

Unit 1: Food Safety & Sanitation

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

Targeted Standards

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

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

Essential Questions

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

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> This content or skill aligns with a previously taught content or skill 	<ul style="list-style-type: none"> 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.

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".

TECH.9.4.12.Cl.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.Cl.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".

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.