

Course: <i>Advanced Foods</i> Unit #: 1 Safety & Sanitation	Year of Implementation: 2022-2023
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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: ● 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> 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> https://www.state.nj.us/education/cccs/2020/2020%20NJSL-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 Goal(s):

- 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.

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

<i>EU 3</i> equipping the kitchen with the correct tools and equipment promotes more efficient food preparation while maximizing sanitation and safety.	<i>EU 3</i> - 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?
<u><i>Knowledge</i></u> Students will know . . . <i>EU 1</i> - 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) <i>EU 2</i> - 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) <i>EU 3</i> - how to select the proper knife for each task as well as proper handling. (9.4.12.CT.4)	<u><i>Skills</i></u> Students will be able to. . . <i>EU 1</i> - 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) <i>EU 2</i> - 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) <i>EU 3</i> - select and safely use knives. (9.4.12.CT.4) - select the proper kitchen tool for the task. (9.4.12.CI.1)

- how to select and safely operate kitchen tools and equipment. (9.4.12.Cl.)

Stage Two - Assessment

Other Evidence:

- 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}

- Prezi or PowerPoint detailing the types and sources of Food-borne illnesses **(A, EU2)**
- Class discussion of potential kitchen accidents **(A,M EU2)**
- Ticket to leave - students are given a tool and must write a brief description of its function and proper use **(M EU3)**
- Equipment A-Z - students are given a letter and must come up with a piece of cooking equipment that starts with that letter and describe the function and situation for use **(A EU3)**
- Measuring Demo - teacher demonstration of proper measuring techniques and tools **(A EU3)**
- Recipe Search - students must find a recipe using specific cooking terms **(M EU3)**
- Kitchen Labs **(T EU2)**
- Personal action plan for safety at home **(M,T EU1)**
- 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 EU2)**
- 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 EU2)**

