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CW High School

Culinary Arts I

1. **Meaning of Food (25.00%)**

Learning Targets

1.1 I can define and give examples of physical, social/cultural, emotional and intellectual meanings of food and describe at least four factors that influence my food choices today.

Learning Target	Descriptor	Definition
4	Proficient	I can define and give examples of physical, social/cultural, emotional and intellectual meanings of food and describe at least four factors that influence my food choices today.
3	Developing	I can define and give examples of physical, social/cultural, emotional and intellectual meanings of food and describe a factor that influences my food choices today.
2	Basic	I can define physical, social/cultural, emotional and intellectual meanings of food and provide an example of each.
1	Minimal	I can give an example of something that influences my food choices today.
0	No Evidence	No evidence shown.

1.2 I can summarize the effect of historical events on American eating habits today as well as predict how current events will affect future eating habits.

Learning Target	Descriptor	Definition
4	Proficient	I can summarize the effect of historical events on American eating habits today as well as predict how current events will affect future eating habits.
3	Developing	I can describe the impact of historical events on eating habits today and provide specific examples of changes in foods.
2	Basic	I can describe the impact of historical events on eating habits today.
1	Minimal	I can identify historical events that have changed eating habits today.
0	No Evidence	No evidence shown.

1.3 I can evaluate new food products, describe what trend is being met, and identify who would be the target market based on each product.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate new food products, describe what trend is being met, and identify who would be the target market based on each product.
3	Developing	I can evaluate new food products and describe what trend and demand is being met.

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Learning Target	Descriptor	Definition
2	Basic	I can evaluate new food products for taste and identify a trend that is being met.
1	Minimal	I can evaluate new food products for taste.
0	No Evidence	No evidence shown.

1.4 I can describe how food is a continuing concern and relate those concerns to changes in food attitudes, procurement and consumption patterns in today's society.

Learning Target	Descriptor	Definition
4	Proficient	I can describe how food is a continuing concern and relate those concerns to changes in food attitudes, procurement and consumption patterns in today's society.
3	Developing	I can define, describe and give an example of how food is a continuing concern identify changes in food attitudes, procurement and consumption.
2	Basic	I can define and give an example of a food related concern and identify changes in food attitudes, procurement or consumption.
1	Minimal	I can define and give an example of a food related continuing concern.
0	No Evidence	No evidence shown.

1.5 I can create a new food product, including advertising and packaging, which reflect at least three of society's demands for food today.

Learning Target	Descriptor	Definition
4	Proficient	I can create a new food product, including advertising and packaging, which reflect at least three of society's demands for food today.
3	Developing	I can create a new food product, including advertising and packaging, which reflects two of society's demands for food today.
2	Basic	I can create a new food product, including advertising and packaging, which reflects one of society's demands for food today.
1	Minimal	I can come up with the concept for a new food product that reflects society's demands for food today.
0	No Evidence	No evidence shown.

2. **Kitchen Basics (25.00%)**

Learning Targets

2.1 I can identify and describe how to use different types of appliances, measuring equipment and mixing/cutting tools that are used in the kitchen and describe proper cutting techniques.

Learning Target	Descriptor	Definition

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Learning Target	Descriptor	Definition
4	Proficient	I can identify and describe how to use different types of appliances, measuring equipment and mixing/cutting tools that are used in the kitchen and describe proper cutting techniques.
3	Developing	I can identify different types of appliances, measuring equipment and mixing/cutting tools that are used in the kitchen and describe proper cutting techniques.
2	Basic	I can identify different types of appliances, measuring equipment and mixing/cutting tools that are used in the kitchen.
1	Minimal	I can identify some pieces of kitchen equipment.
0	No Evidence	No evidence shown.

2.2 I can read a recipe and describe/demonstrate correct procedures to preparing foods, including appropriate use of measuring tools and cooking terminology.

Learning Target	Descriptor	Definition
4	Proficient	I can read a recipe and describe/demonstrate correct procedures to preparing foods, including appropriate use of measuring tools and cooking terminology.
3	Developing	I can read a recipe and list correct procedures to preparing foods, including appropriate use of measuring tools and cooking terminology.
2	Basic	I can read a recipe and describe procedures to be followed
1	Minimal	I can list measuring tools that should be used when making a dish from a recipe.
0	No Evidence	No evidence shown.

