

Gourmet Foods Project Instructions

Objective: To learn about various spices and herbs, how to cook with them and other facts about them

Components of the project:

1. **Select a spice or herb to educate your peers about. Be sure to include the following information in your presentation:**
 - Where is this spice or herb grown? How is it grown? The biology?
 - What are the health benefits this spice or herb provides?
 - What are the uses of this spice or herb? (Cooking and other uses)
 - What is the difference between this spice fresh and dry? How does it convert?
 - What are 5 different common recipes that this spice or herb is used in?
 - What other important information about this spice or herb that we should know?
2. **Create a presentation board or powerpoint about your Spice/herb.**
 - Visual must be large enough to read from a far distance.
 - Please carefully read and follow the rubric
 - Not allowed to read from visual: instead, focus on brief, vital information and focus on presentation skills and able to speak freely about the culture you have become an expert on.
3. **Prepare and serve a nutrient-dense sample of a selected food using the chosen spice or herb**
 - Food preparation and service should take less than 5 minutes of class time. *Food should be made mostly outside of class, and time in class used to serve food.*
 - You can cook this dish at home or you may use the kitchens to prepare and cook food before, during lunch or after school if needed.
4. **Remember: Projects are due on assigned day, power points should be checked out on Classroom Computer the day before the presentation. Any handouts must be given to me the class before so I could copy them .No last minute printing or working on projects allowed. Be ready the moment your turn arrives. Set up in advance if necessary.**

Spices/Herbs Foods Research:

Website/Resources used: RELIABLE FACTUAL INFORMATION

1. Where is this spice or herb grown? How is it grown?

2. What are the health benefits this spice or herb provides?

3. What are the uses of this spice or herb? (cooking and other uses)

4. What is the difference between this spice fresh and dry? How does it convert?

5. What are 5 different common recipes that this spice or herb is used in?

6. What other important information about this spice or herb that we should know?

WEBSITES:

http://www.thedailytimes.com/Local_News/story/Alcoa-High-students-grow-herbs-to-spice-up-cafeteria-food-id-029702

<http://www.readersdigest.ca/food/cooking/guide-herbs-and-spices>

<http://www.foodnetwork.com/herb-and-spice-guide/package/index.html>

Grading Rubric: Gourmet Foods Project

Name: _____

Class Period: _____

	10-9	8-7	6-4	3-0
Effective use of research time _____/10	Always prepared and used time efficiently and effectively to maximum time to complete research.	Efficiently used time in class with minimal guidance and effectively gathered research information	Used time in class to complete some research, but had to be reminded often to stay on task.	Did not use time wisely to gather research and work on project
Mastery of Content _____/10	Evidence that presenter/s know the information by their ability to recall accurate, insightful information, and provides peers with useful information about their culture.	Evidence that presenter/s know the information with their ability to recall accurate information with little aid and provides insightful useful information to peers about their culture.	Presenter/s heavily relied on visual to share information with peers. Information was not completely accurate.	Presenter/s solely used aids to recall information about their culture and information presented was inaccurate.
Presentation skills _____/10	Presenter/s recalled information without the need of aid. Gave audience good eye contact, voice was clear and loud enough for audience to hear, posture was relaxed, and presenter/s used visual to enhance presentation	Presenter/s recalled information with very little aid needed. Gave good eye contact, voice was strong and clear, posture was relaxed and presenter/s used visual in their presentations.	Presenter/s heavily relied on aid to present information. Little eye contact was made, voice was quiet and unclear at times, posture was tense. Presenter/s read off visuals directly.	Presenter/s read directly off visuals and aids. No eye contact, mumbled/unclear and quiet voice, posture was closed off and tense.
Quality of Visual Aid _____/10	Visual aid enhances presentation. Well constructed. Was appealing to the eye and could be read from a distance. Brief summaries of information were listed- not paragraphs of information. More visuals than text	Visual aid adds to presentation. Constructed well. Was appealing to the eye and could be read but not from a far distance. Provides summaries as opposed to full texts posted on visuals. More visuals than text	Visuals distracted from presentation. Is not constructed well. Cannot be read from a distance. Has more text than visuals.	Visuals are poorly constructed and distracted audience. No to little visuals. All text.
Extended Learning: Nutrient-dense sample of a chosen dish based on herb/spice _____/10	Sample of food was nutrient-dense and took less than 5 minutes to prepare and serve. Recipe takes a higher level of skill to prepare. Presenter/s handle food with correct safety and clean up. Copies of recipe prepared given to show ingredients and share.	Sample of food was nutrient-dense and took less than 5 minutes to prepare and serve. Recipe had a slight degree of skill to prepare. Presenter/s handle food with correct safety and clean up procedures followed.	Samples of food lacked nutritional value because of recipe choice. It took over 5 minutes to prepare and serve samples. Presenter/s handle food with some safety and clean up was not complete. Not adequately prepared.	No sample of food or sample selected had little to no nutritional value. It took over 5 minutes to prepare and serve sample. Presenter/s lack proper food safety and clean up was not completed. Lacked organizational structure and planning.

Did the student discuss in depth the following:

_____/50

- _____ Where is this spice or herb grown? How is it grown?
- _____ What are the health benefits this spice or herb provides?
- _____ What are the uses of this spice or herb? (Cooking and other uses)
- _____ What is the difference between this spice fresh and dry? How does it convert?
- _____ What are 5 different common recipes that this spice or herb is used in?
- _____ What other important information about this spice or herb that we should know?