

**Grade level: 10-12**  
**Time Allotment: 2 weeks**

**Course Title: Culinary Arts I**

**Topic/Concept: Kitchen Safety & Measurement Review**  
**Unit Sequence: 1**

**Major Concepts to be learned:**

- |                                                         |                 |
|---------------------------------------------------------|-----------------|
| 1. Kitchen safety and sanitation<br>2. Measuring basics | 3. Knife Skills |
|---------------------------------------------------------|-----------------|

**Expected Skills to be demonstrated:**

- |                                                                                                                                                                                                                                                                 |                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 1. TSWBAT identify and remedy common kitchen hazards.<br>2. TSWBAT demonstrate the ability to follow kitchen sanitation protocols.<br>3. TSWBAT measure accurately using common kitchen measurement tools.<br>4. TSWBAT demonstrate and name common knife cuts. | 5. TSWBAT safely use kitchen knives.<br>6. TSWBAT identify and name common knives. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|

**PA Standards/Anchors:**

|                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11.1.9-12.B Evaluate the role of government agencies in safeguarding our food supply                                                                            |
| 11.1.9-12.E Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning. |

**Eligible Content:**

- |                                                                                                          |
|----------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Food for Today Ch 19 &amp; 20</li><li>• YouTube Videos</li></ul> |
|----------------------------------------------------------------------------------------------------------|

**Instructional Strategies:**

- |                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Videos</li><li>• Class discussions</li><li>• Lecture</li><li>• Measurement poster project</li><li>• Notes</li><li>• Digital worksheets</li><li>• Food Lab</li></ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Assessments:**

- |                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Observation</li><li>• Class discussions</li><li>• Poster</li><li>• Worksheets</li><li>• Food Lab planning sheet and reflection</li></ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Grade level: 10-12**  
**Time Allotment: 9 weeks**

**Course Title: Culinary Arts I**

**Topic/Concept: The Art of Cooking**  
**Unit Sequence: 2**

**Major Concepts to be learned:**

- |                      |                       |                                   |              |
|----------------------|-----------------------|-----------------------------------|--------------|
| 1. Utilizing recipes | 3. Mixing             | 5. Specialty Food Prep Techniques | 7. Garnishes |
| 2. Measuring         | 4. Cooking Techniques | 6. Workplans                      |              |

**Expected Skills to be demonstrated:**

- |                                                              |                                                                       |
|--------------------------------------------------------------|-----------------------------------------------------------------------|
| 1. TSWBAT list the six parts of a good recipe.               | 5. TSWBAT describe 3 main ways to transfer heat to food.              |
| 2. TSWBAT describe ways to find and organize recipes.        | 6. TSWBAT identify factors that affect the rate at which food cooks.  |
| 3. TSWBAT identify different mixing techniques.              | 7. TSWBAT identify the difference between moist and dry heat cooking. |
| 4. TSWBAT describe coating and explain why it is beneficial. | 8. TSWBAT develop and utilize a workplan.                             |

**PA Standards/Anchors:**

**Eligible Content:**

- |                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11.1.9-12.B Evaluate the role of government agencies in safeguarding our food supply                                                                                                                                         |
| 11.1.9-12.D Evaluate the application of nutrition and meal-planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their life span. |
| 11.1.9-12.E Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.                                                              |
| 11.1.9-12.F Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.                                                                   |
| 11.1.9-12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.                                                                                                                   |
| 11.3.9-12.C Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.                                                                                                                      |
| 11.6.9-12.A Evaluate the effectiveness of action plans that integrate personal, work, family, and community responsibilities.                                                                                                |
| 11.6.9-12.B Analyze teamwork and leadership skills and their application in various family dynamics and employability skills.                                                                                                |

- Food For Today
- Ch 23 Using Recipes
- Ch 24 Preparation Techniques
- Ch 25 Cooking Methods
- Ch 26 Developing a Workplan
- Ch 27 Creative Additions

**Instructional Strategies:**

- Reading from textbook
- Class discussions
- Lecture
- Demonstrations
- Reading Guides
- Food labs
- Group Projects

**Assessments:**

- Reading Guides
- Observation
- Class discussions
- Food Lab planning sheet and reflections
- Projects
- Tests

**Grade level: 10-12**  
**Time Allotment: 4 weeks**

**Course Title: Culinary Arts I**

**Topic/Concept: Gingerbread House Project**  
**Unit Sequence: 3**

**Major Concepts to be learned:**

1. Teamwork
2. Design and planning
3. Working with Food products to create shelf stabile art

**Expected Skills to be demonstrated:**

1. Students will be able to plan and prepare for a project that meets the specifications given by the Pittsburgh Gingerbread House Competition.
2. Students will be able to work as a team to execute their plan.
3. Students will learn needed skills along the way such as making gingerbread, hard tack, tempering chocolate, etc.