2.3 I can cut in half and double recipes with 100% accuracy, using equivalents to change measurements when necessary.

Learning Target	Descriptor	Definition
4	Proficient	I can cut in half and double recipes with 100% accuracy, using equivalents to change measurements when necessary.
3	Developing	I can cut in half and double recipes with 75% accuracy, using equivalents to change measurements when necessary.
2	Basic	I can cut in half and double recipes with 50% accuracy.
1	Minimal	I can cut in half and double recipes with 25% accuracy.
0	No Evidence	No evidence shown.

2.4 I can demonstrate my ability to execute appropriate cutting (dice, mince, slice, chop) and safety techniques while using a variety of knives.

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Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate my ability to execute appropriate cutting (dice, mince, slice, chop) and safety techniques while using a variety of knives.
3	Developing	I can demonstrate my ability to execute appropriate cutting and safety techniques while using a variety of knives.
2	Basic	I can demonstrate my ability to execute appropriate safety techniques while using a variety of knives.
1	Minimal	I can use a variety of knives.
0	No Evidence	No evidence shown.

2.5 I can draw proper table setting, provide examples of ways that personal cleanliness, kitchen cleanliness and food prep and storage influence the sanitation of foods and list basic dining etiquette to be followed when eating in a formal environment.

Learning Target	Descriptor	Definition
4	Proficient	I can draw proper table setting, provide examples of ways that personal cleanliness, kitchen cleanliness and food prep and storage influence the sanitation of foods and list basic dining etiquette to be followed when eating in a formal environment.
3	Developing	I can draw proper table setting, give suggestions for food safety and list basic dining etiquette to be followed when eating in a formal environment.
2	Basic	I can draw proper table setting and list basic dining etiquette to be followed when eating in a formal environment.
1	Minimal	I can draw proper table setting to be used when eating in a formal environment.
0	No Evidence	No evidence shown.

3. Nutrition, Health and Wellness (30.00%)

Learning Targets

3.1 I can categorize foods into different food groups to plan menus, while applying the concepts such as key consumer messages and amounts needed daily to meet various nutrient needs.

Learning Target	Descriptor	Definition
4	Proficient	I can categorize foods into different food groups to plan menus, while applying the concepts such as key consumer messages and amounts needed daily to meet various nutrient needs.
3	Developing	I can categorize foods into different food groups to plan menus while applying the concepts of MyPlate to meet various nutrient needs.
2	Basic	I can categorize foods into different food groups and evaluate a diet based on MyPlate recommendations.

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Learning Target	Descriptor	Definition
1	Minimal	I can categorize foods into different food groups.
0	No Evidence	No evidence shown.

3.2 I can examine nutritional data using nutrition labels, along with dietary guidelines and recommendations to construct a modified diet based on nutritional needs and health concerns.

Learning Target	Descriptor	Definition
4	Proficient	I can examine nutritional data using nutrition labels, along with dietary guidelines and recommendations to construct a modified diet based on nutritional needs and health concerns.
3	Developing	I can examine nutritional data using nutrition labels, along with dietary guidelines to make dietary recommendations.
2	Basic	I can decipher information found on a nutrition label, and describe the USDA's dietary guidelines.
1	Minimal	I can decipher information found on a nutrition label.
0	No Evidence	No evidence shown.

3.3 I can critique the selection of foods by analyzing my current diet to promote a healthy lifestyle.

Learning Target	Descriptor	Definition
4	Proficient	I can critique the selection of foods by analyzing my current diet to promote a healthy lifestyle.
3	Developing	I can critique the selection of foods by analyzing my current diet.
2	Basic	I can log foods eaten and enter into a database for analysis.
1	Minimal	I can log foods eaten over a period of time.
0	No Evidence	No evidence shown.

3.4 I can design instruction on nutrition for health maintenance and disease prevention as well as tips for healthy living and weight management.

Learning Target	Descriptor	Definition
4	Proficient	I can design instruction on nutrition for health maintenance and disease prevention as well as tips for healthy living and weight management.
3	Developing	I can create a poster on nutrition for health maintenance and disease prevention as well as tips for healthy living and weight management.
2	Basic	I can create a poster with tips for healthy living and weight management.

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Learning Target	Descriptor	Definition
1	Minimal	I can list tips for healthy living.
0	No Evidence	No evidence shown.

3.5 I can describe the science of food based on the nutrients food provides in our bodies, (carbohydrates, fats, proteins, vitamins, minerals and water) and can predict consequences of nutrient excesses and deficiencies.

