



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

CULINARY ARTS

PATHWAY: Culinary Arts

COURSE: Culinary Arts I (CAI)

UNIT: 5.2 Cooking in a Professional Kitchen – Applying
Effective ‘mise en place’ & Demonstrating Knife Skills



INTRODUCTION

Annotation: Briefly describe the unit topics, tasks, methods, etc.

This Lesson Plan will show how to properly set up a ‘mise en place’, demonstrate proper knife cuts, product identification, and cooking methods such as dry and moist cooking.

This Lesson Plan will also talk about the value-added processed food items.

Grade(s):

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

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-5. Students will identify and demonstrate the principles and processes of cooking in a professional kitchen.

GPS Academic Standards:

SPS7. Students will relate transformations and flow of energy within a system.
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: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

Identifying herbs, spices, oils, and vinegars, several basic preparation techniques; including moist and dry heat cooking methods; applying effective 'mise en place', and demonstrating knife skills and proper knife cuts.

Essential Questions:

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 given a Product ID quiz, set up their 'mise en place', as well as practice the following knife cuts; julienne, batonnet, bruniose, paysanne, small dice, medium dice, and large dice; emphasizing proper knife safety.

Attachments for Assessment(s): Please list.



LEARNING EXPERIENCES

Sequence of Instruction

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

CA-CAI-5. Students will identify and demonstrate the principles and processes of cooking in a professional kitchen.

2. Review Essential Questions.

Identifying herbs, spices, oils, and vinegars, several basic preparation techniques; including moist and dry heat cooking methods; applying effective 'mise en place', and demonstrating knife skills and proper knife cuts.

3. Identify and review the unit vocabulary.

4. Assessment Activity.

Set Induction: Student should have access to a kitchen lab, and be given the following:

- PowerPoint Presentation
- Various Herbs, Spices, Oils, and Vinegars
- Knife Cuts Dimension Hand-out

Learning Activities:

1. The Instructor will present a PowerPoint Presentation of various Herbs, Spices, Oils, and Vinegars.
2. The Instructor will present a Herb, Spice, Oil, and Vinegar Product ID lab by:
 - Giving each student the name of an Herb, Spice, Oil, or Vinegar.
 - Instructing the student to locate that item in the cooler or dry storage and put a small amount in a container.
 - The student will then write the name on their product and one use on a piece of paper, and place that paper face down under the product.
 - Once all students have found their product, the Instructor will instruct them to try and ID all of the products without looking at the sheet of paper.

3. The Instructor will show students how to set up a mise en place, and demonstrate the following knife cuts:

- Julienne
- Batonnet
- Bruniose
- Paysanne
- Small Dice
- Medium Dice
- Large Dice

Closure: Summarize the importance of a proper mise en place, the purpose of exact knife cuts, and the uses of herbs, spices, vinegars, and spices.

Transfer Out: Review any outstanding questions regarding mise en place, product ID, and knife cuts.

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:

- Projector with PowerPoint display
- Hand outs,
- A kitchen lab,
- Various herbs spices, oils, and vinegars,
- Potatoes for knife cut practice
- Copies of the quiz

What 21st Century Technology was used in this unit:

<input 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