# Unit 11: Garde Manger Copied from: Adv Cul Arts, Copied on: 02/21/22

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**Department of Curriculum and Instruction**

**Belleville Public Schools**

**Curriculum Guide**

# Advanced Culinary Arts

# Grade 12

# Garde Manger

**Belleville Board of Education**

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## Unit Overview

A **garde manger** (French for "keeper of the food") is a cool, well-ventilated area where cold dishes (such as salads, hors d'œuvres, appetizers, canapés, pâtés and terrines) are prepared and other foods are stored under refrigeration. The person in charge of this area is known as the chef **garde manger** or pantry chef.The Garde Manger brigade specializes in cold food production; garnishes, salads, salad dressings, cheese plates, cold hors deuvres, fancy sandwiches, relish trays, canapés, and cold platters. Cold food production must take into consideration ingredient variety, color, texture, portion size, and serving placement to create foods with visual and flavor appeal. This building of ingredients starts with selecting good quality, healthful fresh foods, adding different flavors, colors and textures that complement each other. Knowledge of fresh ingredients, food flavors, knife cutting skills and artistic creativity are basics for the Garde Manger team.

## Enduring Understanding

- A safe working environment is essential in food preparation.
- Kitchen tools and equipment have specific functions in food preparation.
- The garde manger chef plans, prepares, and presents artistic, creative, cold foods.
- Garnishes are produced to decorate and add attractiveness to food to provide visual appeal.
- Specialized tools are utilized to prepare garnishes.

- A salad is a mixture of ingredients with a dressing.
- When planning a menu, do not repeat ingredients in salads that appear in other dishes.
- A salad dressing is a sauce added to salads to give them flavor and help hold ingredients together.
- Each type of cheese has its own distinct color, flavor and texture.
- Cheese needs special care.  It should be well wrapped and stored in the refrigerator.
- Food platters require proper spacing and visual appeal for guests.

## Essential Questions

- Can the student identify the duties of the garde manger work team?
- Can the student identify garnishing tools and the foods used to produce garnishes?
- Is the student able to produce a variety of garnishes to visually enhance foods?
- Can the student identify different types of salad greens and their preparation techniques?
- Is the student able to describe and prepare different types of salad dressings?
- Can the student identify different type of cheeses and how to store them?
- Can the student list and demonstrate the four steps in canapés production?
- Can the student describe and utilize preparation techniques to create visually appealing cold platter buffets?
- Is the student able to select kitchen utensils and perform appropriate operations based on function for a specific task?
- Can the student identify safety rules and regulations for use in the food industry?

## Exit Skills

Student will be able to:

- implement safety procedures in the classroom and workplace.
- select and utilize kitchen tools based on specific functions in food preparation
- produce garnishes to decorate and enhance visual appeal in meal production.
- build a salad utilizing greens for flavor, texture, visual appeal, and complimenting dishes to a menu.
- produce salad dressings to compliment salad ingredients.
- store cheese properly.
- prepare food platters that are visual appealing with proper spacing to allow guest to select items.

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| 9.3.12.ED.2 | Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |
| 9.3.12.ED.3 | Use critical thinking to process educational communications, perspectives, policies and/or procedures. |
| 9.3.12.ED.4 | Evaluate and manage risks to safety, health and the environment in education and training settings. |
| 9.3.12.ED.5 | Demonstrate group collaboration skills to enhance professional education and training practice. |
| 9.3.12.ED.11 | Demonstrate group management skills that enhance professional education and training practice. |
| 9.3.HT-RFB.2 | Demonstrate safety and sanitation procedures in food and beverage service facilities. |
| 9.3.HT-RFB.4 | Demonstrate leadership qualities and collaboration with others. |
| 9.3.HT-RFB.10 | Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.RST.11-12.3 | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. |
| LA.RST.11-12.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. |
| LA.RST.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| LA.RST.11-12.9 | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |

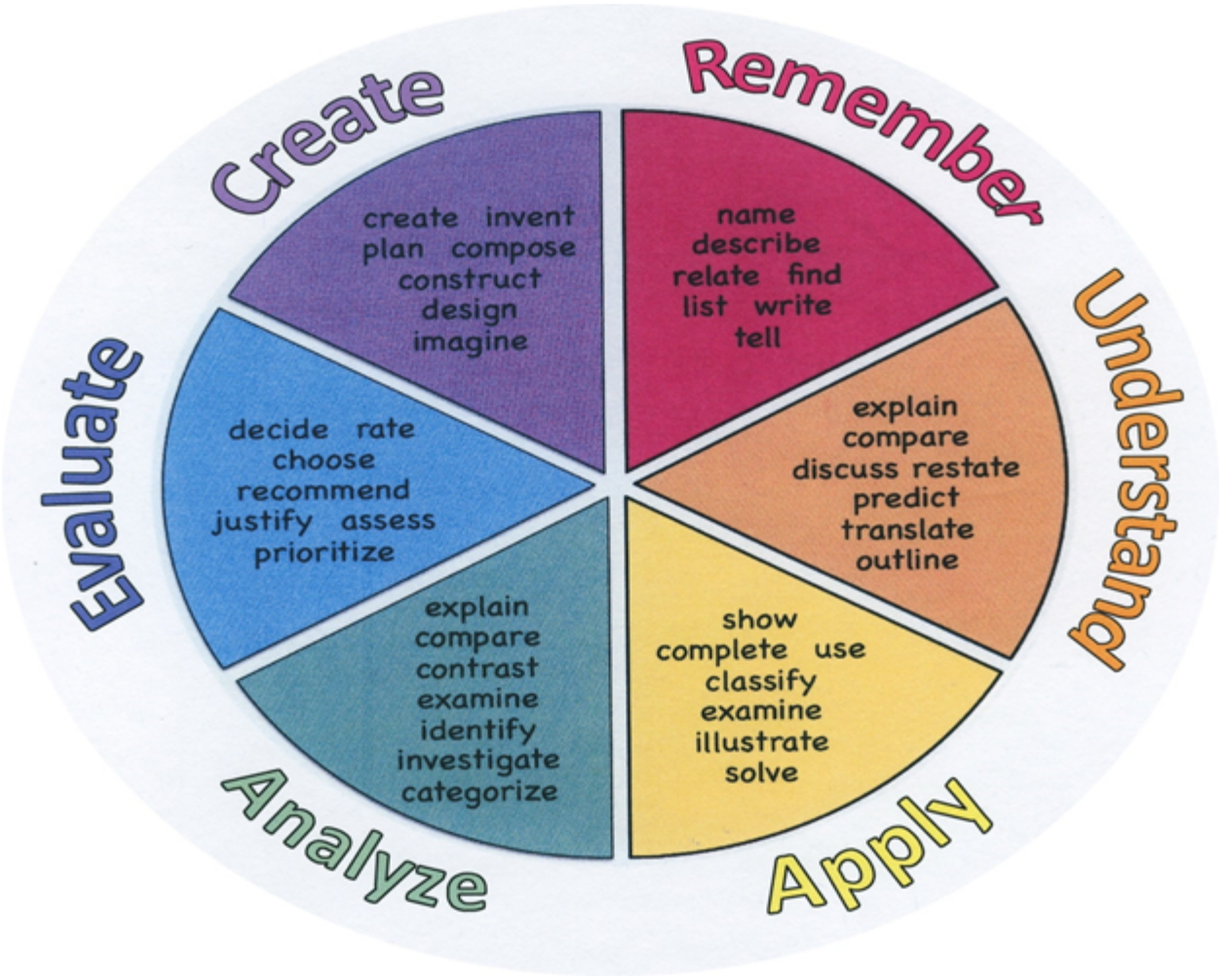
## Learning Objectives

Student will demonstrate the ability to:

- identify the duties of the garde manger work team.
- identify garnishing tools and the foods used to produce garnishes.
- produce a variety of garnishes to visually enhance foods.
- identify different types of salad greens and their preparation techniques.
- describe and prepare different types of salad dressings.
- identify different type of cheeses and how to store them.
- list and demonstrate the four steps in canapés production.

- describe and utilize preparation techniques to create visually appealing cold platter buffets.
- select kitchen utensils and perform appropriate operations based on function for a specific task.
- identify safety rules and regulations for use in the food industry.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |




## Suggested Activities & Best Practices

- read and follow recipe directions to produce a quality food product.
- demonstrate the techniques to produce a variety of garnishes to visually enhance foods.
- describe and prepare different types of salad dressings.
- identify different types of cheeses and how to store them.
- list. demonstrate and practice the four steps in canapés production.
- describe and demonstrate preparation techniques to create visually appealing cold platter buffets.
- select kitchen utensils and perform appropriate operations based on function for a specific task.
- identify, demonstrate and practice safety rules and regulations for use in the food industry.

## Assessment Evidence - Checking for Understanding (CFU)

- Common Benchmarks
- Unit 11 Test-summative assessment
- Unit Review/Test prep
- Study Guides
- Cold Plate Products and Presentation-benchmark assessment
- Evaluation Rubrics
- Teacher Observation Checklist
- Self Assessment
- Explaining-formative assessment
- Teacher Student Conference-alternate assesment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline

- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

- Textbook: *Guide to Good Food*
- Textbook: *Culinary Essentials*
- Textbook – *Foundation of Restaurant Management*
- Video Clip: Salad Building
- Salad Greens
- Power Point Presentations
- Internet Recipe Demonstrations

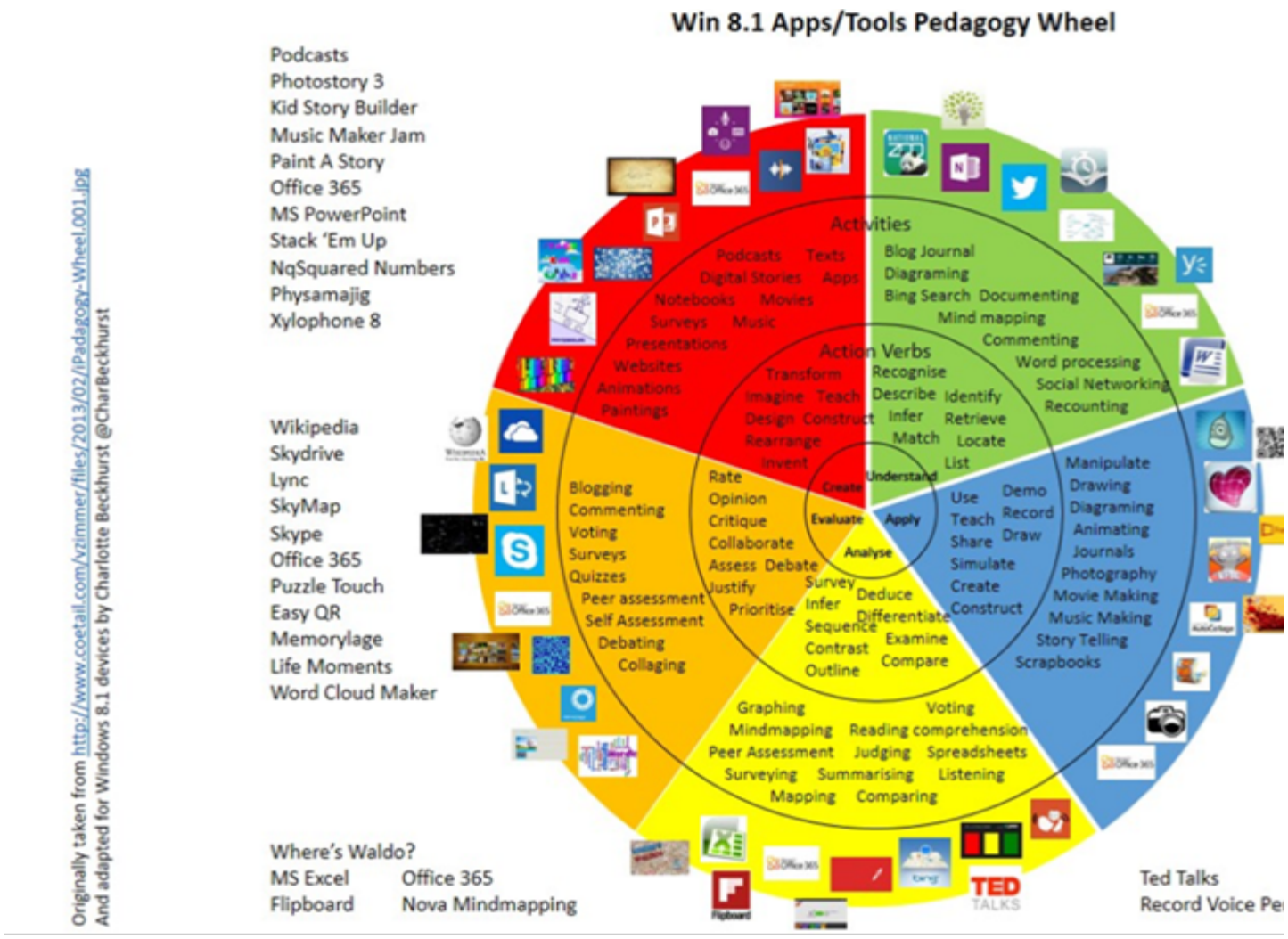
## Ancillary Resources

- Career Training Education Presentations/Discussions
- The Food Industry
- Video –Cold Platter/Salad/ Study Guide
- Chapter worksheets/questions

- Filling out culinary learning logs

## Technology Infusion

- Google Classroom
- Interactive Smart TV Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Appliancations
- Power Point




## Alignment to 21st Century Skills & Technology

- Communication Skills – English, Reading, Writing
- Mathematics
- Economics
- Science
- Social Skills/Interpersonal Skills

| | |
|---|---|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.12.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- ICT (Information, Communications and Technology) Literacy
- Interpersonal Communication
- Critical Thinking and Problem-Solving
- Financial, Economic, Business and Entrepreneurial Literacy
- Life and Career Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

Students will be able to use their learning to …

- Use effective oral and written communication strategies for creating, expressing, and interpreting information and ideas.
- Use critical and creative thinking strategies to facilitate innovation and problem-solving both independently and in teams.
- Use technology is used to access, manage, integrate, and disseminate information.
- Use effective leadership and teamwork strategies to foster collaboration and cooperation to accomplish goals.
- Develop life skills in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.
- Develop employable skills to build the capacity for successful careers.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

**Differentiations:**

- Small group assignments
- Added time to complete assignments
- Pairing oral instructions with visuals
- Repeat directions as needed
- Reinforcing on-task behaviors and skill acquisition
- Reduce amount of assignments that are due
- Rephrase written directions
- Study guides provided
- Additional time for skill mastery
- Test read to student
- Visual presentation
- Small Group Instruction
- Additional Time

**Hi-Prep Differentiations:**

- Project-based Learning
- Problem-based Learning

**Lo-Prep Differentiations**

- Goal Setting with Students
- Mini Workshops to re-teach or extend skills

## Special Education Learning (IEP's & 504's)

- Study Guides/Board Notes
- Additional Time for Skill Mastery
- Assistive Technology
- Computer or Electronic Device Utilizes
- Multi-sensory Instruction
- Preferential Seating
- Student Working with an Assigned Partner
- Small Group Instruction
- Check Work Frequently for Understanding
- Extended Time on Tests/Quizzes

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation

- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Teach Key Concepts
- Visual Teaching Aids:  Videos, Illustrations, Pictures and Drawings
- Use of note cards, study guides and open book during testing
- Small Group Instruction
- Student Working with an Assigned Partner
- Preview of Content, Concepts, and Vocabulary
- Check Work Frequently for Understanding
- Peer Tutoring

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic.  eliminate nonessential information
- tutoring by peers
- providing study guides
- allowing students to correct errors (looking for understanding)
- allowing products to demonstrate student's learning
- using authentic assessments with real-life problem-solving

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic.  Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Create a plan to solve an issue presented in the class or in a text
- Advanced problem-solving
- Higher order, critical and creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize project-based learning for greater depth of knowledge

- Above grade level placement option for qualified students

- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

See first unit: Employability and Career Development for an example