



BOE Approved 8/18

Cliffside Park Public Schools

Grade 10 - 12

International Cuisine

Unit Name: Food and Kitchen Safety Review

Duration: 2 weeks

Enduring Understandings

Preventing accidents in the kitchen (handling knives, preventing cuts, burns, fires, falls and electric shock)

Preventing the spread of food bourne illness (preventing cross-contamination and the growth of pathogens in food and on surfaces)

Essential Questions

What kitchen and food safety practices are needed to keep us safe and healthy at home, in the food lab and in a professional kitchen? (Review)

Focus of Standards

Student Outcomes

- I can learn how to prevent food bourne illness.
- I can learn how to prevent cuts, falls, burns, fires and electric shock.

Skills

- Food safety (preventing food bourne illness):
- Kitchen safety (preventing injuries)

Assessments

Formative:
Do nows, exit tickets, teacher-generated questions, Kahoots!, Quizizz

Summative:
Teacher-created tests and quizzes

Resources

Mentor Texts
Food for Today

Teacher Resources
Food for Today, Teacher Edition

Digital: YouTube videos, slide presentations, Google images, internet articles

Other Materials

		Alternative	Kitchen tools
<p>NJ Student Learning Standards (2016): 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>			
<p>Interdisciplinary Connections and Activities: ELA, Science, Math</p>			
<p>Tier 2 Vocabulary: prevent</p>			
<p>Tier 3 Vocabulary: bacteria, pathogen, cross-contamination, sanitation</p>			
<p>Core Instructional Materials/Resources/Digital Tools: YouTube videos, slide presentations, demonstrations, worksheets</p>			

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies <i>(Alternate Modes of Instruction and Support)</i>		
Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Curriculum compacting ● Homogeneous grouping for assignments ● Differentiating assignments through Google Classroom 	Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate	Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. Pre-teach Tier 2 and Tier 3 vocabulary.

<ul style="list-style-type: none"> Higher order questioning 	<p>language tasks & provide key language uses to students.</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>*Also See At Risk/504 Modifications</p>	<p>Text to speech/Oral reading</p> <p>Access to word banks</p> <p>Modify Grading</p> <p>Modify Homework</p> <p>Modify Assesments</p> <p>Supply Students with Anchor Charts:</p> <p>*Also See ELL Modifications</p>
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Sources:
New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/k.pdf>
New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>
Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>