

Fairfield Public Schools

Family Consumer Sciences Curriculum

Introduction to Culinary Arts 10



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Introduction to Culinary Arts students will develop the fundamental skills and techniques necessary for independent meal preparation in kitchen labs representative of a home environment. Students will strive to acquire the ability to cook independently.

In this course the learner will:

- acquire basic culinary skills.
- demonstrate knowledge and skills in the planning, preparation and evaluation of basic foods.
- employ proper safety and sanitation procedures.
- identify healthy eating habits.
- demonstrate correct knife skills.
- investigate potential culinary careers.
- apply cross disciplinary skills within the culinary curriculum.

National Standards for Family and Consumer Sciences Education

Developed by the National Association of State Administrators of FCS

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Area of Study 1.0			
Career, Community and Family Connections			
Comprehensive Standard			
Integrate multiple life roles and responsibilities in family, work, and community settings.			
Content Standards		Competencies	
1.2	Demonstrate transferable and employability skills in school, community and workplace settings.	1.2.1	Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
		1.2.3	Apply communication skills in school, community and workplace settings.
		1.2.4	Demonstrate teamwork skills in school, community and workplace settings.
		1.2.5	Analyze strategies to manage the effects of changing technologies in workplace settings.
		1.2.6	Demonstrate leadership skills and abilities in school, workplace and community settings.

Area of Study 2.0			
Consumer and Family Resources			
Comprehensive Standard			
Evaluate management practices related to the human, economic, and environmental resources.			
Content Standards		Competencies	
2.1	Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.	2.1.1	Apply management and planning skills and processes to organize tasks and responsibilities.
		2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.

2.2	Analyze the relationship of the environment to family and consumer resources.	2.2.1	Analyze individual and family responsibility in relation to the environmental trends and issues.
		2.2.2	Summarize environmental trends and issues affecting families and future generations.
		2.2.3	Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.

Area of Study 8.0			
Food Production and Service			
Comprehensive Standard			
Integrate knowledge, skills, and practices required for careers in food production and services.			
Content Standards		Competencies	
8.2	Demonstrate food safety and sanitation procedures.	8.2.5	Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
		8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

Area of Study 14.0			
Nutrition and Wellness			
Comprehensive Standard			
Demonstrate nutrition and wellness practices that enhance individual and family well-being.			
Content Standards		Competencies	
14.1	Analyze factors that influence nutrition and wellness practices across the life span.	14.1.2	Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
		14.1.3	Analyze the governmental, economic, and technological influences on food choices and practices.
		14.1.4	Analyze the effects of global and local events and conditions on food choices and practices
		14.1.5	Analyze legislation and regulations related to nutrition and wellness.

14.2	Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span	14.2.1	Analyze the effect of nutrients on health, appearance, and peak performance.
		14.2.2	Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.
		14.2.3	Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
		14.2.4	Analyze sources of food and nutrition information, including food labels, related to health and wellness.
14.3	Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (Corrected 1-09-09)	14.3.1	Apply various dietary guidelines in planning to meet nutrition and wellness needs.
		14.3.3	Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
14.4	Evaluate factors that affect food safety from production through consumption.	14.4.1	Analyze conditions and practices that promote safe food handling.
		14.4.2	Analyze safety and sanitation practices throughout the food chain.
		14.4.4	Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.
		14.4.5	Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
		14.4.6	Analyze public dialogue about food safety and sanitation.
14.5	Evaluate the influence of science and technology on food composition, safety, and other issues.	14.5.1	Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.
		14.5.2	Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
		14.5.3	Analyze the effects of technological advances on selection, preparation and home storage of food.

Family and Consumer Sciences Connecticut Technical Education Standards

Culinary and Food Production

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

5. Demonstrate good personal hygiene and health procedures and report symptoms of illness.
7. Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

C. Food Service Equipment: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment

10. Identify a variety of equipment used for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

E. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu

categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.
14. Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
16. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
17. Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
18. Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
19. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
21. Prepare sandwiches, canapés, and appetizers using safe handling and professional preparation techniques.
22. Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.
23. Prepare breakfast meats, eggs, cereal grains, and batter products using safe handling and professional preparation techniques.
24. Demonstrate professional plating, garnishing, and food presentation techniques.

Introduction to Culinary Arts 10

Assessments

Assessments are based on student's ability to accomplish skill objectives.

Student's progress in the Introduction to Culinary Arts 10 will be measured with both formative and summative performance based assessments.

Common assessments will be used and correlated within each unit.

Teacher Resources

- Internet, tablets, books, texts, magazines, online textbooks and resources
- Equipment to support current industry trends involving modern and regional cooking equipment. This may include: smokers, sous vide, vacuum sealer, induction burners, ice cream machines, paco jet, arti griddles.

