

**Randolph Township Schools
Randolph Middle School**

Chefs in Training

“Until I discovered cooking, I was never really interested in anything.”
— Julia Child

Visual and Performing Arts Department
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Randolph Township Schools
Department of Fine and Performing Arts
Family and Consumer Science

Table of Contents

<u>Section</u>	<u>Page(s)</u>
Mission Statement and Education Goals – District	3
Affirmative Action Compliance Statement	3
Educational Goals – District	4
Introduction	5
Curriculum Pacing Chart	6
Appendix A: Kitchen Safety	25
Appendix B: Tools of the Trade	27
Appendix C: Recipe and Math Skills	29
Appendix D: Basic Cooking Terms	31
Appendix E: Lab Procedures	32

Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools
Randolph Middle School
Visual and Performing Arts Department**

Chefs in Training

Introduction-

This class is designed to give students a hands-on basic introduction of the concepts and principles of nutritious food preparation. Throughout the course, procedures will be developed and learned to help create a safe, efficient environment as well as develop the knowledge and independence of working in a kitchen and developing skills for life. Topics will include kitchen basics, nutrition and eating healthy meals at breakfast, lunch and snacks.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Curriculum Pacing Chart
Chefs in Training

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
1 week (ongoing)	I	Safety and Sanitation
2 weeks (ongoing)	II	Kitchen Basics
2 weeks	III	Your Healthy Breakfast
2 weeks	IV	Lunch On Your Own
2 weeks	V	Desserts and Simple Snacks

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chefs in Training
UNIT I: Safety and Sanitation

STANDARDS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CRP1 – Act as a responsible and contributing citizen and employee.</p> <p>CRP2 – Apply appropriate academic and technical skills.</p>	<p>Sanitation and kitchen safety are key components in any kitchen and should be the top priority for any chef.</p>	<ul style="list-style-type: none"> Why should a chef keep kitchen safety and sanitation at the top of their list?
<p>CRP4 – Communicate clearly, effectively and with reason.</p>	<p>Taking precautions when working in a kitchen will help you prevent common accidents.</p>	<ul style="list-style-type: none"> Why should any person working in a kitchen be aware of all precautions?
<p>2.1.6.D.1 - Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies</p>	KNOWLEDGE	SKILLS
<p>9.3.12.AG-FD.1 – Develop and implement procedures to ensure safety, sanitation and quality in food processing facilities.</p> <p>9.3.12.AG-FD.2 – Apply principles of nutrition, biology, microbiology, chemistry, and human behavior to the development of food products.</p> <p>9.3.12.AG-FD.3 – Select and process food products for storage, distribution and consumption.</p> <p>9.4.12.M.(1).6 – Assess and select a variety of techniques and solutions to ensure safe production of products as well as safe and productive work places.</p> <p>9.4.12.M.(2).5 – Summarize and employ safety protocols to maintain a safe and productive production workplace.</p> <p>9.4.12.M.(2).8 – Maintain equipment, tools and work stations to provide safe work environments and meet company regulations</p>	<p>Students will know:</p> <p>Most foodborne illnesses are spread through improper food handling.</p> <p>There are hazards in the kitchen that need to be avoided to prevent accidents such as burns, electrocution and falls.</p>	<p>Students will be able to:</p> <p>Identify basic cleanliness procedures during food preparation, storage and clean-up.</p> <p>Demonstrate use of basic cleanliness procedures during all labs.</p> <p>Categorize the basic causes of accidents in the kitchen.</p> <p>Implement procedures during classtime to avoid the hazards.</p>

<p>9.4.12A.42 - Demonstrate knowledge of safe and healthy working conditions and environment in the classroom and/or worksites that adhere to employee rights and responsibilities and employer obligations in order to promote wellbeing in the AFNR workplace.</p>	<p>VOCABULARY: sanitation, cross-contamination, hygiene, foodborne illnesses, bacteria, prevention, falls, cuts, burns</p> <p>KEY TERMS: fire-triangle</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Completing safety and sanitation quiz • Designing and constructing safety rules posters <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will observe a video entitled “Kitchen Hazards” to go over concepts and prevention. • Students will role play safety situations that will allow them to make decisions on the spot. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chefs in Training
UNIT I: Safety and Sanitation

