



CULINARY ARTS

PATHWAY: Culinary Arts

COURSE: Introduction to Culinary Arts (ICA)

UNIT: 7.1 Food Preparations – Cooking Methods



INTRODUCTION

Annotation:

Students will perform basic food preparations of poultry, meat, dairy, fruits, and vegetables using proper commercial kitchen equipment and techniques to examine the fundamental methods, as applied in a commercial kitchen.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 25 Hours

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

ICA-7: Students will perform basic food preparations of poultry, meat, dairy, fruits, and vegetables using proper commercial kitchen equipment and techniques to examine the fundamental methods, as applied in a commercial kitchen.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

Essential Questions:

- How does basic food preparation, with the use of proper commercial kitchen equipment, techniques, and fundamental methods apply in a commercial kitchen?

Knowledge from this Unit:

- Students will be able to identify the basic cooking methods such as dry heat, moist heat, and combination; as well as microwave versus conventional cooking.

Skills from this Unit:

- Students will be able to prepare the basic cooking methods such as dry heat, moist heat, and combination; as well as microwave versus conventional cooking.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Assessment(s) Description/Directions:

Review of Lesson: Basic food cooking methods such as dry heat, moist heat, combination cooking and compare microwave, conventional and convection oven cookery.

Attachments for Assessment(s): Please list.



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

2. Review Essential Questions.

- How does basic food preparation, with the use of proper commercial kitchen equipment, techniques, and fundamental methods apply in a commercial kitchen?

3. Identify and review the unit vocabulary.

Dry Heat Cooking Method

Moist Heat Cooking Method

Combination Cooking Method

Microwave

Conventional Oven

Convection Oven

4. Assessment Activity.

Set Induction: The students should have access to a kitchen lab and be given the following information:

- PowerPoint Presentation
- Vocabulary List
- Recipe for Poached Eggs

Learning Activities:

1. The Instructor will show the PowerPoint presentation identifying the various cooking methods. Students will define the following cooking terms:
 - **Dry Heat Cooking Method**
 - **Moist Heat Cooking Method**
 - **Combination Cooking Method**
 - **Microwave**
 - **Conventional Oven**
 - **Convection Oven**

1. The Instructor will review recipes that use the different types of cooking styles that use Dry Heat Cooking such as broiling, grilling, roasting, baking, sautéing, pan-frying, and deep-frying
2. The Instructor will review recipes that use the different types of cooking styles that use Moist Heat Cooking such as poaching, simmering, boiling and steaming.
3. The Instructor will review recipes that use Combination Cooking such as braising and stewing.
4. Student Activity: The students will practice the Combination Cooking Method of combining both the Moist Heat and Dry Heat cooking. Students will:
5. Prepare a head of Broccoli for cooking by properly trimming it
6. Blanch and Shock the Broccoli Florets (*Moist Heat Cooking*)
7. Sauté the Broccoli Florets in Olive Oil and Butter (*Dry Heat Cooking*)
8. Season To Taste

Closure: Clarify the different cooking method by using the Student Activity of demonstrate different Cooking Methods.

Transfer Out: Give an Exam covering the different cooking methods.

Attachments for Learning Experiences: Please list.

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		