



## CULINARY ARTS

**PATHWAY:** Culinary Arts

**COURSE:** Introduction to Culinary Arts(ICA)

**UNIT:** 4.1 Commercial Kitchen Equipment- Kitchen Tools and Small Wares



## INTRODUCTION

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**Annotation:**

In this unit students will learn about kitchen tools and small wares used in commercial kitchen.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:**

Four 50 minute periods

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**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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**GPS Focus Standards:** Please list the standard and elements covered.

**CA-ICA-3.** Students will name and describe various fixed equipment and small wares associated with the commercial kitchen.

- a. Demonstrate proper procedures of cleaning and maintaining professional kitchen equipment.
- c. Identify and distinguish between the various mixers and small wares, demonstrating proper use and cleaning.

**GPS Academic Standards:**

**National / Local Standards / Industry / ISTE:**

NFCS-8.3. Demonstrate selecting, using, and maintaining food production equipment.



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:** Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

An important part of beginning a career in culinary arts is to understand and be able to identify kitchen tools and equipment used in a commercial kitchen.

**Essential Questions:** Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- What types of kitchen tools are used in professional kitchen on a daily basis?
- Why is it essential to identify and use the correct equipment in the kitchen?
- How is equipment sanitized?
- Why is it essential to know how to measure ingredients?

**Knowledge from this Unit:** Factual information.

Students will have the knowledge to choose kitchen equipment that is appropriate for a specific function.

**Skills from this Unit:** Performance.

Students will be able to identify specific tools in a kitchen and know their individual function. Students will also be able to measure out ingredients.



## ASSESSMENT(S)

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**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
  - Quizzes/Tests
  - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - Self-check rubrics
  - Self-check during writing/planning process
  - Journal reflections on concepts, personal experiences and impact on one's life
  - Reflect on evaluations of work from teachers, business partners, and competition judges
  - Academic prompts
  - Practice quizzes/tests
- Subjective assessment/Informal observations
  - Essay tests
  - Observe students working with partners
  - Observe students role playing
- Peer-assessment
  - Peer editing & commentary of products/projects/presentations using rubrics
  - Peer editing and/or critiquing
- Dialogue and Discussion
  - Student/teacher conferences
  - Partner and small group discussions
  - Whole group discussions
  - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
  - Chart good reading/writing/listening/speaking habits
  - Application of skills to real-life situations/scenarios
- Post-test

**Assessment(s) Title:**

**Assessment(s) Description/Directions:**

Hold up pictures or the actual implements and have the students write the answers down for a test.

**Attachments for Assessment(s):** Please list.



# LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

## Sequence of Instruction

### 1. Identify the Standards. Standards should be posted in the classroom for each lesson.

**CA-ICA-3.** Students will name and describe various fixed equipment and small wares associated with the commercial kitchen.

a. Demonstrate proper procedures of cleaning and maintaining professional kitchen equipment.

c. Identify and distinguish between the various mixers and small wares, demonstrating proper use and cleaning.

**NFCS-8.3.** Demonstrate selecting, using, and maintaining food production equipment.

### 2. Review Essential Questions.

1. Why is it essential to identify and use the correct equipment in the kitchen?
2. How is equipment sanitized?
3. Why is it essential to know how to measure ingredients?

### 3. Identify and review the unit vocabulary.

- **Food Mill** – A food preparation utensil for mashing and sieving soft food.
- **Colander** - A bowl-shaped kitchen utensil with perforations for draining off liquids and rinsing food.
- **Kitchen Spoons** - A utensil consisting of a small, shallow bowl on a handle, used in preparing, serving, or eating food.
- **Measuring Cups** - a container of some standard capacity that is used to obtain fixed amounts of a substance.

- **Ladles** - A long-handled spoon with a deep bowl for serving liquids.
- **Spider/Skimmer** – A shallow utensil usually perforated used in skimming liquids.
- **Rolling Pin** - A smooth cylinder, usually with a handle at each end and often made of wood, used for rolling out dough.
- **Zester/Micro Plane** – A kitchen tool used to remove the outer most layers or peels of fruits and vegetables.
- **Mixing Bowls** - a dish that is round and open at the top for serving foods.
- **Strainer/Chinois** - a filter to retain larger pieces while smaller pieces and liquids pass through
- **Wire Whisk** - A kitchen utensil, usually in the form of stiff, thin wire loops attached to a handle, used for whipping foodstuffs.
- **Tongs** - any of various devices for taking hold of objects; usually have two hinged legs with handles above and pointed hooks below
- **Thermometer** - measuring instrument for measuring temperature
- **Scales** – A weight measuring utensil.
- **Spatula** - a hand tool with a thin flexible blade used to mix or spread soft substances
- **Cutting Board** – Board used for cutting food on.
- **Scoops** – A large ladle.
- **Peeler** - a device for peeling vegetables or fruits

#### 4. Assessment Activity.

1. The instructor will go over each item described in handout and give a brief description in use. Handout should include the following equipment smallwares list:

Food Mill	Strainer / Chinois
Colander	Wire Whisk
Kitchen Spoons	Tongs
Measuring Cups	Thermometer
Ladles	Scales
Spider / Skimmer	Spatulas
Rolling Pins	Cutting Boards
Zester / micro plane	Scoops
Mixing Bowls	Peeler

2. Instructor will go over pots and pans and give examples of sizes and different types.

- Sauté pans, sauce pots, stock pots, rondeaus, sautoirs, and roasting pans
- Non stick—very useful for cooking certain techniques like searing and egg cookery. Also helpful for lower fat cooking since a small amount of fat can be used in most cases. Wooden and silicone utensils should be used as not to scratch pans.
- Aluminum—excellent heat conductor but not very durable and can react with food. It's the least expensive of most cookware.
- Stainless Steel—poor heat conductor but usually other metals are sandwiched between to provide better conduction. Easy to maintain and will not react with other foods.
- Copper—transfers heat well. Usually lined w/ other metals because copper will react with most foods. Very expensive and requires a lot of care.
- Cast Iron—holds heat well but can be brittle and must be seasoned to prevent scarring and rust.

Guidelines for use:

Choose appropriate utensil / pot for job size.

Choose appropriate pot or pan for cooking technique. For example: Braising in a rondeau / braising pan.

Student/teacher activity

1. Scavenger Hunt: Instructor to divide students into teams and give list of kitchen smallwares for each team to retrieve and discuss proper use.
2. Instructor demo—make béchamel (white sauce) sauce in aluminum pot and use steel whisk to discolor sauce, which will show reaction between aluminum and steel.
3. Instructor demo—show difference in volume in fluid ounce measuring.
4. Instructor demo—roast chicken and show proper way to use thermometer to check for doneness. Use convection oven to roast, ½ sheet pan with wire rack for chicken.

\*\*Notes: Chicken should be put in oven at the beginning of class.

Review of small wares and described functions of each small ware in commercial kitchen in day to day use. Teacher will give identification quiz using power point presentation.

**Attachments for Learning Experiences:** Please list.

Instructor will hand out detailed list of kitchen smallwares and correct terminology.

**Notes & Reflections:** May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.

\*Note: Hand out should correlate with power point visual aide that will be will be supplied.



## CULMINATING PERFORMANCE TASK

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(Optional)

**Culminating Unit Performance Task Title:**

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

**Attachments for Culminating Performance Task:** Please list.



## UNIT RESOURCES

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**Web Resources:**

**Attachment(s):** Supplemental files not listed in assessment, learning experiences, and performance task.

**Materials & Equipment:**

Miscellaneous kitchen equipment

Various kitchen small wares

Cooktop

Wire rack

Convection oven

Temperature gauge

**What 21st Century Technology was used in this unit:**

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input checked="" type="checkbox"/>	Image File(s)

Web Design Software  
 Animation Software  
 Email

Blog  
 Wiki  
 Website

Video  
 Electronic Game or Puzzle  
Maker