GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

CULINARY ARTS

PATHWAY: Culinary Arts

COURSE: Introduction to Culinary Arts (ICA)

UNIT: 9.1 Standardized Recipes

INTRODUCTION

Annotation:

This lesson plan will emphasize the necessity of standardized measurement and recipes in the food service industry.

Grade(s):

	9th
X	10th
X	11th
X	12th

Time:

7 hours

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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-ICA–8. Students will examine and identify standardized recipes and their role in a commercial kitchen.

GPS Academic Standards:

MC4P1. Students will make connections among mathematical ideas and to other disciplines.

National / Local Standards / Industry / ISTE:

NFCS-9.3.5. Monitor recipe/formula proportions and modifications for food production.

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.

- Standardized recipes are important for use in the commercial food industry. They provide a way to produce a uniform product over time.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- Why is standardization important?
- How do standardized recipes help to ensure a consistent product?
- Why is conversion of recipes a very important skill?

Knowledge from this Unit: Factual information.

- Students will explain the importance of following a recipe.
- Student will be able to explain the importance of using standard recipes.

Skills from this Unit: Performance.

- Students will convert recipes to produce the quantity desired.
- Students will prepare a product from a recipe.
- Students will measure ingredients correctly.
- Students will convert units of measure.

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
- X Objective assessment - multiple-choice, true- false, etc.
  - __ Quizzes/Tests
  - _X_ Unit test
- X 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
- X Subjective assessment/Informal observations
  - __ Essay tests
  - _X_ 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
- X Dialogue and Discussion
  - __ Student/teacher conferences
  - X__ Partner and small group discussions
  - _X_ Whole group discussions
  - __ Interaction with/feedback from community members/speakers and business partners
- X Constructed Responses
  - __ Chart good reading/writing/listening/speaking habits
  - __ Application of skills to real-life situations/scenarios
- X Post-test

Assessment(s) Title:

Vocabulary test, Test over measurements and abbreviations

Assessment(s) Description/Directions:

Have students measure different ingredients from a recipe. Calculate a reduction or doubling of a standard recipe.

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-ICA–8. Students will examine and identify standardized recipes and their role in a commercial kitchen.

2. Review Essential Questions.

- Why is standardization important?
- How do standardized recipes help to ensure a consistent product?
- Why is conversion of recipes a very important skill?

3. Identify and review the unit vocabulary.

- Standardized recipe
- AP
- EP
- Yield
- Count
- Ingredients
- Measurement
- Weight
- Volume

4. Activity

The students should have access to a kitchen lab and be given the following information:

- Vocabulary worksheet
- Measurement handout
- PowerPoint presentation
- Recipe (a basic chocolate chip cookie recipe works well)
- Mise en place list
- Equipment list

Each student group will make the same recipe.

1. Measurements: Give students a Measurement handout that lists the units of measurement used in cooking. Have students make a 'cheat sheet' of measurement abbreviations and common measurement equivalents.

- For example, a teaspoon is abbreviated tsp and tablespoon is abbreviated Tblsp.
- 3 tsp=1 Tblsp.

2. Recipe Review: Give each student a copy of the chocolate chip recipe they will be using for lab. The recipe should not list the yield or portions size. Read through the recipe together and have students make a list of the equipment they think they will use for production. (the included recipe works great and can easily be cut in half or doubled)

3. Mise en place: The Instructor as well as each group should make a complete mise en place of the recipe.
    - Define mise en place.
    - Give the history and importance of a mise en place.
    - Parallel student mise en place in lab to dinner preparation at home.

4. Recipe Production Lab: Each group will produce their recipe, adding on to their mise en place as they find it necessary to get more equipment than originally listed. Allow each group to determine the portion size of their cookies. This will also determine the yield of their recipe. The Instructor will make their recipe using the yield and portion size listed on the recipe.
    - Gather equipment
    - Make cookies using choice of yield and portion size
    - Yield/Portion size. Bake and cool cookies.
    - Once the cookies have cooled, have each group divide them into their 'portion size'.
    - Compare their portions to the portions suggested in the Instructor's recipe.
    - Make a list of the differences and similarities.

5. Recipe Conversion: Convert the same standardized chocolate chip cookie recipe. (This can be done as a lab or as a written assignment).
    - Convert the chocolate chip recipe by doubling the recipe.
    - Convert the chocolate chip recipe by reducing it to one-fourth the original yield.

Attachments for Learning Experiences:

Cookie recipe

Notes & Reflections:

Make sure to have calculators available.

CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

An evaluation of the finished product will be done to show the students how varying the yield and portion size of a recipe greatly affects its outcome. Relate that difference in terms of money lost and the potential loss of a customer.

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Review any outstanding questions about the importance of measuring out recipe ingredients and the importance of standardized recipes for consistent yields. Discuss the importance of accurately converting a recipe to make the finished product consistent.

Attachments for Culminating Performance Task:

Chocolate chip cookie Recipe

UNIT RESOURCES

Web Resources:

Attachment(s):

Chocolate chip cookie recipe

Materials & Equipment:

Various kitchen equipment:

- Oven
- Mixing bowls
- measuring tools
- Ingredients for cookie recipe

What 21st Century Technology was used in this unit:

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