



CULINARY ARTS

PATHWAY: Culinary Arts

COURSE: Introduction to Culinary Arts (ICA)

UNIT: 5.2 Kitchen Knife Use – Concept of “mise en place”



INTRODUCTION

Annotation: Briefly describe the unit topics, tasks, methods, etc.

This lesson will demonstrate the proper concept of “mise en place” pertaining to setting up a work cutting station and basic knife techniques. Importance on cuts being consistent so they cook evenly should be stressed. A hand out of basics knife cuts should be distributed.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: 3 Hours

Author:

Jennifer Booker, Wes Goodman, Bill Hewett

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

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

- CA-ICA–6. Students will examine and perform all aspects of kitchen knife use and classic knife skills.
- d. Define and demonstrate the concept of “mise en place” in setting up a work cutting station.
 - f. Demonstrate proper knife techniques for cuts as julienne, batonnet, small, medium, and large dice.

GPS Academic Standards:

SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.

National / Local Standards / Industry / ISTE:

NFCS-8.5.1. Demonstrate skills in knife, tool, and equipment in handling



UNDERSTANDINGS & GOALS

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.

Essential Questions:

- What is the role of proper organization and knife cuts in a professional kitchen?
- Why are knife cuts so important in everyday kitchen prep and cooking?

Knowledge from this Unit: Factual information.

Skills from this Unit: Performance.



ASSESSMENT(S)

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:

Attachments for Assessment(s): Please list.



LEARNING EXPERIENCES

Sequence of Instruction

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

CA-ICA-6. Students will examine and perform all aspects of kitchen knife use and classic knife skills.

SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.

NFCS-8.5.1. Demonstrate skills in knife, tool, and equipment in handling

2. Review Essential Questions.

- What is the role of proper organization and knife cuts in a professional kitchen?
- Why are knife cuts so important in everyday kitchen prep and cooking?

3. Identify and review the unit vocabulary.

4. Assessment Activity.

Set Induction: Instructor will set up work station and have students set up individual stations with cutting boards, wash/sanitizer buckets, and containers for product and paper towels.

- **Show knife skills video" vegetable cuts"**
- **Give each student handout of knife cuts and dimensions**

Learning Activities:

- 1) The instructor will go over the term "mise en place"- everything in its place
- 2) Discuss the importance of gathering all necessary items before starting a task.
- 3) Describe containers needed for each item being cut and work sequence.

- Cutting board-mat or wet paper towel underneath
- Wash and sanitizer buckets
- Appropriate equipment out for peeling and cutting
- Side Towels
- Pans for washed vegetables
- Water containers for potato product

- Pan for waste / trim
- Pan for finished product
- Comfortable work stance

**Note: Instructor to go over handout on knife cuts.*

4) Describe each cut size and terminology

- Mincing- Smaller than chopping
- Julienne- 1/8x 1/8 x 1-2 inches
- Batonnet- 1/4x1/4x 2-2 1/2 inches
- Brunoise-1/8x1/8x1/8
- Small dice -1/4x1/4x1/4
- Med. dice-1/2x1/2x1/2
- Large dice-3/4x3/4x3/4
- Paysanne -1/2x1/2x1/8
- Rounds-cut to desired thickness 1/8-1/4
- Tourne-Approx. 2 inches long with 7 sides
- Chiffonade-hand cut, leafy greens rolled then cut into very fine strips

Student/teacher activity

Have each student properly set-up cutting stations.

Each student should have chef knife, peeler and paring knife

Instructor will demo each knife cut

- Show how to wash and peel vegetables once station has been set-up
- Show how to properly peel an onion and show slicing and dicing techniques.
- Start with mincing parsley
- Chiffonade – basil or lettuce
- Potato cuts-placed in water
 - julienne, batonnet, brunoise, small dice, med. dice, large dice
 - and tourne
- **Carrot cuts**
 - Rounds, paysanne

Students knife skills

Students will use parchment paper to make 12 boxes-3up 4 across, the 12th will be there name, the other 11 will contain there finished knife cuts. Parchment placed on sheet full pan.

- 5) Instructor will evaluate each student's performance after they have completed all knife cuts.

Transfer Out: Review knife cuts, terminology and importance of daily practice and discipline. Start slow and make sure cuts are always even. Students should be instructed to purchase onions, potatoes and carrots and practice skills at home. The only way to improve is practice!

Attachments for Learning Experiences: Please list.

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



CULMINATING PERFORMANCE TASK

(Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

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

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input 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 type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		Maker