Unit 01: Safety and Sanitation

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **2 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit, students will learn 1-the importance of safety and sanitation, 2- proper food handling, 3-personal hygiene as related to kitchen sanitation and 4-first aid procedures. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest.

Reviewed Summer 2026

Standards

National Standards for Family and Consumer Sciences Education

Standard 8.0 Food Production and Services Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production and services.

8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

Standards for Mathematical Practice (2023)

MATH.K-12.1 Make sense of problems and persevere in solving them

MATH.K-12.5 Use appropriate tools strategically

Practices of English Language Arts (2023)

ELA.K-12.1 Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one’s own learning.

ELA.K-12.2 Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

Comprehensive Health and Physical Education Practices (2020)

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

Career Readiness, Life Literacies and Key Skills

9.3.IE.9-12.1 Develop and execute discipline-specific research processes appropriate to the complex prompt, question, task, or self-driven inquiry

9.4.KC.9-12.1 Work effectively in teams by adapting to roles, valuing diverse perspectives, and using strategies and tools to achieve shared goals.

ELD standards:

Standard 1: Language for Social and Instructional Purposes

English language learners communicate for social and instructional purposes within the

school setting.

Essential Questions

- How would you handle kitchen emergencies?
- What is the importance of personal hygiene?
- Why is food safety important?

Students Will Know

- basic first aid treatments for minor cuts and burns.
- key terms: abdominal thrust, food borne illness, bacteria, cross contamination, personal hygiene, danger zone, sanitation, etc..
- standards of personal and kitchen cleanliness.
- ways to prevent both illnesses and accidents by following kitchen safety and personal hygiene principles.

Students Will Be Skilled At

- addressing kitchen accidents if they occur.
- preventing and avoiding kitchen accidents.

Evidence/Performance Tasks

FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

Formative Assessment:

- complete the unit quiz: Food Safety.
- be evaluated through teacher observation of performance.
- answer the essential and guiding questions demonstrating their developing understanding by more detaled explanation /responses as they proceed through the unit of study
- complete a self evaluation rubric of performance.
- identify potential safety hazards in an unsafe kitchen set up.
- demonstrate understanding of proper use of fire extinguisher, fire blanket, and baking soda.
- use a variety of references to create a flyer or a poster illustrating key kitchen sanitation points.
- use a variety of references to create a chart containing causes, precautions, and first aid for the following: cuts, falls, electric shock, choking, burns/ fires, chemical poisons
- participate in guided question and answer sessions, group and individual discussions

Summative assessment:

- complete the unit test: Safety and Sanitation.
- Scenarios / role plays where students complete a checklist identifying the safety and sanitation of the kitchens of their peers, summarizing their findings and indicating a pass/fail score based on: https://doh.sd.gov/documents/Food/Checklist.pdf

Learning Plan

- Administer “Kitchen safety rules” worksheet.
- Administer quiz: food safety.
- Administer test: safety and sanitation.
- Demonstrate the proper use of fire extinguisher, fire blanket, and baking soda.
- Initiate discussion about the importance of keeping food safe to eat and explain what a food-borne illness is.
- Introduce essential questions and key vocabulary words.

- Present food safety and sanitation powerpoint. Students complete chart including common food borne illnesses, food sources and symptoms (e.g. salmonella, botulism, staphylococcus, E.Coli, Clostridium perfringens, listeria, hepatitis A, etc.).
- Present lessons on Kitchen/Lab Safety using kitchen safety powerpoint. Review each category (cuts, falls, electric shock, choking, burns/fires, chemical poisons) and identify safety suggestions and first aid procedures. Have students create a chart to organize the information
- Present video clip: Watch Food Safety Music: Microbes Animation on YouTube as students list suggestions for personal cleanliness to promote a sanitary lab.
- Preview the essential questions and connect to learning throughout the unit.
- Read and discuss pertinent information in food safety brochure Fight BAC: 4 Simple Steps to Food Safety.
- Present a review Activity: food safety bingo and sanitation bingo

Materials

In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: CORE BOOK LIST

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments

- Interactive use of SmartBoard
- Software programs
- Topic related videos or DVDs
- Virtual Field Trips
- Web sites

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations: https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing