Unit 07: The Garde Manger

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **3 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit, students will understand the role of the Garde Manger as part of the first course preparation process. They will learn the tools and practice techniques for preparing garnishes.

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-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

Essential Questions

- What are the duties of the garde manger work station?
- How does plate presentation impact sensory evaluation?
- Why is the presentation of food important?
- How is food like art?

Essential Understandings

Students will understand that:

- the Garde Manger's original reference was to the kitchen's pantry, where foods were kept cold.
- various preparations completed in the Garde Manger or "cold kitchen" came to be known as part of the garde manger repertoire.
- the Garde Manger station, or pantry, is generally given responsibility for the preparation of all cold appetizers, including cold salads, soups, cheeses, and any first course items to be served cold.
- one of the jobs of the garde manger is the preparation of garnishes.
- garnishes enhance eye appeal.
- garnishes are made with food and special tools.
- each cheese has its own distinct flavor and texture.

Students Will Know

- key terms: canapé, garde manger brigade, charcuterie, quenelle, score, tournee, pate, zest, mise en place, whey, curds, rennet, ripening, aging, fondue, mesclun, radicchio.
- how to prepare a variety of garnishes.
- the tools and techniques used by a garde manger to enhance the visual appeal of food
- the various types of salads served with a meal and the dressings that accompany the salad.
- the seven main categories of cheese.
- how to serve cheese.

- how to make canapés and rolled fancy sandwiches.

Students Will Be Skilled At

- making garnishes to enhance the eye appeal of food served
- preparing various types of salads and dressings

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
- participate in performance tasks
- prepare garnishes based on a specific theme
- participate in a taste test where students sample a variety of cheeses often used in food service. While students taste the cheese, they identify the different types (hard, firm, soft, semi-soft, fresh soft, ripened soft, and specialty) and brainstorm ways cheese is used in food production in garde manger.
- complete writing prompt such as (but not liminted to): Consider accompaniment salads that go with a main course. What type of salad would you prepare and why?
- participate in class discussion on how plate presentation impacts sensory evaluation plate composition. Have students suggest alternate ways to present the food as seen in the pictures online or in restaurants/food stores.
- complete the unit assessment: Garde Manger Basics.
- 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.
- Provide and display various pictures of meals (Foodscapes) for students to consider the visual appeal in answering the essential questions related to food presentation and food as an artform.

- Engage students in a cooking demonstration using various garnishing tools. Have students practice using these tools on foods such as potatoes and carrots.
- Faciliatate lab #1. Salads. In lab groups, have students select recipes for each type of salad, using the cookbooks available or the internet (all salad types should be covered). Have each team prepare five servings of a type of salad. Have teams evaluate each other's salads.
- Assign activity: Plate Painting. Have students practice decorating dessert plates. Crème anglaise and raspberry sauce work well and allow students to be creative. Discuss the impact of plate painting on the visual appeal of food.
- Assign activity: "Design a Salad." Imagine that you are a menu planner for a restaurant. You decide to create a nutritious salad. Write down the factors you must consider. Describe your salad and include an ingredient list. Explain what makes your salad nutritious. Describe the type of customers who might be interested in your salad.
- Provide and have students taste-test various cheeses, comparing and contrasting them by type
- Facilitate lab # 2: Cheese lab.
- Facilitate lab # 3: Homemade cheese (ricotta cheese).
- Facilitate lab #4. Have students investigate fancy sandwiches, hors d'oeuvre and dip recipes. Prepare recipes and share with the class.
- Assign activity. "Cold Food Buffet."
- Administer unit assessment: Garde Manger Basics.

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
- "Pretty as a Picture" worksheet
- Worksheet: "Name that Tool" (using Culinary Essentials, chapter 18-1)
- Art of Food Presentation: Visual Appeal powerpoint
- Sensory appeal powerpoint
- Video: "Beauty and the Feast (chapter 1).
- Reading: "The Art of Plating."
- Section 18-4 of Culinary Essentials text including section with knowledge check and mini lab.

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