



## CULINARY ARTS

**PATHWAY:** Culinary Arts

**COURSE:** Culinary Arts I (CAI)

**UNIT:** 9.1 Role of Garde Manger and Pantry Kitchen



## INTRODUCTION

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**Annotation:**

The pantry and more specifically garde manger are a very specialized and valuable positions in a commercial kitchen, instructor will go over the meaning and history of this position, specific skills, responsibilities and roll of today's garde manger has in the kitchen.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**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 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-CAI-12. Students will identify and examine the role of Garde Manger and Pantry kitchen, demonstrating cold food skills and techniques used by the Garde Manger Chef.

- a. Identify the four main ingredients of sandwiches and identify different types of sandwiches; prepare cold/hot sandwiches.
- a. Identify the components of a salad, prepare all types of salads (i.e. composed, bound, tossed) and identify and prepare basic types of dressings (i.e. vinaigrette, emulsified).
- b. Define garnish; explain the differences between garnish, garniture and garni; list guidelines for use of hot and cold platter garnishes.
- c. Define responsibilities of pantry/garde manger workers, comparing duties of the pantry workers; explain the relationship and line set up to pantry/garde manger preparations.
- d. Discuss cold items to include soups, sauces, marinades, relishes and hors d'oeuvres.

**GPS Academic Standards:**

SCSh8. Students will understand important features of the process of scientific inquiry.

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:**

The program shall prepare candidates to have a understanding of what the meaning, functions and skills are displayed by the Garde Manger chef.

**Essential Questions:**

- What is the meaning and role of the pantry and garde manger chef in a commercial kitchen and what functions are they responsible for?
- What specific skills are needed to be a garde manger chef?

**Knowledge from this Unit:** Factual information.

**Skills from this Unit:** Performance.



## 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:**

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



## LEARNING EXPERIENCES

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**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-12. Students will identify and examine the role of Garde Manger and Pantry kitchen, demonstrating cold food skills and techniques used by the Garde Manger Chef.

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

**2. Review Essential Questions.**

- What is the meaning and role of the pantry and garde manger chef in a commercial kitchen and what functions are they responsible for?
- What specific skills are needed to be a garde manger chef?

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

**4. Assessment Activity.**

**Set Induction:** Instructor will hand out overview of history and meaning of the garde manger, skills associated with the position, buffet presentations and outline of foods that are produced in the cold kitchen.

1. Instructor should use PowerPoint presentation to show cold food buffet presentations, ice carvings, terrines and charcuterie.

2. Instructor will handout outline of responsibilities and food items produced by the pantry and garde manger.
3. Outline should include: charcuterie, salads, dressings, food garnishes, cold appetizers and hor d'oeuvres.

### **Learning Activities:**

#### **1) Instructor to go over a brief history and meaning of garde manger.**

- The term garde manger originally used to described food storage area that was cooler than the kitchen, literally “keep to eat”
- Preserved foods such as cured meats and cheeses where held there.
- The term has evolved over the years to mean the station in a professional kitchen that prepares cold foods.
- The pantry station usually reports directly to the garde manger chef.
- The garde manger chef is a highly skilled station that includes the production of all cold foods for a la carte, banquets and buffets.

#### **Responsibilities of the garde manger station.**

- All cold food produced in the kitchen
- Charcuterie( sausages and cured meats)forcemeats, terrines, pates
- Production of appetizers and hors d'oeuvres
- Salads
- Cheeses
- Cold sauces and cold soups
- Cold buffet presentations
- Ice carvings
- Food garnishes
- Overseas pantry station
- Buffet centerpieces ( Pastiage, SaltDoughs)

**Instructor should go over each responsibility listed above and explain in detail terminology and meaning of each with infesences on cold buffets, charcuterie and the specialized skills such as ice carvings the garde manger station is responsible for.**

**Instructor should handout and describe equipment list related to garde manger.**

- List of ice carving tools
- Pictures of pate molds and terrines
- List of garnishing tools
- Coolers and cold food storage area( cold room)

### **Responsibilities and description of pantry station**

**1) The pantry station is a support position for the garde manger chef and also has specific functions in the kitchen, and can also describe provisions in garde manger department**

- Pantry person may work station on a la carte line
- Produces salads, cold appetizers, sandwiches and may produce cold desserts for a la carte.
- Will help with production for banquets
- May produce cold sauces, cold soups and salad dressings
- Produces composed salads
- Production of canapés and cold hors d'oeuvres
- Usually reports to garde manger chef

### **Closure:**

1. Summarize the rationale behind the understanding and practicing Etiquette and Table Service in the profession of Culinary Arts and how important it is in instilling this quality into our teaching and students.

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

**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 Instruction:**

**Attachments for Culminating Performance Task:** Please list.



## UNIT RESOURCES

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**Web Resources:** <http://gardemanger.com/>

**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 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