

# Dishwasher

## 3-Sink and 2-Sink Dishwashing Methods

This profile was generated as part of an occupational standard. The NOC group to which it relates is “Kitchen and Food Service Helpers.” Workers in this unit group clear tables, clean kitchen areas, wash dishes, and perform various other activities to assist workers who prepare or serve food and beverages. They are employed in restaurants, hotels, fast food outlets, cafeterias, hospitals and other establishments. To learn more about this occupation, [click here](#).

Check out the video before completing the tasks. Choose [video](#) or [video with subtitles](#).

This activity contains skill-building activities leading up to the demonstration of Essential Skills tasks at skill levels 1 and 2. Teachers and facilitators are encouraged to choose the skill-building activities and/or tasks that meet the needs of the learners.

## 1. Tasks

**Dishwashers use both 3-sink and 2-sink dishwashing methods.**

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

**Task 1** Look at the 3-sink and 2-sink dishwashing method diagram. When using the 3-sink dishwashing method, what do dishwashers do in sink #2?

*Document Use*

### NOC 6641 – Dishwasher



Video



3-Sink and 2-Sink Dishwashing Methods

### Essential Skills Focus

1 2 3

Document Use

Writing

Oral Communication



Essential Skills - Ontario Curriculum Linkages

# Dishwasher

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

## Task 2

Look at the 3-sink and 2-sink dishwashing method diagram. List the type of items that can be washed using the 2-sink dishwashing method.

*Document Use*

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

## Task 3

Look at the 3-sink and 2-sink dishwashing method diagram. List the two sanitizing methods.

*Document Use*

**Dishwashers may leave a short note for their supervisor about any problems they encountered during their shifts.**

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

## Task 4

Write a short note to John (the supervisor) to let him know that the plug in sink #2 is leaking.

*Writing*

**Dishwashers must call co-workers to cover any shifts they cannot work.**

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

## Task 5

Kyle is scheduled to work tomorrow from 11 a.m. - 7 p.m. He is sick and cannot go to work. Kyle calls his co-worker Greg to ask him to cover his shift. What should Kyle say? When you are ready, record your voicemail to Greg.

*Oral Communication*

# 3-SINK DISHWASHING METHOD

(For Multi-Service Articles)



## WASH

Clean Warm Water and Detergent

## RINSE

Clean Warm Water minimum temperature of 43°C (110°F)

## SANITIZE

Minimum of 45 Seconds in:

(1) **Chemical Method**

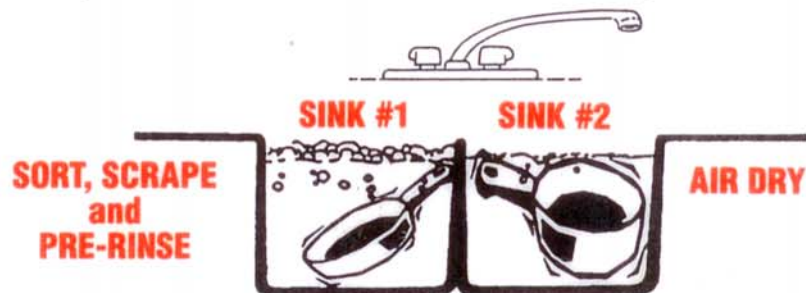
- Chlorine 100 ppm
- Quaternary ammonium compound 200 ppm
- Iodine 25 ppm

(2) **Non-Chemical Method**

- Clean Water at a minimum temperature of 77°C (171°F)

# 2-SINK DISHWASHING METHOD

(For Pots, Pans and Cooking Utensils)



## WASH

Clean Warm Water & Detergent

## RINSE

Clean Warm Water minimum temperature of 43°C (110°F)

## SANITIZE

Minimum of 45 Seconds in:

(1) **Chemical Method**

- Chlorine 100 ppm
- Quaternary ammonium compound 200 ppm
- Iodine 25 ppm

(2) **Non-Chemical Method**

- Clean Water at a minimum temperature of 77°C (171°F)

## 2. Answer Key


### Task 1

Look at the 3-sink and 2-sink dishwashing method diagram. When using the 3-sink dishwashing method, what do dishwashers do in sink #2?

### Answer

**Rinse**

Document Use ②

 Check **page 6** for one way to get this answer.


### Task 2

Look at the 3-sink and 2-sink dishwashing method diagram. List the type of items that can be washed using the 2-sink dishwashing method.