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
1 Week (on going)	<p>Sanitation in the kitchen</p> <p>Avoiding accidents in the kitchen</p>	<p>Duyff, Roberta Larson, <u>Food, Nutrition and Wellness</u>, Glencoe McGraw-Hill, New York, 2010.</p> <p>Video – “Kitchen Safety” – The Learning Zone</p> <p>Booklet/Power point – Kitchen Safety Presentation, Learning Zone Express</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chefs in Training
UNIT II: Kitchen Basics

STANDARDS: CRP1 – Act as a responsible and contributing citizen and employee. CRP2 – Apply appropriate academic and technical skills. CRP4 – Communicate clearly, effectively and with reason. CRP12 – Work productively in teams while using cultural global competence. 9.3.12.AG-FD.2 – Apply principles of nutrition, biology, microbiology, chemistry, and human behavior to the development of food products. 9.3.12.AG-FD.3 – Select and process food products for storage, distribution and consumption. 9.4.12.A.(1).1 – Examine and conduct food product development and research activities that demonstrate application of food science principles to enhance product quality and appeal. 9.4.12.A.(1).2 – Design procedures and plans that demonstrate application of food processing principles to manage quality control in the food product and processing industry.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	There are unique tools that are used in basic food preparation to improve accuracy and the quality of the resulting food product.	<ul style="list-style-type: none"> How can kitchen tools assist the beginning chef in their quest to become proficient at food preparation?
	Accurate measurements of all components of a recipe is necessary to achieve success, which is similar to a scientific formula.	<ul style="list-style-type: none"> How do baking and cooking differ?
	The dynamic of cooperative group work is essential to the completion of food production and clean-up in a finite amount of time in the foods laboratory.	<ul style="list-style-type: none"> What is the value/importance of group work in a foods laboratory based on the expected outcome/food product
	Procedures must be executed efficiently in order to maximize the time allotted for the completion of the food product.	<ul style="list-style-type: none"> What would happen if there were no organizational procedures used in the foods laboratory?
	A recipe is your road map that allows you to proceed from Point A (collecting the raw ingredients in the proper quantities), through Point B (the directions on how to combine and incorporate their assembly), to Point C (the final product)	<ul style="list-style-type: none"> Why is it essential for the beginning chef to use and follow a recipe to successfully produce food products?

<p>9.4.12.A.(1).4 – Identify and apply food processing, handling, and storage factors to demonstrate their potential impact on product quality and safety.</p> <p>9.4.12.M.(2).3 – Demonstrate how to communicate with others to ensure production meets business requirements.</p> <p>9.4.12.M.(2).2 – Coordinate work teams when designing and/or producing products to enhance performance of the production process.</p>	<p style="text-align: center;">KNOWLEDGE</p> <p>Students will know:</p> <p>A wide variety of unique tools used in food preparation such as rubber scraper, spatula and wooden spoon.</p> <p>Cooking can often be based on taste of the chef as opposed to the accuracy of their measurements, whereas producing a successful baked product requires accurate measuring techniques.</p> <p>Teamwork is essential to successfully creating the desired food product in the time allotted, which is why there are assigned job/tasks such as head cook, assistant cook, dishwasher, dish dryer and manager.</p> <p>Following a recipe is the optimal method of achieving success as a beginning chef.</p> <p>VOCABULARY: cooking vs. baking, beat, blend, cream, cut in, fold in, knead, mix, stir, whip.</p> <p>KEY TERMS: measuring solids, measuring liquids, dry ingredients, mixing tools.</p>	<p style="text-align: center;">SKILLS</p> <p>Students will be able to:</p> <p>Classify tools according to the procedures they can be used to complete in the food preparation process.</p> <p>Analyze the purpose of each ingredient in the production of a baked product.</p> <p>Describe the reason why accurate measuring techniques are essential when baking.</p> <p>Compare the development of a trained “palate” to the ability to alter the recipe for cooked food products to meet the tastes of the consumer.</p> <p>Complete the tasks that have been assigned to each group member successfully according to their specific job description.</p> <p>Accurately read, understand and execute a recipe that will create a quality product.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Successfully preparing food products within the given time constraints (rubric will evaluate the ability to follow a recipe, measure ingredients, perform preparation techniques, function as a member of a group, and meet time allotment).

