

## Standards-Based Lesson Template

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<b>Teacher:</b>	Emily Cowdrey
<b>Class:</b>	Culinary Arts
<b>Lesson/Unit Title:</b>	Butchering a Chicken/Poultry Unit
<b>Abstract/summary of lesson:</b>	Students will be able to set up a safe work station, utilize the correct tools to butcher a whole chicken into 9 pieces and clean up and sanitize after completion of lab.
<b>Students will know...</b>	How to set up safe and sanitary work station Sharpen knives The nine parts of the chicken and correct breakdown procedures How to label and wrap chicken pieces How to sanitize cutting board, knives and counter
<b>Students will be able...</b>	To correctly break down a chicken, and identify parts, while maintaining a safe and clean work space; preventing cross contamination and cleaning/sanitizing the cutting boards and work stations when finished
<b>Standards/Skills addressed</b>	CTE.HTR.B.B3.3 Understand safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup. CTE.HTR.B.B6.2 Use, maintain, and store tools, utensils, equipment, and appliances appropriate for preparing a variety of food items. CTE.HTR.B.B6.6 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities. CTE.HTR.B.B6.4 Prepare food by using the correct techniques and procedures specified in recipes and formulas. CTE.HTR.B.B6.1 Know the qualities and properties of food items and ingredients used in food preparation. CTE.HTR.B.B3.4 Know types of food contamination, the potential causes, including cross-contamination, and methods of prevention.
<b>Performance tasks/projects:</b>	Students will breakdown chickens and label the parts. They will maintain tools needed and use correct food safety and sanitation practices in the kitchen.
<b>Test and quiz questions or essay prompts:</b>	Correct sanitizing and safety procedures Correct way to sharpen knives Correct cuts and labels Time Management See self assessment for rubric: <a href="https://drive.google.com/file/d/1YqFRS3Ja8A5sfpCYooNAWbmFDxxSCqjZ/view?usp=sharing">https://drive.google.com/file/d/1YqFRS3Ja8A5sfpCYooNAWbmFDxxSCqjZ/view?usp=sharing</a>
<b>Other evidence to be used (e.g., observations, evaluation of work samples, discussion):</b>	Observations and supervision for knife sharpening Observation and work samples of correct label and cutting pieces of chickens.

**Student self-assessments:**

At the conclusion of the lab, students need to look at the board which is where I will have outlined which pieces need to go where. Students need to correctly wrap and label chicken pieces and store in the correct area (bottom) in either the refrigerator or the freezer, depending on the following day's cooking lab- to be determined. As well as completed their self assessment of rubric of themselves.

**Objectives**

Students will know;  
How to set up safe and sanitary work station  
Sharpen knives  
The nine parts of the chicken and correct breakdown procedures  
How to label and wrap chicken pieces  
How to sanitize cutting board, knives and counter

Students will be able to:  
Correctly break down a chicken, and identify parts  
Maintaining a safe and clean work space  
Prevent cross contamination  
Clean/sanitize cutting boards and work stations when finished

**Motivation:**

As my hook I plan to use this video showcases what not do to when cutting a chicken in a a comical way.

<https://www.youtube.com/watch?v=eSxv6IGBgFQ>

**Presentation:**

We then watch a quick video of the right way to butcher a chicken

<https://www.nytimes.com/video/dining/100000002155362/cutting-up-a-whole-chicken.html?src=vidm>

We discuss the proper way to break down a chicken.  
I will demo for the class how to set up the stations, clean and sanitize, how to sharpen knives, how to breakdown the chicken and identify the parts.  
This is where I check for understanding by cold calling on students to walk me through the demo, step by step.

Each student that I call on has to walk me through one step of the process.

For example:

1. Who can tell me what we need to do first? and so on...until we are completely finished.

Hand out rubric for lab.

**Application/Activities:**

Students will set their stations, sharpen their knives to begin breakdown of chickens. A large cutting board sitting on top of a damp dish towel to keep cutting board from sliding around along with their sharpened knives. Each student will get their own whole chicken so that everyone can participate in correctly butchering their chicken. Once completed, chicken parts need to be laid out on wiped down cutting board so that teacher can take a picture for student's portfolio.

**Materials needed:**

Rubric for Chicken Butchery  
Towels  
Sanitize solution and bucket  
Knife sharpener  
Chef knife and/or boning knife  
Cutting boards  
Whole chickens  
Aprons/chef coat  
Gloves  
Whole chicken  
Plastic wrap  
Blue tape and marker for labeling

**Assessment/Evaluation:**

Students will use this rubric to help guide them through the process to self assess how they did.

<https://drive.google.com/file/d/1YqFRS3Ja8A5sfpCYooNAWbmFDxxSCqjZ/view?usp=sharing>

**Closure/Reflection:**

At the conclusion of the lab, students need to look at the board which is where I will have outlined which pieces need to go where. Students need to correctly wrap and label chicken pieces and store in the correct area in either the refrigerator or the freezer, depending on the following day's cooking lab. They will also turn in their completed self assessment of rubric of themselves.