

	Name of Course: Food Trends Team Members: Nadine Holohan Number of Days: Fall Semester
Unit	Nutrition, Fad Diets and Trends
Essential Questions	What are the foods we should consume? What foods should we eat in moderation? What items should be avoided in our diets? What is the definition of “DIET”? Is it ok to eat for pleasure? What makes something a Diet Fad/Trend? Where does portion control fit in?
Content Standards	<i>Nutrition and Balanced Eating [12.2.NE]</i> 1. Compare and contrast various dietary guidelines and practices from different sources, locations, and cultures (e.g., USDA Guidelines, Harvard Healthy Eating Plate, Mediterranean Diet, food guidelines from different countries and cultures). [HE] 2. Analyze the physical, mental, social, economic, and academic benefits or consequences of various dietary habits or behaviors. [HPE] 3. Assess personal nutrition-related practices using dietary guidelines of their choice. [HE] 4. Compare and contrast various factors (e.g., culture, media, peers, portion sizes) that influence nutrition-related beliefs and behaviors and analyze the ways that these factors are impacting personal beliefs and behaviors. [HE] 5. Develop short- and long-term nutrition goals that build on strengths and address areas for improvement. [HPE] 6. Implement a plan to achieve a nutrition-related goal, monitor progress, and adjust as needed. [HPE]

	<i>*THE FOLLOWING STANDARDS DERIVED FROM MA Career Technical, NEEDED IN KITCHEN (MA HAS NOT CREATED ANY FOR FAMILY & CONSUMER SCIENCE- NUTRITION/HEALTH CLASSES):</i> 2.A Fundamentals of Basic Nutrition 2.A.01 Explain basic nutrition. 2.A.01.01 List the food groups in the current USDA Food Guide My Plate and the recommended daily servings from each. 2.A.01.05 Summarize information provided on food labels. 2.A.01.06 Identify common food allergies and determine substitutions. 2.A.01.07 Identify recommended portions of food groups in a balanced diet. 2.A.01.08 Identify and prepare foods to meet special dietary needs.	
Concepts and Subskills	https://docs.google.com/presentation/d/18LuMurOKaCpp4_uhZuLFjvFJwPKH64oEcPU2Qqim3Ho/edit#slide=id.gb70a270fde_0_77 https://docs.google.com/presentation/d/1XC9-0Z_8b_Eo6luCH4VnLkdDQpfmZoHT3TXp25QNL8E/edit?usp=sharing Exploring Diet Food Trends with choice board (Partner) https://docs.google.com/document/d/1yeqVdKLAYAA3bjIVx7vQNlo_EvIMkMitbcmFKwSi_sg/edit?usp=sharing	Practices: Culinary Recipes will be Nutritional based for nutrients rich, food diet fads and such Internet and Text articles/readings Internet practices and protocols Literacy Historical and present trends Practical Culinary techniques Safety & Sanitation labs Collaboration (Lab Groups) Instagram posts
Content Objectives (Student	Students will... 1. Be able to define what a diet is. 2. Be able to address what is a specific diet trend.	

Friendly Language)	3. Be able to make decisions in what diets they wish to try or avoid. 4. Be able to read a food label and describe its elements. 5. Continue proper culinary & internet practices. 6. Create a Personal Diet calendar based on personal choices and foods necessary to survive. 7. Continue Culinary & sanitation practices
Content Vocabulary	Tier One Vocabulary
	Research, fat, sugar, choices,
	Tier Two Vocabulary
	Diet, habitually, selection, health, Trends,
	Tier Three Vocabulary
	Hypertension, High Blood Cholesterol (Fat) Levels, keto, paleo, macros, vegan
Assessments, Products, Projects	The Dash Diet: https://docs.google.com/presentation/d/18LuMurOKaCpp4_uhZuLFjvFJwPKH64oEcPU2Qqim3Ho/edit#slide=id.gb70a270fde_0_77 The Diet Trend: https://docs.google.com/presentation/d/1XC9-0Z_8b_Eo6luCH4VnLkdDQpfZoHT3TXp25QNL8E/edit?usp=sharing Food Label Project Personal Diet Calendar
Text, Materials, and Resources	Family and Consumer Sciences, Abeka (January 1, 2007) Exploring Professional Cooking, Mary Frey & Evelyn Jones Lewis https://ivypanda.com/essays/was-food-healthier-100-years-ago/#:~:text=Food%20was%20healthier%20100%20years,of%20natural%20and%20unprocessed%20products

	https://www.fao.org/fao-who-codexalimentarius/news-and-events/news-details/en/c/1648186/ https://www.acfchefs.org/ACF/Resources/Trends_and_Techniques/ACF/Resources/Trends/ https://addictionresource.com/addiction/food/ https://docs.google.com/presentation/d/1XC9-0Z_8b_Eo6luCH4VnLkdDQpfnZoHT3TXp25QNL8E/edit?usp=sharing How Food Built America : https://www.history.com/shows/the-food-that-built-america
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	Name of Course: Food Trends Team Members: Nadine Holohan Number of Days: Fall Semester
Unit	Unit 4- Social Media
Essential Questions	What is social media? Who directs the media? Can you name 5 social media sources? Who are the parent companies of these media corporations? Who can post to social media? What is the connection between media and food? How can we determine what is fact from opinion? How can I make smart choices regarding my own food choices?
Content Standards	<i>Mental and Emotional Health [12.3.MH]</i> <u>Describe both positive (e.g., developmental assets,</u> 1. <u>Compare and contrast various factors (e.g., culture, media, peers, portion sizes) that influence nutrition-related beliefs and behaviors and analyze the ways that these factors are impacting personal beliefs and behaviors. [HE]</u>

2. Compare and contrast various factors (e.g., culture, media, peers, portion sizes) that influence nutrition-related beliefs and behaviors and analyze the ways that these factors are impacting personal beliefs and behaviors. [HE]
3. Evaluate personal engagement in social situations at home, school, and in the community and create a plan for personal growth in social engagement. [HPE; SE]

Public, Community and Environmental Health [12.5.CE]

2. Evaluate the influence of social context/environment, not solely personal choices, on an individual's health. [HPE]

Mental and Emotional Health [12.6.MH]

4. Recognize the signs of behavioral addictions (e.g., gambling, overuse of social media) and demonstrate strategies for seeking help for self or others. [H]

Health Curriculum Framework/1999

Mental Health:

5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

Decision Making:

5.18 Identify ways in which decision-making is influenced by sound character, family, and personal beliefs

Family Life:

Through the study of Decision Making students will 6.9 Explain the functions, purposes, and social significance of family from various historical periods, including modern times

Social Factors:

14.5 Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors

	<i>Through the study of Public Health students will :</i> <i>14.6 Describe how local public health departments have developed and implemented policies to keep communities safe</i> <i>*THE FOLLOWING STANDARDS DERIVED FROM MA Career Technical, NEEDED IN KITCHEN (MA HAS NOT CREATED ANY FOR FAMILY & CONSUMER SCIENCE- NUTRITION/HEALTH CLASSES):</i> 2.A Fundamentals of Cooking Methods 2.F.11.Apply the fundamentals of baking.	
Concepts and Subskills	Lesson in Food Fads: https://docs.google.com/presentation/d/1c2U9LIZhpl1hqCiuugUcevTaaOwnhQPswC6Oks2nZow/edit?usp=sharing / https://docs.google.com/document/d/1VGohw6193MJ1OAYcucP6trNmTL5GJSYB9RHvETfnR58/edit?usp=sharing Food Cycles : https://docs.google.com/presentation/d/1KNifmqZJK5X2kXkKIbXLBP54n8eUZoD2keAHO4YW/e70/edit?usp=sharing Create & Research a project Shopping list and summary	<u>Practices:</u> Culinary Recipes will be Nutritional based for nutrients rich, food diet fads and such Internet and Text articles/readings Internet practices and protocols Literacy Historical and present trends Practical Culinary techniques Safety & Sanitation labs Collaboration (Lab Groups) Instagram posts & assessments
Content Objectives (Student Friendly Language)	Students will: 1. Create and practice proper internet classroom protocols 2. Follow NHS school expectations with phone usage and teacher permission 3. Research the influences media outlets have on food (advertising, marketing, review, etc.) 4. Create and research a certain food trend	