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will complete “Choose a Chip Cookies” that will provide a demonstration of all basic techniques.
- Students will participate in the Tools of the Trade Scavenger Hunt, which will include all tools that will be used during class.
- Students will complete their first foods laboratory experience, which includes the creation of basic banana muffins

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chefs in Training
UNIT II: Kitchen Basics

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks (on going)	Basic Kitchen Equipment Measuring Lab procedures Parts of the Recipe	Duyff, Roberta Larson, <u>Food, Nutrition and Wellness</u> , Glencoe McGraw-Hill, New York, 2010. Booklet/Power point – “Kitchen Math and Measuring”, Learning Zone Express <u>Kitchen Math Workbook</u> , Learning Zone Poster – “Parts of The Recipe”

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chefs in Training
UNIT III: Your Healthy Breakfast

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CRP1 – Act as a responsible and contributing citizen and employee.	Breakfast is important to our bodies and is considered to be the most important meal of the day.	<ul style="list-style-type: none"> Why is breakfast considered by nutritionists to be the "most important meal of the day"?
CRP2 – Apply appropriate academic and technical skills.	Time should not be a reason to not have a complete breakfast before you start your day.	<ul style="list-style-type: none"> How can a healthy breakfast be prepared in a short amount of time?
CRP4 – Communicate clearly, effectively and with reason.		
CRP7 – Employ valid and reliable research strategies.	KNOWLEDGE	SKILLS
<p>CRP12 – Work productively in teams while using cultural global competence</p> <p>2.1.6.A.1 - Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>2.1.6.B.2 - Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p> <p>2.1.6.B.3 - Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>2.1.6.B.4 - Compare and contrast nutritional information on similar food products in order to make informed choices.</p> <p>9.3.12.AG-FD.1 – Develop and implement procedures to ensure safety, sanitation and quality in food processing facilities.</p>	<p>Students will know:</p> <p>A nutritious and balanced breakfast includes essential nutrients including proteins, carbohydrates, fats, vitamins, minerals and water, which provides mental and physical benefits to your body.</p> <p>The importance of replenishing blood glucose especially in the morning.</p>	<p>Students will be able to:</p> <p>Compare the similarities between eating a healthy breakfast and optimal performance during the morning hours.</p> <p>Identify key concepts that relates to the effects of breakfast on your mental and physical state of being in the beginning of the day.</p> <p>Evaluate a variety of foods as they relate to a balanced diet.</p> <p>Summarize the need to replenish nutrients in the morning by “breaking the fast” that occurs each night.</p>

<p>9.3.12.AG-FD.2 – Apply principles of nutrition, biology, microbiology, chemistry, and human behavior to the development of food products.</p> <p>9.3.12.AG-FD.3 – Select and process food products for storage, distribution and consumption.</p> <p>9.4.12.M.(1).6 – Assess and select a variety of techniques and solutions to ensure safe production of products as well as safe and productive work places.</p> <p>9.4.12.M.(2).2 – Coordinate work teams when designing and/or producing products to enhance performance of the production process.</p> <p>9.4.12.M.(2).3 – Demonstrate how to communicate with others to ensure production meets business requirements.</p> <p>9.4.12.M.(2).5 – Summarize and employ safety protocols to maintain a safe and productive production workplace.</p> <p>9.4.12.M.(2).8 – Maintain equipment, tools and work stations to provide safe work environments and meet company regulations</p> <p>9.4.12A.42 - Demonstrate knowledge of safe and healthy working conditions and environment in the classroom and/or worksites that adhere to employee rights and responsibilities and employer obligations in order to promote wellbeing in the AFNR workplace.</p>	<p>Foods in the correct proportion to the MyPlate guidelines help you create and eat a balanced diet.</p> <p>Breakfast can be prepared and eaten in a short amount of time and still be beneficial.</p> <p>VOCABULARY: blood glucose, breakfast, nutrients, proteins, carbohydrates, fats, vitamins, minerals.</p> <p>KEY TERMS: My Plate, balanced diet</p>	<p>Make use of a food scale and related healthy portion models to allow them to eat a balanced meal.</p> <p>Describe ways to best make use of their time in the morning so that they don't "skip" breakfast.</p> <p>Prepare a well-balanced breakfast.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Planing and executing a balanced breakfast meal • Planing and executing a well-balanced "Breakfast on the Run" 		

