Unit 01: Introduction to International Cuisine and Food Safety/Kitchen Management Review

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

Brief Summary of Unit

Since the prerequisite for International Cuisine is the Cooking Basics course, in this first unit, students will review basic kitchen safety (e.g.,: hand washing, cross contamination, cooking and chilling properly) and kitchen management techniques (e.g., reading a recipe, measuring procedures, understanding terms, safely using large and small kitchen equipment) initially presented in the Cooking Basics course. 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

- What is necessary in order to prepare a perfect food dish?
- Why is it important to know principles of food safety when preparing, serving, and storing foods?

Essential Understandings

Students will understand that:

- a recipe is a work plan for preparing food.
- failing to measure ingredients accurately can result in poor quality food products.
- following good safety and sanitation practices can prevent kitchen accidents.
- food-borne illnesses can be prevented by hand washing, avoiding cross-contamination, and

cooking and chilling foods properly.

- kitchen accidents are due to ignorance and carelessness.
- kitchen fires can be avoided by proper cooking habits and careful use of kitchen equipment.

Students Will Know

- basic first aid treatments.
- how to read and use a recipe.
- how to work efficiently as a lab team.
- location of equipment and food supplies.
- names and functions of basic kitchen equipment.
- ways to prevent both illnesses and accidents by following kitchen safety and sanitation principles.
- how to identify and prevent kitchen accidents.
- how to prevent and respond to a variety of safety concerns.
- kitchen safety rules.
- sanitation practices when hand washing and washing dishes.
- simple cooking math with fractions as related to kitchen measurement equivalents.
- the purposes of kitchen tools.

Students Will Be Skilled At

- 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.
- finding definitions of or demonstrations for unfamiliar terms and tasks
- organizing a cooking or baking task

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:

- answer the essential questions.

- create visual aids to reinforce causes, precautions and first aid for the following: cuts, falls, electrical shock, chemical poisons, burns/fires, and choking.
- demonstrate proper measuring techniques.
- demonstrate understanding of Safety/Sanitation - Kitchen Management via assessment and hands-on experiences
- referencing the "Fight Back Brochure", create an activity illustrating common food-borne illnesses (suggested activities include: PowerPoint, bulletin board display, etc.)
- demonstrate the proper use of a fire extinguisher, fire blanket and baking soda to reinforce their understanding of and responsiveness to fire safety
- identify the potential safety hazards in an unsafe kitchen and discuss how to address them/prevent them from occurring

Learning Plan

- Administer test: Kitchen Management.
- Administer test: Safety/Sanitation.
- Divide the class into six groups and have each group create a poster on one of the above categories. Students may use the following reference materials: text, magazines, and computer programs. The posters will be hung around the room as teaching/learning materials for the Cooking Basics students.
- Have students complete the Tools of the Trade worksheet.
- List categories (cuts, falls, shock, choking, burns/fires and poisons) and instruct students to identify causes, prevention and first aid for each one.
- Play Kitchen Equipment and Cooking Term Bingo.
- Present / review PowerPoint lesson on sanitation and food-borne illnesses.
- Present and provide a review lesson on safety in the kitchen as students investigate lab hazards.
- Preview the essential questions and connect to learning throughout the unit.
- Provide an introduction to the course by reviewing the course outline and teacher expectations, and explaining the grading system.
- Review and discuss video; Guide to Fire Safety. Demonstrate proper usage of fire extinguisher, blanket and baking soda.
- Review kitchen measurements and abbreviations using worksheets and demonstrations.
- Review lab procedures and lab report sheet.
- Lead students in a review of the lab preparation and execution process. Prepare for students to engage in a simple lab to refresh memory of lab procedures.
- Prepare a scavenger hunt to refresh student memory of where equipment and tools are located within the classroom and kitchens.

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

- • Topic related videos or DVDs
- Interactive use of SmartBoard
- Necessary kitchen equipment.
- Necessary recipes and ingredients
- Software programs
- Virtual Field Trips
- Web sites

Suggested Strategies for Modifications

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