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| Course: Foods and Nutrition 1 Unit 1 - Safety and Sanitation | Year of Implementation: 2021-2022 |
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| Stage One - Desired Results | |
| Link(s) to New Jersey Student Learning Standards for this course: <i>{provide all applicable links to standards here}</i> https://www.state.nj.us/education/cccs/2020/ | |
| Unit Standards: <ul style="list-style-type: none"> • 9.4.12.CI.1: <i>Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</i> • 9.4.12.CT.4: <i>Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</i> • 9.4.12.IML.8: <i>Evaluate media sources for point of view, bias, and motivations.</i> • 9.4.12.IML.9: <i>Analyze the decisions creators make to reveal explicit and implicit messages within information and media.</i> • 9.4.12.TL.4: <i>Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</i> • 9.4.12.TL.3: <i>Analyze the effectiveness of the process and quality of collaborative environments.</i> • 9.4.12.CT.2: <i>Explain the potential benefits of collaborating to enhance critical thinking and problem solving</i> • 9.4.12.IML.2: <i>Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</i> <p>Note: <i>All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]</i></p> https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf | |
| Transfer Goal: Students will be able to independently use their learning to create a safe work environment and prevent the spread of foodborne illness. | |

As aligned with LRHSD Long Term Learning Goals:

- apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community
- make healthy lifestyle choices as consumers
- communicate and collaborate effectively in a variety of professional and personal situations
- develop skills and technical proficiencies that transfer to family life and global career opportunities

Enduring Understandings

Students will understand that . . .

EU 1

- there are safe practices for procuring, storing, defrosting, preparing, and serving food that prevent foodborne illness.

EU 2

- good safety and sanitation habits prevent injury and illness.

EU 3

- equipping the kitchen with the correct tools and equipment promotes more efficient food preparation while maximizing sanitation and safety.

Essential Questions

EU 1

- Why is sanitation important?
- How can the knowledge of specific pathogens and contaminants lead to the prevention of foodborne illness?
- How can the knowledge of kitchen sanitation practices lead to a positive outcome when handling foods?

EU 2

- How can using good judgement prevent accidents in the kitchen?
- How can using good judgement prevent foodborne illness?

EU 3

- How can the knowledge of the proper use of tools and equipment be used to prevent injury and illness?
- How can the use of proper tools promote efficiency when preparing foods?

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| <p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the safety and sanitation methods utilized when investigating where food comes from and how it safely gets to the table. (9.4.12.CI.1) <p><i>EU 2</i></p> <ul style="list-style-type: none"> the principles and practices of sanitation to prevent cross-contamination. (9.4.12.CI.1) the proper temperatures for food safety. (9.4.12.CI.1) common sense practices to prevent injury in the kitchen. (9.4.12.TL.3) <p><i>EU 3</i></p> <ul style="list-style-type: none"> how to select the proper knife for each task as well as proper handling. (9.4.12.CT.4) how to select and safely operate kitchen tools and equipment. (9.4.12.CI.) | <p><u>Skills</u> Students will be able to. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> research using various media how food safely gets to our tables. (9.4.12.CT.4) (9.4.12.TL.4) measure food temperatures before, during, and after cooking. (9.4.12.CT.4) (9.4.12.IML.8) (9.4.12.IML.9) prevent cross-contamination. (9.4.12.CI.1) create a meal using the safety and sanitation skills learned in this unit. (9.4.12.TL.4) open, use, and close a kitchen safely. (9.4.12.CI.1) <p><i>EU 2</i></p> <ul style="list-style-type: none"> prevent cross-contamination. (9.4.12.CI.1) measure food temperatures before, during, and after cooking. (9.4.12.CT.4) (9.4.12.IML.8) (9.4.12.IML.9) provide a sanitary environment where food can be safely prepared. (9.4.12.CI.1) <p><i>EU 3</i></p> <ul style="list-style-type: none"> select and safely use knives. (9.4.12.CT.4) select the proper kitchen tool for the task. (9.4.12.CI.1) |
| <p>Stage Two - Assessment</p> | |
| <p><u>Other Evidence:</u></p> | |

- Teacher Observations
- District Safety Test passing with an 85%
- Lab reports
- Teacher Demonstration

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** 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. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- Begin with an entry question to hook students into considering the effects of poor safety and sanitation (Can you die from eating bad food?)(**M EU1**)
- Give an index card and ask the students to name the worst kitchen accident they have ever had or heard about. (**M EU1 EU2**)
- Introduce them to the kitchens with a safety talk beginning with the fire extinguisher to peak their interest. (**A, M EU1**)
- Hand out a cartoon showing safety and sanitation errors. Have students circle the errors and discuss (**A, M EU2**)
- Safety and sanitation summarizer or introduction: The *Thanksgiving Sickness Story*, which tells a story of a person preparing dinner incorrectly. Students will identify the correct and incorrect ways of handling foods. (**M EU2**)
- Handwashing activity using Glo-germ kit (**M, T EU1**)
- Use Purell wipes to sanitize phones (**T EU1 EU2**)
- Scavenger hunt for kitchen equipment (**A, M EU3**)
- Knife skills YouTube video demo by Jamie Oliver (**M, T EU3**)
- Practice chopping herbs for a vegetable dip (**T EDU2**)
- Activity: demo knife holding skills by first using Play-Doh as an example. Then introduce a real carrot and demo, then practice knife skills (**T EU1, EU2, EU3**)
- Create a food lab where they need to use an appliance, such as an electric skillet or blender. (**T EDU2**)