GEORGIA PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

CULINARY ARTS

- COURSE: Culinary Arts I (CAI)
- 5.2 Cooking in a Professional Kitchen Applying UNIT:

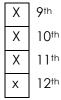
Effective 'mise en place' & Demonstrating Knife Skills



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):



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 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 Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.

Georgia CTAE Resource Network Unit Plan Resource

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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:

