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## Culinary Skills Development I

**GRADE LEVEL: 10-11th**

**Prerequisites:** Introduction to Culinary Arts

### COURSE DESCRIPTION

The knowledge and skills that are gained in Skill Development I will inherently provide a solid foundation in applications that you will use in production kitchens and in the rest of your culinary career. In this course, you will be introduced to the fundamental concepts, skills and techniques of basic cookery and kitchen organization.

### COURSE SEQUENCE:

<u><a href="#">Unit 1</a></u> <u><a href="#">Kitchen Operations</a></u>		<u><a href="#">Unit 2</a></u>	<u><a href="#">Unit 3</a></u> <u><a href="#">Cooking Techniques</a></u>			<u><a href="#">Unit 4</a></u>
Food Safety & Management	Kitchen Functions & Equipment	Professionalism in the Kitchen	Soups & Sauces	Vegetable & Starch Cookery	Poultry, Meat & Seafood Cookery	Basic Baking

## Unit 1 : Kitchen Operations

### Enduring Understandings:

*Scholars will understand that...*

**U1..**When consumers eat out, they expect the food to be prepared and served in a sanitary environment.

**U2...**organization in a kitchen is necessary to establish productivity and efficiency.

**U3...**workflow and kitchen set-up are an element of mise en place that is driven by the items on a menu.

**U4...**knife skills are one of the building blocks of a culinary career

**Essential Question:** What are the skills and knowledge you need to develop first for a professional culinary career?

### Guiding Questions:

- What is my role in keeping the food safe for consumption?
- Am I organized **before** I start preparing food?
- Is my workstation compact and efficient?
- Do my knife skills reflect the work of a professional?

***Students will know...*** What knowledge will students learn as part of this unit?

### **Food Safety & Sanitation**

- Safe working conditions in a kitchen
- Personal Protective Clothing
- Common injuries: cuts, burns, scalds and the first aid for each
- Kitchen Fires, fire protective equipment and fire emergency procedures
- Contamination Basics and outbreak response
- Chemical and physical hazards: cleaning products, pest management
- Safe food handling: personal hygiene, proper handwashing techniques, wounds, illness
- HACCP Basics: food handling hazards, system monitoring
- Flow of food: receiving & storing, preparation & cooking
- Prepared food: holding, serving, reheating and disposal
- Dishwashing: manual , commercial, drying & storing

### **Foundations Mise en place**

- Kitchen equipment identification
- Station setup and breakdown
- Recipe use

***Students will be skilled at...***

- Identify possible culinary workplace safety issues.
- Explain fire safety equipment and emergency procedures.
- Describe first aid measures for burns, wounds, and choking.
- Reviewing and then passing the ServSafe Food Handlers exam including : identifying food borne illnesses, food hazards, personal hygiene, and food safety.
- Create and explain a master cleaning schedule for the culinary lab.
- Identify equipment needed for receiving, storing, holding, and serving food and beverages.
- Define mise en place.
- Identify and demonstrate functions of a standardized recipe.
- Create a kitchen brigade explaining the task of each worker.
- Setting up a workstation based on the recipes being created
- Demonstrating basic knife cuts and knife safety
- Explain the importance of uniformity in knife cuts.

<ul style="list-style-type: none"> <li>Measurements</li> </ul> <b>Knife Skills</b> <ul style="list-style-type: none"> <li>Basic hand position</li> <li>Basic slices and dices</li> </ul>	<ul style="list-style-type: none"> <li>Working as a team using the station model as a class norm.</li> </ul>
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PERFORMANCE ASSESSMENT (PROJECT)	
Evaluative Criteria	Assessment Evidence
<p><b>Criteria for success:</b>  <i>What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?</i></p> <p>The finished soups will also be assessed using the standard Culinary Arts Kitchen Production Rubric: <a href="#">Soup Production Rubric</a></p>	<p><b>PERFORMANCE ASSESSMENT</b> <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i> Scholars will work in groups to produce an original soup recipe from the categories studied. The culinary scholar groups will have an opportunity for “customer review” as each group will offer their soup as part of a SOUP presentation in Metals Cafe, asking teachers to vote for the best soups. The finished soups will also be assessed using the standard Culinary Arts Kitchen Production Rubric.</p> <p><b>Goal:</b> To understand the overarching concept of organizing the work flow in a kitchen by constructing and completing an original soup recipe while monitoring the steps from creation to service.</p> <p><b>Role:</b> The scholars will be assuming the role of saucier (soup and sauce maker)</p> <p><b>Audience:</b> Will be scholars and teachers in class in the E-wing.</p> <p><b>Situation:</b> The scholars will be studying the concept of mise en place and kitchen organization. We will also be covering the foundational skills of soup and sauce making. For this assessment the scholars will be creating an original soup recipe in the style of the 5 soup styles studied. They will create a customer comment sheet that will capture customer feedback. The soup will be given to the scholars and teachers in the E-wing who will act as the customers.</p> <p><b>Product:</b> The scholars will create an original soup recipe in the style of the 5 soup styles we have studied.</p>

## Unit 2 : Professionalism in the Kitchen

### Enduring Understandings:

*Scholars will understand that...*

U1...effective and ineffective communication and its impact on their success in the workplace.

U2... leadership styles may vary but they play an important role in the restaurant industry, and how leaders can contribute to the development of the organization's culture.

U3...the function of a chef as a goal setter, motivator, and teacher and how it affects the success or failure of a restaurant.

**Essential Question:** *What are the soft skills needed to be a successful chef/leader?*

### Guiding Questions:

- *Am I using any of the techniques to overcome the barriers of effective communication?*
- *How am I contributing to the development of a culture of high ethical standards in this restaurant?*
- *How does my management style affect the overall function of this restaurant?*

### ***Students will know...***

#### **Foundations of Communication**

- Types of communication
- Barriers of communication
- How communication takes place in the restaurants

#### **Management Styles**

- Assertive
- Aggressive
- Passive

#### **How Professional Kitchens are Structured**

- Classical Brigade System
- Modern Brigade System

### ***Students will be skilled at...***

- Identifying the forms of communication used in the workplace.
- Defining the roles and job descriptions in a modern and classical kitchen.
- Networking with local chefs and establishing professional connections.
- Working as a team

## PERFORMANCE ASSESSMENT (PROJECT)

Evaluative Criteria	Assessment Evidence
<p><b>Criteria for success:</b>  <i>What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?</i></p> <ul style="list-style-type: none"> <li>● Strong ability to describe the criteria used to award the JBA and the Michelin Star</li> <li>● Able to apply the JBA criteria to our local chefs and choose our Jimmy Mustache winner</li> <li>● Able to recognize the qualities of a leader in various chefs and in themselves</li> <li>● Able to use several ingredients correctly in the preparation of various hor d'oeuvre to be served at the culinary Showcase</li> </ul> <p><a href="#">Culinary Arts Performance Rubric-General</a></p>	<p><b>PERFORMANCE ASSESSMENT</b> <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i></p> <p><b>Goal:</b> The scholars will be exploring the management styles of various chefs. They will be looking at the management styles of famous iconic chefs and then local notable chefs throughout the year. The goal is for a deeper understanding of how management styles add or take away from the success of a restaurant.</p> <p><b>Role:</b> The scholars will act as a "Jimmy Mustache" judge and evaluate a pool of local chefs similar to the Michelin Star or the James Beard Award</p> <p><b>Audience:</b> A preselected pool of the top 10 local chefs and the guests at the end of the year Culinary Showcase.</p> <p><b>Situation:</b> The scholars will be evaluating the group of chefs on the criteria of the James Beard Award for excellence. The scholars will be following these chefs throughout the year looking at Yelp reviews, articles and visiting their restaurants to sample their food. The scholars will use criteria they develop to evaluate these chefs and will determine who is the best chefs in Rochester.(we will actually be presenting an "East High Jimmy Mustache Award" East High's version of the James Beard Award, to a local chef who best exemplifies the values of the JBA).</p> <p><b>Product:</b> As a culminating activity, the scholars will debate and defend their individual choice for the Jimmy Mustache Award. The class will decide which local chef wins the award and the winning chef will be contacted and will receive the actual Mustache Medallion. The award will be presented at the Culinary Showcase at the end of the school year. The scholars will also plan and prepare a hor d'oeuvre reception as part of the Showcase using all the skills they developed in this course.</p>