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will be involved in discussions relating to the importance of breakfast.
- Students will complete the Food Relay Race where they will select and combine given “plastic” or paper foods into a well-balanced breakfast.
- Students will use the internet to research the School Breakfast program and how it helps students of all ages to perform their best in school.
- Students will work in groups to create a well-balanced breakfast.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chefs in Training
UNIT III: Your Healthy Breakfast

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	<p>The importance of breakfast</p> <p>Creating a well-balanced breakfast</p> <p>Breakfast on the run!</p> <p>USDA MyPlate</p>	<p>Duyff, Roberta Larson, <u>Nutrition and Wellness</u>, Glencoe McGraw-Hill, New York, 2000.</p> <p>Video – “Breakfast Because”, The Learning Zone</p> <p>Internet resource – “Breakfast – The Most Important Meal of the Day”, WebMD</p> <p>Internet – MyPlate.gov</p> <p>Various recipes – pancakes, eggs in a nest, smoothies, cinnamon buns</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chefs in Training
UNIT IV: Lunch On Your Own

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CRP1 – Act as a responsible and contributing citizen and employee.</p> <p>CRP2 – Apply appropriate academic and technical skills.</p> <p>CRP4 – Communicate clearly, effectively and with reason.</p> <p>CRP7 – Employ valid and reliable research strategies.</p> <p>CRP12 – Work productively in teams while using cultural global competence</p> <p>2.1.6.A.1 - Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>2.1.6.B.2 - Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p> <p>2.1.6.B.3 - Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>2.1.6.B.4 - Compare and contrast nutritional information on similar food products in order to make informed choices.</p> <p>9.3.12.AG-FD.1 – Develop and implement procedures to ensure safety, sanitation and quality in food processing facilities.</p>	<p>Lunch is an important meal and has the potential to maximize your daily activities.</p>	<ul style="list-style-type: none"> How can certain foods be used to maximize the impact of lunch for your daily activities?
	<p>Basic Knife skills are essential to properly preparing many styles of food that connect to lunch.</p>	<ul style="list-style-type: none"> How would a chef use special knife skills to assist them in the preparation of lunch?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>Eating a nutritious balanced lunch incorporates essential nutrients including proteins, carbohydrates, fats, vitamins, minerals and water, which provides you with the energy to complete the activities that are part of your day.</p> <p>Lunch can be prepared and eaten in a short amount of time and still provide a healthy meal.</p> <p>Basic knife skills are an important component in your bank of preparation techniques such as julienne, cube and mince.</p>	<p>Students will be able to:</p> <p>Identify the correlation between eating a healthy lunch and optimal performance during the day.</p> <p>Compare a variety of foods as they relate to a balanced diet.</p> <p>Identify ways to best make use of their time in the morning so that they are able to pack themselves a nutritious lunch.</p> <p>Demonstrate various common cuts used in the preparation of foods.</p> <p>Integrate knife skills during the preparation of meals.</p>

<p>9.3.12.AG-FD.2 – Apply principles of nutrition, biology, microbiology, chemistry, and human behavior to the development of food products.</p> <p>9.3.12.AG-FD.3 – Select and process food products for storage, distribution and consumption.</p> <p>9.4.12.M.(1).6 – Assess and select a variety of techniques and solutions to ensure safe production of products as well as safe and productive work places.</p> <p>9.4.12.M.(2).2 – Coordinate work teams when designing and/or producing products to enhance performance of the production process.</p> <p>9.4.12.M.(2).3 – Demonstrate how to communicate with others to ensure production meets business requirements.</p> <p>9.4.12.M.(2).5 – Summarize and employ safety protocols to maintain a safe and productive production workplace.</p> <p>9.4.12.M.(2).8 – Maintain equipment, tools and work stations to provide safe work environments and meet company regulations</p> <p>9.4.12A.42 - Demonstrate knowledge of safe and healthy working conditions and environment in the classroom and/or worksites that adhere to employee rights and responsibilities and employer obligations in order to promote wellbeing in the AFNR workplace.</p>	<p>The importance of using appropriate food and portion sizes for healthy eating.</p> <p>VOCABULARY: julienne, cut, cube, mince, chef knife, utility knife, paring knife, and French knife</p>	<p>Create a balanced plate that relates to a healthy lunch.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Planing and executing a balanced lunch meal • Planing and preparing a lunch meal at home for their family 		

