Unit 1- Careers, Safety and Sanitation

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Department of Curriculum and Instruction

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

Food & Nutrition is a full year class that is to give students the basics in the understanding careers in the hospitality industry,basic nutrition, food safety and sanitation,how to prevent kitchen accidents, reading a recipe,food preparation, consumerism and cultures that involve food. This class offers both classroom work and hands-on experiences in a group with other students collectively that will participate in every step of preparing recipes after being engaged in the lessons about food.

This Unit will focus on how to prevent kitchen accidents , food safety and sanitation. careers in the hospitality industry

- Basic first aid for emergencies.
- Accident prevention for the kitchen.
- 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 life skills related to school and employment?

- Identify different Careers available in the Hospitality & Wellness Industry
- Soft skills needed for employment. (Communication,problem solving, leadership,creativity,teamwork,work ethic,flexibility/adaptability, interpersonal skills)
- Hard skill needed for employment. (Technical skills,computer skills,analytical skills, marketing skills,writing skills,management skills)
- Demonstrate competence in speaking and listening as tools for learning.
- Demonstrate competence in the general skills and strategies of the writing process.
- Identify Kitchen Hazards
- Kitchen accidents are preventable.
- 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.

Essential Questions

Essential Questions Are:

- Is the student able to identify the educational food and nutrition course goals?
- Does the student exhibit proper classroom procedures that contribute positively to the learning environment?
- Does the student exhibit competence in speaking, listening, and the writing process as skills and tools for learning?
- Is the student able to evaluate academic and career skills related to school and employment?
- Is the student able to select and apply appropriate solutions to solve and prevent dangerous situations and accidents in the kitchen?
- 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 develop a kitchen work plan to efficiently participate in the food lab to prepare a recipe?
- Can the students identify the 5 common accidents in the kitchen?
- Can the student follow safety procedures while in the kitchen Lab?
- Can the student follow proper sanitation procedures in the kitchen lab?
- Can the student identify the three types of chemical poisoning?
- Is the student able to identify the sign when someone is choking ?
- Is the student able to identify an allergic reaction ?
- Is the student able to identify the micro organisms related to certain foods and health symptoms?
- Is the student able to identify 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?
- Is the student able to select and apply appropriate solutions to solve and prevent dangerous situations and accidents in the kitchen?
- Is the student able to safely operate major and small appliances used in food preparation?

Exit Skills

Upon completion of Unit 1 Students will be able to use their learning to …

1. Use effective oral and written communication strategies for creating, expressing, and interpreting information and ideas.

2 Use critical and creative thinking strategies to facilitate innovation and problem-solving both independently and in teams.

3. Develop necessary life skills in order to achieve continuing education , career development, and personal growth.

4. Use technology to access, manage, integrate, and disseminate information.

5. Use effective leadership and teamwork strategies to foster collaboration and cooperation to accomplish goals.

6. Develop life skills in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.

7. Apply principles of resource management and abilities that promote personal and professional well-being.

8. Demonstrate self-awareness and the ability to respond constructively to criticism and potential conflict while working collaboratively with a variety of groups to complete a task.

By the end of Unit 1 Students will be able to:

- Identify 5 common kitchen accidents
- Identify Accident Prevention
- Emergency responses
- Equipment safety
- Chemical safety
- Recognize the signs of choking
- Recognize the signs of food allergy's
- Basic First Aid
- Identify Food safety
- Identify proper Food storage
- Identify time and temperature
- Identify source of Food borne illnesses and how they are preventable.
- Proper personal hygiene practices are essential for avoiding food borne illness

New Jersey Student Learning Standards (NJSLS)

9.3.HT	Hospitality & Tourism
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.HT.4	Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.
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.
9.3.12.ED.6	Analyze ethical and legal policies of professional education and training practice.
9.3.HT.6	Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
9.3.12.ED.11	Demonstrate group management skills that enhance professional education and training practice.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through

	their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.

PFL.9.1.12.E.5	Evaluate business practices and their impact on individuals, families, and societies.

Interdisciplinary Connections

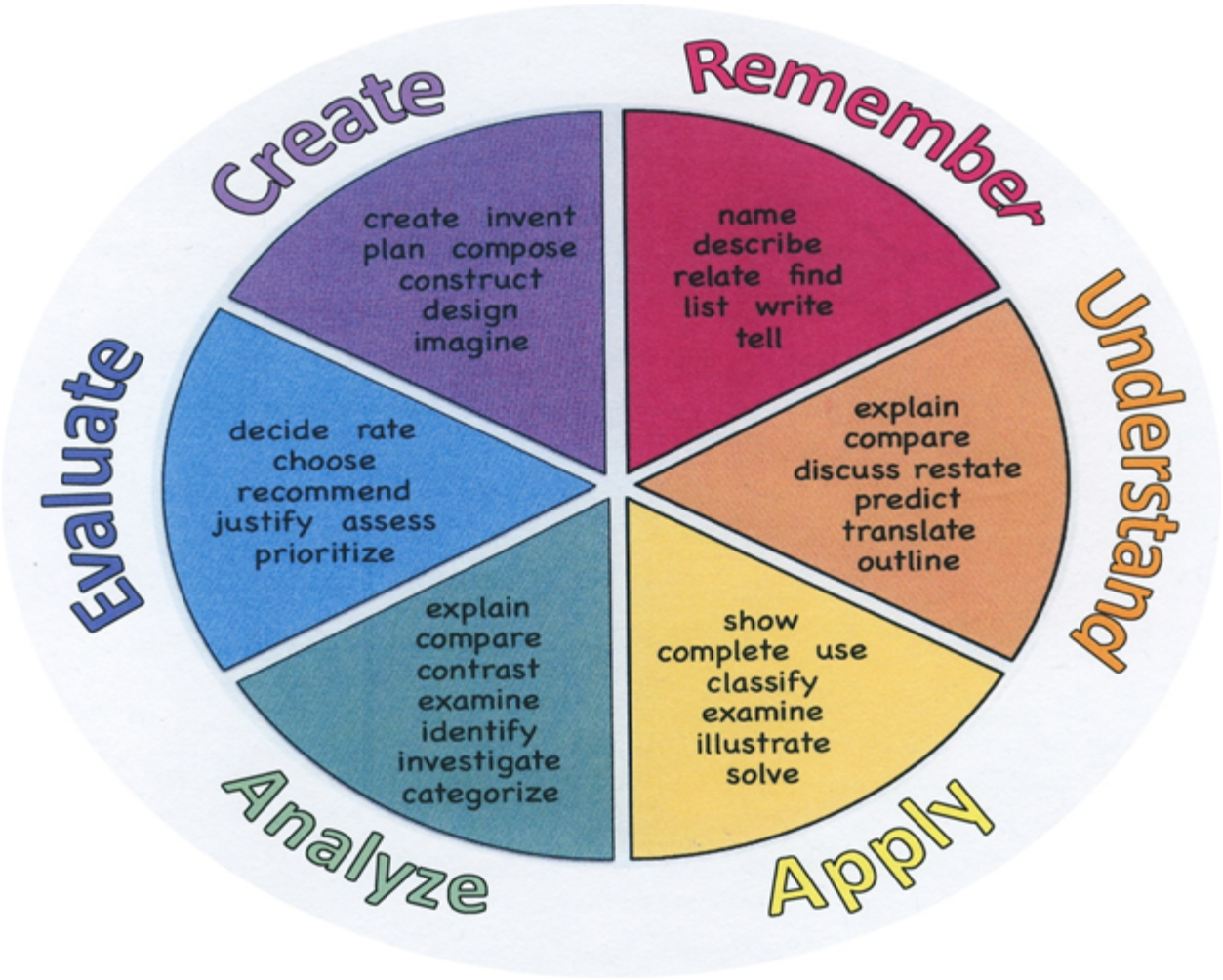
LA.RL.9-10	Reading Literature
H.HD.a	reading grade level texts to accomplish academic or personal goals
1112.HD.b1	Consider a full range of ideas or positions on a given topic or text when presented in a discussion.
	Integration of Knowledge and Ideas
LA.W.9-10	Writing
LA.SL.9-10	Speaking and Listening
	Presentation of Knowledge and Ideas

Learning Objectives

After completing Unit 1 Careers, Kitchen Safety and Sanitation students will be able to:

- Identify and discuss career opportunities in the hospitality industry
- Identify 5 common kitchen accidents
- Use a graphic organizer to compare and contrast safety procedures
- Locate 5 common kitchen accidents in kitchen lab evaluative criteria to identify prevention of kitchen accidents
- Identify Food Safety and Sanitation procedures
- Identify the causes, effects, and treatment of food-borne 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

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 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

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
- Chapter 5 & 6 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

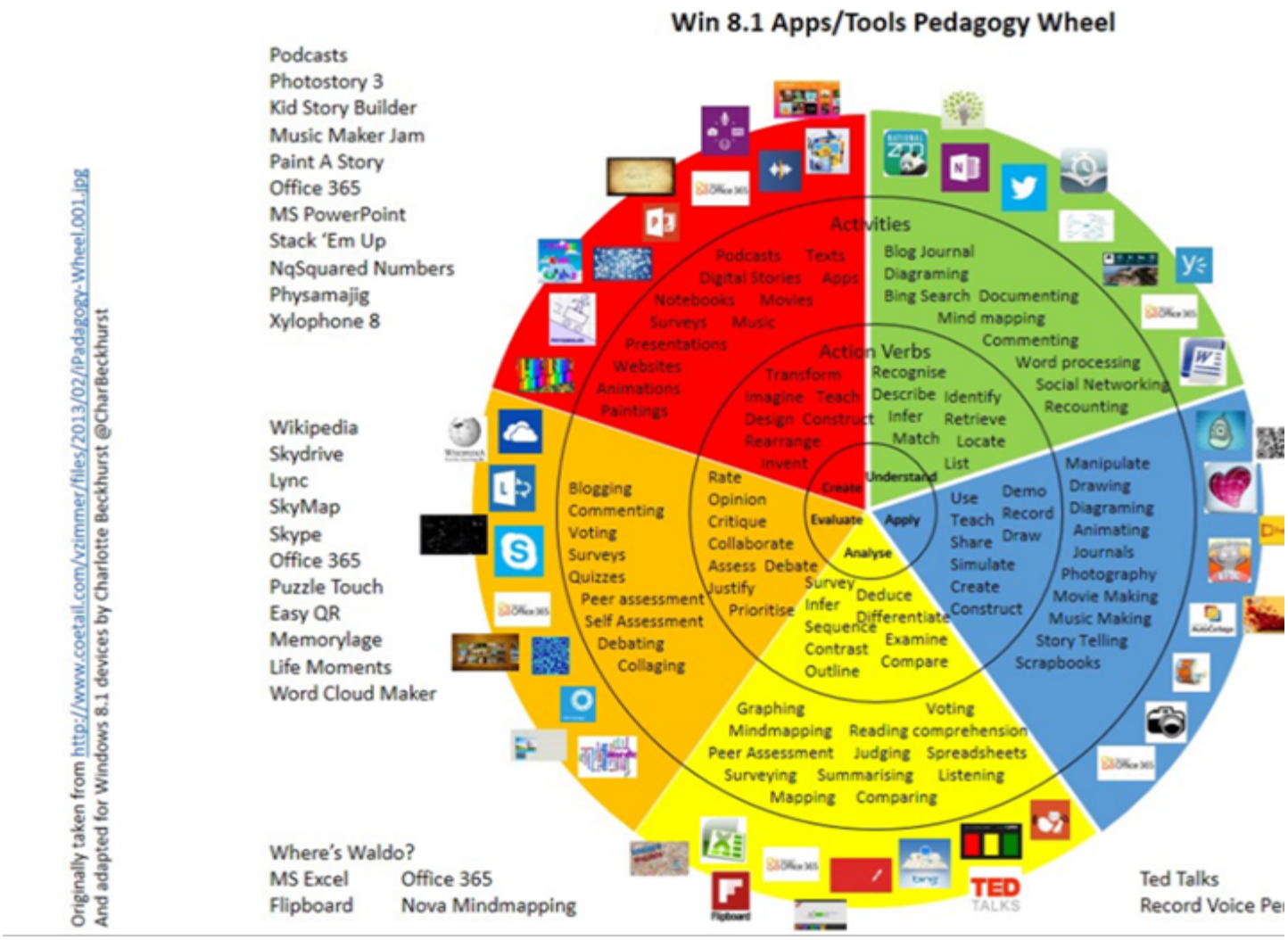
- Textbook: *Discovering Food and Nutrition*
- Textbook: *Food, Nutrition & Wellness*
- *Textbook: Teachers Edition*
- Video: Great Food Fight
- Video: Kitchen Safety
- Power Point Presentation
- Smart Board
- Internet
- Online Resources Glencoe.com
- Demonstrations
- Safety & Sanitation Presentations/Discussions
- 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

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



Alignment to 21st Century Skills & Technology

- Communication skills - reading , writing
- Mathematics;
- Economics
- Science
- Social skills , Interpersonal skills

21st Century Skills

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

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
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.3	Compare and contrast policies on filtering and censorship both locally and globally.

Differentiation

- Extra time to complete assignents
- 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
- Probject 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
- Highighted text visual presentation
- Modified assignments
- Shortened assignments
- Multi-sensor pesentation (presentations on SMART TV, on Google Classroom and paper copies for students as appropriate)
- Modifed 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
- 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)

- 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 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

- 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 snitation
- Evaluating correct work; collaborating with student on incorrect work
- Additonal 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 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)

- 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 diferent 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