## Unit 3 : Cooking Techniques

### Enduring Understandings:

*Scholars will understand that...*

#### **Soups & Sauces**

**U1** ...stocks, broths and sauces are the foundations for many recipes and mastery of the creation of these is necessary for culinary success

#### **Vegetables**

**U1**...the use of acids and salts in cooking vegetables will have an affect on both the color and the nutritional value of the vegetable

#### **Rice/Potatoes**

**U2**...starch will gelatinize when exposed to water and will caramelize when exposed to dry heat

#### **Pasta**

**U3**...the specific shape of a pasta is designed to match the texture of the sauce used so that the finished product is balanced

#### **Grains**

**U4**...controlling the amount of water they absorb is critical for properly cooking grains

**Essential Question:** *How do you determine if your chosen side dish matches the center of the plate item?*

### Guiding Questions:

- Am I cooking my vegetables according to their color?
- Did I choose the correct rice grain size to match the desired outcome?
- Does the potato I'm using have the right starch content for my final product?
- How will carry over cooking affect my finished product?

### ***Students will know...***

#### **Stocks, Soups and Sauces**

- Clear, Cream, Puree, Thick, Chowder
- White and Brown Stocks
- Mother sauces and their derivatives

#### **Vegetables**

- How to control the color change in vegetables during the cooking process
- How to check for doneness of cooked vegetables

### ***Students will be skilled at...***

- Categorize cooking and heat transfer methods and explain which method is correct based on a given recipe.
- Explain and demonstrate different cooking techniques in the kitchen lab.
- Creating a unique soup recipe
- Cooking vegetables by color
- Applying various cooking methods to vegetables
- Preparing a basic rice pilaf and risotto
- Applying the appropriate cooking techniques to starchy and non-starchy potatoes

<ul style="list-style-type: none"> <li>How to select an appropriate cooking method for various vegetables</li> </ul> <b>Rice/Potatoes</b> <ul style="list-style-type: none"> <li>How to prepare a basic pilaf method</li> <li>How to select a rice best suited for the desired outcome</li> <li>How to select the potato with the best starch content for a selected cooking method</li> <li>The difference between moist heat and dry heat cooking methods</li> </ul> <b>Pasta</b> <ul style="list-style-type: none"> <li>How to prepare dried pasta</li> <li>How to prepare fresh pasta</li> <li>Various cuts and shapes of fresh pasta</li> <li>How to match sauces with pastas</li> </ul> <b>Grains</b> <ul style="list-style-type: none"> <li>How to rehydrate dried beans</li> <li>How to identify different grains</li> </ul>	<ul style="list-style-type: none"> <li>Cooking fresh and dried pasta</li> <li>Rehydrating and cooking dried beans</li> </ul>
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PERFORMANCE ASSESSMENT (PROJECT) # 1 - SOUPS	
Evaluative Criteria	Assessment Evidence
<p><b>Criteria for success:</b>  <i>What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?</i></p> <p>The finished soups will also be assessed using the standard Culinary Arts Kitchen Production Rubric: <a href="#">Soup Production Rubric</a></p>	<p><b>PERFORMANCE ASSESSMENT</b> <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i> Scholars will work in groups to produce an original soup recipe from the categories studied. The culinary scholar groups will have an opportunity for “customer review” as each group will offer their soup as part of a SOUP presentation in Metals Cafe, asking teachers to vote for the best soups. The finished soups will also be assessed using the standard Culinary Arts Kitchen Production Rubric.</p> <p><b>Goal:</b> To understand the overarching concept of organizing the work flow in a kitchen by constructing and completing an original soup recipe while monitoring the steps from creation to service.</p> <p><b>Role:</b> The scholars will be assuming the role of saucier (soup and sauce maker)</p> <p><b>Audience:</b> Will be scholars and teachers in class in the E-wing.</p> <p><b>Situation:</b> The scholars will be studying the concept of mise en place and kitchen organization. We will also be covering the foundational skills of soup and sauce making. For this assessment the scholars will be creating an original soup recipe in the style of the 5 soup styles studied. They will create a customer comment sheet that will capture customer feedback. The soup will be given to the scholars and teachers in the E-wing who will act as the customers.</p> <p><b>Product:</b> The scholars will create an original soup recipe in the style of the 5 soup styles we have studied.</p>

## PERFORMANCE ASSESSMENT (PROJECT#2) - SIDE DISH

Evaluative Criteria	Assessment Evidence
<p><b>Criteria for success:</b>  <i>What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?</i></p> <p><u><a href="#">Culinary Arts Performance Rubric: General</a></u></p>	<p><b>PERFORMANCE ASSESSMENT</b> <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i></p> <p><b>Goal:</b> For the scholars to demonstrate their understanding of the differing skills and techniques needed when preparing excellent side dishes that will accompany the center of the plate menu items.</p> <p><b>Role:</b> Scholars will act as line cooks preparing side dishes for suitable center of the plate items.</p> <p><b>Audience:</b> The videos will be placed in the scholars personal portfolio and will be seen by my classmates and advanced culinary scholars.</p> <p><b>Situation:</b> The scholars will be asked to produce a “Buzzfeed Tasty” style of video demonstrating how to prepare one vegetable based on color, a pasta dish pairing sauce to noodle, a potato dish matching the outcome to the starch content of the potato and the rice pilaf method. The scholars will collect photos and videos throughout the unit of their learning. As the final task for this unit will compile all the digital material they have captured and edit it down into a 10 minute video highlighting the skills needed to produce one vegetable based on color, a pasta dish pairing sauce to noodle, a potato dish matching the outcome to the starch content of the potato and the rice pilaf method. There will an opportunity for differentiation by allowing scholars the option of completing a storyboard outlining the techniques they used in this learning activity.</p> <p><b>Product:</b> Each scholar group will prepare one vegetable based on color, a pasta dish pairing sauce to noodle, a potato dish matching the outcome to the starch content of the potato and the rice pilaf method.</p>



## Unit 3 : Poultry, Meat & Seafood

### Enduring Understandings:

*Scholars will understand that...*

**U1...** selecting and preparing the center of the plate items including; beef, poultry ,and seafood are the bedrock of the line cooks skill set.

**U2...**knowing the function, how the animal used that muscle, will determine what cooking technique will be used.

**U3...**the line cook uses an array of skills to present the best possible finished product.

### Essential Question: Are all proteins created the same?

#### Guiding Question

- How did this animal use this muscle when it was alive?
- What cooking technique will best breakdown and tenderize this protein?
- What skills are you using to check for doneness and flavor?

### *Students will know...*

#### **Meats**

- Beef,Pork and Veal production
- Where commercial cuts of meat are located on the animal
- How varying the cooking techniques affects the outcome of the cuts being prepared
- How coagulation of proteins and recognizing doneness are related
- The Maillard Reaction and how to control it.