	5. Participate in reviewing & creating Food Trends through their Instagram account. 6. Continue Culinary & sanitation practices
Content Vocabulary	Tier One Vocabulary
	Internet, Advertising, Marketing, Food, review, Media
	Tier Two Vocabulary
	Create, Research, Participate , Instagram, Cycles
	Tier Three Vocabulary
	Protocols, Standards, Responsibility, Behaviors,
Assessments, Products, Projects	https://docs.google.com/presentation/d/1c2U9LIZhpl1hqCiuugUcevTaaOwnhQPswC6Oks2nZow/edit?usp=sharing https://docs.google.com/document/d/1VGohw6193MJ1OAYcucP6trNmTL5GJSYB9RHvETfnR58/edit?usp=sharing https://docs.google.com/presentation/d/1c2U9LIZhpl1hqCiuugUcevTaaOwnhQPswC6Oks2nZow/edit?usp=sharing Current Food Trends Assignment Instagram Food Review What's on Your Shopping List?: https://docs.google.com/document/d/1VI0MtUDtZ1sxnIWeWOVKPwY7nvWLIAnfdFK50xNfhJc/edit?usp=sharing
Text, Materials, and Resources	https://docs.google.com/presentation/d/1KNifmqZJK5X2kXkKIbxLBP54n8eUZoD2keAHO4YWe70/edit?usp=sharing TEACHER RESOURCES AND LITERATURE: https://www.google.com/search?q=how+social+media+influences+food+trends+pdf&sca_esv=d65c73666fce9bae&sca_upv=1&rlz=1C5GCEM_enUS1021US1022&biw=1916&bih=858&ei=4_1VZsfuGOWs5NoPk4iTkAo

	3. Describe common safe food storage and preparation practices. [HE] 4. Demonstrate how to comparison-shop for foods, including comparing nutrient density, unit pricing, food packaging, and prices of foods in various forms. [HE] 5. Assess personal nutrition-related practices using dietary guidelines of their choice. [HE] 6. Compare and contrast various factors (e.g., culture, media, peers, portion sizes) that influence nutrition-related beliefs and behaviors and analyze the ways that these factors are impacting personal beliefs and behaviors. [HE] <u>Healthy Relationships [12.3.HR]</u> 1. Explain why it is harmful to disrespect others who have differing views and beliefs and demonstrate positive ways to express understanding of differing perspectives. [HPE; SE] 2. Use effective strategies (e.g., boundary setting, maintaining personal boundaries, respecting others' boundaries, I-statements, stating your needs, recognizing warning signs) to avoid negative relationships and improve or maintain positive relationships. [HPE; SE] 8. Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement. [HPE; SE] 9. Evaluate verbal, physical, and non-verbal social, cultural, and environmental cues to predict and respond to the emotions and communication style of others. [HPE; SE] 10. Use assertive communication techniques, including refusals, in a variety of settings and with a variety of audiences to meet personal needs and maintain or enhance overall health. [HPE; SE] 11. Summarize the importance of talking with parents, guardians, caregivers, and other trusted adults about issues related to relationships, growth and development, and sexual health. [HPE; SE]	
Concepts and Subskills	Personal reflections & journaling Family & friends Interviews Research/studies of Social Media influence Finalize the Semester Project (compilation)~ Personal Food Trend & Reflection	Practices Culinary Recipes will be Nutritional based for nutrients rich, food diet fads and such Internet and Text articles/readings Internet practices and protocols Literacy Historical and present trends

	Fun Food Research: https://docs.google.com/document/d/1j-638_2NrByfrARKeWoJcDzrpZ4z_ZAP4YzjklDaRWY/edit?usp=sharing Choosing your social media celebrity collaboration project (Lesson needs work but it's good foundation): https://docs.google.com/document/d/1ptlrTiqXfsA8JSbR4bfsw62u-FWVD3ANAtNw9vUEH-8/edit?usp=sharing	Practical Culinary techniques Safety & Sanitation labs Collaboration (Lab Groups) Instagram posts & assessments
Content Objectives (Student Friendly Language)	Students will: 1. Analyze family food choices. 2. Examine influences by friends & peers 3. Research fun foods (not necessarily nutritious) 4. Continue: a. Create and practice proper internet classroom protocols b. Follow NHS school expectations with phone usage and teacher permission c. Research the influences media outlets have on food (advertising, marketing, review, etc.) d. Create and research a certain food trend e. Participate in reviewing & creating Food Trends through their Instagram account. f. Culinary & sanitation practices	
Content Vocabulary	Tier One Vocabulary	
	Analyze, Examine, Research, Protocols	
	Tier Two Vocabulary	

