Unit 3 Kitchen tools and Kitchen Appliances Copied from: Food and Nutrition, Copied on: 02/21/22

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Belleville Public Schools

Curriculum Guide

Unit 3 Kitchen Tools & Kitchen Appliances

Food and Nutrition

9th-12th grade

Belleville Board of Education

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Unit Overview

This unit is designed to help students identify major and minor kitchen appliances. How to choose ,use and care for kitchen appliances. SWDAT Identify cookware , bakeware and different cooking and baking needs.Identify appropriate kitchen tools for food preparation and tasks. Proper Kitchen equipment helps to save time. Smallwares include hand tools, cookware, and measuring tools. Proper selection, use and care of kitchen tools and equipment are basic skills needed in food preparation. Learning how to safely use and clean kitchen appliances, tools, and smallwares will help students become more efficient snd help prevent common kitchen accidents.

Students will be able to identify:

- Identify kitchen tools and kitchen appliances
- How to safely use and care for kitchen tools and kitchen appliances.
- Identify kitchen tools for the job.
- Identify bakeware, cookware and software.
- Demonstrate how to safely use and care for appliances and kitchen tools
- Select appropriate Kitchen tools that have a specific use and function in food preparation.
- Select the right knife for the right job.
- Safe knife handling and proper use is essential in food preparation.

- Appliances are classified as large/major or small/minor.
- Kitchen tools, cutting tools,measuring tools, mixing tools,draining tools,cooking and baking tools.
- Identify the three heating elements to cook food.
- Safe appliance care and operation is essential in food preparation.
- A safe working environment is essential in food preparation.

Enduring Understanding

- Major and minor kitchen appliances are essential in food preparation
- Kitchen tools have a specific use and function in food preparation.
- Learning how to safely master knife skills is essential in food preparation.
- Appliances are classified as large/major or small/minor.
- Three different types of ovens, conventional, convection oven and microwave oven
- A stove contains three heating elements to cook food.
- Reading owners manuals
- Safe appliance care and operation is essential in food preparation.
- A safe working environment is essential in food preparation.

Essential Questions

- Does the student exhibit proper classroom procedures that contribute positively to the learning

environment?
- Does the student exhibit competence in speaking, listening, and the writing process as skills and tools for learning?
- Is the student able to select and apply appropriate kitchen appliances and kitchen utensils for food preparation task?
- Can the student properly demonstrate proper knife skills?
- Can the student identify proper measuring skills?
- Can the student identify, select, and properly use common kitchen utensils based on function for specific tasks?
- Does the student identify cookware and bakeware for different cooking and baking needs?
- Is the student able to demonstrate safe use and proper care when using kitchen appliances and kitchen tools?
- Is the student able to identify and explain the safe operation and care of major and small appliances used in food preparation?

Exit Skills

Student will be able to:

- Identify and classify major and minor kitchen appliances
- Read the owners manual.
- Identify how to safely use and clean kitchen appliances
- Kitchen accidents are preventable
- Identify and explain the function of tools and equipment used in food production.
- Select and demonstrate the appropriate tools and equipment based on their function in food production.
- Students are responsible for their actions
- Kitchen accidents are preventable.
- Use proper Kitchen tools and appliances for the right job.
- Kitchen tools have a specific use and function in food preparation.
- Safe knife handling and proper use is essential in food preparation.
- Use proper measuring tools for liquid and dry ingredients.
- Kitchen appliances and kitchen tools have to be properly taken care of.
- Kitchen tools have a specific use and function in food preparation.
- Safe knife handling and proper use is essential in food preparation.
- Safely operate a washer and dryer to clean kitchen towels & aprons.
- Safely operate , clean and store small appliances.
- Safely operate and clean 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.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
9.3.12.ED.11	Demonstrate group management skills that 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.RL.9-10	Reading Literature
	Integration of Knowledge and Ideas
LA.RI.9-10	Reading Informational Text
	Integration of Knowledge and Ideas
LA.W.9-10	Writing
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

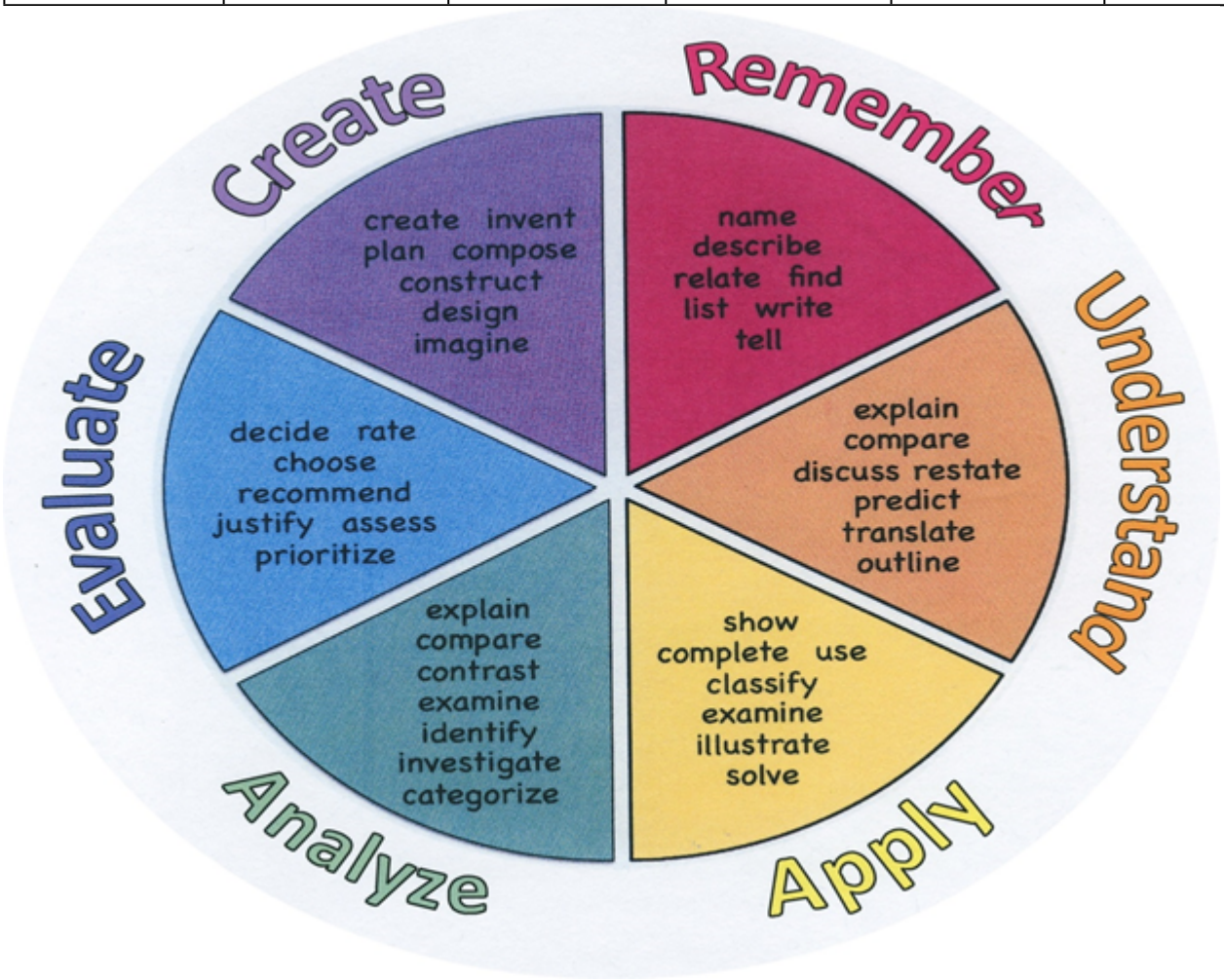
Learning Objectives

- Identify major and minor appliances used in food preparation
- Identify different types of kitchen tools used in recipe
- Demonstrate how to safely use and care for major and minor kitchen appliances
- Locate kitchen appliance and kitchen tools information on the recipe and use evaluative criteria to identify proper use.
- 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.
- Identify the right knife for the right job.
- Safely clean and store a knife.
- Identify how to properly operate all 3 cooking elements of the stove.
- Evaluate and operate a washer and dryer to clean fabric.
- Identify and apply proper cooking instruction when operating a micro-wave oven.

- **Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

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

- Research and identify major & minor kitchen appliances
- Read and create tip sheet from owners manuel
- Identify equipment needed for recipes
- Select and apply appropriate solutions to solve and prevent dangerous situations and accidents in the kitchen.
- Practice and demonstrate behavior and procedures when usig kitchen equipment
- Safely operate appliances and demonstrate safety guidelines to prevent accident when working in the food lab.

Assessment Evidence - Checking for Understanding (CFU)

- GOOGLE: classroom communications, spreadsheets quizzes, surveys, anticipatory sets, exit tickets (forms)
- Quarterly benchmarks
- Roundtable discussion results
- Chapter 19 Vocabulary Terms
- Chapter 19 review key concepts
- Unit Review/Test prep
- Study guide
- Unit test
- Kitchen Logs

- Kitchen Labs
- Evaluation Rubrics
- Teacher Observation Checklist
- Self Assessment
- Teacher and student discussions-alternate assessment
- Select and apply appropriate solutions to solve and prevent dangerous situations and accidents in the kitchen.-benchmark assessment
- Unit test-summative assessment
- Fist-to Five or Thumb-Ometer-formative 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: Food ,Nutrition & Wellness
- *Workbook: Food Nutritoin & Wellness*
- *Group Discussions*
- *Group Projects*
- *Kitchen Appliance and tool crossword puzzle*
- *Tool Bingo*
- You tube Clips on kitchen Appliances and Tools
- Power Point Presentations
- Smart TV
- Interactive Games KAHOOT
- Online Resources Glencoe.com
- Teacher Demonstrations
- Chapter worksheets/questions
- Class learning logs
- Unit Kitchen Appliance Test

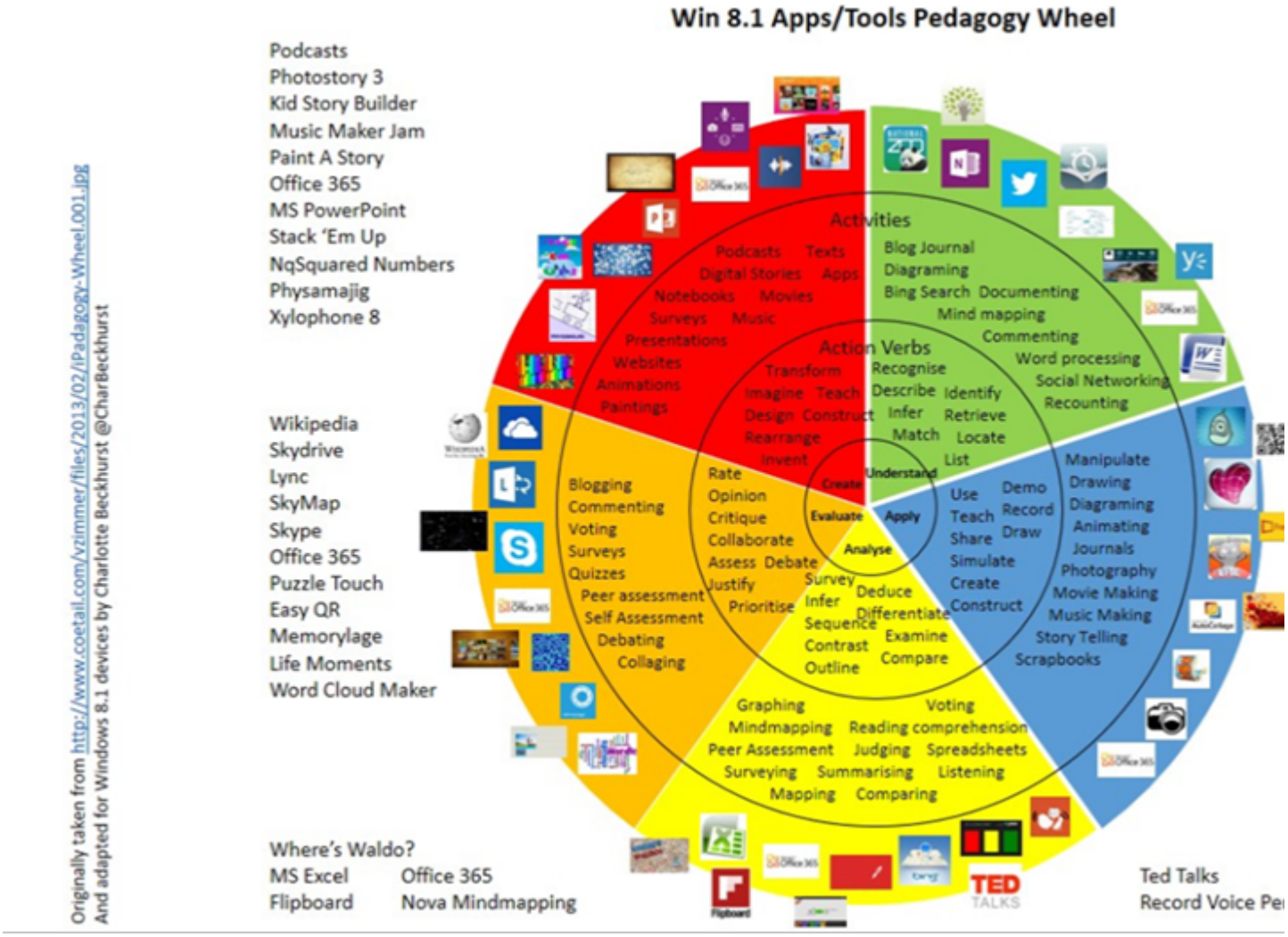
Ancillary Resources

- Group Discussions
- Group Projects
- Writing Logs
- Lab Plans
- Unit Recipes
- Chapter worksheets

- Chapter review
- Exit Tickets

Technology Infusion

- **Please reference video links and website listed under Primary resources and materials**
- Google Classroom
- Interactive Smart TV Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Applications
- Power Point



Alignment to 21st Century Skills & Technology

- Communication skills Reading & writing
- Mathematics
- Science
- Economics
- Technology
- Social Skills , Interpersonal skills

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
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.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

21st Century Skills/Interdisciplinary Themes

- 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

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

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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
- Multi-sensory approaches
- Group Assignments and Projects
- Probject based learning
- Leveled Rubrics
- Think-Pair Share (roundtable)

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time

- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts

- Varied supplemental materials

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

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- Provide modifications as dictated in the student's IEP/504 plan
- Additional time on assignments/assessment
- Additional time for Skill Mastery
- Study Guides/Board Notes
- Notes/presentations on Google Classroom
- Highighted text visual presentation
- Modified assignments
- Shortened assignments
- Multi-sensor pesentation (presentations on SMART TV, on Google Classroom and paper copies for students as appropriate)
- Modifed test formats (written/verbal vs. Google form)
- Open book/Study Guides
- Preferential seating
- Peer mentoring

- 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)

- Translation of content/activities (Port of Entry) supporting terms and definitions related to careers, safety and sanitation
- Assignments submitted in native language (Port of Entry)
- Modifying assignments
- Review assignment/project directions (model)
- Open book/notes options
- Tutoring by peers to reinforce concepts
- Modifying tests to reflect selected objectives

- 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

- Peer tutoring on Unit 2 Major & Minor Appliances
- Correction and resubmission of work related to Unit 2
- Model concepts of safety for major and minor appliances
- Evaluating correct work; collaborating with student on incorrect work
- Additonal time to complete assignments

- 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)

- Complete activities above grade level
- Advanced problem-solving related to Unit 2 Major and Minor Appliances
- Teacher-selected instructional strategies (simulations) focused to provide challenge, engagement, and growth opportunities

- Simulated project modules utilizing technology at higher level to create diferent safety prevention
- Higher order, critical and creative thinking skills, and discovery related to analysis of Unit 2 Major and Minor Appliances

- 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

Refer to Unit 1