

Course: <i>Culinary Arts</i> Unit #1: <i>Safety and Sanitation in the Home and Workplace</i>	Year of Implementation: 2023-2024
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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: <i>(keep each of the following headings in place)</i> ○ Content Standards 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 extracurricular activities. ○ NJ Statutes: NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.	

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian

Americans and Pacific Islanders across U.S. history.

Transfer Goal: *Students will be able to independently use their learning to implement safety and sanitation practices when preparing and serving food for themselves, their families and the general public.*

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. Communicate and collaborate effectively in a variety of professional and personal situations. Develop skills and technical profamily life and global career opportunities.*

Enduring Understandings

Students will understand that. . .

EU 1

- preparing foods while using proper sanitation procedures is important in order to prevent foodborne illness.

EU 2

- using professional standards and practices of proper safety habits is necessary to prevent accidents in a commercial kitchen.

EU 3

- foodborne diseases and various threats to food safety constitute a growing public health problem on a global scale.

EU 4

- practicing safety and sanitation skills in the kitchen are critical to a career in the field of Culinary Arts.

Essential Questions

EU 1

- Why is sanitation important?
- How do sanitary practices impact the way food is prepared?
- How can not following proper sanitation procedures affect various populations and age groups differently?

EU 2

- How can kitchen accidents and injuries happen?

EU 3

- Why is it important to understand the various threats to our local, national, and global food supply?

EU 4

- How can the knowledge of safety and sanitation lead to increased career opportunities in the field of Food Service?

Knowledge

Students will know . . .

Skills

Students will be able to. . .

<i>EU 1</i> • principles of sanitation.(9.1.12.A.1) • industry terminology relating to sanitation.(9.3.12.C.2) <i>EU 2</i> • potential kitchen hazards.(9.1.12.B.3) • kitchen accident prevention methods.(9.1.12.B.3) • signs and symptoms of foodborne illness.(9.1.12.C.4) • ways in which foodborne diseases impact quality of life.(9.1.12.B.3) <i>EU 3</i> • potential threats to the local, national, and global food supply.(9.1.12.E.1) • the flow of the food chain from farm to the table.(9.1.12.A.1) <i>EU 4</i> • role of the Food Safety Inspector.(9.3.12.C.2) • HACCP System. (Hazard Analysis Critical Control Point)(9.1.12.B.3)	<i>EU 1</i> • prepare foods while adhering to appropriate sanitation procedures.(9.1.12.A.1) • prevent food borne illnesses at home, in the classroom kitchen and in the workplace.(9.3.12.C.2) <i>EU 2</i> • practice safety while preparing foods at home, in the classroom and in work environments.(9.1.12.B.3) • improve overall health and wellness by following safety and sanitation guidelines.(9.1.12.B.3) <i>EU 3</i> • recognize threats to water and food supplies on local, national, and global levels.(9.1.12.E.1) • Identify potential problems in the food chain from farm to table.(9.1.12.A.1) <i>EU 4</i> • perform the role of food safety inspector.(9.3.12.C.2) • identify the impact of HACCP system requirements in the classroom and commercial kitchen environments.(9.1.12.B.3)
Stage Two - Assessment	
<u><i>Other Evidence:</i></u> • Journal Entries • Quizzes and Tests • Teacher Observations • Lab Activities	
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} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy):

- Safety DVDs, YouTube videos and other technologically enhanced forms of communication to convey information about food safety (**A, EU1**)
- Create a graphic organizer detailing the links in the foods chain titles "From Farm to Table" (**A, EU3**)
- Create a safety and sanitation training brochure for newly hired commercial kitchen workers. (**M, EU4**)
- Graphic organizer showing the connections between the various local, national, and global threats. (**A, M, EU3**)
- PowerPoint or other presentation format showing specific threats to our food supply (**A, M, EU3**)
- Buffet cater a private event using all your safety and sanitation knowledge (**M,T, EU1**)
- Avoiding Cross Contamination using Germ Glow (**A, M, EU1**)
- HACCP DVD (**A, EU2**)
- HACCP Recipe Evaluation. Using the principles of the Hazard Analysis Critical Control Point system, students will follow the flow of ingredients to determine where there are potential risks (**M, EU2**)