### Answer

**Pots, Pans and Cooking Utensils**

Document Use ②

 Check **page 7** for one way to get this answer.


### Task 3

Look at the 3-sink and 2-sink dishwashing method diagram. List the two sanitizing methods.

### Answer

**Chemical Method and Non-Chemical Method**

Document Use ②

 Check **page 8** for one way to get this answer.

### Task 4


Write a short note to John (the supervisor) to let him know that the plug in sink #2 is leaking.

### Answer

Answers will vary. Possible answer:

Writing ①

○	John,
	Sink #2 is leaking.
	Jane

 Check **page 9** for one way to get this answer.

### Task 5


Kyle is scheduled to work tomorrow from 11 a.m. - 7 p.m. He is sick and cannot go to work. Kyle calls his co-worker Greg to ask him to cover his shift. What should Kyle say? When you are ready, record your voicemail to Greg.

### Answer

Answers will vary. Possible answer **AUDIO 1**

Oral Communication ②

**“Hi, Greg...this is Kyle. I’m feeling really sick today and won’t be able to go to work tomorrow. Will you be able to cover my shift from 11 a.m. to 7 p.m. tomorrow? Call me back to confirm. My number is 416-555-1212. Thanks a lot.”**

 Check **page 10** for one way to get this answer.

## 3. Answer Steps

### Task 1

Look at the 3-sink and 2-sink dishwashing method diagram. When using the 3-sink dishwashing method, what do dishwashers do in sink #2?

Answer **Rinse**

One way to get this answer...

1. Scan the 3-sink dishwashing method diagram using the key word ***sink #2***.
2. Locate ***sink #2***.
3. Look under the heading **sink #2** to find further information related to that sink.
4. Decide that “rinse” is what dishwashers do in **sink #2**.

Skill Focus Document Use ②

# Dishwasher

## Task 2

Look at the 3-sink and 2-sink dishwashing method diagram. List the type of items that can be washed using the 2-sink dishwashing method.

**Answer**     **Pots, Pans and Cooking Utensils**

One way to get this answer...

1. Scan the **2-sink dishwashing method diagram** looking for **kinds of dishes**.
2. Locate "**(For Pots, Pans and Cooking Utensils)**"
3. Decide that Pots, Pans and Cooking Utensils are the items that can be washed using the 2-sink dishwashing method.

**Skill Focus**     Document Use ②

# Dishwasher

## Task 3

Look at the 3-sink and 2-sink dishwashing method diagram. List the two sanitizing methods.

Answer     **Chemical Method and Non-Chemical Method**

One way to get this answer...

1. Scan the **3-sink and 2-sink dishwashing method diagram** using the key words **Sanitize** and **Method**.
2. Locate the heading **Sanitize**.
3. Locate the key word **Method**.
4. Decide that Chemical Method and Non-Chemical Method are the two sanitizing methods.

Skill Focus     Document Use ②



# Dishwasher

## Task 4

Write a short note to John (the supervisor) to let him know that the plug in sink #2 is leaking.

## Answer

Answers will vary. Possible answer:

○	John,
	Sink #2 is leaking.
	Jane

## One way to get this answer...

1. Identify the purpose for writing: to inform the supervisor of a leaking plug.
2. Identify the audience and writer of the message: the supervisor (John) is the audience and the dishwasher is the writer.
3. Recognize the format for the message: a note, no introduction or conclusion is necessary, however the writer should identify self.
4. Write a brief note that includes the information about the plug leaking, the supervisor's name and the writer.

## Skill Focus

Writing ①

# Dishwasher

## Task 5

Kyle is scheduled to work tomorrow from 11 a.m. - 7 p.m. He is sick and cannot go to work. Kyle calls his co-worker Greg to ask him to cover his shift. What should Kyle say? When you are ready, record your voicemail to Greg.

## Answer

Answers will vary. Possible answer **AUDIO 1**

### **AUDIO 1**

"Hi, Greg...this is Kyle. I'm feeling really sick today and won't be able to go to work tomorrow. Will you be able to cover my shift from 11 a.m. to 7 p.m. tomorrow? Call me back to confirm. My number is 416-555-1212. Thanks a lot."

