Unit 05: Stocks/ Sauces/ Soups

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **2 Weeks**
Status: **Published**

Brief Summary of Unit

This unit will help students understand the crucial role of soups to a restaurant's successful operation. Students will also learn the fundamentals necessary to produce several distinct styles of soups. Additionally, this unit will teach the student chef how to successfully prepare various sauces and then pair the sauce with a food. Lastly, students will develop an understanding of and an ability to judge and evaluate a dish's flavors, textures and colors. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest.

Standards

National Standards for Family and Consumer Sciences Education

Standard 8.0 Food Production and Services Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production and services.

8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.

Cross curricular connections:

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

FCSE.9-12.9.5.3	Prepare food for presentation and assessment.
FCSE.9-12.9.3.6	Critique the selection of foods to promote a healthy lifestyle.
FCSE.9-12.8.4.2	Apply menu-planning principles to develop and modify menus.
FCSE.9-12.4.4.4	Plan safe and healthy meals and snacks that meet USDA standards.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.9.3.7	Plan menus, applying the exchange system to meet various nutrient needs.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

ELD standards: https://docs.google.com/document/d/1wdmsiGOdCHlrjU-

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Essential Questions

- What are broths and stocks?
- Why is the order of adding ingredients important when making soups?
- What are the essential understandings necessary to make sauces?
- Why are soups important to the success of a restaurant?

Essential Understandings

Students will understand that:

- the French word for stock is *fond*, meaning bottom, ground or base.
- stock is the base for soups and sauces.
- sauces are often considered one of the greatest tests of a chef's skill; good sauces demand the highest technical expertise
- the ability to pair a sauce with a food demonstrates an understanding of the nuances of the food and an ability to judge and evaluate a dish's flavors, textures and colors.
- different garnishes are selected for different soups.
- sauces add color, flavor, and texture to a dish.
- there are quality indicators of each sauce and that is crucial for the chef to know these indicators.
- it is important for food sanitation to know how to properly serve, reheat, hold and plate sauces and soups.

Students Will Know

- key terms: china cap, mire poix, bouqet garni, dutch oven, mise en place, au jus, consommé, de glaze, sweat, gazpacho, clarify, raft, temper, demi glaze, bouillon.
- how to make stock: chicken, beef and vegetable.
- how to de-bone a chicken and use the bones in the preparation of stock.
- the basic techniques for preparing the following kinds of soup: broths, consommés, puree soups, bisques, special soups, cold soups.
- the soup service guidelines.
- a variety of thickening agents used to make sauces: roux, beurre manie, cornstarch, potato starch, egg yolk.

- how to make a variety of sauces from a stock base: béchamel, veloute, tomato and hollandaise.
- how to make a reduction.

Students Will Be Skilled At

- preparing homemade stock, including how to de-bone a chicken.
- preparing homemade soups: broths, consomme, puree soups, bisques, specialty soups and cold soups.
- preparing a variety of sauces: bechamel, veloute, tomato, and hollandaise.

Evidence/Performance Tasks

FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

Students will:

- meaningfully address the essential questions and guiding questions of this unit of study.
- meaningfully participate in guided question and answer sessions, group and individual discussions
- demonstrate an understanding of the purpose of the unit lesson(s)
- explain the key terms and concepts.
- engage in performance tasks such as but not limited to:1- heating a thin soup and a thick soup to a full boil, placing a serving of each in heated cups, keeping track of how long it takes for each one to cool below 165* F and considering: What conclusions can you draw?, 2-consider ways to enhance the menu of a restaurant in town with 3-nutrient-dense soups containing items from several food groups
- complete the unit assessment: Stocks/ soups/ sauces.
- be evaluated by the teacher through observation of performance.
- complete a self evaluation rubric of performance.

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Encourage engagement and participation by providing / projecting the following: chicken, mashed potatoes, green beans and also: chicken and mashed potatoes with country-style gravy, green beans amandine. Ask: which of these two menus is more appealing? Why? Point out that most of the ingredients are the same between the two. Using this activity as a springboard, lead students in discussing how the addition of sauces alters the character of the entire meal. Ask students what this

illustrates about the overall usefulness of sauces in cooking.
- Provide a cooking demonstration: how to prepare mirepoix and bouquet garni and how to brown bones.
- Engage students in an activity in which they compare different kinds of ready-to-use broths. Have a variety of canned broths, granules, and cubes available for students to look at ingredients, nutrients, and price. In particular, have them compare the sodium content. Discuss as a class.
- Facilitate lab #1: Stock (vegetable, chicken, and beef).
- Facilitate lab #2: Soups (French onion, broccoli cheddar, chicken noodle, beef barley, pasta fagioli).
- Allow students the option of playing a student-made memory game to learn about the various categories of soups.
- Administer assessment: Stock and soups.
- Provide a cooking demonstration: how to prepare a roux (include brown roux in presentation and explain why you would use each).
- Facilitate lab # 3: Mother Sauces (béchamel, tomato, veloute, hollandaise). Continue to use the sauces in dishes of the students' choice.
- Facilitate a review in having students reflect upon and write a brief description of the mother sauces and an outline for how to prepare each.
- Administer Unit Test: Stocks, sauces, and soups.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: CORE BOOK LIST

- necessary kitchen and cooking equipment
- necessary recipes and ingredients
- The Science of Thickening in Culinary Essentials Textbook
- Apply It! Activity
- "Soup Memory Game."
- PowerPoint on stocks and soups / corresponding study guide
- Worksheet: Stocks and Soups
- PowerPoint on sauces / corresponding study guide.

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations: https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing