Unit 5: The Commercial Kitchen Copied from: Adv Cul Arts, Copied on: 02/21/22

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Belleville Public Schools

Curriculum Guide

Advanced Culinary Arts

Grade 12

The Commercial Kitchen

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Mrs. J. Worster

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

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Unit Overview

A commercial kitchen is divided into work stations. Each work station has a specific role in food preparation. The work station setup in a commercial kitchen determines the workflow. Effective workflow allows the orderly movement of food through the kitchen. It involves teamwork and cooperation among kitchen staff. A commercial kitchen layout is based on: the type of foodservice establishment, the amount of available space, the menu items to be prepared and the number of meals to be served. Before preparing food, everything must be organized. This includes assembling all ingredients, equipment, tools, and serving pieces needed in the order they will be needed - Mise en place. Effective time management in the kitchen results in prompt and efficient service. An planned an organized range of motion saves time and energy. It may also help prevent accidents. Food service operations need to have a variety of equipment. A commercial kitchen has storage and receiving equipment, preparation and cooking equipment, holding and service equipment, all to prepare food for others.

Enduring Understanding

- Kitchen tools and appliances aid in food preparation.
- Kitchen tools have a specific use and function in food preparation.

- Safe knife handling and proper use is essential in food preparation.
- Cutting boards are color coded for specific uses to avoid cross contamination.
- Appliances are classified as large/major or small/minor.
- A stove contains three heating elements to cook food.
- Commercial kitchen has specific food industry equipment and appliances.
- Commercial kitchen equipment is used for large quantity food production.
- Safe appliance care and operation is essential in food preparation.
- A safe working environment is essential in food preparation.

Essential Questions

- Is the student able to select and apply appropriate solutions to solve and prevent dangerous situations and accidents in the kitchen?
- Can the student identify, select, and properly use common kitchen utensils based on function for specific tasks?
- Is the student able to select the appropriate knife for a specific job and explain safe use and proper care when cutting foods?
- Is the student able to demonstrate safe use and proper care when cutting foods?
- Can the student identify and explain the safe operation and care of major and small appliances used in food preparation?
- Can the student identify commercial kitchens/food industry's tools, equipment and appliances for food production?
- Can the student compare and contrast the differences between commercial kitchens/food industry and home kitchen's tools, equipment and appliances to prepare food?
- Is the student able to safely operate major and small appliances used in food preparation?

Exit Skills

Student will be able to:

- identify and explain the function of tools and equipment used in food production.
- select the appropriate tools and equipment based on their function in food production.
- demonstrate the correct and safe use of tools and equipment in food production.
- safely carry a knife.
- safely pass a knife to a fellow cook.
- safely clean and store a knife.
- safely hone a knife to maintain a straight edge.
- safely select the correct colored cutting board to avoid cross contamination.
- safely operate all 3 cooking elements of the stove.
- safely operate a washer and dryer to clean fabrics.

- safely operate small appliances.
- safely operate a micro-wave oven.

New Jersey Student Learning Standards (NJSLS-S)

9.3.12.ED.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.4	Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.HT.5	Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
9.3.HT-RFB.10	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

