GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

CULINARY ARTS
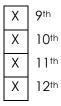
PATHWAY: Culinary Arts

COURSE: Culinary Arts I (CAI)

UNIT: 11.1 Menu Fundamentals

INTRODUCTION

Annotation:

This lesson plan will introduce students to Menu Types, Purchasing and Receiving, Cost Control and Analysis.

Grade(s):

X	9th
X	10th
X	11th
X	12th

Time:

5 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

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

CA-CAI-11: Students will identify and apply fundamentals for menu planning, purchasing, receiving, inventory, and storage.

GPS Academic Standards:

ELA10-RL3. The student acquires new vocabulary in each content area and uses it correctly.

National / Local Standards / Industry / ISTE:

NFCS-8.6. Demonstrate implementation of food service management functions.
SSEF1. The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs and trade offs for individuals, businesses and governments
NFCS-8.7. Demonstrate the concept of internal and external customer service.

UNDERSTANDINGS & GOALS

Enduring Understandings:

Students will identify and apply fundamentals for menu planning, purchasing, receiving, inventory, and storage. By applying the required practices for menu planning and development, students with understand purchasing and receiving, cost control and marketing functions.

Essential Questions:

- What are some key items that are generally included on menus?
- How does a menu serve as a marketing function?

Knowledge from this Unit: Factual information.

Skills from this Unit: Performance.

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:

Students will be evaluated on their ability to properly identify menu types as well caloric value and nutritional value.

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-CAI-11: Students will identify and apply fundamentals for menu planning, purchasing, receiving, inventory, and storage.

2. Review Essential Questions.

- What are some key items that are generally included on menus?
- How does a menu serve as a marketing function?

3. Identify and review the unit vocabulary.

4. Assessment Activity.

Set Induction: The Instructor will introduce students to the proper way food and supplies are purchased, received and stored in the kitchen, focusing on cost control and analysis. Students should have access to the following:

- Computer
- Sample Menus
- Vocabulary Handout
- Proper Food Handling Handout
- PowerPoint of Proper Purchasing Procedures

Learning Activities:

1. Students will review the PowerPoint covering proper purchasing procedures of fresh, frozen , refrigerated:
   - Meat
   - Poultry
   - Fish
   - Dairy
   - Staple Items

2. Students will review and define the following menu type vocabulary:

    - A la Carte
    - Table d'hote
    - California
    - Du jour
    - Cycle Menu

3. The Instructor will break the students into groups, giving each group a sample menu. Using this menu. Each group will:

    - Identify Menu Type
    - Choice a Salad, Entrée, and Dessert
    - Calculate Caloric Value
    - Analyze the Nutritional Value

Closure: Have students discuss the differences in menu styles, portion size, and nutritional value

Transfer Out: Review any outstanding questions about Menu Types, calculating calories and nutritional value of menu items.

Attachments for Learning Experiences: Please list.

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

CULMINATING PERFORMANCE TASK

(Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.

✓ UNIT RESOURCES

Web Resources:

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

Materials & Equipment:

- Sample Menus
- Handouts
- Calculator
- Computer
- Access to a computer

What 21st Century Technology was used in this unit:

☐ Slide Show Software	☐ Graphing Software	☐ Audio File(s)
☐ Interactive Whiteboard	☐ Calculator	☐ Graphic Organizer
☐ Student Response System	☐ Desktop Publishing	☐ Image File(s)
☐ Web Design Software	☐ Blog	☐ Video
☐ Animation Software	☐ Wiki	☐ Electronic Game or Puzzle Maker
☐ Email	☐ Website	