

# Unit 1: Food Safety & Sanitation

Content Area: **Art**  
Course(s):  
Time Period: **MP1**  
Length: **43 days**  
Status: **Published**

## Targeted Standards

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HOSP.9-12.9.4.12.I.39	Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.
HOSP.9-12.9.4.12.I.47	Assess types and sources of workplace hazards common to hospitality and tourism work settings in order to demonstrate a working understanding of key health and safety concerns in this cluster.
HOSP.9-12.9.4.12.I.49	Review safety and sanitation procedures and apply them to ensure a safe and healthy work environment.
HOSP.9-12.9.4.12.I.51	Analyze the potential effects of exposure to common chemicals and other hazardous materials used in this cluster in order to prevent health problems that may result from their use.

## Rationale

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This unit introduces students to food safety and sanitation procedures in the kitchen.

## Essential Questions

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Content Specific	Skills Specific
<ul style="list-style-type: none"><li>• What are the costs associated with foodborne illnesses, in addition to the human illness and suffering costs?</li><li>• Why is employee awareness about on-the-job safety critical to operational well-being?</li><li>• What are some possible outcomes if a recipe is not followed?</li><li>• What are the functions and components of a standard recipe?</li></ul>	<ul style="list-style-type: none"><li>• What is my role in a foodservice operation as it relates to food safety?</li><li>• How do I interpret the recipe to understand cooking techniques and equipment required to execute the recipe successfully?</li><li>• Why do you need math for culinary arts?</li><li>• When is it appropriate to convert recipes to yield smaller and larger quantities?</li></ul>

## Spiraling for Mastery

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Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> <li>This content or skill aligns with a previously taught content or skill</li> </ul>	<ul style="list-style-type: none"> <li>This is the content or skill that aligns with the current content and skills from this unit. Please note where this can be found in the curriculum.</li> </ul>

### **Career Readiness, Life Literacies, and Key Skills**

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

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|------------------|---|
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).   |

### **Interdisciplinary Connections**

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

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|-------------------|---|
| MATH.9-12.N.Q.A.1 | Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. |
| MATH.9-12.N.Q.A.3 | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.   |