

| | | | | | |
|-------------------|--------------------------|-------------------------------------|-----------------------------|----------------------------|----------------|
| Teacher | Ceren Brunell | Subject group and discipline | Culinary Arts-Design | | |
| Unit title | Stocks and Sauces | MYP year | 5th year | Unit duration (hrs) | 6 weeks |

Inquiry: Establishing the purpose of the unit

| Key concept | Related concept(s) | Global context |
|--------------------|---------------------------|---|
| Development | Invention Function | Scientific and Technical Innovation-product, solutions |

Statement of inquiry

Stocks and sauces share an essential function in the development of a professional culinarian in turn allow for innovation of consistent, high quality products and solutions in any professional kitchen.

Inquiry questions

Factual— What are the four essential parts of a stock and their specific ingredients?

Conceptual— How do you match sauces to the appropriate type of food?

Debatable— Sauces are considered a foundation of French Cuisine. Can you think of some sauces from other ethnic food styles and cuisines? What are they? How are they used?

| Objectives | Summative assessment | |
|--|--|--|
| <ul style="list-style-type: none"> ● Describe and demonstrate how to make, use, and store stocks. ● Explain and demonstrate five grand sauces and their derivative sauces. ● Discuss the sauces with their culinary uses and applications. ● Follow the plan to create a finished product. ● Critically evaluate the success of the finished product. | <p>Outline of summative assessment task(s) including assessment criteria:</p> <p>1) Written-Students will be given a choice to create a power point/poster explaining the mother sauces.</p> <p>“You work for a local restaurant and have been asked to present a series of seminars on the mother sauces. Your team has been chosen to create an informational poster describing the history of the sauce, recipes using the sauce, and sauces that are derived from the mother sauce. Your choice of finished product should include images showing how to make the sauce and how home cooks can make the sauce on their own. You may choose from one of the following sauces:</p> <ul style="list-style-type: none"> ● Bechamel Sauce ● Veloute’ Sauce ● Espagnole Sauce ● Tomato Sauce ● Hollandaise Sauce <p>A-Inquiring and Analyzing B- Developing ideas</p> | <p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Stocks and sauces share an essential function in the development of a professional culinarian in turn allow for innovation of consistent, high quality products and solutions in any professional kitchen.</p> <ul style="list-style-type: none"> ● Students will explain and apply key principles of creating a stock during their lab. ● Students will demonstrate excellent technical skills when developing the food products prepared with various sauces ● Students will describe and derive various sauces using stocks and mother sauces. |

| | | |
|---|--|--|
| | <p>C- Creating the solution</p> <p>2) Lab: Students will create variuos dishes using various sauces.</p> <p>B-Developing Ideas</p> <p>C-Creating the solution</p> <p>D-Evaluating</p> | |
| Approaches to learning (ATL) | | |
| <p>Communication: Give and receive meaningful feedback. Take effective notes in class.</p> <p>Collaboration: Manage and resolve conflict and work collaboratively in teams.</p> <p>Organization: Create plns to prepare for summative assessments.</p> <p>Affective Skills: Practice strategies to overcome impulsiveness and anger.</p> <p>Critical Thinking: Revise understanding based on new information and evidence.</p> <p>Transfer Skills: combine knowledge, understanding and skills to create products or solutions.</p> | | |

Action: Teaching and learning through inquiry

| Content | Learning process |
|---|--|
| <ul style="list-style-type: none"> ● White and Dak Stock ● Mother Sauces ● Derivative Sauces | <p>Learning experiences and teaching strategies</p> <p>Making connections-</p> <ul style="list-style-type: none"> ● Mini lesson-Lecture |

| | |
|---|--|
| <ul style="list-style-type: none"> ● Various dishes created with stocks and derivative sauces <p>STANDARTS</p> <p>NYSCC</p> <p>RST 9-10.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>RST9-10-4: 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 <i>grades</i></p> <p>RST9-10-7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., egg diagram) into words</p> <p>WHST 9-10-2: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CDOS: 3a: Universal Foundation Skills: Students will demonstrate mastery of</p> | <ul style="list-style-type: none"> ● Guided notes ● Think-pair-write-share ● Problem solving-explore, plan, create, evaluate ● Note taking ● Brainstorming ● Stop and write ● Review sheet of technical terms ● Graphic organizer ● Anticipation guide ● Web videos, clips ● Peer to peer instruction ● Instructor demo ● Peer demo |
| | <p>Formative assessment</p> <p>Peer assessment</p> <p>Exit ticket</p> <p>Think and answer=tiered (I'm making progress; I've got this)</p> <p>Knowledge quizzes</p> <p>Making connections- students will be asked to make relevant connections to amterial y explaining how it can relate to their lives and the world around them.</p> |

| | |
|---|--|
| <p>foundation skills and competencies essential for success in the workplace.</p> <p>Commencement: Basic Skills: Students use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidentially and coherently in written or oral form.</p> <p>Thinking Skills: Students demonstrate the ability to organize and process information and apply skills in new ways.</p> <p>Standard 2: Integrated Learning: Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p> | Instructor observation |
| | <p>Differentiation</p> <p>Review sheet of technical terms</p> <p>Open ended questions allowing for a variety of student responses</p> <p>Vocabulary word wall with visuals</p> <p>Chunking directions</p> <p>Real world applications during classroom activities</p> <p>Reading and re-reading questions for reinforcement</p> <p>Use of graphic organizers for students who write slowly and benefit from structural note taking</p> <p>Heterogeneous and homogeneous grouping of students</p> |
| Resources | |
| Articles, digital –internet, kitchen tools and equipments, classroom materials, food materials, instructional books, educational game, | |

Reflection: Considering the planning, process and impact of the inquiry

| | | |
|-----------------------------------|------------------------|--------------------------------|
| Prior to teaching the unit | During teaching | After teaching the unit |
|-----------------------------------|------------------------|--------------------------------|

| | | |
|--|--|--|
| <p>I believe the students are going to have a lot of interest and enthusiasm in this unit. It is a lot about discovering the effect of stocks and sauces on various dishes. There are plenty of technical terms that need to be comprehended, that may create some frustration but the terms will be explained accompanied with hands on demonstration so I'm hoping it won't be so dramatic. There are plenty of labs involved that are going to give chance to students to apply their knowledge and skills.</p> <p>Some students like to improvise their dishes without mastering the effective product. For mother sauces adding ingredients with no knowledge of ingredient and the effect of the ingredient on the dish may cause serious defects in the finished product.</p> | <p>Some students struggled with multiple step food production.</p> <p>I might need to start differentiating recipes as well.</p> <p>They started working on their written summative task.</p> <p>Common area to focus in labs: communication-job division</p> <p>Classroom- motivation, speaking loud and clear, speed</p> | |
|--|--|--|