



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

CULINARY ARTS

PATHWAY: Culinary Arts

COURSE: Culinary Arts II (CAII)

UNIT: 4.1 Commercial Food Preparation – Menu Items



INTRODUCTION

Annotation:

In this unit students will learn about American Regional cuisines; while also understanding the various International cuisines that have maintained a strong cultural heritage and quality of recipe that has remained the same for hundreds of years. The use of standard stocks, vegetable and grain cookery and meat and seafood fabrication will also be explored.

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time:

10 90-minute class periods

Author:

Jennifer Booker
Wes Goodman
Bill Hewett

Students with Disabilities:

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



FOCUS STANDARDS

GPS Focus Standards:

Ca-CAII-3: Students will demonstrate and master commercial food preparation of all menu categories to produce a variety of food products.

GPS Academic Standards:

SSWG2. The student will explain the cultural aspects of geography.

SC5. Students will understand that the rate at which a chemical reaction occurs can be affected

by changing concentration, temperature, or pressure and the addition of a catalyst.

NFCS-8.5.2. Demonstrate a variety of cooking methods including roasting and baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching,

steaming, working, convection, microwaving, and other emerging technologies

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

Essential Questions:

- Why is it important to know how to make different international cuisines for commercial food preparation?

Knowledge from this Unit:

- The students will recall the difference between Regional, Ethnic, and International cuisines.
- Identify and prepare regional, ethnic, and international cuisines.
- Compare and contrast food items prepared using moist heat, dry heat, and combination cooking methods using various types of foodservice equipment such as a range, oven, fryer, griddle, steamer etc.

Skills from this Unit:

- The students will be able to compare and contrast the differences between Moist Heat, Dry Heat, and Combination Cooking Methods while fabricating various meats, poultry, and seafood.

- Fabricate and prepare various meats, poultry, and seafood using both moist and dry heat cooking methods.
- Prepare stocks, soups and sauces and match with appropriate foods.
- Prepare vegetables, fruits and starches (pasta, grains, etc.) by using moist and dry heat cooking methods.



ASSESSMENT(S)

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

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

Assessment(s) Title:

Assessment(s) Description/Directions:

Evaluate the different the different Regional, Ethnic, and International dishes prepared by each group. Evaluate proper fabrication technique and knife skills.

Attachments for Assessment(s): Please list.



LEARNING EXPERIENCES

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

Sequence of Instruction

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

Ca-CAII-3: Students will demonstrate and master commercial food preparation of all menu categories to produce a variety of food products.

2. Review Essential Questions.

3. Identify and review the unit vocabulary.

4. Assessment Activity.

Set Induction: Instructor will hand out Syllabus, Lesson Plans and supporting material covering this program of Regional and International Cuisines and will state the objective.

Learning Activities:

1. The Instructor will lecture on the major Regional groups of cultures, ethnic groups and cuisines around the World, concentrating on the following:
 - French
 - Asian
 - Hispanic
 - Italian
 - Indian

2. The Instructor will lecture on the major American Regional cultures and cuisines, concentrating on the following.
 - North East
 - Southern
 - South western
 - Tex-Mex
 - Creole
3. The Instructor will lecture and demonstrate the basic techniques of:
 - Vegetable Stock
 - Chicken Stock
 - Beef Stock
 - Fish Fumet
 - Seafood Stock
4. The Instructor will lecture and demonstrate the basic techniques, herbs, grains, and spices of Mexican, French and Italian cuisines.
 - Corn Stock
 - Compound Butters
 - Polenta
5. Student/teacher activity: Each group will practice and apply the following techniques:
 - Fried Chicken (*Chicken Fabrication/Dry Heat Cooking Method*)
 - Shrimp Stock (*Seafood Fabrication/Moist heat Cooking Method*)
 - Demi-Glace (*Combination Cooking Method*)
 - Clean up and critique of production

Closure:

1. Summarize the rationale behind the understanding and practicing correct Regional, Ethnic, and International cuisines as well as meat and seafood fabrication and proper cooking techniques.

Transfer Out: Review any outstanding questions about Regional, Ethnic, and International Cuisines.

Attachments for Learning Experiences: Please list.



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated

Attachments for Culminating Performance Task



UNIT RESOURCES

Web Resources:

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

Materials & Equipment:

What 21st Century Technology was used in this unit:

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