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
Frank Perrone, Supervisor

Curriculum Committee:
Karen GaNung
Jill Petrucci

Curriculum Developed:
July 2016

Date of Board Approval:
September, 13, 2016
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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
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.
<table>
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<tr>
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<th>UNIT NUMBER</th>
<th>CONTENT - UNIT OF STUDY</th>
</tr>
</thead>
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<tr>
<td>1 week (ongoing)</td>
<td>I</td>
<td>Safety and Sanitation</td>
</tr>
<tr>
<td>2 weeks (ongoing)</td>
<td>II</td>
<td>Kitchen Basics</td>
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<tr>
<td>2 weeks</td>
<td>III</td>
<td>Your Healthy Breakfast</td>
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<td>2 weeks</td>
<td>IV</td>
<td>Lunch On Your Own</td>
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<tr>
<td>2 weeks</td>
<td>V</td>
<td>Desserts and Simple Snacks</td>
</tr>
</tbody>
</table>
**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.

- **2.1.6.D.1** - Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.

- **9.3.12.AG-FD.1** – Develop and implement procedures to ensure safety, sanitation and quality in food processing facilities.

- **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.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.


- **9.4.12.M.(2).8** – Maintain equipment, tools and work stations to provide safe work environments and meet company regulations.

**ENDURING UNDERSTANDINGS**

- **Sanitation and kitchen safety are key components in any kitchen and should be the top priority for any chef.**

- **Taking precautions when working in a kitchen will help you prevent common accidents.**

**ESSENTIAL QUESTIONS**

- **Why should a chef keep kitchen safety and sanitation at the top of their list?**

- **Why should any person working in a kitchen be aware of all precautions?**

**KNOWLEDGE**

- **Students will know:**
  - Most foodborne illnesses are spread through improper food handling.
  - There are hazards in the kitchen that need to be avoided to prevent accidents such as burns, electrocution and falls.

**SKILLS**

- **Students will be able to:**
  - Identify basic cleanliness procedures during food preparation, storage and clean-up.
  - Demonstrate use of basic cleanliness procedures during all labs.
  - Categorize the basic causes of accidents in the kitchen.
  - Implement procedures during classtime to avoid the hazards.
<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VOCABULARY:</strong> sanitation, cross-contamination, hygiene, foodborne illnesses, bacteria, prevention, falls, cuts, burns</td>
</tr>
<tr>
<td><strong>KEY TERMS:</strong> fire-triangle</td>
</tr>
</tbody>
</table>

**ASSESSMENT EVIDENCE:** Students will show their learning by:
- Completing safety and sanitation quiz
- Designing and constructing safety rules posters

**KEY LEARNING EVENTS AND INSTRUCTION:**
- 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.
<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Avoiding accidents in the kitchen</td>
<td>Video – “Kitchen Safety” – The Learning Zone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Booklet/Power point – Kitchen Safety Presentation, Learning Zone Express</td>
</tr>
</tbody>
</table>
### 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.

### ENDURING UNDERSTANDINGS

#### 9.3.12.AG-FD.2 – Apply principles of nutrition, biology, microbiology, chemistry, and human behavior to the development of food products.
Accurate measurements of all components of a recipe is necessary to achieve success, which is similar to a scientific formula.

#### 9.3.12.AG-FD.3 – Select and process food products for storage, distribution and consumption.
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.

#### 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.
Procedures must be executed efficiently in order to maximize the time allotted for the completion of the food product.

#### 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.
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).

### ESSENTIAL QUESTIONS

- How can kitchen tools assist the beginning chef in their quest to become proficient at food preparation?
- How do baking and cooking differ?
- What is the value/importance of group work in a foods laboratory based on the expected outcome/food product?
- What would happen if there were no organizational procedures used in the foods laboratory?
- Why is it essential for the beginning chef to use and follow a recipe to successfully produce food products?
<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know:</strong>&lt;br&gt;A wide variety of unique tools used in food preparation such as rubber scraper, spatula and wooden spoon. 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. 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. Following a recipe is the optimal method of achieving success as a beginning chef. <strong>VOCABULARY:</strong> cooking vs. baking, beat, blend, cream, cut in, fold in, knead, mix, stir, whip. <strong>KEY TERMS:</strong> measuring solids, measuring liquids, dry ingredients, mixing tools.</td>
<td><strong>Students will be able to:</strong>&lt;br&gt;Classify tools according to the procedures they can be used to complete in the food preparation process. Analyze the purpose of each ingredient in the production of a baked product. Describe the reason why accurate measuring techniques are essential when baking. 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. Complete the tasks that have been assigned to each group member successfully according to their specific job description. Accurately read, understand and execute a recipe that will create a quality product.</td>
</tr>
</tbody>
</table>
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.
### SUGGESTED TIME ALLOTMENT

