Unit 1: Food Safety and Sanitation Review

Content Area: **Art**
Course(s):
Time Period: **MP1**
Length: **5 days**
Status: **Published**

Targeted Standards

HOSP.9-12.9.4.12.I.(1).1	Use basic reading, writing, and mathematical skills to provide food production and services to ensure a positive guest/customer experience.
HOSP.9-12.9.4.12.I.(1).2	Use knowledge of cultures and information from geographical studies to guide guest/customer service decisions.
HOSP.9-12.9.4.12.I.(1).3	Demonstrate listening, writing, and speaking skills to enhance guest/customer satisfaction.
HOSP.9-12.9.4.12.I.(1).7	Evaluate companies' standard operating procedures related to food and beverage production and guest services to understand how they help ensure the provision of quality products and services.
HOSP.9-12.9.4.12.I.(1).9	Demonstrate knowledge of ethical and legal responsibilities for guest/customer and employee conduct and explain their role in maintaining high quality standards in the industry.
HOSP.9-12.9.4.12.I.8	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
HOSP.9-12.9.4.12.I.15	Apply active listening skills to obtain and clarify information.
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.

Rationale

Students will reinforce and apply their knowledge of essential food safety practices to prevent illness, protect consumers, and prepare for success in culinary careers.

Students will learn how to use standardized recipes and apply culinary math skills to ensure consistency, accuracy, and efficiency in food preparation, which are essential for professional kitchen success.

Essential Questions

Content Specific	Skills Specific
• What are some good rules in the kitchen to keep our guests safe?	• How can a change in recipes, formulas, preparation methods, ingredients, or components alter or affect the outcome of a

• What are some things in a kitchen that could be considered a safety hazard? • Why are safe food handling practices important? • What is more dangerous, a sharp or dull knife? • List the information you think you might find on standardized recipes.	baked good? • Why must we not fool around in the kitchen? • What are standardized recipes?

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• reading a recipe	• food safety • kitchen measurement

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".

9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.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".

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.

S.MD.B.7	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).