

Grade level: 12
Time Allotment: 12 weeks

Course Title: Culinary II

Topic/Concept: Food Combinations
Unit Sequence: 1

Major Concepts to be learned:

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| 1. Sandwiches and Pizza | 3. Stir-Fries and Casseroles |
| 2. Salads and Dressings | 4. Soups, stews, and sauces |

Expected Skills to be demonstrated:

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| 1. TSWBAT list three different types of sandwiches and describe how to make them. | 7. TSWBAT summarize the basic steps to stir-frying. |
| 2. TSWBAT demonstrate how to make pizzas and calzones. | 8. TSWBAT explain the roles of basic ingredients in a casserole. |
| 3. TSWBAT use time management and planning to complete projects. | 9. TSWBAT explain how to make broth and stock. |
| 4. TSWBAT list and describe seven types of salads. | 10. TSWBAT list ways to thicken an ingredient |
| 5. TSWBAT explain how to wash and store salads. | 11. TSWBAT describe and demonstrate the 6 sauces. |
| 6. TSWBAT identify and prepare different types of dressings. | |

PA Standards/Anchors:

Eligible Content:

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| 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. |
| 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. |
| 11.1.9-12.H Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans. |
| 11.2.9-12.D Compare and contrast the selection of goods and services by applying safe and effective consumer strategies. |
| 11.3.9-12.C Evaluate the effectiveness of using interpersonal communication skills to resolve conflict. |
| 11.5.9-12.B Demonstrate the ability to manage and maintain individual and family budgets. |

- Food for Today Ch 38 Sandwiches and Pizza
- Ch 39 Salads and Dressings
- Ch 40 Stir-Fries and Casseroles
- Ch 41 Soups, Stews, and Sauces

Instructional Strategies:

- Independent study
- Food Labs
- Reading From Text book

Assessments:

- Planning sheet and reflection
- Observation
- Food lab products

Grade level: 12
Time Allotment: 12 weeks

Course Title: Culinary II

Topic/Concept: The Art of Baking
Unit Sequence: 2

Major Concepts to be learned:

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| 1. Baking Basics | 3. Cakes, Cookies, and Candies |
| 2. Quick & Yeast Breads | 4. Pies and Tarts |

Expected Skills to be demonstrated:

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| 1. TSWBAT list and explain basic baking ingredients. | 7. TSWBAT list and describe the 6 types of cookies. |
| 2. TSWBAT describe how to prepare pans for baking. | 8. TSWBAT explain the impact of temperature on baked goods and candy. |
| 3. TSWBAT explain how to properly store baked goods. | 9. TSWBAT demonstrate how to prepare and roll pastry dough. |
| 4. TSWBAT demonstrate the ability to make quick breads. | 10. TSWBAT identify ways that tarts and turnovers differ from pies. |
| 5. TSWBAT describe the mechanisms of yeast in baking. | 11. TSWBAT explain how to prevent problems while baking pies and tarts |
| 6. TSWBAT demonstrate cake decorating techniques. | |

PA Standards/Anchors:

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| 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. |
| 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. |
| 11.1.9-12.H Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans. |
| 11.2.9-12.D Compare and contrast the selection of goods and services by applying safe and effective consumer strategies. |
| 11.3.9-12.C Evaluate the effectiveness of using interpersonal communication skills to resolve conflict. |
| 11.5.9-12.B Demonstrate the ability to manage and maintain individual and family budgets. |

Eligible Content:

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| <ul style="list-style-type: none">• Food for Today• Ch 42 Baking Basics• Ch 43 Quick & Yeast Breads• Ch 44 Cakes, Cookies, and Candies• Ch 45 Pies & Tarts |
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Instructional Strategies:

- Independent study
- Food Labs
- Reading From Text book

Assessments:

- Planning sheet and reflection
- Observation
- Food lab products

Grade level: 12
Time Allotment: 12 weeks

Course Title: Culinary Arts II

Topic/Concept: Global Foods
Unit Sequence: 3

Major Concepts to be learned:

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| 1. Foods of the US and Canada | 4. Foods of Eastern Europe and Russia |
| 2. Foods of South America, Latin America, Caribbean | 5. Foods of South, East, and Southeast Asia |
| 3. Foods of Western, Northern, and Southern Europe | 6. Foods of Southwest Asia, the Middle East, and Africa |

Expected Skills to be demonstrated:

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| 1. TSWBAT give examples of regional ingredients and dishes. |
| 2. TSWBAT identify ingredients that play a role in each of the cultural cuisines. |
| 3. TSWBAT describe how geography and climate affect cuisines. |
| 4. TSWBAT compare and contrast cuisines from differing regions. |
| 5. TSWBAT demonstrate how to make different cultural dishes. |

PA Standards/Anchors:

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| 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. |
| 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. |
| 11.1.9-12.H Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans. |
| 11.2.9-12.D Compare and contrast the selection of goods and services by applying safe and effective consumer strategies. |
| 11.3.9-12.C Evaluate the effectiveness of using interpersonal communication skills to resolve conflict. |
| 11.5.9-12.B Demonstrate the ability to manage and maintain individual and family budgets. |

Eligible Content:

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| <ul style="list-style-type: none">• Food for Today• Ch 46 Foods of the US and Canada• Ch 47 Foods of South America, Latin America, Caribbean• Ch 48 Foods of Western, Northern, and Southern Europe• Ch 49 Foods of Eastern Europe and Russia• Ch 50 Foods of South, East, and Southeast Asia• Ch 51 Foods of Southwest Asia, the Middle East, and Africa |
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Instructional Strategies:

- Independent study
- Food Labs
- Reading From Text book

Assessments:

- Planning sheet and reflection
- Observation
- Food lab products