**PA Standards/Anchors:**

**Eligible Content:**

FCS 11.1.9-12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.  
FCS 11.3.9-12.C Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.  
FCS 11.6.9-12.B Analyze teamwork and leadership skills and their application in various family dynamics and employability skills.

- Pittsburgh Gingerbread House Competition Rules and Guidelines
- Online research and video tutorials

**Instructional Strategies:**

**Assessments:**

- The teacher will introduce the project.
- The students will plan and propose their project ideas.
- The teacher will approve the project.
- The students will submit a shopping list, abiding by the budget given.
- The students will work as a team to complete the project.
- Students will learn needed skills as they progress through the project.
- Projects will be turned in by the due date.
- All involved will go on a field trip to see the gingerbread house display.

- Project Proposal
- Observation
- Final Project
- Reflection

**Grade level: 10-12**  
**Time Allotment: 2 weeks**

**Course Title: Culinary Arts I**

**Topic/Concept: Holiday Baking Competition**  
**Unit Sequence: 4**

**Major Concepts to be learned:**

1. Baking
2. Teamwork
3. Design concepts
4. Food Safety and Sanitation

**Expected Skills to be demonstrated:**

1. Students will be able to work as a team to choose a recipe that fits the theme and competition guidelines.
2. Students will be able to plan out a materials list and time management.
3. Students will be able to follow the recipe to complete their baked good.
4. Students will be able to follow design concepts in order to plate a nice looking final product.

**PA Standards/Anchors:**

11.1.9-12.E Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.  
11.1.9-12.F Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.  
11.1.9-12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.

**Eligible Content:**

Online recipes

**Instructional Strategies:**

- The teacher will introduce the project and project rubric.
- The students will complete their time sheet.
- The teacher will order materials from the list.
- The students will bring the project to fruition.
- The teacher will grade the project based on the rubric.

**Assessments:**

- Time sheet
- Observation
- Final product
- Reflection

**Grade level: 10-12**  
**Time Allotment: 19 weeks**

**Course Title: Culinary Arts I**

**Topic/Concept: Food Preparation**  
**Unit Sequence: 5**

**Major Concepts to be learned:**

- |                         |                       |          |            |                       |
|-------------------------|-----------------------|----------|------------|-----------------------|
| 1. Preparing Fruits     | 3. Grain products     | 5. Dairy | 7. Meat    | 9. Fish and Shellfish |
| 2. Preparing Vegetables | 4. Legumes, Nut, Seed | 6. Eggs  | 8. Poultry | 10. Beverages         |

**Expected Skills to be demonstrated:**

- |                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. TSWBAT describe the nutritional benefits in each food category.</li><li>2. TSWBAT identify the major types of food in each category.</li><li>3. TSWBAT explain the proper way to store the food item.</li><li>4. TSWBAT describe methods of cooking in each food category.</li></ol> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PA Standards/Anchors:**

**Eligible Content:**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>11.1.9-12.A Predict factors that affect food safety and security from production through consumption.</p> <p>11.1.9-12.C Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</p> <p>11.1.9-12.D Evaluate the application of nutrition and meal-planning principles in the selection, planning, preparation, and serving of meals that meet the specific nutritional needs of individuals across their life span.</p> <p>11.1.9-12.E Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.</p> <p>11.1.9-12.F Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.</p> <p>11.1.9-12.G Analyze the relevance of scientific principles to food processing, preparation, and packaging.</p> <p>11.1.9-12.H Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.</p> | <ul style="list-style-type: none"><li>• Food for Today</li><li>• Chapter 28 Fruits</li><li>• Chapter 29 Vegetables</li><li>• Chapter 30 Grain Products</li><li>• Chapter 31 Legumes, Nuts, and Seeds</li><li>• Chapter 32 Dairy Foods</li><li>• Chapter 33 Eggs</li><li>• Chapter 34 Meat</li><li>• Chapter 35 Poultry</li><li>• Chapter 36 Fish and Shellfish</li><li>• Chapter 37 Beverages</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Instructional Strategies:**

- Food Labs
- Textbook readings
- Reading Guides
- Group Projects
- Webquest
- Guest Speaker
- Demonstrations

**Assessments:**

- Observations
- Class discussions
- Projects
- Tests
- Reading guides
- Food lab planning sheets and reflections