

Unit 2- Food Safety and Sanitation

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Belleville Public Schools

Curriculum Guide

Food and Nutrition 9th-12th grade

Food Safety & Sanitation

Unit 2

Belleville Board of Education

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Unit Overview

This unit will begin with kitchen safety avoiding accidents and food safety and sanitation.

An accident is an unfortunate incident that happens unexpectedly and unintentionally, typically resulting in damage or injury. Accidents and injuries are a constant concern in any work environment. In this unit we will There are 5 major accidents that can easily occur in a busy kitchen. It is the personal responsibility of each worker to practice safety in the kitchen at all times. Practicing mindfulness and kitchen safety is an ongoing skill. The management is responsible to provide a safe workplace environment to help employees to prevent the 5 major kitchen accidents. Hazards must be identified and preventive measures established to avoid workplace accidents and injuries. Safety procedures must be established and practiced within a kitchen work environment at all times.

Employers must provide safety guidelines for employees to follow.

Heating equipment for example , Stoves, ranges, grills french fry vats and other heating equipment, used in the hospitality field, often burn natural gas or propane as fuel. The combustion of fossil fuel to power this equipment adds to altering the climate system. Creating alternative energy sources for food preparation is an emerging job market within the food industry. Educating your employees with today's heat sources or tomorrow's alternative is a constant concern in preventing kitchen injuries.

Food Safety begins with the food food storage, cross contamination, time & temperature control, kitchen cleanliness, personal hygiene. When food isn't properly stored it will become contaminated by exposure to harmful microorganisms, chemical and/or physical substances. When food is contaminated with bacteria it can lead to foodborne illness. Temperature, time, cross-contamination, and personal hygiene can contribute to hazardous food contamination conditions. Preventing food borne illness and keeping food safe to eat are explained in four basic steps-clean, separate, cook and chill. Understanding bacteria growth conditions and the Danger Zone temperatures are needed to create a clean, safe, disease-free kitchen environment. Good sanitation is an essential part of good, safe food production. The food industry is regulated by laws, health codes and work place standards at the local, state and federal levels. Understanding and putting these guidelines into practice is essential to ensuring food safety.

- Accident Prevention -Identify 5 major kitchen accidents
- Communication skills for problem solving, decision making, and efficiently working with others.
- Proper food storage procedures

- Prevention of food borne pathogens
- Sanitation procedures , food safety & cross contamination
- The safe care and operation of kitchen tools and equipments.
- Safety procedures for the kitchen both in the home and the classroom.
- Sanitation procedures for the kitchen both in the home and the classroom
- Organization skills for kitchen lab
- Problem Solving and Critical thinking Skills
- Management Skills

Enduring Understanding

Is the student able to evaluate academic and career skills related to school and employment?

- People are accountable for their actions.
- Good communication is a skill that is developed and must be practiced. It also involves communicating positively with co-workers and customers composed of people from a variety of economical, cultural and social groups with disabilities and lesbian, gay, bisexual, and transgender members.
- Kitchen accidents are preventable.
- Following pre-established safety procedures can prevent or avoid accidents
- Kitchen tools and equipment need proper care and knowledgeable operation.
- A general knowledge of first aid is needed to handle emergencies.
- Safety rules and regulations are a legal requirement of the food industry.
- A safe working environment is essential in food preparation.
- Kitchen cleanliness techniques for sanitary food preparation.

- Personal Cleanliness demonstrates good hygiene
- Preventing cross contamination
- Proper food storage/time & temperature control.
- Food borne illnesses are preventable.
- Allergens to be aware of food preparation
- Allergic reactions to foods can be fatal to certain people.
- On going education is a must to keep up with the changing times

Essential Questions

Essential Questions Are:

- Why is it imperative that student demonstrates proper food handling practices, personal cleanliness, and kitchen sanitary guidelines to avoid and prevent food-borne illness?
- Can the students identify the 5 common accidents in the kitchen?
- Why should the students follow safety procedures in preventing the 5 common kitchen accidents?
- What are the five areas of safety concerns when working in the kitchen?
- What are safety hazards within each of the five safety concern areas in the kitchen when preparing food?
- What appropriate solutions and guidelines can be applied to prevent dangerous situations and accidents in the kitchen?
- What are the four steps in the PASS System for using the fire extinguisher?
- What is the emergency plan and evacuation routes for exiting the building?
- What are basic first aid and emergency procedures to address a minor injury?
- What are safe kitchen work practices and guidelines that must be demonstrated when participating in food preparation labs?
- What skills and guidelines demonstrate the proper selection and appropriate operations of kitchen utensils based on function for a specific task?
- What skills and guideline demonstrate the safe operation of major and small appliances used in food preparation?
- Is the student able to safely operate major and small appliances used in food preparation?
- What will be the results if the student can't identify and explain the temperature range of the Danger Zone?
- Is the student able to identify three types of hazards that contaminate food?
- Can the student identify the pathogens related to certain foods and health symptoms?
- Can the student explain and identify TCS foods?
- What are the effects of allergenic sensitive foods?
- Can the student identify the three types of chemical poisoning
- Does the student recognize the universal sign when someone is choking ?
- Is the student able to identify an allergic reaction ?
- Is the student able to identify the microorganisms related to certain foods and health symptoms?

- Is the student able to identify allergenic sensitive foods?
- How does the student explain and demonstrate proper food handling practices, personal cleanliness, and kitchen sanitary guidelines to avoid and prevent food-borne illness?
- Can the student demonstrate proper food storage procedures?
- Can the student describe and demonstrate methods to avoid cross-contamination?
- Can the student describe and demonstrate food industry standards to avoid foodborne illness?

Exit Skills

Students will be able to:

- actively participate in class discussions and food preparation labs.
- exhibit academic and career skills and behaviors related to school and employment.
- communicate positively with classmates and kitchen teams composed of people from a variety of economical, cultural and social groups with disabilities and lesbian, gay, bisexual, and transgender members.
- demonstrate and apply proper personal and kitchen safety guidelines to prevent accidents while working in the kitchen.
- describe and demonstrate basic first aid knowledge for emergencies.
- demonstrate the proper selection and safe operation of kitchen tools/equipment/appliances
- implement safety guideline and procedures in the classroom and workplace both as an individual and as a team.
- Identify common kitchen accidents
 - identify hazards that can cause food borne illnesses.
 - identify foods that are time and temperature controlled for safety.
 - demonstrate proper food storage and handling that is essential to safe food preparation.
 - explain how allergic reactions to foods can be fatal to certain people.
 - demonstrate proper personal hygiene practices that are essential for avoiding food borne illness.
 - demonstrate sanitation rules and regulations are a legal requirement of the food industry.
 - demonstrate sanitary procedures and kitchen practices.
 - utilize proper personal hygiene and sanitary guidelines to avoid food-borne illness.
 - demonstrate proper food receiving and inspection.
 - demonstrate proper food handling and storage of raw and prepared foods avoiding cross contamination.
 - utilize proper temperature control and holding to avoid food-borne illness.
 - identify allergenic sensitive foods
 - demonstrate and actively participate in emergency drills within the school environment.

New Jersey Student Learning Standards (NJSLS)

| | |
|------------------|--|
| 9.3.12.BM.2 | Describe laws, rules and regulations as they apply to effective business operations. |
| 9.3.12.BM-ADM.1 | Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction. |
| 9.3.12.BM-MGT.7 | Plan, organize and manage an organization/department to achieve business goals. |
| 9.3.21.BM-MGT.1 | Describe and follow laws and regulations affecting business operations and transactions. |
| 12.9.3.HT.4 | Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace. |
| 12.9.3.HT.5 | Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace. |
| 12.9.3.HT-RFB | Restaurants & Food/ Beverage Services |
| 12.9.3.HT-RFB.10 | Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities. |

| | |
|---------------------|---|
| CS.9-12.8.2.12.EC.1 | Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. |
| TECH.9.4.12.CI | Creativity and Innovation |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| TECH.9.4.12.CT | Critical Thinking and Problem-solving |
| TECH.9.4.12.CT.1 | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). |
| TECH.9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| TECH.9.4.12.CT.3 | Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). |
| TECH.9.4.12.CT.4 | Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes. |
| TECH.9.4.12.GCA | Global and Cultural Awareness |
| TECH.9.4.12.GCA.1 | <p>Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>With a growth mindset, failure is an important part of success.</p> |

Interdisciplinary Connections

| | |
|--------------|--|
| LA.RL.9-10 | Reading Literature |
| LA.RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| | Integration of Knowledge and Ideas |
| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters |

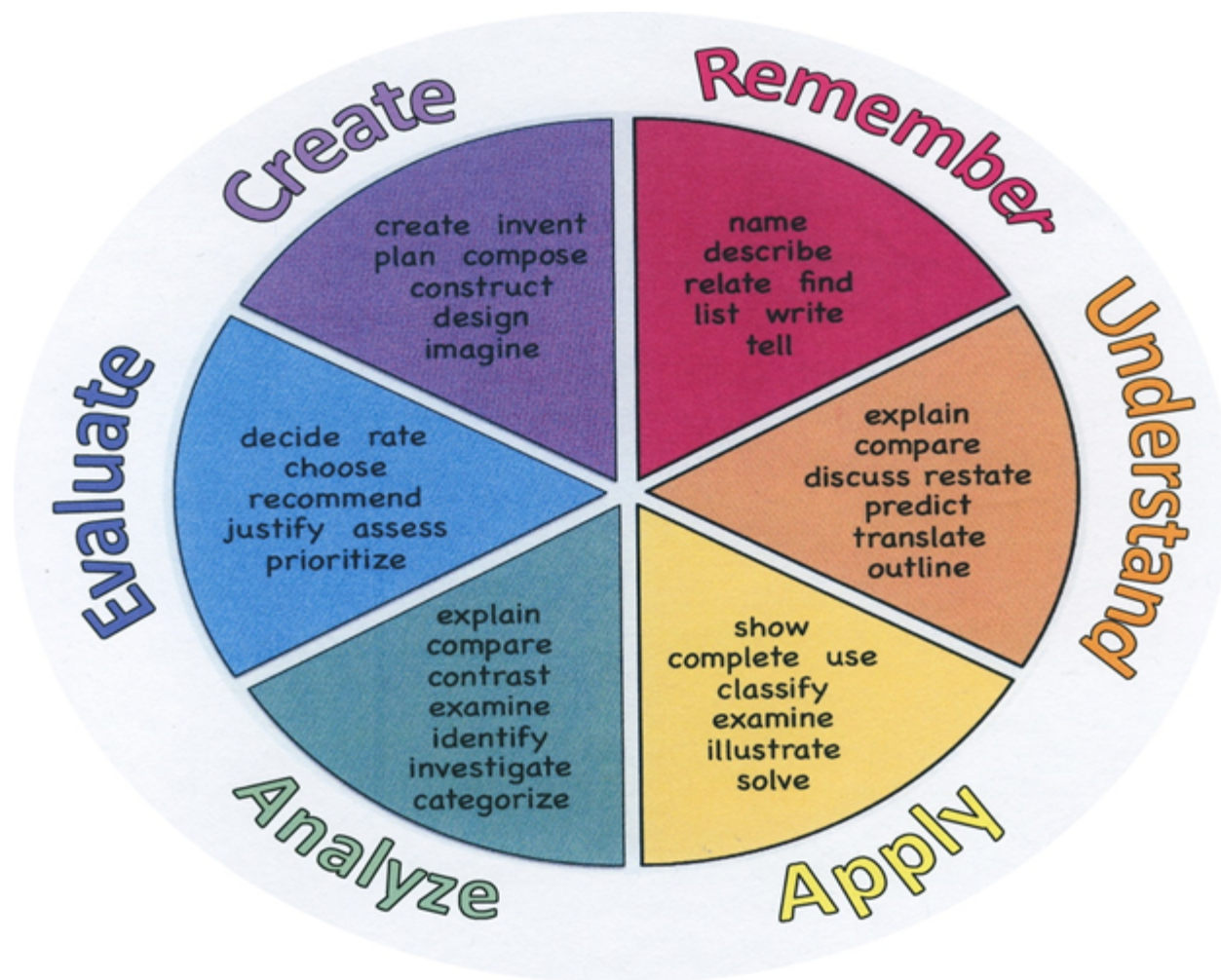
| | |
|---------------|--|
| | uncertain. |
| LA.RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| LA.W.9-10 | Writing |
| LA.W.9-10.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.W.9-10.2.A | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.SL.9-10 | Speaking and Listening |
| | Presentation of Knowledge and Ideas |
| LA.L.9-10.2.C | Spell correctly. |
| | Knowledge of Language |
| LA.L.9-10.4.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). |
| LA.1112.HD.b1 | Consider a full range of ideas or positions on a given topic or text when presented in a discussion. |

Learning Objectives

Students will demonstrate the ability to:

