

# Standards-Based Lesson Plan

Use this form for creating your daily lesson plans. Move from field to field with either the mouse or the tab key.

Exploratory Course  
  Introduction Course  
  Concentration Course  
  Capstone Course

## Home Economics Careers and Technology Subject Matter:

<b>Lesson Title and Duration</b>	Spices, Herbs and Seasoning Blends	
<b>Learner Outcomes / Objectives</b> (Write on the board so students and visitors are aware of student learning outcome)	Students will explain the functioning of herbs, spices and seasoning blends in the preparation of food	
<b>Standards</b> (the California State Standards addressed in this lesson) California State Standards for Career Technical Education <a href="http://www.cde.ca.gov/ci/ct/sf/documents/cteststandards.pdf">http://www.cde.ca.gov/ci/ct/sf/documents/cteststandards.pdf</a>	HTR-A.10.7 Standard 23 Apply the principles for food purchasing, food preparation, and meal management. 23.9	
<b>Materials Needed</b>	Spice list cards for drawing a spice ½ sheets of poster board Computer to research 3 spices	
	Differentiated Learning Needs	
<b>Anticipatory Set</b> – activities that help focus students on the lesson of the day (the “hook”)	Room smells of pumpkin pie spice.	
<b>Teaching the Lesson</b> <ul style="list-style-type: none"> <li>➤ <b>Modeling</b> – how will you demonstrate the skill or competency?</li> <li>➤ <b>Instructional Strategies</b> – how will you deliver the lesson?</li> <li>➤ <b>Check for Understanding</b> – how will you ensure the skill or competency is understood by the students?</li> </ul>	<ul style="list-style-type: none"> <li>• Pumpkin muffins</li> <li>• Each student completes work sheet while teacher goes through PPT</li> <li>• Each student draws a card – each has a different spice, herb, seasoning</li> <li>• Students do report / hand create a poster and reports to class about their spice and shows a sample of it</li> <li>• Students take notes on a chart</li> </ul>	
	Differentiated Learning Needs	
<b>Guided Practice / Monitoring</b> – an activity directly supervised by the instructor that allows students to demonstrate grasp of new learning. Instructor moves around the room determining the level of mastery and providing individual remediation as needed.	Lab – we prepare a recipe with fresh herbs and discuss the function, taste, aroma, visual.	
<b>Closure</b> – Statements or actions made by the instructor that help students make sense out of what has just been taught, to help form a coherent picture, to eliminate confusion and frustration, and to reinforce major points to be learned.	Student reports demonstrate their knowledge.	
<b>Independent Practice</b> – a question or problem for students to ponder on their own or in small groups or pairs. The aim is to reinforce and extend the learning beyond the lesson and ideally into real world settings. This may be a homework assignment.	At home look in spice cabinet and make a list of contents. Students discuss substitution for their spice if it is unavailable, gives a scenario where if the spice is omitted what would the food be like.	

	Differentiated Learning Needs	
<b>Summarize, Evaluate &amp; Reflect</b> – after teaching the lesson, ask students to reflect on their learning. Instructors can also reflect on the lesson, its success, and how it can be improved.	On a ticket out, write the importance of spices, herbs and seasonings in food	

## Culinary Arts

### Herbs, Spices and Seasoning Blends

#### Student Learning Objectives:

- 1) Students will be able to explain the function of herbs, spices and seasoning blends in the preparation of foods. (F10.3.5)
- 2) Students will be able to identify cultural differences affecting the preparation of food. (F10.4.4)

Different areas of the world prefer different flavors and use a variety of herbs, spices and seasonings in food preparation. It is common to find that even in one country, food preferences may be very different. For example, in the inland, or Szechwan, region of China, vigor and zest are imparted by chilies and peppers. Coastal Shanghai makes liberal use of soy sauce, creating rich and salty foods. Cantonese cooking, in the South of China, uses a lighter type of soy sauce so as not to detract from the natural flavors of vegetables and other ingredients.

Gourmet cooks have learned that herbs, spices and seasonings can be used to enhance the flavor of almost any ingredient. It is important not to overpower the ingredients. With practice, you can develop skill using herbs, spices and seasonings.

By doing this assignment, you will learn about many different herbs, spices and seasonings. Many spices have an interesting history and have long been valued products for trade. Some spices are very expensive.

You will learn that certain spices and seasonings are best used with certain ingredients. For example, pumpkin pie seasonings include cinnamon and nutmeg. Mexican food generally has chili pepper and cumin.

Spices deteriorate with heat, so store them away from the cooktop and in a cool place. Most spices are good for about a year.

Use your textbook, pages 380-382 and this hand out to answer the following questions:

1. What are herbs?
2. What are spices?
3. What is bouquet garni?
4. When should whole spices be added to food?
5. List 5 spices that are commonly used for cooking in autumn.
6. For how long do most spices keep their flavor and aroma?

## HERBS AND SPICES

### Project Assignment:

30 points

Each student will do a report on a different spice or herb. Your report must include the following information:

- 1) Explain your spice or herb. What is it? What is its history? What country does it come from? What country or countries is it associated with? Are there different varieties? (10 points)
- 2) What color is it? (1 point)
- 3) What flavor and aroma does it have? (hot, mild, smoky, sweet, etc.) (1 point)
- 4) What are some specific foods it is used in? List at least 2. (2 points)
- 5) Select one recipe that features the herb or spice. (2 points)  
Include the entire recipe, including ingredients and directions for making it.
- 6) How much does it cost per ounce? (28 grams = 1 ounce) (1 point)
- 7) Report your findings to the class. (3 points)
- 8) Make a poster with the information in addition to the written report. (10 points) *Include a picture or sample of your spice/herb.*

All information must be typed and in your own words. Do not turn in a page printed from the internet. It will not be accepted for grading.

*Cite the source of your information.*

Your poster may be handwritten.