

**TITLE: INTRODUCTION TO CULINARY ARTS**

**Course Code #334 2.5 credits**

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Core Curriculum Standards/CPI's	Essential Questions	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
9.1.12 A.1 9.3 C.2 9.3.12 C.11	What is Intro to Culinary Arts?	Unit One – Course Overview	<ul style="list-style-type: none"> <li>• Students will be able to identify the skills and knowledge required in this course. They will understand Fire Drill and Code C procedures.</li> <li>• Students will identify a potential career opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher guided discussion with course syllabus</li> <li>• Career opportunities graphic organizer and discussion</li> <li>• Course expectations survey with discussion</li> </ul>	Written student plans and results Student participation	7-8 class periods
9.1.12 A.1 9.1.12 F.2 9.1.12 F.3	What affects the safety of food?	Unit Two – Safe and Sanitary Food Handling The HACCP System Serv Safe training Foodborne illness Safety/sanitation Food toxins Food contaminants – biological, physical, chemical Food allergens Personal hygiene	<ul style="list-style-type: none"> <li>• Students will learn the importance of, and demonstrate, correct safe food handling procedures.</li> <li>• Students will be able to describe how food becomes contaminated.</li> <li>• Students will identify major foodborne pathogens, their sources, resulting illnesses, symptoms and prevention.</li> <li>• Students will understand the importance of the Serv Safe program.</li> <li>• Students will be able to identify HACCP principles.</li> <li>• Students will demonstrate correct laboratory procedures.</li> <li>• Students will understand the difference between cleaning and sanitizing.</li> <li>• Students will practice good grooming and personal hygiene habits.</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipatory sets</li> <li>• Graphic organizer</li> <li>• Teacher lecture/discussion</li> <li>• Student notes and inquiry activities</li> <li>• Vocabulary definitions</li> <li>• Visual presentation</li> <li>• Practical laboratory experience</li> </ul>	Student participation Check student work Laboratory evaluation/grade Quiz Test	22-23 class periods

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9.3.12 C.6 9.3.12 C.11 9.3.12 C.16	What is the relationship between time and temperature in food preparation?	Unit Three – The Flow of Food – Cross- Contamination  Time/temperature control	<ul style="list-style-type: none"> <li>Students will identify methods for preventing cross-contamination.</li> <li>Students will recognize different types of temperature-measuring devices.</li> <li>Students will understand methods to prevent time-temperature abuse.</li> </ul>	<ul style="list-style-type: none"> <li>Anticipatory sets</li> <li>Graphic organizer</li> <li>Teacher lecture/discussion</li> <li>Student notes and inquiry activities</li> <li>Vocabulary definitions</li> <li>Visual presentation</li> </ul>	Student participation Check student work Laboratory evaluation/grade Quiz Test	10 class periods
9.1.12 A.1 9.1.12. F.2 9.1.12 F.3 9.3.12 C.6 9.3.12 C.11 9.3.12 C.16	How can kitchen accidents and fire hazards be prevented?	Unit Four – Identifying Fire Hazards Controlling fires by using fire alarms and extinguishers Identifying common accidents and injuries Using safety guidelines for preventing accidents and injuries First aid and emergency procedures The role of OSHA	<ul style="list-style-type: none"> <li>Students will be able to identify fire hazards</li> <li>Students will be able to discuss fire control and fire safety plans</li> <li>Students will practice safety guidelines to prevent accidents and injuries</li> <li>Students will describe first aid and emergency procedures and the role of OSHA</li> </ul>	<ul style="list-style-type: none"> <li>Laboratory experience</li> <li>Anticipatory set</li> <li>Graphic organizer</li> <li>Teacher lecture/discussion</li> <li>Vocabulary definitions and study guide</li> <li>PowerPoint</li> <li>Student notes and inquiry activities</li> <li>Laboratory experience-cooperative learning</li> </ul>	Student participation Check student work Test and Quiz Lab evaluation	10 class periods
9.1.1 9.1 B.2	What is Baking?	Course overview	Students will be able to identify the skills and knowledge required in this course Students will identify a potential career opportunity	Teacher guided discussion with course syllabus Career opportunities graphic organizer and discussion	Written student plans and results	3 class periods

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3.1 F.3 9.1.1 9.1 F.2 9.2	What are the functions of ingredients of baked goods?  What are the various types of flours?	Functions of basic ingredients in baked goods-grains, water, salt and yeast  Types of flours from various grains	Understand the functions of the ingredients-grains, water, salt and yeast  Identify types of flours and their uses	Explore various types of grains  Vocabulary review  Written descriptions of the functions of basic baking ingredients  Laboratory experience  PowerPoint presentation  Compare and contrast types of flours used for specific baked products	Check student work  Student participation  Lab evaluation  Quiz	4 class periods
9.1.1 9.1 F.2 9.2 F.4	How does the addition of sweeteners, fats, oils and eggs affect the grain, texture, crumb, crust and flavor of dough?	Sweetening agents  Fats and oils  Eggs	Discuss different types of sweeteners  Identify the baking properties of fats and oils  Describe how to purchase, store and use eggs in baked goods	Lab-Compare baked goods using a variety of sweeteners Use eggs properly in baked goods  Evaluate food labels for sugar content  Inquiry activity-Match type of fat with their description	Check student work  Lab evaluation  Student participation  Quiz	5 class periods