

# Culinary: Intro to Cooking

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to plan, select and properly prepare food products in order to meet the intended goal.</li> <li>Students will demonstrate the ability to apply safe and healthy practices in order to prepare food.</li> <li>Students will demonstrate the ability to apply knowledge and skills connected to food service leadership and careers in order to meet the intended goal.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <p>NASAFACS - National Association of State Administrators for Family and Consumer Sciences</p> <ul style="list-style-type: none"> <li><a href="#">NASAFACS 8.1</a> - Analyze career paths within the food production and food services industries.</li> <li><a href="#">NASAFACS 8.2</a> - Demonstrate food safety and sanitation procedures.</li> <li><a href="#">NASAFACS 8.3</a> - Students will demonstrate standards in selecting, using and maintaining food production and food service equipment.</li> <li><a href="#">NASAFACS 8.4</a> - Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.</li> <li><a href="#">NASAFACS 8.5</a> - Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet consumer needs.</li> <li><a href="#">NASAFACS 8.6</a> - Demonstrate implementation of food service management and leadership functions.</li> <li><a href="#">NASAFACS 8.7</a> - Demonstrate the concept of internal and external customer service.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to be educated and independent consumers.</i></p>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>recipes are directions for preparing foods and offer helpful information.</li> <li>different food preparation techniques have varied effects on foods and mastering them is essential for success in the kitchen</li> <li>different cooking methods change the texture and flavor of foods, and add nutrition and appeal to meals.</li> <li>a work plan helps you manage time and tasks in order to prepare meals successfully.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>What would happen if recipes were never written?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that it is important to read a recipe before beginning to cook.</li> <li>that there are different kinds of cooking techniques.</li> <li>that it is important to be familiar with herbs and spices.</li> <li>that it is important to know how to use kitchen equipment properly.</li> <li>that there are safety rules to follow when using knives, tools, and equipment.</li> <li>that there are standards when selecting, using, and maintaining food production and equipment.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>analyzing opportunities for employment and entrepreneurial endeavors.</li> <li>practicing good personal hygiene/health procedures, including dental health and weight management, and reporting symptoms of illness.</li> <li>demonstrating procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.</li> <li>applying menu-planning principles to develop and modify menus.</li> </ul>

	<ul style="list-style-type: none"> <li>● that measuring and portioning ingredients are essential to cooking well.</li> <li>● of the career opportunities in the culinary field .</li> </ul> <p><u>vocabulary:</u> conductions, convection, moist heat, cooking, smoking point, sear, dry heat cooking, cutting, cube, dice, julienne, mince, breading, saute, herb, spice, paring knife, french knife, chef, sous chef</p>	<ul style="list-style-type: none"> <li>● demonstrating professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</li> <li>● applying principles of purchasing, receiving, issuing, and storing in food service operations.</li> <li>● working in a group to prepare recipe successfully.</li> </ul>
<b>Content Area Literacy Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>		<ul style="list-style-type: none"> <li>● <i>Think Creatively</i></li> <li>● <i>Collaborate with Others</i></li> <li>● <i>Solve problems</i></li> <li>● <i>Work creatively with others</i></li> <li>● <i>Be flexible</i></li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul>	<ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul>
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul>	