Learning Target	Descriptor	Definition
4	Proficient	I can describe the science of food based on the nutrients food provides in our bodies, (carbohydrates, fats, proteins, vitamins, minerals and water) and can predict consequences of nutrient excesses and deficiencies.
3	Developing	I can describe the science of food based on the nutrients food provides in our bodies, (carbohydrates, fats, proteins, vitamins, minerals and water).
2	Basic	I can match the functions of nutrients food provides in our bodies, and can identify consequences of nutrient excesses and deficiencies.
1	Minimal	I can match the functions of nutrients food provides in our bodies.
0	No Evidence	No evidence shown.

3.6 I can analyze the role of individuals, corporations and the government in the obesity epidemic in our country today.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the role of individuals, corporations and the government in the obesity epidemic in our country today.
3	Developing	I can describe the role of individuals, corporations and the government in the obesity epidemic in our country today.
2	Basic	I can list ways that individuals, corporations and the government contribute to the obesity epidemic in our country today.
1	Minimal	I can list ways that individuals, corporations or the government contributes to the obesity epidemic in our country today.
0	No Evidence	No evidence shown.

4. Lab Experiences (15.00%)

Learning Targets

4.1 I can prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils, using safe handling and professional preparation techniques, for presentation and assessment.

Learning Target	Descriptor	Definition

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Learning Target	Descriptor	Definition
4	Proficient	I can prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils, using safe handling and professional preparation techniques, for presentation and assessment.
3	Developing	I can prepare fruits, vegetables, starches, legumes, dairy products, fats, or oils, using safe handling and professional preparation techniques, for presentation and assessment.
2	Basic	I can assist in the preparation of prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils, using safe handling and preparation techniques for presentation and assessment.
1	Minimal	I can assist in the preparation of various fruits, vegetables, starches, legumes, dairy products, fats, and oils, for presentation and assessment.
0	No Evidence	No evidence shown.

4.2 I can demonstrate professional skill for a variety of cooking methods including roasting, broiling, sautéing, pan frying, deep frying, steaming, and baking using professional equipment and current technologies.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate professional skill for a variety of cooking methods including roasting, broiling, sautéing, pan frying, deep frying, steaming, and baking using professional equipment and current technologies.
3	Developing	I can demonstrate a variety of cooking methods including roasting, broiling, sautéing, pan frying, deep frying, steaming, and baking using professional equipment and current technologies.
2	Basic	I can describe professional skill for a variety of cooking methods including roasting, broiling, sautéing, pan frying, deep frying, steaming, and baking using professional equipment and current technologies.
1	Minimal	I can describe skills for a variety of cooking methods including roasting, broiling, sautéing, pan frying, deep frying, steaming, and baking using professional equipment and current technologies.
0	No Evidence	No evidence shown.

4.3 I can classify various raw ingredients based on nutrition, common characteristics, cooking methods and other unique properties and utilize that knowledge in a lab situation

Learning Target	Descriptor	Definition
4	Proficient	I can classify various raw ingredients based on nutrition, common characteristics, cooking methods and other unique properties and utilize that knowledge in a lab situation
3	Developing	I can classify various raw ingredients based on common characteristics, cooking methods and other unique properties and utilize that knowledge in a lab situation
2	Basic	I can classify various raw ingredients based on common characteristics and other unique properties and utilize that knowledge in a lab situation
1	Minimal	I can classify various raw ingredients.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

5. Regional Cuisine (5.00%)

Learning Targets

5.1 I can describe the effect of culture, tradition, location, climate and geography on the production and consumption of foods across all regions (South, West, Midwest, New England, Mid-Atlantic) of the United States.

Learning Target	Descriptor	Definition
4	Proficient	I can describe the effect of culture, tradition, location, climate and geography on the production and consumption of foods across all regions (South, West, Midwest, New England, Mid-Atlantic) of the United States.
3	Developing	I can describe the effect of culture, tradition, location, climate or geography on the production and consumption of foods several regions of the United States.
2	Basic	I can list the effect of culture, tradition, location, climate and geography on the production and consumption of foods in a region of the United States.
1	Minimal	I can identify the effect of culture, tradition, location, climate and geography on the production and consumption of foods in a region of the United States.
0	No Evidence	No evidence shown.

Submitted on 2/8/2022 by Kristi Hause