## One way to get this answer...

1. Identify the problem: Kyle is sick and needs to have his shift covered.
2. Determine the goal: To have Greg work Kyle's shift.
3. Decide on actions: Call Greg and leave a phone message explaining you are sick and want him to cover your shift from 11 a.m. to 7 p.m. tomorrow and ask him to call back to confirm this with you.
4. Decide to call Greg and leave a phone message explaining you are sick and want him to cover your shift from 11 a.m. to 7 p.m. tomorrow and ask him to call back to confirm this with you.

## Skill Focus

Oral Communication ②

# Skill-Building Activities

## Sample Skill-Building Activities for Task 1

### Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 1. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 1 are listed below.

### Task 1 Skill-Building Activities

- Locate information presented in a table.
- Identify vocabulary words.

**Example 1:** Locate information presented in a table.

Circle the special for Friday's lunch.

## *Lunch Specials*

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Roast Beef Sandwich</i>	<i>Chicken Fingers</i>	<i>Caesar Salad and Chicken</i>	<i>Lasagna</i>	<i>Poutine</i>

# Dishwasher

Answer Key:

## Lunch Specials

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Roast Beef Sandwich</i>	<i>Chicken Fingers</i>	<i>Caesar Salad and Chicken</i>	<i>Lasagna</i>	<i>Poutine</i>

**Example 2:** Identify vocabulary words used in Dishwashing

Match a picture of the action with the vocabulary word.

Picture

Vocabulary Word



Wash



Rinse



Sanitize

# Dishwasher

## Answer Key:

### Picture

### Vocabulary Word



Wash

Rinse

Sanitize

The pictures of the bleach bottle and doctor remind students that to "**Sanitize**" means to destroy bacteria, viruses, etc. by using chemicals.

The image of the soapy hand reminds students that to "**Wash**" means to use soap and water.

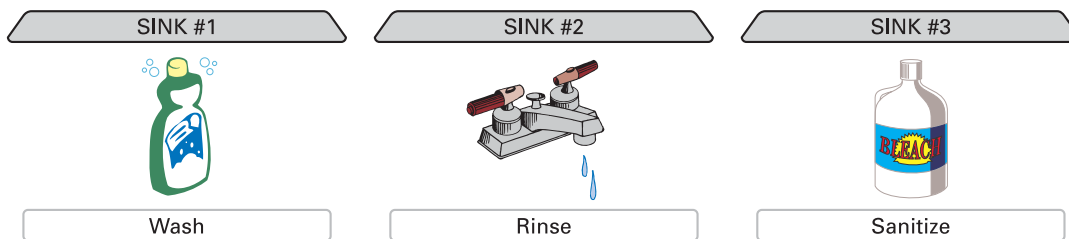
The image of the water faucet reminds students that to "**Rinse**" means to use clean water.

## TIP

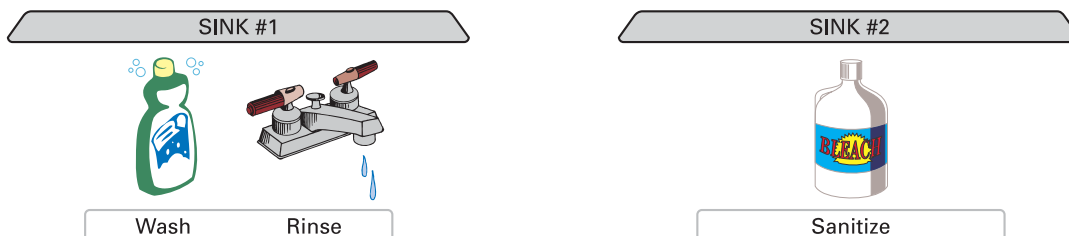
- Most learners will refer to the **3-SINK DISHWASHING METHOD** and **2-SINK DISHWASHING METHOD** diagrams frequently. The diagrams are often posted in commercial kitchens as quick and easy reference guides to proper dishwashing.
- Learners may benefit from highlighting the bold terms (vocabulary words) on the dishwashing document.
- Teachers or facilitators can build a vocabulary “word wall” to enhance the connections between science and literacy.
- Teachers or facilitators are encouraged to provide learners access to commercial kitchen sinks if possible.
- Teachers or facilitators can substitute commercial kitchen sinks with labelled bins and hands on (empty) cleaning products.

### Example:

#### 3-Sink



#### 2-Sink



[Click here](#) to Return to Task.

# Skill-Building Activities

## Sample Skill-Building Activities for Task 2

### Teacher/Facilitator Notes

The following skill-building activity can be used to help learners work towards the demonstration of Essential Skills in Task 2. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

A sample skill-building activity leading up to the demonstration of Essential Skills in Task 2 is listed below.