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will be involved in discussions relating to the importance of a well-balanced lunch.
- Students will participate in a knife skills demonstration with a virtual CIA or Johnson and Wales Chef/Demonstrator.
- Students will prepare and present a Sandwich Bar for guests.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chefs in Training
UNIT IV: Lunch On Your Own

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	<p>The Well-Balanced Lunch</p> <p>Special Techniques – Basic Knife Skills</p> <p>Healthy Eating Patterns</p>	<p>Duyff, Roberta Larson, <u>Food, Nutrition and Wellness</u>, Glencoe McGraw-Hill, New York, 2010.</p> <p>Video – “Kitchen Fundamentals” – The Learning Zone</p> <p>CIA, The Arts Institute or Johnson and Wales Chef/Demonstrator</p> <p>YouTube – Basic Kitchen Knife Skills</p> <p>Internet - Power Point and Portion Guidelines for USDA</p> <p>Various recipes – Quesadillas, pizza, chili, taco bake, sandwich bar, sloppy joes, soups, fresh salsa (knife skills)</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chefs in Training
UNIT V: Desserts and Simple Snacks

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CRP1 – Act as a responsible and contributing citizen and employee.	If properly planned, desserts may incorporate many of the nutrients that you need to complete your daily nutritional requirements.	<ul style="list-style-type: none"> • How is it possible for dessert to be healthy but still tasty?
CRP2 – Apply appropriate academic and technical skills.		<ul style="list-style-type: none"> • How can snacks supplement your nutritional needs?
CRP4 – Communicate clearly, effectively and with reason.	Snacks should be considered “small meals” that complete your nutritional needs from any given meal.	
CRP7 – Employ valid and reliable research strategies.	KNOWLEDGE	SKILLS
CRP12 – Work productively in teams while using cultural global competence	<p>Students will know:</p> <p>Methods to incorporate missing nutritional meal components into well designed desserts or snacks.</p> <p>Desserts are not just sweet treats with limited nutritional value.</p>	<p>Students will be able to:</p> <p>Assess the foods that have been consumed during their day as it relates to their dietary requirements</p> <p>Discover snacks or desserts that can complete their dietary requirements.</p> <p>Select ingredients to create a healthy dessert.</p> <p>Produce a healthy dessert.</p>
2.1.6.A.1 - Explain how health data can be used to assess and improve each dimension of personal wellness.		
2.1.6.B.2 - Summarize the benefits and risks associated with nutritional choices, based on eating patterns.		
2.1.6.B.3 - Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.		
2.1.6.B.4 - Compare and contrast nutritional information on similar food products in order to make informed choices. 9.3.12.AG-FD.1 – Develop and implement procedures to ensure safety, sanitation and quality in food processing facilities.		

<p>9.3.12.AG-FD.2 – Apply principles of nutrition, biology, microbiology, chemistry, and human behavior to the development of food products.</p> <p>9.3.12.AG-FD.3 – Select and process food products for storage, distribution and consumption.</p> <p>9.4.12.M.(1).6 – Assess and select a variety of techniques and solutions to ensure safe production of products as well as safe and productive work places.</p> <p>9.4.12.M.(2).2 – Coordinate work teams when designing and/or producing products to enhance performance of the production process.</p> <p>9.4.12.M.(2).3 – Demonstrate how to communicate with others to ensure production meets business requirements.</p> <p>9.4.12.M.(2).5 – Summarize and employ safety protocols to maintain a safe and productive production workplace.</p> <p>9.4.12.M.(2).8 – Maintain equipment, tools and work stations to provide safe work environments and meet company regulations</p> <p>9.4.12A.42 - Demonstrate knowledge of safe and healthy working conditions and environment in the classroom and/or worksites that adhere to employee rights and responsibilities and employer obligations in order to promote wellbeing in the AFNR workplace.</p>	<p>VOCABULARY:saturated and unsaturated fats, trans fats, high fructose corn syrup, salt, types of sugars (agave, honey, fructose, sucrose, dextrose)</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Planning and preparing high quality, nutritious desserts and snack <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will be involved in discussions relating to how desserts can be incorporated into your daily meal planning. • Students will participate in “CHOPPED” style dessert or snack challenge. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Randolph Middle School
Chefs in Training
UNIT V: Desserts and Simple Snacks

