prevention utilized throughout the lab. The SM is not responsible for completing these tasks alone. They are responsible for having them fairly distributed across all teammates, delegating cleaning tasks to anyone “standing around,” and staying after the bell to finish cleaning if team does not pass inspection. <u>Executive Chef</u> - Responsible for making sure mise is done correctly (by measurement, ingredient, and preparation technique); making sure each team member knows the directions for the steps of the recipe they are participating in; reteaching/assisting with techniques if a team member is confused; keeping an eye on the time; and proper temperature control utilization throughout the lab. The EC is not responsible for completing all tasks alone. They are responsible for having them fairly distributed across all teammates, and delegating cooking tasks to anyone not participating. The EC will be held responsible if the recipe is not being followed correctly during the lab or teammates are not participating in cooking.	

TEACHER REMINDERS & TIPS FROM LESSON	
Equipment Needed to Prepare Recipe:	
In-station:	
Shared equipment from cabinets:	
Special appliances/Equipment from teacher:	

Person Responsible	Sanitation Tasks: CLEAN AS YOU GO. Multiple names per box may be necessary. Remember, the whole team should set up kitchen as soon as you arrive to class and individuals are responsible for their hands, hair, aprons.
	Wash dishes in HOT soapy water & HOT rinse, place on the drying rack
	Dry dishes and put them away in the proper place.
	Wash & sanitize kitchen counters
	Clean stovetop, microwave (inside and out), ovens (inside and out)
	Wash & sanitize eating surface (counters or tables)
	Sweep and/or swiffer floor
	Dry sink, dish bucket, and drying rack thoroughly (wash with soap if greasy or dirty)

Person Responsible	Cooking Tasks: MISE- PREP-COOK-SERVE-PHOTOGRAPH Don't forget to mise all ingredients and equipment for the first 3-5 steps before you begin cooking. Then, half the team should continue the mise for the rest of the recipe while the other half starts cooking.	DONE?