Units	Essential Questions	Central Understandings	Skill Objectives
		Students will understand:	Students will be able to:
Nutrition: Healthy Eating Habits	<p>How will what I eat today affect my health tomorrow?</p> <p>How do I prepare healthy food so that it tastes good?</p> <p>How do I decide what to eat?</p>	<ul style="list-style-type: none"> • a healthy diet includes a variety of foods which provide vitamins, minerals, fiber, carbohydrates, protein, fats, and water. • there is a balance between food intake and physical activity. • the benefits of buying local, seasonal, and organic foods. • how information on a food label relates to their health and well-being. • homemade sweets are better for you in limited quantities than store bought processed sweets. 	<ul style="list-style-type: none"> • prepare and cook a variety of nutrient dense foods. • prepare several vegetarian dishes. • match food sources to major nutrients. • select, prepare, and store food to retain nutrients. • read a food label to evaluate the nutritional content.
Safety & Sanitation	<p>Why is the kitchen the most dangerous room in the house?</p> <p>How can kitchen injuries be prevented?</p> <p>How do I put out a small pan fire?</p> <p>How does food preparation impose environmental consequences?</p>	<ul style="list-style-type: none"> • foodborne disease is a result of improper hygiene, food handling, storage, and sanitation techniques. • the importance of maintaining a clean, sanitary, safe work area. • hands must be washed constantly when dealing with food. • good safety practices help to prevent kitchen accidents. • emergency procedures to implement should an accident occur • the impact of human imprint on our world 	<ul style="list-style-type: none"> • operate and maintain kitchen equipment correctly to prevent accidents. • properly clean and sanitize a kitchen workstation. • correctly store materials and products. • employ ServSafe procedures for handling food to minimize the risk of food borne illnesses. • implement correct first aid and emergency procedures. • recycle and reuse.
Culinary Basics	What is mise en place?	<ul style="list-style-type: none"> • mise en place is key to kitchen efficiency. 	<ul style="list-style-type: none"> • name parts of the recipe. • identify recipe abbreviations and equivalents.

	<p>Why is it important to follow a recipe?</p>	<ul style="list-style-type: none"> • terms, tools, and techniques necessary for food preparation. • the structure and components of a recipe. • how to measure accurately. • plating and presentation. • how to create and maintain a personal recipe file. 	<ul style="list-style-type: none"> • mise en place a recipe. • adjust recipe yields. • measure accurately. • follow a recipe's instructions to completion. • demonstrate correct selection and use of kitchen tools. • utilize correct cooking techniques. • plate and present. • create and execute a personalized recipe file. • demonstrate proper waste disposal and recycling methods.
<p>Knife Skills</p>	<p>How do I choose the appropriate knife for the task at hand?</p> <p>How do I use this knife?</p>	<ul style="list-style-type: none"> • the importance of knife safety • the ergonomics of the knife grip • the cutting motion • the following knife cuts: chiffonade mince chop rough cut slice julienne 	<ul style="list-style-type: none"> • practice knife safety within the kitchens. • utilize the correct knife grip. • perform the correct cutting motions. • demonstrate chiffonade mince chop rough cut slice julienne
<p>Planning, Preparation and Evaluation of Foods</p>	<p>What does "made from scratch" mean?</p> <p>How can I incorporate new foods into my diet?</p> <p>How do cooking methods affect foods?</p>	<ul style="list-style-type: none"> • the techniques and methods for preparing a variety of foods: steam deglaze reduce blanch poach sauté 	<ul style="list-style-type: none"> • prepare a variety of meat and poultry items. • prepare a variety of foods that illustrate the different functions of eggs. • prepare grains, seeds, and beans using a variety of cooking methods.

		boil simmer pan-fry bake broil roast sear	<ul style="list-style-type: none"> • prepare fruits and vegetables preserving their color, texture, flavor and nutrients. • assemble a nutritious salad. • bake desserts from scratch. • plate an appropriate serving size. • taste and evaluate food products.
Careers	How can learning to cook lead to a future career?	<ul style="list-style-type: none"> • potential career paths within the hospitality industry. 	<ul style="list-style-type: none"> • identify a variety of careers within the hospitality industry.
Culinary Across Disciplines	Why do I need math skills in culinary? Why can't I work with my friends? Why do I need to read instructional materials?	<ul style="list-style-type: none"> • recipe and unit conversions. • leadership skills. • the dynamics of teamwork within a kitchen unit. • problem solving. • how to interpret instructional materials. • the effect of chemical reactions in foods. • how to measure accurately. • ways to create and maintain a personal recipe file. • the impact of food choices on a budget. 	<ul style="list-style-type: none"> • adjust recipe yields using mathematical operations. • practice unit conversions. • collaborate appropriately within group settings. • read and comprehend instructional materials. • assume head chef responsibilities within a group setting. • observe chemical reactions in foods. • evaluate and write reflections based on lab experiences.