



## CROCUS PLAINS REGIONAL SECONDARY SCHOOL COURSE OUTLINE AND ASSESSMENT GUIDE

**Course Name:** *CUA30S Garde Manger*

**Teacher's Names:** Mr. Moore

**Contact Information:** 1930 - 1st Street  
Brandon, MB R7A 6Y6  
T: 204-729-3918  
[Moore.jeffery@bsd.ca](mailto:Moore.jeffery@bsd.ca)

### **Course Description:**

Garde manger in the professional kitchen is the station that deals with the preparation of cold foods. In this course, you should expect to learn the theory and preparation of various salads, dressings, cold sauces, sushi, various sandwiches, hors d'oeuvres and garnishes.

**Required Supplies and Resources:** Students are required to bring pencils/pens, lined paper, and binder. Textbook will be available from Library. A notepad will also be given to students to take notes in kitchen. Students are required to be in full cook's uniform on **kitchen days**. The uniform consists of the following: a clean chef's jacket, full-length pants, close-toed shoes, apron, hat and hairnet (if required).

### **Text/Other Resources:**

FOODSAFE Level 1 Workbook, Fifth Edition  
On Cooking,  
Professional Cooking for Canadian Chefs, Seventh Edition  
The Culinary Professional, Second Edition

## Units of Study

Unit Title	Learning Outcomes	Assessment Plan	Proposed Time (Based on 45 school days)
<b>Salads and Salad Dressings</b>	<ul style="list-style-type: none"> <li>Identify and describe the tools and equipment used in the creation of salads and dressing in the <i>Garde Manger</i>.</li> <li>Describe and classify salads and salad dressings.</li> <li>Describe how to handle and store salads and salad ingredients.</li> <li>Prepare and serve salads and salad</li> </ul>	<p><u>Formative Assessment</u> Assessments may include:</p> <ul style="list-style-type: none"> <li>Entrance/exit slips</li> <li>Daily Q&amp;A</li> <li>Quizzes</li> <li>Fill in the blanks</li> <li>Group work/ scenarios</li> </ul> <p><u>Summative Assessments</u> Assessments may include:</p>	Approximately 15 Instructional days.
<b>Sandwiches</b>	<ul style="list-style-type: none"> <li>Identify and describe the tools and equipment used in the creation of various sandwiches in the <i>Garde Manger</i>.</li> <li>Describe the types of, and preparation of, various sandwiches.</li> <li>Prepare various types of sandwiches.</li> <li>Describe and demonstrate the practice or portion controls.</li> </ul>	<p>Assessments may include:</p> <ul style="list-style-type: none"> <li>Reflection Journal</li> <li>Wakelet Salad Assignment</li> <li>Practical Salad Test</li> <li>Wakelet Sandwich Assignment</li> <li>Practical Sandwich Test</li> <li>Group Practical</li> <li>Monthly Technical Competency Review</li> </ul>	Approximately 15 Instructional days.

<b>Appetizers and Hors D'oeuvres</b>	<ul style="list-style-type: none"> <li>Identify and describe the tools and equipment used in the creation of various appetizers and hors d'oeuvres in the <i>Garde Manger</i>.</li> <li>Describe appetizers and hors d'oeuvres.</li> <li>Demonstrate the preparation, cooking, and serving and storing of various appetizers and hors d'oeuvres.</li> </ul>	<p><u>Formative Assessment</u> Assessments may include:</p> <ul style="list-style-type: none"> <li>Entrance/exit slips</li> <li>Daily Q&amp;A</li> <li>Quizzes</li> <li>Fill in the blanks</li> <li>Group work/ scenarios</li> </ul> <p><u>Summative Assessment</u> Assessments may include:</p> <ul style="list-style-type: none"> <li>Group Practical Test &amp; Reflection Assignment</li> <li>Monthly Technical Competency Review</li> </ul>	<p>Approximately 20 Instructional Days</p>
<b>Food Presentation and Garnish</b>	<ul style="list-style-type: none"> <li>Identify and describe the tools and equipment used in the creation of various garnishes used in presentation for the <i>Garde Manger</i>.</li> <li>Describe platter presentation techniques.</li> <li>Describe the function of garnishes.</li> <li>Prepare a variety of garnishes.</li> <li>Create and apply a variety of garnishes.</li> </ul>		<p>Approximately 10 Instructional days.</p>

## **Assessment Guidelines**

There are various purposes for assessment:

- Assessment *for* learning (**formative assessment**): where assessment helps teachers gain insight into what students understand in order to plan and guide instruction and provide helpful feedback to students.
- Assessment *of* learning (**summative assessment**): where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

## **Academic Achievement**

**Grades will be calculated on summative assessment information only. The final calculation will be a fair reflection of a student's achievement of the learning outcomes.**

Work ethic and practical abilities are to be observed and evaluated by the instructor. As well, throughout the course, students will be responsible for preparing a variety of products and assigned various duties. Each chapter you may be required to read and answer terms and questions. At various intervals during the term, students will receive performance/production evaluations, which will outline progress. Combined, these evaluations will account for 55% of student's mark.

<b>Theory Work .....</b>	<b>_40_%</b>
<b>Practical/Production Work .....</b>	<b>_55_%</b>
<b>Employability/Competency *.....</b>	<b>_05_%</b>

\* Includes uniform, group participation, and demeanour (attitude/actions) during class proceedings. All of this is a true indicator of *professionalism*, and a recall of the previous safety and sanitation outcomes.

## Learning Behaviours

Assessment and reporting of learning behaviors will be according to the Brandon School Division Learning Behaviors Rubric.

Learning Behaviors	
Scale	<b>C:</b> Consistently – almost all or all the time <b>U:</b> Usually – more than half the time <b>S:</b> Sometimes – less than half the time <b>R:</b> Rarely – almost never or never
<b>Personal Management Skills</b>	Uses class time effectively; works independently; completes homework and assignments on time.
<b>Active Participation in Learning</b>	Participates in class activities; self-assesses; sets learning goals.
<b>Social Responsibility</b>	Works well with others; resolves conflicts appropriately; respects self, others and the environment; contributes in a positive way to communities.