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Desserts Snacks Nutritional Value	Duyff, Roberta Larson, <u>Nutrition and Wellness</u> , Glencoe McGraw-Hill, New York, 2000. Videos –“ Chopped Junior”, “ Kids Baking Championship”– The Food Network or Cooking Channel Sample recipes – pudding cups, cupcakes, ice cream, cookies, granola bars, Chex Mix, GORP

NAME: _____ PERIOD: ____

KITCHEN SAFETY

List TWO reasons why accidents occur in the kitchen

1. _____ 2. _____

5 Common Kitchen Injuries

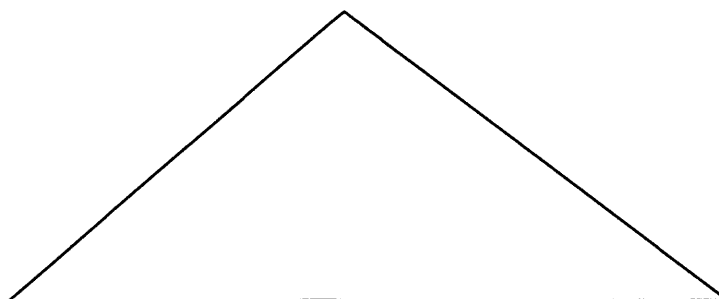
1. _____ 3. _____

2. _____ 4. _____

5. _____

Define Flammable

Complete the diagram about the Fire Triangle



In case of grease fire List 2 ways of preventing or extinguishing a grease fire.

1. _____

2. _____

The acronym P.A.S.S. stands for

P _____

A _____

S _____

S _____

Preventing Burns- Using Cookware Safely

1. _____
2. _____
3. _____
4. _____

In case of grease fire List 2 ways of preventing or extinguishing a grease fire.

1. _____
2. _____

The acronym P.A.S.S. stands for

- P _____
- A _____
- S _____
- S _____

Preventing Electrocutation- Operating Electrical Appliances Safely

1. _____
2. _____

Preventing Falls – Avoiding Falls, Bumps and Bruises

1. _____
2. _____

Preventing Poisoning – Using Household Chemicals Safely

1. _____
2. _____

Preventing Poisoning – In Food

3. _____
4. _____

Name _____

Tools of the Trade

Using the correct cooking utensil is important.
Each piece of equipment has a specific function in the preparation process.
Using the key below, label each utensil then match each with its-use.

Colander	Grater	Measuring Spoons	Rubber Scraper
Cooling Rack	Kitchen Shears	Oven Mitt/Pot Holder	Slotted Spoon
Cutting Board	Ladle	Pastry Brush	Spatula
Dish Drainer	Leveler	Peeler	Wire Wisk
Dry Measuring Cups	Liquid Measuring Cup	Rolling Pin	Wooden Spoon

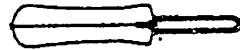
USE NAME OF UTENSIL

_____ 1. _____



a. used to shred food
such as cheese or
carrots

_____ 2. _____



b. used to whip to add
air

_____ 3. _____



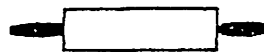
c. used to level off dry
measures

_____ 4. _____



d. used to roll out
dough

_____ 5. _____



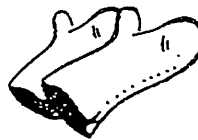
e. used to remove
skin from fruits and
vegetables

_____ 6. _____



f. used to flip or turn

_____ 7. _____



g. used to cut on to
protect the counter

_____ 8. _____



h. used to remove hot
pans from the oven
or stove

USE

NAME OF UTENSIL

9. _____



i. used to hold
for drying

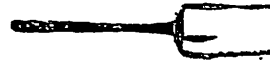


10. _____



j. used to drain large
amounts of food
from a liquid

11. _____



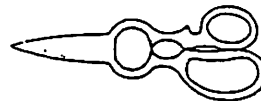
k. used to brush liquid
on food such as
butter

12. _____



l. used to measure
dry and solid
ingredients

13. _____



m. used to cool hot
foods

14. _____



n. used to stir in a
bowl or on the
stove top



15. _____



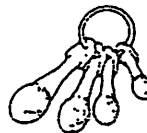
o. used to serve soup
or gravy

16. _____



p. used to lift up food
out of a liquid

17. _____



q. used to scrape the
sides of bowls and
pans

18. _____



r. used to cut foods
and open packages

19. _____



s. used to measure
liquid ingredients



20. _____



t. used to measure
small amounts of
dry and liquid
ingredients

yield
customary measurement system
metric system

Recipe and Math Skills

Recipes give you instructions for preparing certain foods or dishes. For good results, read and interpret recipes accurately, measure ingredients correctly, and understand the terms used in food preparation.

What a Recipe Tells You

Although recipes are written differently, most have the same basic information. Look for:

- 1 Ingredients and amounts. In a well-written recipe, these are listed in order of use.
- 2 Any pre-preparation needed. For example, in this recipe the cheese needs to be shredded before measuring.
- 3 The preparation steps.
- 4 The temperature and time of cooking.
- 5 The **yield**—*the amount the recipe makes*.
- 6 Information about nutrients and calories. Not all recipes provide this.

INFOLINK

For more about recipes and food preparation choices, see Chapter 14.

Maple Baked Beans

- | | | | |
|---|------------------------------|--------------------------|---------------------------|
| 1 | 2 12-oz. cans | 1/2 cup chopped | 1/2 cup shredded 2 |
| | vegetarian | onion | low-fat cheddar |
| | baked beans | 1/4 cup ketchup | cheese |
| | 1/2 cup maple-flavored syrup | 1 Tbsp. prepared mustard | (optional) |

Preheat oven to **350°F.** 4

Mix all ingredients together. Pour into a greased casserole dish.

Bake, uncovered for **30 minutes or longer.** 4

Sprinkle cheddar cheese (optional) on top for the last ten minutes, baking until cheese is melted. Serve warm.

Yield: **6 (1/2-cup) servings** 5

Nutrition information per serving: 156 calories, 1g fat, 9g fiber

6

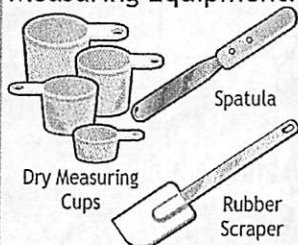
Measuring Solids

Ingredients such as:
Solid Shortening
Butter/Margarine
Peanut Butter
Brown Sugar



*Note: Butter and margarine are also marked on the package and can be cut to amount needed. 1 stick = 1/2 cup

Measuring Equipment:



Steps for Solid or Moist Ingredients:

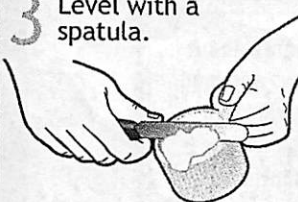
- 1 Determine cups needed.
- 2 Pack ingredients into cup.



- 2 Pack ingredients into cup.



- 3 Level with a spatula.



- 4 Scrape ingredients out of cup.



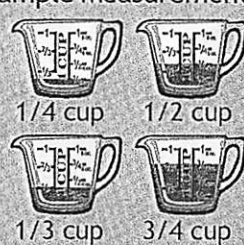
Measuring Liquids

Ingredients such as:



Water
Milk
Juice
Syrup
Oil
Sauce

Sample Measurements:



Steps:

- 1 Determine amount needed.



- 2 Pour into liquid measuring cup.



- 3 View at eye level. (add or take away if needed)

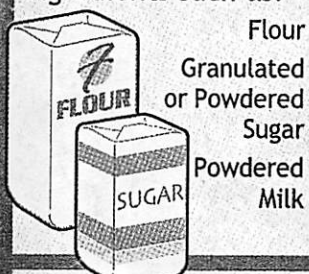


- 4 Exactly one cup.