Interdisciplinary Connections

LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

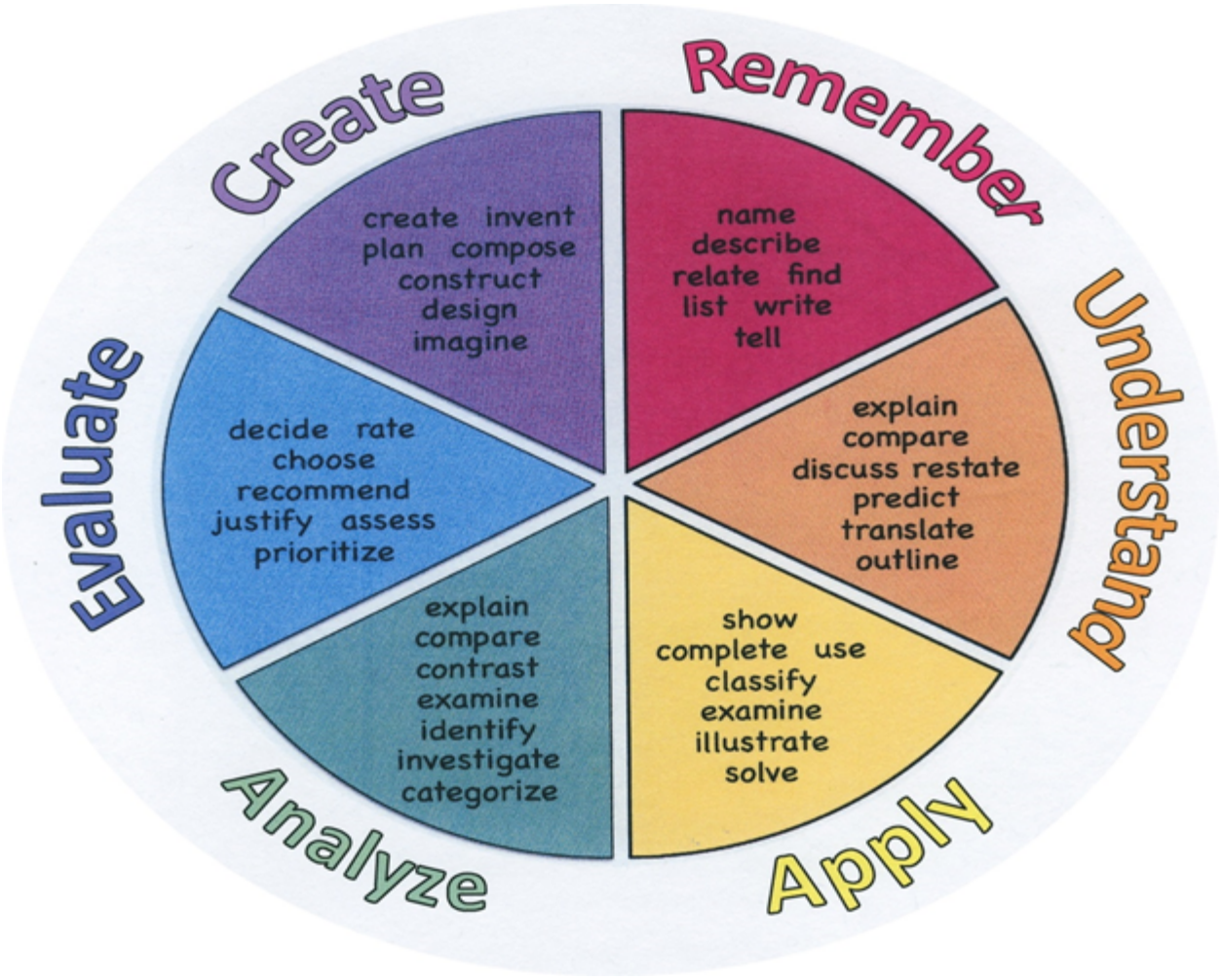
Learning Objectives

Student will demonstrate the ability to:

- exhibit proper classroom procedures that contribute positively to the learning environment.

- exhibit competence in speaking, listening, and the writing process as skills and tools for learning.
- select and apply appropriate solutions to solve and prevent dangerous situations and accidents in the kitchen.
- identify, select, and properly use common kitchen utensils based on function for specific tasks.
- select the appropriate knife for a specific job and explain safe use and proper care when cutting foods.
- utilize safe practices and proper care when cutting foods.
- identify and explain the safe operation and care of major and small appliances used in food preparation.
- identify commercial kitchens/food industry's tools, equipment and appliances for food production.
- compare and contrast the differences between commercial kitchens/food industry and home kitchen's tools, equipment and appliances to prepare food.
- safely operate major and small appliances used in food preparation.
- work in a commercial kitchen as part of a team.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Role-play kitchen situations: select and apply appropriate solutions to solve and prevent dangerous situations and accidents in the kitchen.
- Demonstrate/Prepare food products: identify, select, and properly use common kitchen utensils based on function for specific tasks.
- Demonstrate/Prepare food products: select the appropriate knife for a specific job and explain safe use and proper care when cutting foods.
- identify commercial kitchens/food industry's tools, equipment and appliances for food production.
- compare and contrast the differences between commercial kitchens/food industry and home kitchen's tools, equipment and appliances to prepare food.
- safely operate major and small appliances used in food preparation.
- work in a commercial kitchen as part of a team.