<table>
<thead>
<tr>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Booklet/Power point – “Kitchen Math and Measuring”, Learning Zone Express</td>
</tr>
<tr>
<td>Basic Kitchen Equipment</td>
<td>Kitchen Math Workbook, Learning Zone</td>
</tr>
<tr>
<td>Measuring</td>
<td>Poster – “Parts of The Recipe”</td>
</tr>
<tr>
<td>Lab procedures</td>
<td></td>
</tr>
<tr>
<td>Parts of the Recipe</td>
<td></td>
</tr>
</tbody>
</table>
# Chefs in Training
## UN II: Your Healthy Breakfast

### STANDARDS / GOALS:
- **CRP1** – Act as a responsible and contributing citizen and employee.
- **CRP2** – Apply appropriate academic and technical skills.
- **CRP4** – Communicate clearly, effectively and with reason.
- **CRP7** – Employ valid and reliable research strategies.
- **CRP12** – Work productively in teams while using cultural global competence.

### ENDURING UNDERSTANDINGS

- **Breakfast is important to our bodies and is considered to be the most important meal of the day.**
- **Time should not be a reason to not have a complete breakfast before you start your day.**

### ESSENTIAL QUESTIONS

- Why is breakfast considered by nutritionists to be the "most important meal of the day"?
- How can a healthy breakfast be prepared in a short amount of time?

### KNOWLEDGE

- **Students will know:**
  
  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.
  
  The importance of replenishing blood glucose especially in the morning.

### SKILLS

- **Students will be able to:**
  
  Compare the similarities between eating a healthy breakfast and optimal performance during the morning hours.
  
  Identify key concepts that relates to the effects of breakfast on your mental and physical state of being in the beginning of the day.
  
  Evaluate a variety of foods as they relate to a balanced diet.
  
  Summarize the need to replenish nutrients in the morning by “breaking the fast” that occurs each night.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3.12.AG-FD.2</td>
<td>Apply principles of nutrition, biology, microbiology, chemistry, and human behavior to the development of food products.</td>
</tr>
<tr>
<td>9.3.12.AG-FD.3</td>
<td>Select and process food products for storage, distribution and consumption.</td>
</tr>
<tr>
<td>9.4.12.M.(1).6</td>
<td>Assess and select a variety of techniques and solutions to ensure safe production of products as well as safe and productive work places.</td>
</tr>
<tr>
<td>9.4.12.M.(2).2</td>
<td>Coordinate work teams when designing and/or producing products to enhance performance of the production process.</td>
</tr>
<tr>
<td>9.4.12.M.(2).3</td>
<td>Demonstrate how to communicate with others to ensure production meets business requirements.</td>
</tr>
<tr>
<td>9.4.12.M.(2).8</td>
<td>Maintain equipment, tools and work stations to provide safe work environments and meet company regulations.</td>
</tr>
<tr>
<td>9.4.12A.42</td>
<td>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.</td>
</tr>
</tbody>
</table>

**ASSESSMENT EVIDENCE:** Students will show their learning by:
- Planning and executing a balanced breakfast meal
- Planning and executing a well-balanced “Breakfast on the Run”

**KEY TERMS:** My Plate, balanced diet

**VOCABULARY:** blood glucose, breakfast, nutrients, proteins, carbohydrates, fats, vitamins, minerals.

**Foods in the correct proportion to the MyPlate guidelines help you create and eat a balanced diet.**

Breakfast can be prepared and eaten in a short amount of time and still be beneficial.

Make use of a food scale and related healthy portion models to allow them to eat a balanced meal.

Describe ways to best make use of their time in the morning so that they don’t “skip” breakfast.

Prepare a well-balanced breakfast.
**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.
### UNIT III: Your Healthy Breakfast

<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Creating a well-balanced breakfast</td>
<td>Video – “Breakfast Because”, The Learning Zone</td>
</tr>
<tr>
<td></td>
<td>Breakfast on the run!</td>
<td>Internet resource – “Breakfast – The Most Important Meal of the Day”, WebMD</td>
</tr>
<tr>
<td></td>
<td>USDA MyPlate</td>
<td>Internet – MyPlate.gov</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Various recipes – pancakes, eggs in a nest, smoothies, cinnamon buns</td>
</tr>
</tbody>
</table>
### STANDARDS / GOALS:

<table>
<thead>
<tr>
<th>CRP1</th>
<th>CRP2</th>
<th>CRP4</th>
<th>CRP7</th>
<th>CRP12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act as a responsible and contributing citizen and employee.</td>
<td>Apply appropriate academic and technical skills.</td>
<td>Communicate clearly, effectively and with reason.</td>
<td>Employ valid and reliable research strategies.</td>
<td>Work productively in teams while using cultural global competence</td>
</tr>
</tbody>
</table>

**Enduring Understandings**

**Essential Questions**

| Lunch is an important meal and has the potential to maximize your daily activities. | How can certain foods be used to maximize the impact of lunch for your daily activities? |
| Basic Knife skills are essential to properly preparing many styles of food that connect to lunch. | How would a chef use special knife skills to assist them in the preparation of lunch? |

**Knowledge**

**Skills**

- **Students will know:**
  - 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.
  - Lunch can be prepared and eaten in a short amount of time and still provide a healthy meal.
  - Basic knife skills are an important component in your bank of preparation techniques such as julienne, cube and mince.

- **Students will be able to:**
  - Identify the correlation between eating a healthy lunch and optimal performance during the day.
  - Compare a variety of foods as they relate to a balanced diet.
  - Identify ways to best make use of their time in the morning so that they are able to pack themselves a nutritious lunch.
  - Demonstrate various common cuts used in the preparation of foods.
  - Integrate knife skills during the preparation of meals.
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.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.

9.4.12.M.(2).2 – Coordinate work teams when designing and/or producing products to enhance performance of the production process.

9.4.12.M.(2).3 – Demonstrate how to communicate with others to ensure production meets business requirements.


9.4.12.M.(2).8 – Maintain equipment, tools and work stations to provide safe work environments and meet company regulations.

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.

**The importance of using appropriate food and portion sizes for healthy eating.**

**VOCABULARY:** julienne, cut, cube, mince, chef knife, utility knife, paring knife, and French knife

Create a balanced plate that relates to a healthy lunch.

**ASSESSMENT EVIDENCE:** Students will show their learning by:
- Planning and executing a balanced lunch meal
- Planning 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.
### UNIT IV: Lunch On Your Own

<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
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<th>SUPPLEMENTAL UNIT RESOURCES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Special Techniques – Basic Knife Skills</td>
<td>Video – “Kitchen Fundamentals” – The Learning Zone</td>
</tr>
<tr>
<td></td>
<td>Healthy Eating Patterns</td>
<td>CIA, The Arts Institute or Johnson and Wales Chef/Demonstrator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>YouTube – Basic Kitchen Knife Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internet - Power Point and Portion Guidelines for USDA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Various recipes – Quesadillas, pizza, chili, taco bake, sandwich bar, sloppy joes, soups, fresh salsa (knife skills)</td>
</tr>
</tbody>
</table>
## STANDARDS / GOALS:

<table>
<thead>
<tr>
<th>CRP1</th>
<th>CRP2</th>
<th>CRP4</th>
<th>CRP7</th>
<th>CRP12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act as a responsible and contributing citizen and employee.</td>
<td>Apply appropriate academic and technical skills.</td>
<td>Communicate clearly, effectively and with reason.</td>
<td>Employ valid and reliable research strategies.</td>
<td>Work productively in teams while using cultural global competence</td>
</tr>
</tbody>
</table>

## ENDURING UNDERSTANDINGS

### If properly planned, desserts may incorporate many of the nutrients that you need to complete your daily nutritional requirements.

### Snacks should be considered “small meals” that complete your nutritional needs from any given meal.

## ESSENTIAL QUESTIONS

- How is it possible for dessert to be healthy but still tasty?
- How can snacks supplement your nutritional needs?

## KNOWLEDGE

**Students will know:**

- Methods to incorporate missing nutritional meal components into well designed desserts or snacks.
- Desserts are not just sweet treats with limited nutritional value.

## SKILLS

**Students will be able to:**

- Assess the foods that have been consumed during their day as it relates to their dietary requirements.
- Discover snacks or desserts that can complete their dietary requirements.
- Select ingredients to create a healthy dessert.
- Produce a healthy dessert.
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.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.

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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.

**VOCABULARY:** saturated and unsaturated fats, trans fats, high fructose corn syrup, salt, types of sugars (agave, honey, fructose, sucrose, dextrose)

**ASSESSMENT EVIDENCE:** Students will show their learning by:
- Planning and preparing high quality, nutritious desserts and snack

**KEY LEARNING EVENTS AND INSTRUCTION:**
- 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**

<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Snacks</td>
<td>Videos —“Chopped Junior”, “Kids Baking Championship”— The Food Network or Cooking Channel</td>
</tr>
<tr>
<td></td>
<td>Nutritional Value</td>
<td>Sample recipes – pudding cups, cupcakes, ice cream, cookies, granola bars, Chex Mix, GORP</td>
</tr>
</tbody>
</table>
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

\[ \text{Diagram of a triangle} \]

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 Electrocution- 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. 
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.

<table>
<thead>
<tr>
<th>Colander</th>
<th>Grater</th>
<th>Measuring Spoons</th>
<th>Rubber Scraper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooling Rack</td>
<td>Kitchen Shears</td>
<td>Oven Mitt/Pot Holder</td>
<td>Slotted Spoon</td>
</tr>
<tr>
<td>Cutting Board</td>
<td>Ladle</td>
<td>Pastry Brush</td>
<td>Spatula</td>
</tr>
<tr>
<td>Dish Drainer</td>
<td>Leveler</td>
<td>Peeler</td>
<td>Wire Whisk</td>
</tr>
<tr>
<td>Dry Measuring Cups</td>
<td>Liquid Measuring Cup</td>
<td>Rolling Pin</td>
<td>Wooden Spoon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>USE</th>
<th>NAME OF UTENSIL</th>
<th>USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>1. _______________</td>
<td>a. used to shred food such as cheese or carrots</td>
</tr>
<tr>
<td>___</td>
<td>2. _______________</td>
<td>b. used to whip to add air</td>
</tr>
<tr>
<td>___</td>
<td>3. _______________</td>
<td>c. used to level off dry measures</td>
</tr>
<tr>
<td>___</td>
<td>4. _______________</td>
<td>d. used to roll out dough</td>
</tr>
<tr>
<td>___</td>
<td>5. _______________</td>
<td>e. used to remove skin from fruits and vegetables</td>
</tr>
<tr>
<td>___</td>
<td>6. _______________</td>
<td>f. used to flip or turn</td>
</tr>
<tr>
<td>___</td>
<td>7. _______________</td>
<td>g. used to cut on to protect the counter</td>
</tr>
<tr>
<td>___</td>
<td>8. _______________</td>
<td>h. used to remove hot pans from the oven or stove</td>
</tr>
</tbody>
</table>
USE   NAME OF UTENSIL

9.  

10.  

11.  

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14.  

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16.  

17.  

18.  

19.  

20.  

i.  used to hold for drying
j.  used to drain large amounts of food from a liquid
k.  used to brush liquid on food such as butter
l.  used to measure dry and solid ingredients
m.  used to cool hot foods
n.  used to stir in a bowl or on the stove top
o.  used to serve soup or gravy
p.  used to lift up food out of a liquid
q.  used to scrape the sides of bowls and pans
r.  used to cut foods and open packages
s.  used to measure liquid ingredients
t.  used to measure small amounts of dry and liquid ingredients
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.

**Maple Baked Beans**

2 l2-oz. cans vegetarian baked beans
½ cup chopped onion
½ cup chopped ketchup
1 Tbsp. prepared mustard
⅛ cup shredded low-fat cheddar cheese (optional)

Preheat oven to 350°F. Mix all ingredients together. Pour into a greased casserole dish. Bake, uncovered for 30 minutes or longer. Sprinkle cheddar cheese (optional) on top for the last ten minutes, baking until cheese is melted. Serve warm.

Yield: 8 (⅛-cup) servings

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

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

**Measuring Equipment:**
- Measuring Cups
- Spatula
- Rubber Scraper

**Steps for Solid or Moist Ingredients:**
1. Determine cups needed.
2. Pack ingredients into cup.
3. Level with a spatula.
4. Scrape ingredients out of cup.

**Dry Ingredients**

Ingredients such as:
- Flour
- Granulated or Powdered Sugar
- Powdered Milk

**Measuring Equipment:**
- Dry Measuring Cups

**Steps:**
1. Determine cups needed.
2. Fill cups (no packing or tapping).
3. Level with a spatula.
4. Finish with exact amount.

**Measuring Liquids**

Ingredients such as:
- Water
- Milk
- Juice
- Syrup
- Oil
- Sauce

**Sample Measurements:**
- 1/4 cup
- 1/2 cup
- 1/3 cup
- 3/4 cup

**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.

**Measuring Spoons**

**Abbreviations:**
- Tbsp. or T. = Tablespoon
- tsp. or t. = Teaspoon

**Equivalents:**
- 3 tsp. = 1 Tbsp.
- 4 Tbsp. = 1/4 cup

**Measuring Spoons:**
- Tablespoon
- Teaspoon
- 1/2 Teaspoon
- 1/4 Teaspoon

**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.
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________________________

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

IV. Product evaluation

V. GRADE