	Influences
	Tier Three Vocabulary
	Tik Tok, Instagram, Facebook, Snapchat
Assessments, Products, Projects	https://docs.google.com/document/d/1ptlrTiqXfsA8JSbR4bfsw62u-FWVD3ANAtNw9vUEH-8/edit?usp=sharing https://docs.google.com/document/d/1j-638_2NrByfrARKeWoJcDzrpZ4z_ZAP4YzjklDaRWY/edit?usp=sharing Instagram posts & reviews Super Bowl Culinary Project: https://docs.google.com/document/d/1B-fNChT5e8E7591boaRIKUlsdFxe-iVyXG_sH2be8cU/edit?usp=sharing Semester Project - Personal Food Trend
Text, Materials, and Resources	Family and Consumer Sciences, Abeka (January 1, 2007) Exploring Professional Cooking, Mary Frey & Evelyn Jones Lewis How Food Built America : https://www.history.com/shows/the-food-that-built-america

	Name of Course: Food Trends Team Members: Nadine Holohan Number of Days: Fall Semester
Unit	Historical Food Trends
Essential Questions	What helps to drive food trends? How does history affect foods/trends? What role does or has (social) media past print and today's social media play in these trends? How have culinary practices changed? How is food fashionable? What/How are cultural influences impactful?

	Can I be responsible with my internet practice? Can I remain a safe culinary student?
Content Standards	<i>All standards have embedded academics throughout- English , MATH and Science</i> <i>Nutrition and Balanced Eating [12.2.NE]</i> 1. Compare and contrast various dietary guidelines and practices from different sources, locations, and cultures (e.g., USDA Guidelines, Harvard Healthy Eating Plate, Mediterranean Diet, food guidelines from different countries and cultures). [HE] 2. Analyze the physical, mental, social, economic, and academic benefits or consequences of various dietary habits or behaviors. [HPE] 3. Evaluate how society and cultural norms, morals, and values affect personal interactions. [HPE; SE] <i>Mental and Emotional Health [12.3.MH]</i> 4. Evaluate how society and cultural norms, morals, and values affect personal interactions. [HPE; SE] 5. Evaluate the influence of peers, media, family, society, community, and culture on body image and the impact body image has on health. [HPE; SE] 10. Demonstrate strength-based strategies for implementing aspects of cultural humility, embracing differences, accepting others, and acknowledging others' perspectives. [HPE; SE] <i>Public, Community and Environmental Health [12.5.CE]</i> 5. Identify and evaluate global influences (e.g., pollution, climate change, warfare, global policies) on personal and community health. [HE] <i>*STANDARDS DERIVED FROM MA Career Technical, NEEDED IN KITCHEN (MA HAS NOT CREATED ANY FOR FAMILY & CONSUMER SCIENCE- NUTRITION/HEALTH CLASSES)</i>

	2.A Fundamentals of Utility Services 2.A.01 Demonstrate utility services. 2.A.01.01 Perform dishwashing services. 2.A.01.02 Clean and sanitize pots and pans. 2.A.01.03 Clean and sanitize kitchen work areas. Clean and sanitize stationary equipment.	
Concepts and Subskills	Food trends in America- PowerPoint https://docs.google.com/document/d/1ZYu0vIPGyxSo3XoQWFP0Z8-D02sD3F6gXy1RMhss4Hs/edit?usp=sharing https://docs.google.com/presentation/d/1JWWEHYR5pkvywUswB7t8oTBLVALr6uj70nYjTJgZsr8/edit?usp=sharing https://docs.google.com/document/d/1_nkc7wuLNJGuCfWm4dPGmx2kA6UgUozaiT5s-q8aR6o/edit?usp=sharing Roaring 20's party (with variations) : https://docs.google.com/presentation/d/1SVfRPQkKXpOggRq4efgWR3Pb4it1iefsprzVtMI0y0/edit?usp=sharing	Practices Internet and Text articles/readings Internet practices and protocols Literacy History Role Play Practical Culinary techniques Safety & Sanitation labs Collaboration (Lab Groups) Instagram posts
Content Objectives	1. Students will continue Safety & Sanitation as well as proper internet good practices. 2. Students will cook recipes decide by teacher 3. Students will research historical timelines	