Assessment Evidence - Checking for Understanding (CFU)

- Common Benchmarks
- Unit 5 Test-summative assessment
- Unit Review/Test prep
- Study Guides
- Food Service Experience/Commercial Kitchen
- Evaluation Rubrics
- Teacher Observation Checklist
- Self Assessment
- Explaining-formative assessment
- Teacher Student Conference-alternate assessment
- Demonstrate/Prepare food products: select the appropriate knife for a specific job and explain safe use and proper care when cutting food.-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline

- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

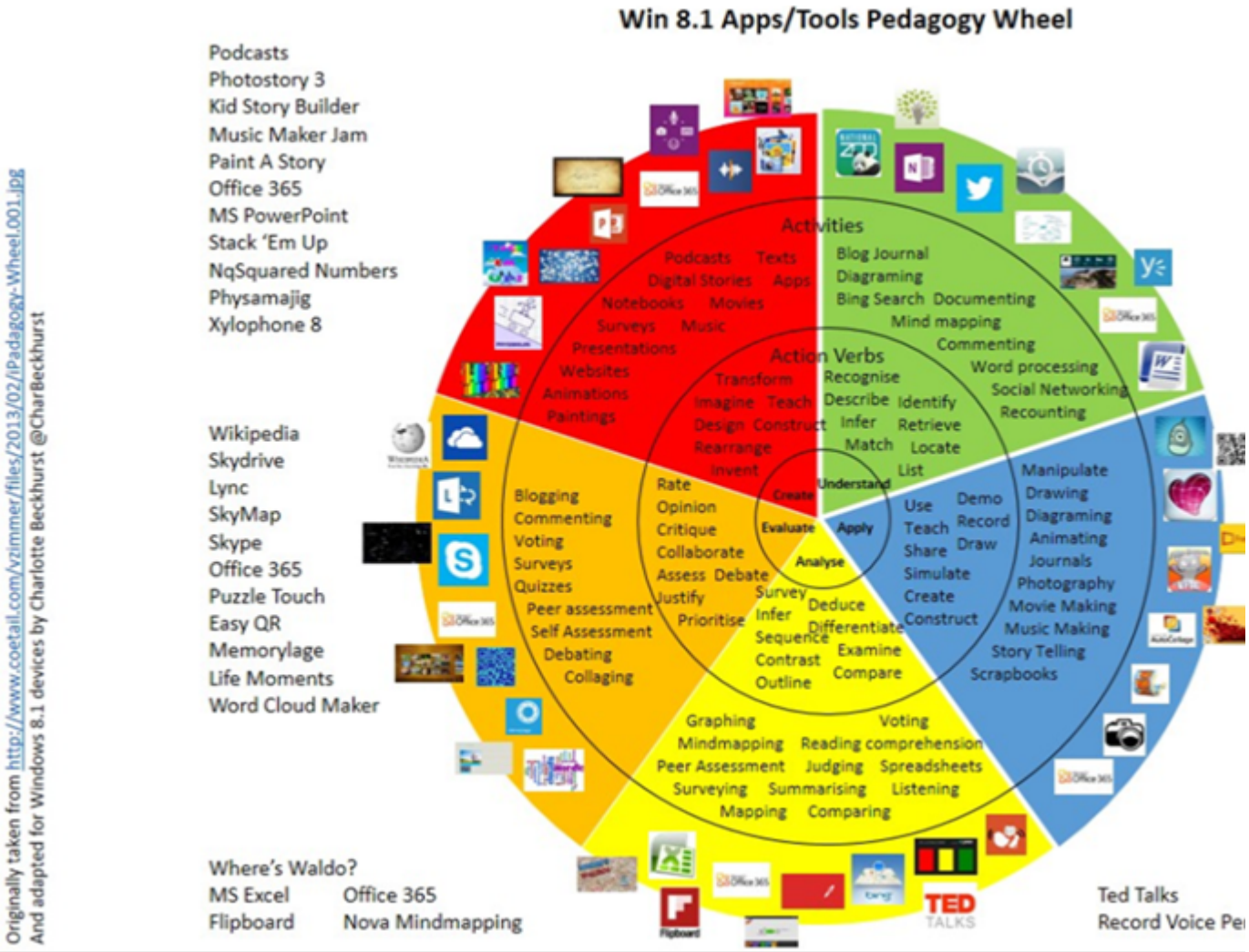
- Textbook: *Guide to Good Food*
- Textbook: *Culinary Essentials*
- Textbook – *Foundation of Restaurant Management*
- Video Clip: Kitchen Workstations
- Power Point Presentations
- Internet

