

Foods and Nutrition II

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Lynne Ritter lr Ritter@lrhsd.org ext 8772, Stacey Shaaltiel sshaaltiel@lrhsd.org ext 8812,
Kathleen Anderson kanderson@lrhsd.org ext 4522, Chris Easlick ceaslick@lrhsd.org ext 8997

Unit 1 – Safety and Sanitation in the Home and Classroom Environments

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using digital media outlets.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.3 Career Awareness, Exploration, and Preparation

- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.

21st Century Themes

(www.21stcenturyskills.org)

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

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>Enduring Understandings: <i>Students will understand that . . .</i></p> <p><i>EU 1:</i></p> <ul style="list-style-type: none"> • Preparing foods using proper sanitation procedures prevents food-borne illness both at home and in the kitchen lab environments. <p><i>EU 2:</i></p> <ul style="list-style-type: none"> • Using common sense and practicing good safety habits prevent accidents in the kitchen. <p><i>EU 3:</i></p> <ul style="list-style-type: none"> • Keeping foods safe to eat and making the kitchen a safe place to work are keys to good health. <p><i>EU 4:</i></p> <ul style="list-style-type: none"> • Food-borne diseases and threats to food safety constitute a growing public health problem on a global scale. <p><i>EU 5:</i></p> <ul style="list-style-type: none"> • Practicing Safety and Sanitation skills in the kitchen are critical to a career in the field of Culinary Arts. 	<p>Essential Questions:</p> <p><i>EU 1:</i></p> <ul style="list-style-type: none"> • Why is sanitation important? • How does sanitation impact the way I prepare food? <p><i>EU 2:</i></p> <ul style="list-style-type: none"> • How can I prevent injury in the kitchen? <p><i>EU 3:</i></p> <ul style="list-style-type: none"> • How can the knowledge of proper sanitation practices and practicing safety in the kitchen lead to a better quality of life for me and my family? <p><i>EU 4:</i></p> <ul style="list-style-type: none"> • Why is it important to understand the threats to our global food supply? <p><i>EU 5:</i></p> <ul style="list-style-type: none"> • How can knowledge of Safety and Sanitation lead to increased career opportunities in the field of Culinary Arts?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Principles of sanitation • Vocabulary relating to sanitation • Food borne illness sources • Danger Zone Temperatures • Sources of cross contamination <p><i>EU 2, EU 3</i></p> <ul style="list-style-type: none"> • Potential kitchen hazards • Prevention Methods • Aspects of Common Sense • Signs and symptoms of a food-borne illness • How food-borne diseases impact quality of life <p><i>EU 4</i></p> <ul style="list-style-type: none"> • The necessity of a clean water supply • Potential threats to the global food supply <p><i>EU 5</i></p> <ul style="list-style-type: none"> • Role of the Food Safety Inspector • Role of the World Health Organization (WHO) and its Initiatives 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Prepare foods while practicing proper sanitation • Prevent food-borne illness at home and in the classroom environment • Store and prepare foods in a manner that prevents cross contamination. <p><i>EU 2, EU 3</i></p> <ul style="list-style-type: none"> • Practice safety while preparing foods at home and in the school environments • Improve overall health and wellness by following safety and sanitation guidelines <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Recognize threats to water and food supplies both locally and globally <p><i>EU 5</i></p> <ul style="list-style-type: none"> • Perform the role of food safety inspector • Identify the impact of the WHO on the global food supply

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

EU1, EU2, EU3, EU4, EU5

Investigative News Team:

Food Safety Around the World

Each kitchen group will assume the role of an investigative news team who has been assigned the task of researching a specific country and its food supply. The news team will be reporting their story back to the class. Detail the ways that a member of the World Health Organization would recommend to improve conditions in that country.

Each team member will be responsible for investigating one part of the story. These should include:

- Incidences of Food borne disease and death in that country
- Sources and potential threats to water and food supplies
- Sanitation practices in households and public eating facilities
- Environmental issues relating to food supply

Report must be presented the same as a news segment. TV studio facilities can be utilized if available.

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Journal Checks
- Quizzes
- Teacher observations
- Demonstrate use of a thermometer and kitchen tools & utensils during each kitchen laboratory performance.
- Safety contract that is signed by the student after completion of this unit to bind them to the principles taught.
- Safety and Sanitation test required by District for participation in all Foods classes. Must pass with minimum 80%

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Prezi or PowerPoint detailing the types and sources of Food-borne illnesses **A**
- Class discussion of potential kitchen accidents. **A M**
- Journal notes on accident prevention and injury treatment **A**
- Personal action plan for safety at home. **M T**
- Visit FoodSafety.gov and explore the many topics offered. Students can answer a teacher generated questionnaire relating to the information on the website. **A M**
- Take the “Can Your Kitchen Pass The Home Safety Test”. Results will determine the sanitary practices in their household **M**
- Graphic Organizer for Contaminants: Micro-organisms, Chemical Contaminants, sources and prevention methods **A**
- Poster Campaign – Using the “Clean, Separate, Chill and Cook” concepts, students will create posters for the cafeteria detailing the ways that food borne illnesses can be prevented **M T**
- Glow Germ Exercises – using Glow Germ powder, students can explore how easily bacteria spreads or the importance of using correct hand washing techniques **A M**
- Thermometer Game – using the same concept as “Pin the Tail on the Donkey” students will use post-its and a large drawing of a thermometer to identify temperatures that affect the growth of bacteria. **M**
- Kitchen Inspection – A demo kitchen will be set up with many examples of unsafe and unsanitary conditions. Students must use a checklist to identify those hazards and explain how they should be corrected. **M T**
- Thermometer exercise – Place a thermometer in the refrigerator and take the temperature, record. Put a boiling pot of water in the refrigerator and take the temperature again, record. Repeat temperature in another 5 minutes. Discuss the reasons for the temperature changes in the refrigerator and discuss how to temperature and storage relate to food-borne illnesses. **A M**
- Guest Speaker – a CPR certified guest can come in and explain the correct use of the Heimlich Maneuver. **A**
- Guest Speaker – School nurse or other medical professional can come to speak about the signs and symptoms of a food borne illnesses. **A**
- Ticket to Leave – relate an example of having or witnessing a food-borne illness and detail the ways it could have been prevented. **A M**
- Safe or Unsafe? – Students will view a list of conditions where water is stored for human consumption. Based on the concepts of sanitation, they will decide whether or not the water is safe to drink. **M**
- Meet the World Health Organization – Students will read a brochure on the WHO and it’s role in health issues around the world. Small group discussions will include the topics of why it is needed, what type of people would be good employees for the organization and what educational backgrounds would be necessary to work with them. Small groups will contribute to a class discussion. **A M**

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