



## CULINARY ARTS

**PATHWAY:** Culinary Arts

**COURSE:** Culinary Arts II (CAII)

**UNIT:** 6.1 Garde Manger



## INTRODUCTION

**Annotation:**

This lesson plan will introduce students to the popular hors d'oeuvre, Sushi, while reinforcing their knife skills, Moist Heat Cooking Method, and teaching new cold sauces and garnishes.

**Grade(s):**

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

**Time:**

10 90-minute class periods

**Author:**

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**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

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**GPS Focus Standards:** Please list the standard and elements covered.

CA-CAII-4: Students will discuss and practice Garde Manger.

**GPS Academic Standards:**

*ELAALRC4. The student establishes a context for information acquired by reading across subject areas.*

*NFCS-8.5. Demonstrate commercial preparation for all menu categories to produce a variety of food products.*

**National / Local Standards / Industry / ISTE:**



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:**

Through Garde Manger students will learn to plan, prepare, and display hot and cold hors d'oeuvres, sandwiches, relishes, canapés, garnishes, carvings, and decorations for a theme banquet while using edible art for their platter presentations.

**Essential Questions:**

**Knowledge from this Unit:**

- Students will be able to recall the difference between six types of sushi rolls.

**Skills from this Unit:**

- Students will be able to make six different types of sushi rolls
- Plan, prepare, and display hot and cold hors d'oeuvres, salads, sandwiches, relishes, canapés, garnishes, carvings, and decorations.
- Plan and execute a theme banquet to include menu selection, banquet layout and design, and food presentation using platters, bowls, mirrors, etc.
- Prepare various food art presentations using edible food products.



# ASSESSMENT(S)

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**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:**

Review of Lesson: Review student knowledge of hors d'oeuvres, cold sauces, and garnishes.

**Attachments for Assessment(s):** Please list.



# LEARNING EXPERIENCES

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## **Sequence of Instruction**

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

CA-CAL-4: Students will discuss and practice Garde Manger.

### **2. Review Essential Questions.**

### **3. Identify and review the unit vocabulary.**

### **4. Assessment Activity.**

**Set Induction:** Students should have access to a kitchen lab and the Instructor will hand out the following:

- DVD Presentation
- Vocabulary List
- Bamboo Rolling Mat
- Sushi Rice Recipe
- Pickled Ginger Recipe
- Dipping Sauce Recipe

## **Learning Activities:**

### **1. Students will watch the DVD SUSHI, and define the following vocabulary words:**

- Sushi
- Nori
- Maki
- Wasabi
- Soy Sauce
- Ginger

### **2. The Instructor will demonstrate how to make pickled ginger, a dipping sauce, and make the following sushi rolls.**

- Norimaki

- Uramaki
- Nigiri
- California Roll
- Temaki
- Fotomaki

3. Students will break into groups and prepare the mise en place for the six sushi rolls listed in point #2. Once mise en place as been set up, each bench will produce one platter of assorted Sushi rolls, pickled ginger and a dipping sauce.

**Transfer Out:** Review any outstanding questions about Sushi, the different types of sushi rolls.

**Attachments for Learning Experiences:** Please list.

- DVD Presentation – Basic Garde Manger
- Vocabulary List
- Bamboo Rolling Mat
- Sushi Rice Recipe
- Pickled Ginger Recipe
- Dipping Sauce Recipe

**Notes & Reflections:** May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



## CULMINATING PERFORMANCE TASK

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**Culminating Unit Performance Task Title:**

**Culminating Unit Performance Task Description/Directions/Differentiated**

**Attachments for Culminating Performance Task**



## UNIT RESOURCES

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### Web Resources:

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

### Materials & Equipment:

- Projector for DVD
- Kitchen lab

### 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 checked="" 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            | <input type="checkbox"/>            | Maker                     |