### Task 2 Skill-Building Activities

- Identify the difference between multi-service articles and larger items.

**Example 1:** Identify the difference between multi-service articles and larger items. Sort the items below.

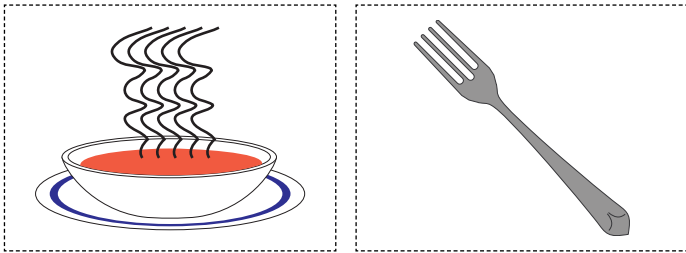
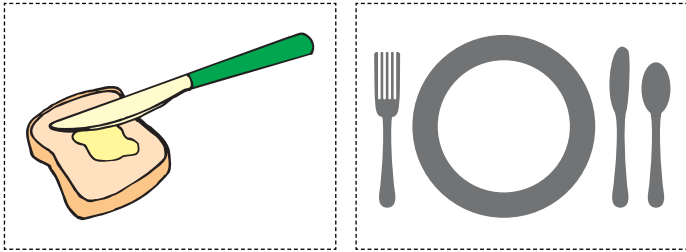
Multi-Service Articles	Pots, Pans And Cooking Utensils		
 			
			

# Dishwasher

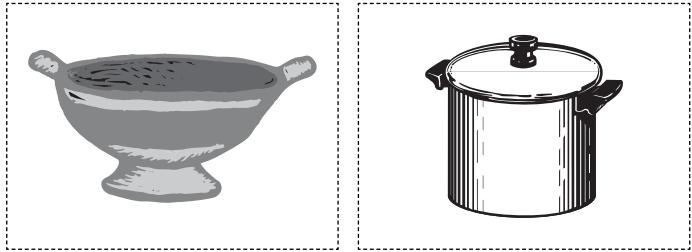
## Answer Key:

(cut and paste)

### Multi-Service Articles



### Pots, Pans And Cooking Utensils



## TIP

Multi-service Articles include cutlery (forks, knives, spoons) and dishes (plates, bowls, cups) that must be cleaned and sanitized after each use.

(Source: Food Handler Certification Program, Toronto Public Health)

[Click here](#) to Return to Task.



# Skill-Building Activities

## Sample Skill-Building Activities for Task 3

### Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 3. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 3 are listed below.

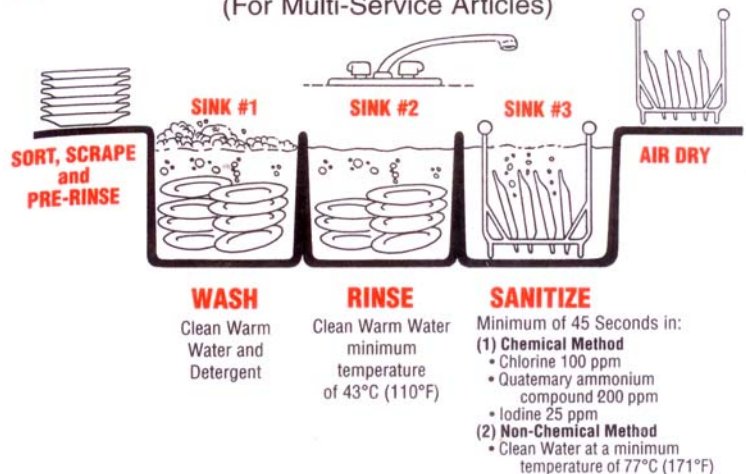
### Task 3 Skill-Building Activities

- Highlight key words in the **3-Sink and 2-Sink Dishwashing Method** diagram to gain familiarity with the authentic document.
- Complete a t-chart to compare different sanitizing methods [chemical name (if necessary), concentration of solution, soaking time, water temperature].
- Create a Venn diagram to compare and contrast between the two sanitizing methods.

**Example 1:** Highlight key words in the **3-Sink and 2-Sink Dishwashing Method** diagram (chemical name, concentration of solution, soaking time, water temperature) to gain familiarity with the authentic document.