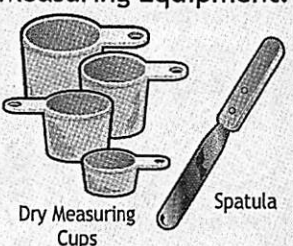


Dry Ingredients

Ingredients such as:



Measuring Equipment:



Steps:

- 1 Determine cups needed.
- 2 Fill cups (no packing or tapping).



- 3 Level with a spatula.



- 4 Finish with exact amount.



Measuring Spoons

Abbreviations:

Tbsp. or T. = Tablespoon
tsp. or t. = Teaspoon

Equivalents:

3 tsp. = 1 Tbsp.
4 Tbsp. = 1/4 cup



Measuring Spoons:



Steps for Liquid Ingredients:

- 1 Pour liquid into spoon.
- 2 Fill spoon level with the rim.



Steps for Dry or Solid Ingredients:

- 1 Fill spoon - heaping.
- 2 Level with a spatula.



Name:
Chefs in Training

BASIC COOKING TERMS

DEFINE: Related to cooking.

Beat:

Blend:

Cream:

Cut In:

Fold In:

Knead:

Mix:

Stir:

Whip:

LAB PROCEDURES

DIRECTIONS FOR USING THE FOODS LAB

Many students use this lab everyday. If we are to work in an environment free of confusion, the equipment and supplies we work with must be organized. We have organized the equipment and supplies in a logical system. The following instructions will help keep the laboratory in good working order.

1. When removing a utensil from a cupboard or drawer, make note of its exact location. Always return it to its proper place.
2. Wear aprons provided to protect your clothing and to maintain good sanitation.
3. Wet dishcloths and towels should be placed in the washer. Clean dish cloths and towels are found in the laundry basket.
4. Rinse and recycle glass, plastic, and cans (use bin in front of room).
5. Shoulder-length hair must be tied back.
6. Wash hands before handling food-every time!
7. Everyone shares in cleanup. The following cleanup duties must be completed before your kitchen is checked by the teacher:
 - Return all equipment to its proper place
 - Clean counter tops
 - Clean table
 - Clean and dry stove top
 - Clean and dry drains and sinks to remove food particles.
 - Place dirty towels and dishcloths in washer
 - Retrieve all recipes
 - Sweep kitchen floor, if necessary

KITCHEN JOBS

HEAD COOK

Is responsible for organizing group. Gets out measuring utensils. Measures Ingredients at the supply table. Helps prepare the food.

ASSISTANT COOK

Gets out mixing equipment. Helps prepare the food. Preheats oven and sets timer. Cleans counters and stove. Requests that kitchen is checked at end of period.

DISHWASHER

Fills sink half way with hot, soapy water. Places dish drainer and rack on counter. Washes and rinses all dishes. Cleans out sink, dries fixtures, and empties sink drain.

DISH DRYER

Picks up 1 dishcloth and 2 dishtowels. Dries and puts away dishes. Dries and puts away dish drainer/board. Puts dirty towels/clothes in washer.

MANAGER

(five person kitchen) Substitutes for job if anyone is absent. Preheats oven and sets timer. Puts away dishes and equipment. Requests that kitchen is checked at end of period.

LAB EVALUATION

Per. _____ Lab: _____ Date: _____

KITCHEN COLOR _____

CRITERIA	
I. Pre-prep	
• quiet, ready to begin	1 2 3 4 5 6
• have recipes/worksheets out	1 2 3 4 5 6
• listening to teacher instructions	1 2 3 4 5 6
II. Preparation and Organization	
• proper equipment for measuring	1 2 3 4 5 6
• measuring correctly/using correct procedure	1 2 3 4 5 6
• Following recipe steps	1 2 3 4 5 6
• Mixing equipment out and oven set	1 2 3 4 5 6
• sink set up/towels retrieved	1 2 3 4 5 6
• organized and all doing their assigned jobs	1 2 3 4 5 6
III. Safety and Sanitation	
• Sanitation practices-hair, hands & aprons	1 2 3 4 5 6
• Safety practices with equipment	1 2 3 4 5 6
• Clean-up- wash, dry and put away properly and neatly	1 2 3 4 5 6
• Counters, table, sink and range clean	1 2 3 4 5 6
• Finished on time	1 2 3 4 5 6
IV. Product evaluation	5 10 16
V. GRADE	