



SREB/High Schools That Work

Enhanced CT

Project Unit Template

Project Title: Iron Chef Competition

Essential Question: How would you create the winning entrée and dessert for a local restaurant?

Technical Content Standards:

Food Products & Processing Systems Career Pathway (AG-FD)

1. Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.
2. Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
3. Select and process food products for storage, distribution and consumption.
4. Explain the scope of the food industry and the historical and current developments of food products and processing.

The Project Description

Step One: Project Description Outline:

You are an entrepreneur chef, working with a team.

You are faced with coming up with an entrée and a dessert for a local restaurant.

You must:

Technical: Use resources to create an entrée and dessert for a panel of judges.

Research, Read and Write: Research Recipes – research a chef to find out how they calculate costs, serving sizes, and the amount of time involved in creating the product.

Science: Measuring out ingredients and mixing.

Math: Cost analysis of ingredients, amount of ingredients needed, serving size/equipment needed, amount of groceries needed.

Once you are decided upon a course of action, you will provide an entrée and dessert to be presented and sampled to a panel of judges.

Step Two: Project Description

1. You are an entrepreneur chef. The workplace challenge is to present an entrée and dessert, including the “special ingredients”. You must work with a team to provide an entrée and a dessert recipe, a cost analysis of ingredients, a plan of action and time schedule. Once you have decided on a course of action, you will make and present your entrée and dessert to be critiqued by your clients and prove to them that your presentation is the best one.
2. How would you create the winning entrée and dessert for a local restaurant? After researching recipes on desserts and entrees and participating in enabling learning activities intended to assist you in designing, creating and testing, write a menu, cost evaluation, and job plan sheet in which you describe your dessert and entree. Support your discussion with evidence from your research and from conclusions you draw from participation in enabling learning activities. You will research different recipes and compare their costs and criteria. Also research their menu ideas and distinct flavors. Research what it takes to be an entrepreneur chef and the business aspects-inventory, sanitation, food service requirements
3. You will be working as a team to demonstrate culinary, creative, written and verbal skills. You will also demonstrate leadership and teamwork skills, which is so valuable in the workplace. Your goal is to win. Judges will have criteria to follow. You will be responsible for a folder, which will include the following:
 1. Menu (main dish and dessert are required)
 2. Typed or written out recipe (not copied off internet)
 3. Master Market Order
 4. Cost Evaluation
 5. Job Plan Sheet
 6. Lab Evaluation Sheet
 7. Manager’s Evaluation Sheet (attached to inside folder)
4. Remember that this is a team effort, so be sure each of you participates and contributes to the whole competition.

Rules and regulations for the competition:

1. Use a standard recipe from scratch, with no box mixes or prepared sauces.
2. The food will be prepared in the lab on the day planned ahead of time.
3. Groceries are to be bought and brought from home. All team members are to help with this. Any ingredients in our lab can be used. If you have financial difficulties, let me know and our Food budget can help.
4. Teacher can help with questions while you are preparing the entrée and dessert.
5. Presentations will be made to the judges and they will ask you questions about your products.
6. The project is not completed until your kitchen is clean and organized plus turning in your team folder.

Judges’ criteria:

Color –
Texture-
Aroma-
Flavor-
Overall Appeal –
Presentation-

1=Poor 2=Fair 3=Good 4=Great

List CCTC or Specific CTE Content (and Skill) Standards:

National FACS Education Standard:

9.5 Demonstrate use of current technology in food product development and marketing.

Identify CCSS Reading and Writing Standards:

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Key Ideas and Details

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

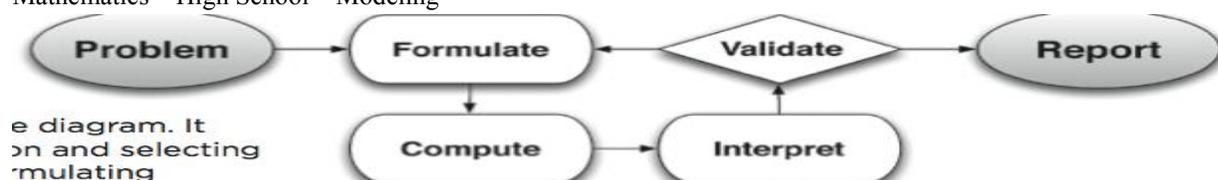
CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Identification of Mathematical Skills and Content:

Mathematics – High School – Modeling



ycle is summarized in the diagram. It involves (1) identifying
tion and selecting those that represent essential features, (2)
by creating and selecting geometric, graphical, tabular, algebraic, or
tions that describe relationships between the variables, (3) analyzing
and performing operations on these relationships to draw conclusions, (4) interpreting
the results of the mathematics in terms of the original situation, (5) validating the
conclusions by comparing them with the situation, and then either improving the model
or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them.
Choices, assumptions, and approximations are present throughout this cycle.

In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model— for example, graphs of global temperature and atmospheric CO₂ over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems. Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

2. Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Workforce Readiness Standards:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