#### **Poultry**

- The various types of commercial poultry products
- How to breakdown a chicken
- The difference between light and dark meat in poultry
- Various ways to prepare poultry
- How to determine doneness in poultry

#### **Seafood**

- Types of seafood
  - Flat and round fish
  - Crustaceans--shellfish
  - Mollusks
- How to determine doneness
- Various ways to prepare seafood

### *Students will be skilled at...*

- Recognizing various cuts of beef, pork and veal
- Apply the most suitable cooking technique to various cuts of meat
- Breaking down a whole chicken
- Recognizing the light and dark meat of poultry
- Recognizing the proper doneness of meats, poultry and seafood
- Recognizing different types of seafood
- Opening clams and oysters
- Cooking crustaceans

## PERFORMANCE ASSESSMENT (PROJECT# 3)- CENTER OF THE PLATE

Evaluative Criteria	Assessment Evidence
<p><b>Criteria for success:</b>  <i>What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?</i></p> <p><a href="#"><u>Culinary Arts Performance Rubric: General</u></a></p>	<p><b>PERFORMANCE ASSESSMENT</b> <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i></p> <p><b>Goal:</b> For the scholars to demonstrate their understanding of the differing skills and techniques needed when preparing excellent center of the plate menu items featuring the cooking techniques of Saute, Grill and roasting.</p> <p><b>Role:</b> Scholars will act as line cooks preparing recipes containing a meat, poultry and seafood item as a center of the plate item.</p> <p><b>Audience:</b> The videos will be placed in the scholars personal portfolio and will be seen by classmates and advanced culinary scholars.</p> <p><b>Situation:</b> The scholars will be asked to produce a “Buzzfeed Tasty” style of video demonstrating how to prepare one of each meat, poultry and seafood. The scholars will collect photos and videos throughout the unit of their learning. As the final task for this unit they will compile all the digital material they have captured and edit it down into a 10 minute video highlighting the skills needed to produce one sauteed, roasted and one grilled recipe featuring meat, poultry and seafood(one from each category). There will be an opportunity for differentiation by allowing scholars the option of completing a storyboard outlining the techniques they used in this learning activity.</p> <p><b>Product:</b> Each scholar group will prepare a sauteed, roasted and grilled recipe featuring meat, poultry and seafood.</p>

## Unit 4 : Basic Baking

### Enduring Understandings:

*Scholars will understand that...*

**U1...**baking has a limited variety of ingredients, it's how you combine and manipulate those ingredients that are important

**U2...**gluten gives baked goods it's structure, the more it is worked the tougher the finished product will be

**U3...**accurate measurements and an understanding of ratios are essential skills of a baker

**Essential Question:** What is it that makes the cookie crumble?

### Guiding Questions:

- When using the creaming method, how do you recognize that the sugar and butter are creamed?
- Have you considered the final outcome of the baked good during every step of the production?
- Are you positive you have measured correctly?

### *Students will know...*

- The difference between the creaming, Biscuit and straight dough mixing methods
- The common ingredients used in production baking
- The basic math used in baking
- How to scale a baking recipe using ratios

### *Students will be skilled at...*

- The creaming mixing method
- The straight dough mixing method
- The biscuit mixing method
- Dry and liquid measurements
- Volume and weight measurements
- Identifying various types of flour
- Cookie, and bread production

## PERFORMANCE ASSESSMENT (PROJECT)- BAKING

Evaluative Criteria	Assessment Evidence
<p><b>Criteria for success:</b>  <i>What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?</i></p> <p><a href="#"><u>Culinary Arts Performance Rubric: General</u></a></p>	<p><b>PERFORMANCE ASSESSMENT</b> <i>How will students demonstrate their understanding (meaning-making and transfer) through a complex performance task?</i></p> <p><b>Goal:</b> To demonstrate their understanding of the three basic mixing methods in the baking field: Straight Dough Method, Biscuit Method and the Creaming Mixing Method</p> <p><b>Role:</b> An apprentice baker learning the fundamentals of baking</p> <p><b>Audience:</b> Staff and Upper class culinary scholars</p> <p><b>Situation</b> We will hold an old fashioned bake sale!: Scholars will be paired together and required to supply 24 portions of a baked product from each of the following categories: Biscuit Method, Creaming Method and Straight Dough Method. Scholars will be judged by the guests on the quality of their finished product and how quickly they sell out.</p> <p><b>Product:</b> 24 portions of baked goods from each of the basic mixing methods to be sold at our bake sale.</p>