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: **2 Weeks**
Status: **Published**

Brief Summary of Unit

This unit is a review of basic kitchen safety and management information presented 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 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.

Revision Date: June 2022

Standards

The identified standards reflect interdisciplinary connections across content areas including social sciences, technology and career readiness. Within this course, as appropriate, cultural awareness and global citizenship are highlighted as related to content and context of discussion.

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 a 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.

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

- • How can kitchen efficiency be enhanced by work centers?
- • What safety measures do you take when preparing, serving, and storing foods?
- What do you need to know in order to prepare a perfect food dish?

Students will know / Students will be skilled at

Students will know that following good safety and sanitation practices can prevent kitchen accidents

Students will know that kitchen accidents are due to ignorance and carelessness

Students will know that kitchen fires can be avoided by proper cooking habits and careful use of kitchen equipment

Students will know that food-borne illnesses can be prevented by hand washing, avoiding cross-contamination, and cooking and chilling food properly.

Students will know that failling to measure ingredients accurately can result in poor quality of food products

Students will know that a recipe is a work plan for preparing food

Students will know:

- ways to prevent both illnesses ans accidents by following kitchen safety and sanitation principles.
- basic first aid treatments.
- names and functions of basic kitchen equipment.
- location of equipment and food supplies.
- how to read and use a recipe.
- how to work efficiently as a lab team.
- how to identify and preven kitchen accidents.
- how to prevent and respond to a variety of safety concerns.
- kitchen safety rules.

- sanitation practices when hand washing and washing dishes.

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

Learning Plan

The teacher will:

- 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.
- 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.
- present and provide a review lesson on safety in the kitchen as students investigate lab hazards
- list categories (cuts, falls, shock, burns/fires, and poisons) and instruct students to identify causes, prevention, and first aid for each one
- facilitate student creation of posters on cuts, falls, shock, burns/fires, and poisons to be hung in the kitchens to serve as teaching/ learning materials for the Cooking Basics students.
- present / review sanitation and food-borne illnesses
- initiate discussion about and demonstrate proper usage of fire extinguisher, blanket, and baking soda.
- review lab procedures and lab report sheet.
- have students complete the Tools of the Trade worksheet.
- provide a review of Kitchen Equipment and Cooking Terms via Bingo or another form of review
- facilitate review of kitchen measurements and abbreviations via worksheets and/or demonstrations
- facilitate student Lab #1: review lab. A simple lab to refresh students' memory of lab procedures. Students choose recipes to prepare.
- administer test: Safety/ Sanitation/ Kitchen management.

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:

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

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. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the link that connects to district approved textbooks and resources utilized in this course can be found on the Curriculum and Instruction webpage: (https://www.cranfordschools.org/apps/pages/index.jsp?uREC_ID=1774932&type=d&pREC_ID=1953860). Any additional resources, not included in the current Core Book List, must be explicitly presented to and reviewed by the supervisor the week before the resource is included into lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

- interactive use of smartboard
- necessary kitchen equipment
- necessary recipes and ingredients
- software programs
- virtual field trips
- websites
- topic related videos or DVDs
- cooking equipment

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

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