# Unit 3:  Kitchen Sanitation Copied from: Intro Cul Arts, Copied on: 02/21/22

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Introduction to Culinary Arts

# Grades 11-12

# Kitchen Sanitation

**Belleville Board of Education**

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## Unit Overview

Food becomes contaminated by exposure to harmful microorganisms, chemical and/or physical substances. When food is contaminated with bacteria it can lead to food borne 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 basice 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 a continous part of good, safe food production.

## Enduring Understanding

- Communication is a skill that is developed.
- Food borne illnesses are preventable.
- Certain foods are time and temperature controlled for safety.
- Allergic reactions to foods can be fatal to certain people.
- Proper personal hygiene practices are essential for avoiding food borne illness.
- Food pathogens are easily spread from one source to another.
- Sanitation rules and regulations are a legal requirement of the food industry.

- A sanitary working environment is essential in food preparation.

## Essential Questions

- Is the student able to evaluate academic and career skills related to school and employment?
- Can the student 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 explain and demonstrate proper food handling practices, personal cleanliness, and kitchen sanitary guidelines to avoid and prevent food-borne illness?
- Is the student able to control the growth of food related pathogens?
- 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 food borne illness?

## Exit Skills

Students will be able to:

- 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

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| 9.3.12.ED.1 | Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. |
| 9.3.12.ED.2 | Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |
| 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.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. |
| 9.3.12.ED.5 | Demonstrate group collaboration skills to enhance professional education and training practice. |
| 9.3.HT-RFB.2 | Demonstrate safety and sanitation procedures in food and beverage service facilities. |
| 9.3.HT-RFB.4 | Demonstrate leadership qualities and collaboration with others. |
| 9.3.HT-RFB.10 | Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.RST.11-12.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. |
| LA.RST.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| LA.RST.11-12.9 | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |

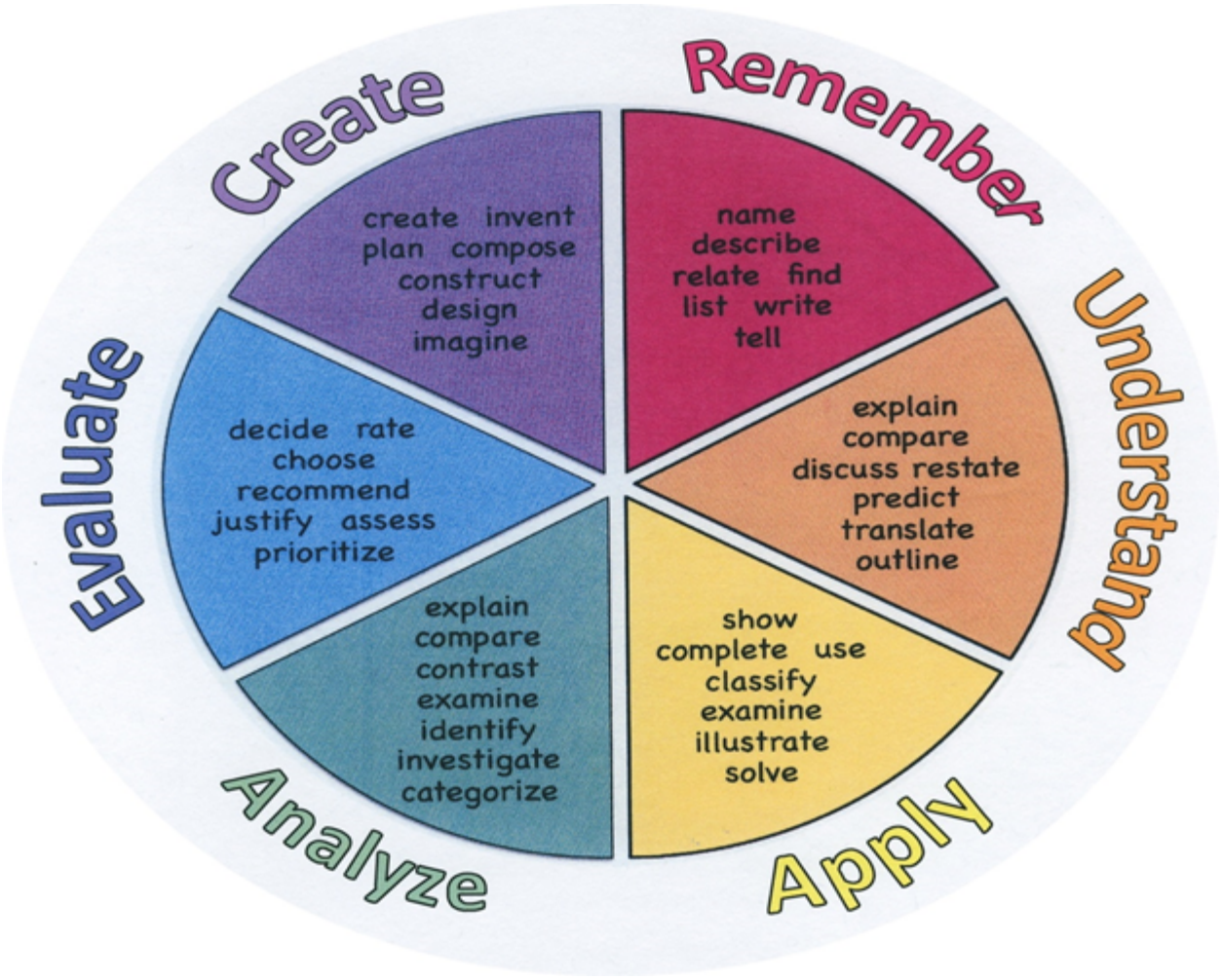
## Learning Objectives

Student will demonstrate the ability to:

- explain and compare the correlation between temperature and bacteria growth.

- demonstrate behavior and procedures to prevent bacteria growth and cross contamination.
- describe and demonstrate methods to avoid cross-contamination.
- describe and demonstrate food preparation standards to avoid food borne illness.
- formulate time and temperature guidelines to control biological hazard growth in food.
- handle and store food and food products to prevent food borne illness.

| 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

- create a thermometer chart 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 methods to avoid cross-contamination.
- create posters to describe guidelines and demonstrate food preparation standards to avoid food borne illness.
- formulate time and temperature guidelines to control biological hazard growth in food.
- handle and store food and food products to prevent food borne i

## Assessment Evidence - Checking for Understanding (CFU)

- Common Benchmarks
- Unit 3 Test-summative assessment
- Unit Review/Test prep
- Study Guides
- Sanitation Charts
- Evaluation Rubrics
- Teacher Observation Checklist
- Self Assessment
- Explaining-formative assessment
- Teacher Student Conference-alternate assessment
- benchmark assessments (see below)
-
    - create a thermometer chart 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 methods to avoid cross-contamination.
    - create posters to describe guidelines and demonstrate food preparation standards to avoid food borne illness.
    - formulate time and temperature guidelines to control biological hazard growth in food.
    - handle and store food and food products to prevent food borne i

- 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

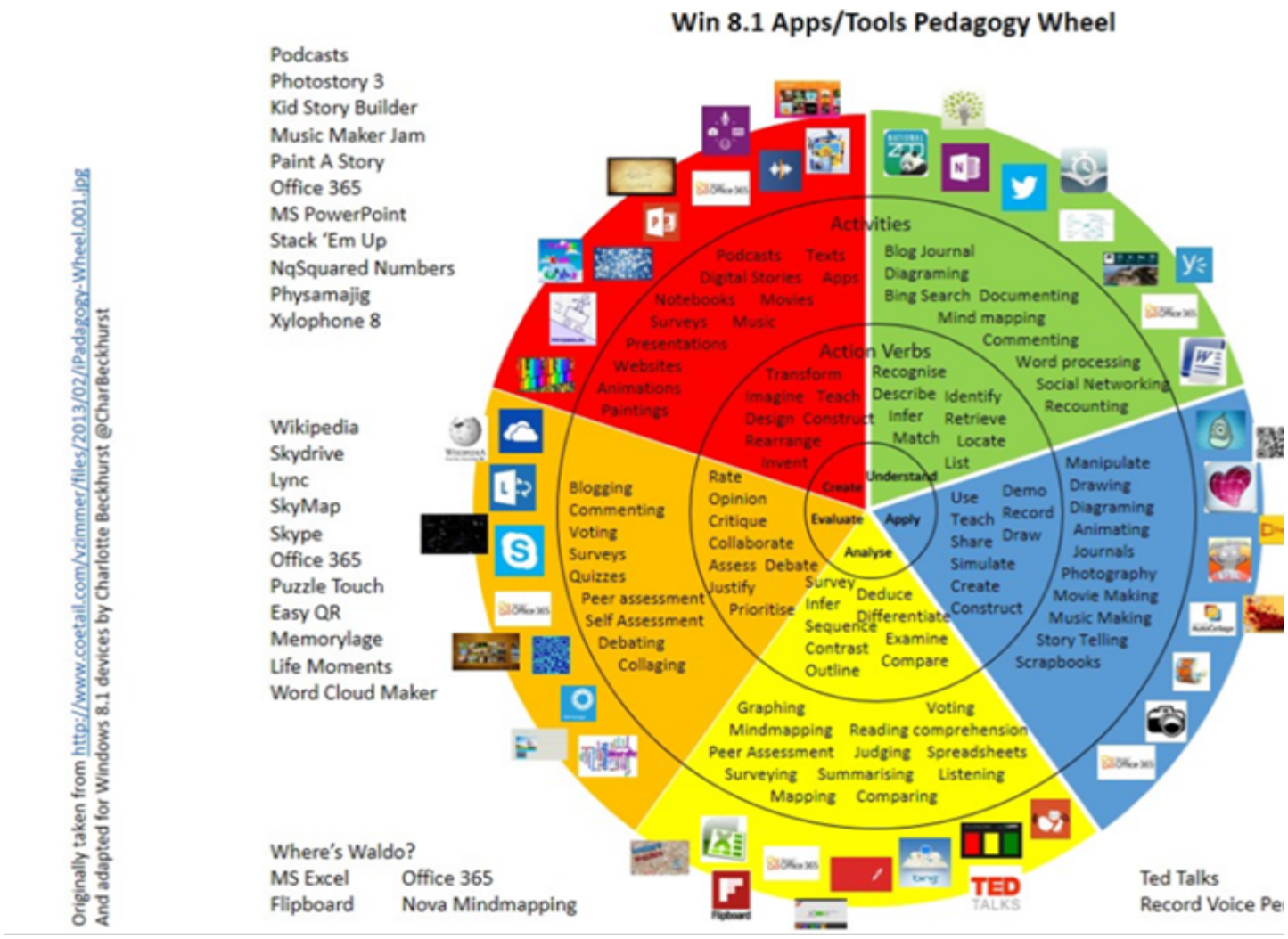
- Textbook: *Guide to Good Food*
- Textbook: *Culinary Essentials*
- Textbook – *Foundation of Restaurant Management*
- Video Clip: Danger Zone
- Power Point Presentations
- Internet: Foodborne Illness