(Student Friendly Language)	4. Students will participate in a historical party (choice of a character to play) 5. Students will design a party menu, grocery list, cook foods and clean. 6. (Unit Project) Students will choose a decade to research 7. (Unit Project Part 2) Students will choose a recipe and write a grocery list and plan the needed steps to cook this recipe. 8. Students will post to Instagram all the benchmark steps for this project (timeline will be given)
Content Vocabulary	Tier One Vocabulary
	Read, Note take, Practice, History, Cook, Clean
	Tier Two Vocabulary
	Research, Internet, Post, Role Play
	Tier Three Vocabulary
	Design, Groceries , Menu,
Assessments, Products, Projects	Culinary Practices Roaring 20's Party (Research, Power Point, Role Play, Instagram posting) Decade of Choice (Research , Slide show-Powerpoint presentation, recipes to made and shared, Instagram posting) https://docs.google.com/presentation/d/1JWWEHYR5pkvywUswB7t8oTBLVALr6uj70nYjTJgZsr8/edit?usp=sharing
Text, Materials, and Resources	Exploring Professional Cooking, Mary Frey & Evelyn Jones Lewis ServSafe Manager Study Guide 2024-2025: 2 Practice Tests and ServSafe Food Certification Prep Book Family and Consumer SciencesAbeka (January 1, 2007) https://docs.google.com/presentation/d/1SVfRP_OkKXpOggRq4efgWR3Pb4it1iefsprzVtMI0y0/edit?usp=sharing https://docs.google.com/document/d/1ZYu0vIPGyxSo3XoQWFP0Z8-D02sD3F6gXy1RMhss4Hs/edit?usp=sharing https://docs.google.com/presentation/d/1JWWEHYR5pkvywUswB7t8oTBLVALr6uj70nYjTJgZsr8/edit?usp=sharing

	https://docs.google.com/document/d/1_nkc7wuLNJGuCfWm4dPGmx2kA6UgUozaiT5s-q8aR6o/edit?usp=sharing https://www.foodtimeline.org/usa.html https://www.cnn.com/travel/article/what-is-american-food-history/index.html https://www.youtube.com/watch?v=eln34hJI3JE https://www.history.com/shows/the-food-that-built-america
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	Name of Course: Food Trends Team Members: Number of Days: Semester course
Unit	Introduction to Foods Trends
Essential Questions	What is a Food Trend exactly? What elements affect a trend? How important is it for a kitchen to be sanitized and safe? What can be done to make sure the kitchens are being kept clean? Why should we have phone policies and procedures in place? What can be done to make sure protocols are being followed? What are the proper procedures for using Culinary Knives? What are appropriate internet practices for school/class? How has Food Safety changed? And why? How can I contribute to a clean and safe kitchen environment? What is Mis en place?

**Content
Standards**

Mental and Emotional Health [12.2.MH]

1. Apply strategies to appropriately respond using different levels of emotions in routine interactions. [HPE; SE]

Nutrition and Balanced Eating [12.2.NE]

3. Describe common safe food storage and preparation practices. [HE]
6. Compare and contrast various factors (e.g., culture, media, peers, portion sizes) that influence nutrition-related beliefs and behaviors and analyze the ways that these factors are impacting personal beliefs and behaviors. [HE]

Physical Health and Hygiene [12.2.PH]

1. Develop a plan and implement strategies based on an identified need or want to attain a goal that improves physical health. [HPE]

Healthy Relationships [12.3.HR]

6. Appropriately resolve interpersonal conflicts in a variety of settings (e.g., school, family, work, community, and personal relationships). [HPE; SE]
7. Demonstrate empathy (e.g., active listening, withholding judgement, compassion) toward others. [HPE; SE]
8. Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement. [HPE; SE]
9. Evaluate verbal, physical, and non-verbal social, cultural, and environmental cues to predict and respond to the emotions and communication style of others. [HPE; SE]

** THE FOLLOWING STANDARDS DERIVED FROM MA Career Technical, NEEDED IN KITCHEN (MA HAS NOT CREATED ANY FOR FAMILY & CONSUMER SCIENCE- NUTRITION/HEALTH CLASSES)*

Strand 2: Technical Knowledge and Skills

2.A Culinary Arts Safety Knowledge and Skills

2.A.01 Demonstrate proper food safety and sanitation.

2.A.01.01 Identify the Hazard Analysis Critical Control Point (HACCP) during all food handling processes as a method for minimizing the risk of food borne illness.

2.A.01.05 Outline compliance requirements of sanitation and health inspections.

2.A.01.06 Show exemplary appearance and hygiene.

2.A.01.07 Describe cross contamination and use of acceptable procedures when preparing and storing potentially hazardous foods.