Ancillary Resources

- Career Training Education Presentations/Discussions
- The Food Industry
- Video – The Commercial Kitchen Equipment Study Guide
- Chapter worksheets/questions
- Filling out culinary learning logs

Technology Infusion

- Google Classroom
- Interactive Smart TV Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Appliancations
- Power Point



Alignment to 21st Century Skills & Technology

- Communication Skills – English, Reading, Writing
- Mathematics
- Economics
- Science
- Social Skills/Interpersonal Skills

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- ICT (Information, Communications and Technology) Literacy
- Interpersonal Communication
- Critical Thinking and Problem-Solving
- Financial, Economic, Business and Entrepreneurial Literacy
- Life and Career Skills

- Communication and Collaboration
- Creativity and Innovation

- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Students will be able to use their learning to …

- Use effective oral and written communication strategies for creating, expressing, and interpreting information and ideas.
- Use critical and creative thinking strategies to facilitate innovation and problem-solving both independently and in teams.
- Use technology is used to access, manage, integrate, and disseminate information.
- Use effective leadership and teamwork strategies to foster collaboration and cooperation to accomplish goals.
- Develop life skills in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.
- Develop employable skills to build the capacity for successful careers.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group assignments
- Added time to complete assignments
- Pairing oral instructions with visuals
- Repeat directions as needed
- Reinforcing on-task behaviors and skill acquisition
- Reduce amount of assignments that are due
- Rephrase written directions
- Study guides provided
- Additional time for skill mastery
- Test read to student
- Visual presentation
- Small Group Instruction
- Additional Time

Hi-Prep Differentiations:

- Project-based Learning
- Problem-based Learning

Lo-Prep Differentiations

- Goal Setting with Students
- Mini Workshops to re-teach or extend skills

Special Education Learning (IEP's & 504's)

- Study Guides/Board Notes
- Additional Time for Skill Mastery
- Assistive Technology
- Computer or Electronic Device Utilizes
- Multi-sensory Instruction
- Preferential Seating
- Student Working with an Assigned Partner
- Small Group Instruction
- Check Work Frequently for Understanding
- Extended Time on Tests/Quizzes

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format

- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Teach Key Concepts
- Visual Teaching Aids: Videos, Illustrations, Pictures and Drawings
- Use of note cards, study guides and open book during testing
- Small Group Instruction
- Student Working with an Assigned Partner
- Preview of Content, Concepts, and Vocabulary
- Check Work Frequently for Understanding
- Peer Tutoring

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test

- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic. eliminate nonessential information
- tutoring by peers
- providing study guides
- allowing students to correct errors (looking for understanding)
- allowing products to demonstrate student's learning
- using authentic assessments with real-life problem-solving

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Create a plan to solve an issue presented in the class or in a text
- Advanced problem-solving
- Higher order, critical and creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize project-based learning for greater depth of knowledge

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

See first unit: Employability and Career Development for an example