## Ancillary Resources

- Demonstrations
- exit questions
- lab plans
- unit recipes
- Chapter worksheets/questions
- Filling out culinary learning log

## Technology Infusion

- Google Classroom
- Interactive Smart TV Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Applications
- Power Point




## Alignment to 21st Century Skills & Technology

- Communication Skills – English, Reading, Writing
- Mathematics
- Economics
- Science
- Social Skills/Interpersonal Skills

| | |
|---|---|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.12.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| TECH.8.1.12.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- ICT (Information, Communications and Technology) Literacy
- Interpersonal Communication
- Critical Thinking and Problem-Solving
- Financial, Economic, Business and Entrepreneurial Literacy
- Life and Career Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

Students will be able to use their learning to …

- Use effective oral and written communication strategies for creating, expressing, and interpreting information and ideas.
- Use critical and creative thinking strategies to facilitate innovation and problem-solving both independently and in teams.
- Use technology is used to access, manage, integrate, and disseminate information.
- Use effective leadership and teamwork strategies to foster collaboration and cooperation to accomplish goals.
- Develop life skills in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.

- Develop employable skills to build the capacity for successful careers.

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

## Differentiation

**Differentiations:**

- Small group assignments
- Added time to complete assignments
- Pairing oral instructions with visuals
- Repeat directions as needed
- Reinforcing on-task behaviors and skill acquisition
- Reduce amount of assignments that are due
- Rephrase written directions
- Study guides provided
- Additional time for skill mastery
- Test read to student
- Visual presentation
- Small Group Instruction
- Additional Time

Hi-Prep Differentiations:

- Project-based Learning
- Problem-based Learning

Lo-Prep Differentiations

- Goal Setting with Students
- Mini Workshops to re-teach or extend skills

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

- Study Guides/Board Notes
- Additional Time for Skill Mastery
- Assistive Technology
- Computer or Electronic Device Utilizes
- Multi-sensory Instruction
- Preferential Seating
- Student Working with an Assigned Partner
- Small Group Instruction
- Check Work Frequently for Understanding
- Extended Time on Tests/Quizzes

- 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
- multi-sensory presentation
- multiple test sessions
- 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)

- Teach Key Concepts
- Visual Teaching Aids:  Videos, Illustrations, Pictures and Drawings
- Use of note cards, study guides and open book during testing
- Small Group Instruction
- Student Working with an Assigned Partner
- Preview of Content, Concepts, and Vocabulary
- Check Work Frequently for Understanding
- Peer Tutoring

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic.  eliminate nonessential information
- tutoring by peers
- providing study guides
- allowing students to correct errors (looking for understanding)
- allowing products to demonstrate student's learning
- using authentic assessments with real-life problem-solving

Ref's Description

- 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 workpresented 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

## Talented and Gifted Learning (T&G)

- Create a plan to solve an issue presented in the class or in a text
- Advanced problem-solving
- Higher order, critical and creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth

opportunities
- Utilize project-based learning for greater depth of knowledge

- 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

See first unit: Employability and Career Development for an example