2.A.01.11 Recognize what foods are most likely to become unsafe.

2.A.01.16 Identify common food allergens in food service and describe ways to produce allergen safe food for customers with food allergies.

2.A.02.01 Describe types of cleaners and sanitizers and their use.

2.A.02.02 Develop cleaning and sanitizing schedules and procedures for equipment and facilities.

2.A Fundamentals of Food Service

2.A.01 Apply the fundamentals of food service.

2.A.01.01 Demonstrate hand tool and equipment operation, emphasizing technique.

2.A.01.04 Explain and demonstrate liquid and dry measures.

2.A.01.05 Explain mise en place.

2.A.01.06 Read, analyze and follow a standard recipe.

	2.A.01.07 <i>Identify ingredients used for cooking and baking.</i> 2.A.01.08 <i>Demonstrate knife skills according to current industry</i>	
Concepts and Subskills	• https://www.flippity.net/mg.asp?k=1_Lfi65yEp0RhYP0m5bx4a_NW4q8LX_zIv3dqhAS06Zo • https://www.flippity.net/mg.asp?k=1I710tFMRX_s4BUOniI-Vy8m9RYFMD3WyEqFpeAi4U8w • https://www.flippity.net/mg.asp?k=1YcNm7oe-4QEh0IsS-9k4YaAEBEYO6TWouVMXm2JzBW0 • https://docs.google.com/presentation/d/12hEDOIXrRPMRT5e4kUunsBJwbEinyxyjtx0IOPaxovk/edit?usp=sharing • Knife Skills Practice	Practices : Culinary & Sanitation practice Internet and Text articles/readings Internet practices and protocols Literacy Practical Culinary techniques Safety & Sanitation labs Collaboration (Lab Groups) Instagram account posts

	- Review basic kitchen techniques and practices - file:///Users/nholohan/Downloads/TikTokRamenAdventuresFACSFCSCookingMiddleorHighSchoolCulinary-1.pdf	
Content Objectives (Student Friendly Language)	- Students will research phone protocols and sanitation- articles and Google form follow-up - Students will make a new Instagram Account- Design a class code of conduct, design a new class specific Instagram account & Handle, make # posts-teacher driven - Students will read Foods Trends Articles: “Green Screen” Project, you are the news reporter - Students will discover “Serv-Safe” study and take the online practice quiz - Students will create a Safety & sanitation chart for NHS Nutrition charts - Students will practice Knife Skills- Practical methods. Lab with teacher, practice, - Buffet Table- Lab group will design and create a section of a buffet table featuring fruits & vegetables (dips)	
Content Vocabulary	Tier One Vocabulary	
	Design, Conduct, Create, Read, Follow-up, Internet, articles	
	Tier Two Vocabulary	
	Food Trends, Buffet, Culinary, Green Screen, protocols , Social Media	
	Tier Three Vocabulary	
	Serv-Safe, OSHA, Garnish,	
Assessments, Products,	- Instagram Account- design a class specific account, posts, handle, - Food Trends History-Green Screen New chronicle story	

Projects	3. Serv-Safe / OSHA – design a chart and a schedule for NHS Nutrition classes (participate in inspections of the kitchens) file:///Users/nholohan/Downloads/ServSafeGuidedNotesPacketFoodHandlerPermit-1.pdf • https://docs.google.com/document/d/1LEUd_3x_uLqT5EuXgsqXiP6bJIKNU7ZK-7Qf80viQQc/edit?usp=sharing • https://docs.google.com/forms/d/e/1FAIpQLScQPrUVDJIikCxiQ4HymIclKmvYnupRPMLi4ALJ7DsDJgClkA/viewform 4. Knife Skills - “Buffet Table” garnish hands on project
Text, Materials, and Resources	• https://www.ncosfm.gov/community-risk-reduction/social-media-library/cooking-safety-social-media • The Food Timeline : https://www.foodtimeline.org/usa.html • A Short History of American Food History: https://www.cnn.com/travel/article/what-is-american-food-history/index.ht • Serv-Safe.com • https://www.cdc.gov/mmwr/preview/mmwrhtml/mm4840a1.htm • https://www.ncosfm.gov/community-risk-reduction/social-media-library/cooking-safety-social-media • https://www.foodsafetynews.com/2014/10/part-3-history-of-food-safety-in-the-u-s/#:~:text=As%20lit tle%20as%2050%20years,until%20the%201970s%20or%20later.