Unit 1: Food Safety & Sanitation

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

Targeted Standards

9.2.12.CAP	Career Awareness and Planning
	With a growth mindset, failure is an important part of success.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.TL	Technology Literacy
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Rationale

Food safety and sanitation are the foundation of every successful food service operation. In this unit, students develop an understanding of safe food handling, personal hygiene, contamination prevention, cleaning and sanitizing procedures, and time and temperature control. Using the ServSafe Manager Book (7th Edition) as the primary instructional resource, students learn industry standards that promote food safety, prevent foodborne illness, and prepare them for future culinary coursework and careers in the hospitality industry.

Essential Questions

Content Specific	Skills Specific
• Why is food safety important in every kitchen?	• How do I safely prepare food? • How do I prevent cross-contamination?

• How do foodborne illnesses occur? • What responsibilities do food handlers have in preventing contamination? • Why are cleaning and sanitizing different processes?	• How do I properly clean and sanitize equipment? • How do I use a food thermometer correctly? • How can I recognize and correct unsafe food handling practices?

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Personal hygiene • Kitchen safety • Food safety • Cleaning and sanitizing • Time and temperature control • Thermometer use • Cross-contamination prevention	• Professionalism • Teamwork • Kitchen expectations • Proper use of equipment • Organization • Responsibility • Communication

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".

9.4.2.CI	Creativity and Innovation
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
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).
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.2.CT	Critical Thinking and Problem-solving
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
	Income and benefits can vary depending on the employer and type of job or career.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections

Science (Biology)

- Growth of microorganisms
- Bacteria and viruses
- Temperature and bacterial growth
- Chemical sanitizers

Health Education

- Personal hygiene
- Disease prevention
- Public health

Mathematics

- Reading thermometer temperatures
- Time calculations
- Temperature conversions

English Language Arts

- Reading informational text
- Following written procedures
- Using technical vocabulary

Technology

- Google Classroom assignments
- ServSafe review activities
- Digital quizzes and assessments

2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
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.
N.Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
LA.RI.9-10	Reading Informational Text
LA.W.9-10	Writing
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	Production and Distribution of Writing
	Range of Writing
2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, body image, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.
2.3.12.PS.1	Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
PS1.A	Structure and Properties of Matter
HS-LS1	From Molecules to Organisms: Structures and Processes
HS-LS1-6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.