- practice communicating positively with people from a variety of economical, cultural and social groups with disabilities and lesbian, gay, bisexual, and transgender members.
- explain the correlation between accidents, safety guidelines and prevention.
- select and apply appropriate solutions to solve and prevent dangerous situations and accidents in the kitchen.
- describe and demonstrate basic first aid knowledge for emergencies.
- describe and demonstrate the proper selection and safe operation of kitchen tools/equipment/appliances in the food lab.
- describe the guidelines and demonstrate behavior and procedures to prevent kitchen accidents.
- develop a work plan to efficiently and safely participate in the food lab.
- demonstrate the PASS system of using the fire extinguish
- Use a graphic organizer to compare and contrast safety procedures
- Identify Food Safety and Sanitation procedures
- Identify the causes, effects, and treatment of foodborne illness
- Identify proper food sanitation
- Identify how to protect food from cross contamination
- Identify proper food storage procedures
- Use computer resources to analysis and assess how to prevent kitchen accidents
- Use computer resources to analysis and assess how to prevent Food borne illness
- Create a safety & sanitation poster brochures

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------|---------------|-------------|---------------|-----------|-------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



Suggested Activities & Best Practices

- research and identify different careers in the hospitality industry
- read and identify 5 major kitchen accidents
- Create a safety poster to illustrate safety guidelines to prevent accidents in the kitchen
- select and apply appropriate solutions to solve and prevent dangerous situations and accidents in the kitchen.
- practice and demonstrate behavior and procedures to prevent kitchen accidents.
- create and develop a work plans/safety guidelines to efficiently and safely participate in the food lab.
- safely operate appliances and demonstrate safety guidelines to prevent accident when working in the food lab.
- create a thermometer tip sheet to explain and compare the correlation between temperature and bacteria growth .
- demonstrate and practice behavior and procedures to prevent bacteria growth and cross contamination.
- create posters to describe guidelines and demonstrate food preparation standards to avoid foodborne

illness.

- Identify African American food scientists
- How has climate change effected foodborne pathogens
- formulate time and temperature guidelines to control biological hazard growth in food.
- handle and store food and food products to prevent food borne illness

Assessment Evidence - Checking for Understanding (CFU)

- research and identify different careers in the hospitality industry-benchmark assessment
- read and identify 5 major kitchen accidents-benchmark assessment
- Create a safety poster to illustrate safety guidelines to prevent accidents in the kitchen-benchmark assessment
- formulate time and temperature guidelines to control biological hazard growth in food.-alternate assessment
- handle and store food and food products to prevent food borne illness-alternate assessment
- practice and demonstrate behavior and procedures to prevent kitchen accidents.-summative assessment
- create and develop a work plans/safety guidelines to efficiently and safely participate in the food lab.-summative assessment
- safely operate appliances and demonstrate safety guidelines to prevent accident when working in the food lab-summative assessment
- self-assessment-formative assessment
- GOOGLE: classroom communications, spreadsheets quizzes, surveys, anticipatory sets, exit tickets (forms)
- Quarterly benchmarks
- Roundtable discussion results
- Chapter 5 & 6 Vocabulary Terms/review key concepts
- Unit Review/Test prep
- Study guide
- Unit test
- Kitchen Logs
- Kitchen Labs
- Evaluation Rubrics
- Teacher Observation Checklist
- Self Assessment

- Teacher and student discussions

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light

- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Textbook: *Discovering Food and Nutrition*
- Textbook: *Food, Nutrition & Wellness*
- *Textbook: Teachers Edition*
- Video: Great Food Fight
- Video: Kitchen Safety
- Power Point Presentation
- Smart Board
- Internet
- Online Resources Glencoe.com
- Demonstrations
- Safety & Sanitation Presentations/Discussions
- Unit Project
- Group work
- Chapter worksheets/questions
- Filling out class learning logs
- Unit Safety and Sanitation Test

Ancillary Resources

- Life experience
- Current Events

- Media Center
- Google Classroom
- Food Magazines
- Medical Journal
- Youtube training video
- Exit Tickets

Differentiation

- Extra time to complete assignments
- Study Guides
- Small group instruction following whole group introduction of concepts
- Small groups setting
- Multi-sensory approaches
- Pairing Oral instruction w/visuals
- Group Assignments and Projects
- Project based learning
- Leveled Rubrics
- Think-Pair Share (roundtable)

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction

- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share

- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- Provide modifications as dictated in the student's IEP/504 plan
- Additional time on assignments/assessment
- Additional time for Skill Mastery
- Study Guides/Board Notes
- Notes/presentations on Google Classroom
- Highlighted text visual presentation
- Modified assignments
- Shortened assignments
- Multi-sensor presentation (presentations on SMART TV, on Google Classroom and paper copies for students as appropriate)
- Modified test formats (written/verbal vs. Google form)
- Open book/Study Guides
- Preferential seating
- Peer mentoring

