

# Culinary Essentials



## UNIT 1: Expectations for a Culinary Professional

### ESSENTIAL QUESTIONS

Why is a professional mindset important?

### BIG IDEAS

- Students will demonstrate the mindset of a professional.
- Students will understand professional culinary expectations and procedures.
- Students will recognize that the transferable skills of a culinary professional can be applied in other career fields and their personal lives.

### GUIDING QUESTIONS

#### Content

- How does a Professional Chef act?
- What protocols and procedure are non-negotiable in a culinary setting?
- What does it mean to be coachable?
- What is an example of a certification that is valued by employers in the culinary industry?
- What is the difference between a group and a team?
- What does professional communication look like and sound like (with colleagues, customers, and supervisors)?

#### Process

- How are the duties and responsibilities in a culinary setting divided for efficiency and safety (such as: Executive Chef, Sous Chef, Prep Cook, Maitre D')?
- What principles guide my decisions in the lab. Explain.
- How will I know my team is being successful?

#### Reflective

- How have I helped my team work effectively?
- In what ways have I demonstrated leadership skills in this course?

- In what ways have I demonstrated that I am coachable? (receiving and learning from critical feedback)
- How have I demonstrated the mindset of a culinary professional?
- How did I demonstrate workplace teamwork, organization, and communication skills?

## UNIT 2: Safety and Sanitation

### ESSENTIAL QUESTIONS

Why is food safety and sanitation important?.

### BIG IDEAS

- Students will understand the importance of kitchen safety and prevention of food-borne illnesses.
- Students will apply professional food safety and sanitation procedures in culinary lab projects.

### GUIDING QUESTIONS

#### Content

- What is a biological hazard?
- What is a chemical hazard?
- What is a physical hazard?
- What are the symptoms of food-borne illnesses?
- What are the sources and prevention measures for food-borne illnesses?
- What basic safety practices should be followed in order to avoid accidents in the kitchen?
- What type of professional dress and personal protective equipment (PPE) is expected in the culinary environment?

#### Process

Students will demonstrate the following in culinary labs:

- How is Hazard Analysis and Critical Control Points (HACCP) applied in the culinary lab?
- How is cross contamination prevented?
- How can I prevent and respond to kitchen fires?
- What personal hygiene protocols must be followed before and during food handling?
- How is a thermometer calibrated and used appropriately?
- How is food stored safely?
- How is a kitchen sanitized?

#### Reflective

- How did I practice food safety in the kitchen?
- How can I tell if food is safe?
- What sanitation procedures would I want my favorite restaurant to follow and why?
- If I were working in the restaurant industry, what practices would I follow to ensure personal safety?
- When I am in the kitchen, how will I prevent physical, biological, or chemical contaminations?

## UNIT 3: Culinary Tools and Equipment

### ESSENTIAL QUESTIONS

Why does a professional need to use the correct tools and equipment for the job?

### BIG IDEAS

- Students will understand that each tool and piece of equipment in the kitchen has a purpose and proper usage for quality food production.
- Students will demonstrate the correct use of tools and equipment in the culinary lab.
- Students will demonstrate correct knife skills.

### GUIDING QUESTIONS

#### Content

- What are the functions of each tool and piece of equipment in the kitchen?
- What are the functions of the paring and chef's knives?

#### Process

Students will demonstrate the following in culinary labs:

- How should tools and equipment be cleaned, sanitized and stored?
- How do I safely and properly carry and use a knife?

#### Reflective

- What could be the consequence of not correctly using the proper tool or piece of equipment? Give an example.
- How are the tools and equipment in an industrial kitchen different than in my home kitchen?
- If I were hired to work in a restaurant, what tool or piece of equipment would be most important for me to learn to use?
- What foods should be chopped and why? What foods should be minced, diced, or sliced, and why?

## UNIT 4: Standardized Recipes

### ESSENTIAL QUESTIONS

How is standardization and accuracy important to a professional?

### BIG IDEAS

- Students will understand and demonstrate proper measuring techniques and mise en place in the culinary lab.
- Students will understand that standardized recipes yield consistent results if properly followed.
- Students will demonstrate the ability to convert a recipe to yield smaller or larger quantities.

### GUIDING QUESTIONS

#### Content

- What are the basic measurement conversions?
- What are the basic abbreviations for recipe measurements?
- How do I know if a recipe is standardized and why is that important?
- How is planning for a culinary lab an example of mise en place?

#### Process

Students will demonstrate the following in culinary labs:

- How can I measure a liquid ingredient?
- How do I measure a dry ingredient?
- How do I measure an ingredient smaller than  $\frac{1}{4}$  cup?
- How do I cut a recipe in half?

#### Reflective

- What happens when ingredients are not accurately measured?
- Why would I want to use a standardized recipe at home? In a restaurant?
- How did I use mise en place during this lab?
- How would a recipe that yields 6 servings be converted to yield sufficient servings for a catering event for 24 people?

## UNIT 5: Career Readiness

### ESSENTIAL QUESTIONS

What makes a professional employable?

### BIG IDEAS

- Students will explore careers in hospitality and food production fields.
- Students will begin a career portfolio and organize it for additional entries in subsequent units and courses..
- Students will reflect on their own career readiness and professional skill development.
- Students will understand that etiquette and table settings are essential in the culinary industry and in job interview process.

### GUIDING QUESTIONS

#### Content

- What careers are related to food production?
- What employability skills are important in culinary professions and related fields?
- What is proper etiquette at a formal event and in job interviews?
- What might be the consequences (ethical or legal) of poor decisions?
- What should be included in a career portfolio?

#### Process

- How can I build a career portfolio to represent my career readiness?
- How does a respectful professional communicate with others?
- How is a table set for a formal event and when might I need to know this?

#### Reflective

- What is the advantage of documenting my skills in a career portfolio?
- How has this class prepared me to be comfortable in a formal setting?
- How have I sharpened my employability and career readiness skills? (I.e., leadership, teamwork, organization, time management)
- There are many short and long-term career opportunities in food-related careers, and 1 in 6 people work in this field at some point in their lives. What food-related careers might be of interest to me and fit my skill sets?

## UNIT 6: Cooking Methods

### ESSENTIAL QUESTIONS

Why are foods prepared in different ways?

### BIG IDEAS

- Students will understand that cooking involves the transfer of heat from a source to a food.
- Students will understand that heat transfer results in physical and chemical changes in the food.
- Students will demonstrate how to apply different cooking methods to various foods to achieve desired results.

### GUIDING QUESTIONS

#### Content

- What happens to food when it is cooked?
- What is the difference between heat and temperature?
- What heat transfer principles (conduction, convection, radiation) are at work in each cooking method?
- What is the safest temperature to which the following should be heated? (chicken, pork, beef, ground meats, fish)?

#### Process

Students will demonstrate the following in culinary labs:

- How is food cooked using moist heat cooking methods: boiling, steaming, simmering, blanching, poaching?
- How is food cooked using dry heat and combination methods: broiling, grilling, roasting, baking, braising, stewing?
- How is food cooked using fat: saute, pan fry, pan broiling, stir fry, deep fry?
- How do we determine if food has been adequately cooked?
- How does the cooking method impact nutritional value of the food?

#### Reflective

- What method do I prefer for cooking \_\_\_\_\_ (meat, vegetables, fruit, grain) and why do I prefer it (texture, nutritional value, flavor, color, healthiness, ease, and time)?

## UNIT 7: Healthy Food Choices

### ESSENTIAL QUESTIONS

What does it mean to eat healthy?

### BIG IDEAS

- Students will understand the importance of healthy eating habits.
- Students will understand and interpret nutritional labels.
- Students will compare and contrast convenience foods and foods made from scratch.

### GUIDING QUESTIONS

#### Content

- What is speed-scratch cooking?
- What does research tell us about healthy eating?
- How does stress and sleep affect how the body processes food?

#### Process

- How can I interpret a food label?
- How can I find the portion size of a serving?
- How do convenience foods compare to from-scratch cooking (nutrition, cost, quality)?

#### Reflective

- What are some healthy alternatives to convenience foods?
- How do my nutritional needs affect my food choices?
- How do my personal preferences and emotions affect my food choices?
- Based on my nutritional needs, what might a healthy goal look like?
- What are the nutritional implications of a special diet (such as vegetarian) or a selected fad diet?