Unit 01: Review of Basics (Safety / Sanitation / Foods Lab Procedures / Equipment)

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

Brief Summary of Unit

This unit is a review of basic kitchen safety and management information presented to students previously in Cooking Basics. Students will review and deepen their understanding of the four essential food safety behaviors to be followed, the common microbes found in food and water and how food borne illnesses and bacteria get into food. Students will also refresh and broaden their knowledge of basic cooking techniques, recipe use, accurate measurements and kitchen safety tools and equipment. 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.

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 of variety of foods.

Cross curricular connections:

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or

trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

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

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

FCSE.9-12.9.5.3	Prepare food for presentation and assessment.
FCSE.9-12.9.3.6	Critique the selection of foods to promote a healthy lifestyle.
FCSE.9-12.8.4.2	Apply menu-planning principles to develop and modify menus.
FCSE.9-12.4.4.4	Plan safe and healthy meals and snacks that meet USDA standards.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.9.3.7	Plan menus, applying the exchange system to meet various nutrient needs.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

ELD standards: https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

Essential Questions

- What are the essential food safety behaviors to be followed in the kitchen?
- What are the common microbes found in food and water?
- How do foods become contaminated by food borne illnesses and bacteria?
- What are basic cooking techniques?
- Why is an understanding of recipe use, accurate measurements and kitchen safety tools and equipment essential when preparing foods and meals independently and as part of a lab team?

Essential Understandings

Students will understand that:

- safety should be a habit.
- kitchen tools and appliances should always be regarded as dangerous.
- knowing and understanding how to use the right tool for the job is essential to kitchen safety, efficiency, and success.
- clean up and maintenance of equipment and appliances are part of good safety practices and make economic sense.
- organizing yourself before beginning a recipe makes the job easier.

Students Will Know

- key terms: bacteria, food borne illnesses, cross contamination, sanitation, danger zone, FIFO (first in, first out), microorganisms, perishable, sauté, julienne, coat, dredge, garnish, knead, serrated, yield.
- the common food borne illnesses; their causes, symptoms, and treatment.
- ways to prevent both illnesses and accidents by following kitchen safety and sanitation principles.
- basic first aid treatments for minor cuts, burns, or electric shock.
- the names and functions of basic kitchen equipment.
- the location of equipment and food supplies.
- how to use a recipe.
- how to work efficiently individually and as a team in lab groups

Students Will Be Skilled At

- finding definitions of or demonstrations for unfamiliar terms and tasks.
- organizing a cooking or baking task
- addressing kitchen accidents if they occur
- avoiding kitchen accidents
- calculating ingredient amounts and equivalents
- measuring both wet and dry ingredients
- reading and following a recipe
- utilizing a variety of measuring utensils

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.

Students will:

- meaningfully address the essential questions and guiding questions of this unit of study.
- meaningfully participate in guided question and engage in answer sessions, group and individual discussions
- demonstrate an understanding of the purpose of the unit lesson(s)
- explain the key terms and concepts.
- actively and meaningfully participate in kitchen safety awareness by identifying potentia; safety hazards in an unsafe kitchen and fire safety in demonstrating proper use of a fire extinguisher, fire blanket and baking soda.
- demonstrate proper measuring techniques
- engage in related lab/s
- identify / illustrate various common food borne illnesses.
- complete culminating unit assessment.
- be evaluated by the teacher through observation of performance.
- complete a self-evaluation rubric of performance.
- complete writing prompt regarding cooperative learning as part of lab team (Sample prompt: “When I was asked to work with three other people to prepare sandwiches for the class, we began by…”)

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Present review lesson on safety in the kitchen and lab hazards.
- Lead students in brainstorming potential emergency situations in a kitchen categories (cuts, falls,

electric shock, chocking, burns/fires, and chemical poisons) and instruct students to identify at least three causes, three preventions and one first aid treatment for each potential hazard.

- Present review lesson on sanitation and food borne illnesses. In partners, have students create a visual depicting the food sources, symptoms, and preventions of one food borne illness (salmonella, botulism, staphylococcus, listeria, e. coli, clostridium, trichinosis, and hepatitis A). Visuals are posted around the room and students participate in a gallery walk to complete their reference guides including the common food borne illnesses and their food sources, symptoms, and preventions.
- Review lab procedures and lab report sheet.
- Review how to operate large appliances: washing machine, dryer, ovens, etc.
- Arrange pieces of common and uncommon kitchen equipment. Have groups of students name each piece and describe its use in the kitchen.
- Prepare kitchen equipment scavenger hunt- students refresh their memories on where common equipment and utensils are stored throughout the kitchens.
- Facilitate review of cooking terms (Suggested materials include worksheets and bingo)
- Facilitate review kitchen measurements and abbreviations using worksheets and demonstrations.
- Facilitate Lab #1: The purpose of this lab is for students to review working together, reading and interpreting recipe directions and locating supplies and equipment without assistance from the instructor.
- Administer Unit Assessment on Kitchen safety and sanitation / kitchen management.

Materials

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

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

- interactive use of smartboard
- necessary kitchen equipment
- necessary recipes and ingredients
- worksheets/bingo on kitchen equipment and cooking terms.
- unit test/assessment of kitchen safety/sanitation/ kitchen management.

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