- printed copy of board work/notes provided

- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Translation of content/activities (Port of Entry) supporting terms and definitions related to careers, safety and sanitation
- Assignments submitted in native language (Port of Entry)
- Modifying assignments
- Review assignment/project directions (model)
- Open book/notes options
- Tutoring by peers to reinforce concepts
- Modifying tests to reflect selected objectives

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Peer tutoring on Unit 1 Career, Safety & Sanitation
 - Correction and resubmission of work related to Unit 1 Career, Safety & Sanitation
 - Model concepts of Careers in hospitality industry
 - Model concepts of food safety and sanitation
 - Evaluating correct work; collaborating with student on incorrect work
 - Additional time to complete assignments
-
- allowing students to correct errors (looking for understanding)
 - teaching key aspects of a topic. Eliminate nonessential information
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - allowing students to select from given choices
 - allowing the use of note cards or open-book during testing
 - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
 - decreasing the amount of work presented or required
 - having peers take notes or providing a copy of the teacher's notes
 - marking students' correct and acceptable work, not the mistakes
 - modifying tests to reflect selected objectives
 - providing study guides
 - reducing or omitting lengthy outside reading assignments
 - reducing the number of answer choices on a multiple choice test
 - tutoring by peers

- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Technology Infusion

- **Please reference video links and websites listed under Primary Resources & Materials**
- Google Classroom
- Interactive Smart TV Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Applications
- Power Point

Win 8.1 Apps/Tools Pedagogy Wheel

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst



Alignment to 21st Century Skills & Technology

| | |
|------------------|---|
| WRK.9.2.12.CAP | Career Awareness and Planning |
| WRK.9.2.12.CAP.2 | Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. |
| WRK.9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth. |
| WRK.9.2.12.CAP.4 | Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. |
| WRK.9.2.12.CAP.5 | Assess and modify a personal plan to support current interests and post-secondary plans. |
| WRK.9.2.12.CAP.6 | Identify transferable skills in career choices and design alternative career plans based on |

those skills.

| | |
|-------------------|---|
| TECH.9.4.12.CI | Creativity and Innovation |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| TECH.9.4.12.CT | Critical Thinking and Problem-solving |
| TECH.9.4.12.CT.1 | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). |
| TECH.9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| TECH.9.4.12.CT.3 | Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). |
| TECH.9.4.12.GCA.1 | <p>Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p> |

21st Century Skills

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

Talented and Gifted Learning (T&G)

- Complete activities above grade level
- Advanced problem-solving related to Unit 1 Careers , Food Safety & Sanitation
- Teacher-selected instructional strategies (simulations) focused to provide challenge, engagement, and growth opportunities
- Simulated project modules utilizing technology at higher level to create different safety prevention
- Higher order, critical and creative thinking skills, and discovery related to analysis of Unit 1 Careers, Safety and Sanitation

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit 1 Food Safety & Sanitation :

NJSLS:

Interdisciplinary Connection: Writing, Analysis, critical thinking. Reading-inform, vocabulary/text science math, communication , group work

Statement of Objective: SWDAT analyze, identify and evaluate five common kitchen accidents. SWDAT evaluate different way to prevent common kitchen accidents. SWDAT complete a kitchen safety chart with 100% accuracy.

Anticipatory Set/Do Now: List 5 common kitchen accidents

Learning Activity:, Graphic Q & A, Review, Graphic organizer, Group Discussion, Guided Practice Class log, Recipe , Lab plan. Teacher will demo

Student Assessment/CFU's:

Materials: Textbook, Power Point, Study guide, Technology, Class log & Class labs, Culinary Terms, Chapter 5 & 6 Questions & Vocabulary.

21st Century Themes and Skills:

Differentiation: Visual learners, hands on activities, group and peer instruction, audio learners, tactile learners

Integration of Technology: Smartboard, Computers, Webquest, pinterest, youtube

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| 9.3.12.ED | Education & Training |
| 9.3.12.ED.3 | Use critical thinking to process educational communications, perspectives, policies and/or procedures. |
| 9.3.12.ED.4 | Evaluate and manage risks to safety, health and the environment in education and training settings. |
| 9.3.12.ED.5 | Demonstrate group collaboration skills to enhance professional education and training practice. |
| 12.9.3.HT.4 | Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace. |
| 12.9.3.HT.5 | Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace. |
| TECH.9.4.12.CI | Creativity and Innovation |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| TECH.9.4.12.CT | Critical Thinking and Problem-solving |
| TECH.9.4.12.CT.1 | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). |
| TECH.9.4.12.CT.4 | <p>Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.</p> <p>With a growth mindset, failure is an important part of success.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> |