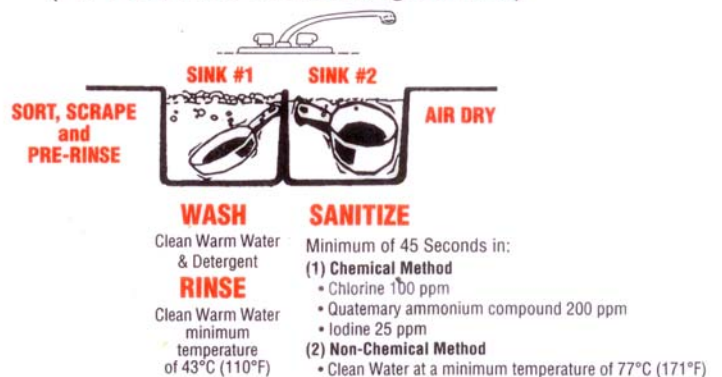
## 3-SINK DISHWASHING METHOD

(For Multi-Service Articles)



## 2-SINK DISHWASHING METHOD

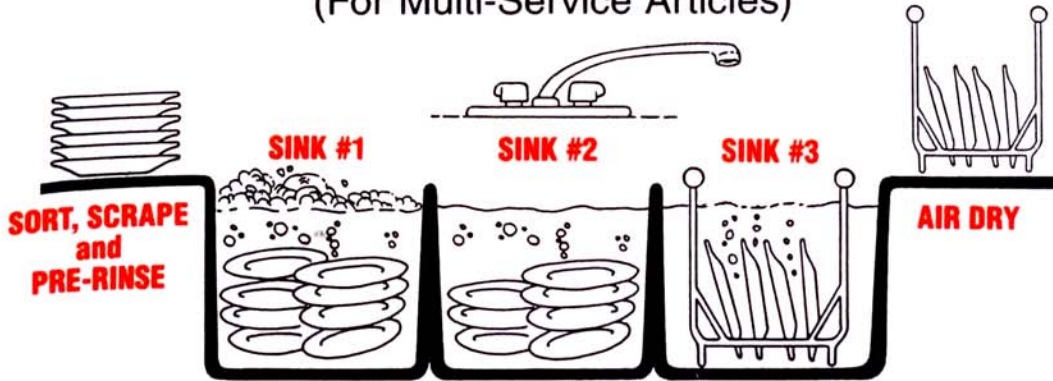
(For Pots, Pans and Cooking Utensils)



Answer Key:

# 3-SINK DISHWASHING METHOD

(For Multi-Service Articles)



## WASH

Clean Warm Water and Detergent

## RINSE

Clean Warm Water minimum temperature of 43°C (110°F)

## SANITIZE

Minimum of 45 Seconds in:

### (1) Chemical Method

- Chlorine 100 ppm
- Quaternary ammonium compound 200 ppm
- Iodine 25 ppm

### (2) Non-Chemical Method

- Clean Water at a minimum temperature of 77°C (171°F)

# 2-SINK DISHWASHING METHOD

(For Pots, Pans and Cooking Utensils)



## WASH

Clean Warm Water & Detergent

## RINSE

Clean Warm Water minimum temperature of 43°C (110°F)

## SANITIZE

Minimum of 45 Seconds in:

### (1) Chemical Method

- Chlorine 100 ppm
- Quaternary ammonium compound 200 ppm
- Iodine 25 ppm

### (2) Non-Chemical Method

- Clean Water at a minimum temperature of 77°C (171°F)

# Dishwasher

## TIP

- Students will benefit from having their own copies of the 3-Sink and 2-Sink Dishwashing Method diagram that is most commonly used in your city, town, county
- As students are highlighting the SANITIZING rules for both 3-SINK and 2-SINK systems, encourage them to note that the rules are the same in both situations.

**Example 2:** Complete a t-chart to compare different sanitizing methods [chemical name (if necessary), concentration of solution, soaking time, water temperature].

	Chemical Method			Non-Chemical Method
Name of chemical				
Concentration of chemical				
Soaking time				
Soaking temperature				

# Dishwasher

## Answer Key:

	Chemical Method			Non-Chemical Method
Name of chemical	Chlorine	Quaternary ammonium	Iodine	N/A
Concentration of chemical	100 ppm	200 ppm	25 ppm	N/A
Soaking time	45 seconds	45 seconds	45 seconds	45 seconds
Soaking temperature	24°C (see TIP)			77°C (171°F)

## TIP

- The first two rows under “NON-CHEMICAL METHOD” have been shaded to remind students that these categories do not apply.
- Pre-read with students and teach that “ppm” (parts per million) indicates concentration of chemical solution.
- The **3-Sink and 2-Sink Dishwashing Method** diagram does not indicate what temperature dishes are to be sanitized using the Chemical Method. However Toronto Public Health indicates:

Sanitize minimum of 45 seconds in:

i) 100 mg/L chlorine solutions at a minimum temperature of 24°C

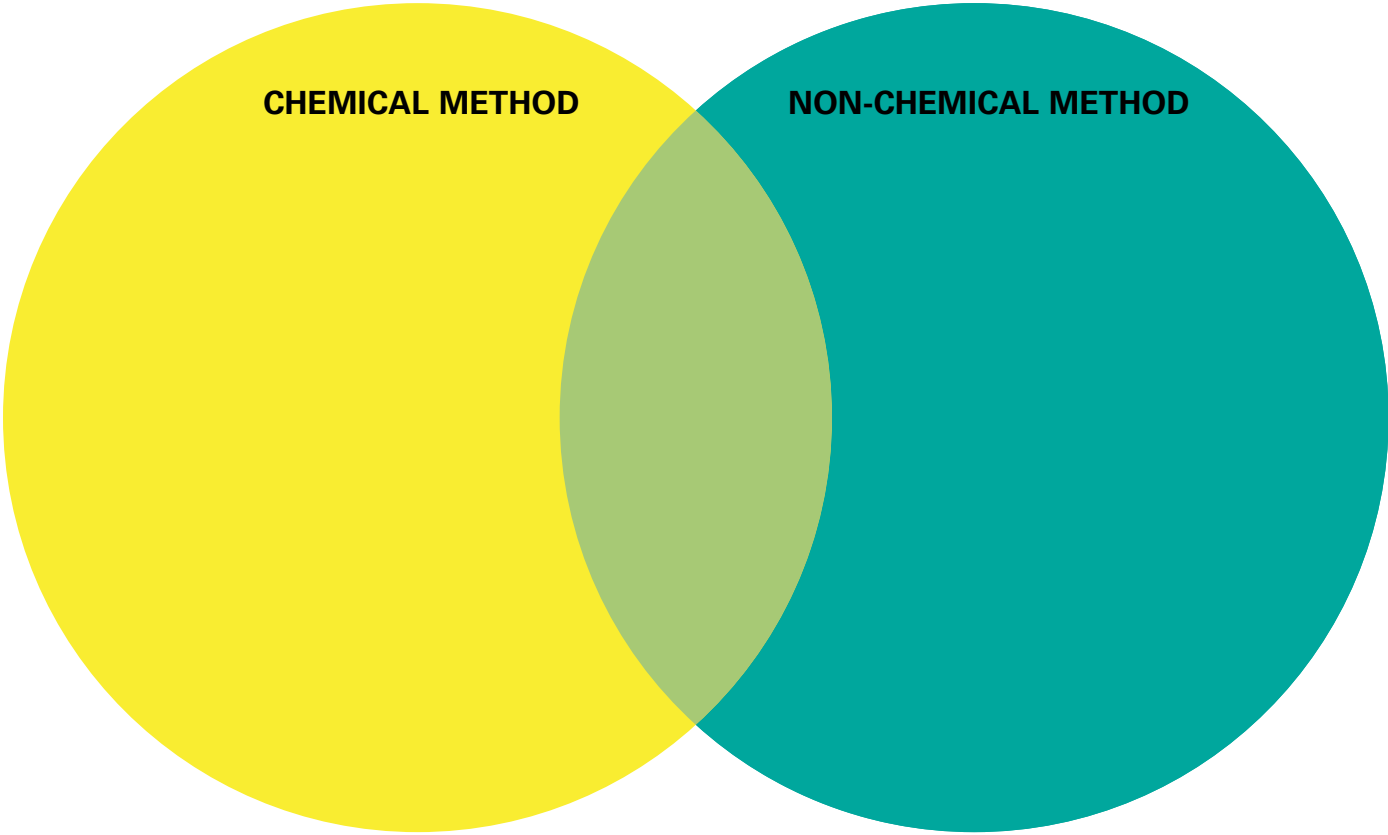
OR

ii) clean water at a minimum temperature of 77°C

(Source: Food Handler Certification Program, Toronto Public Health)

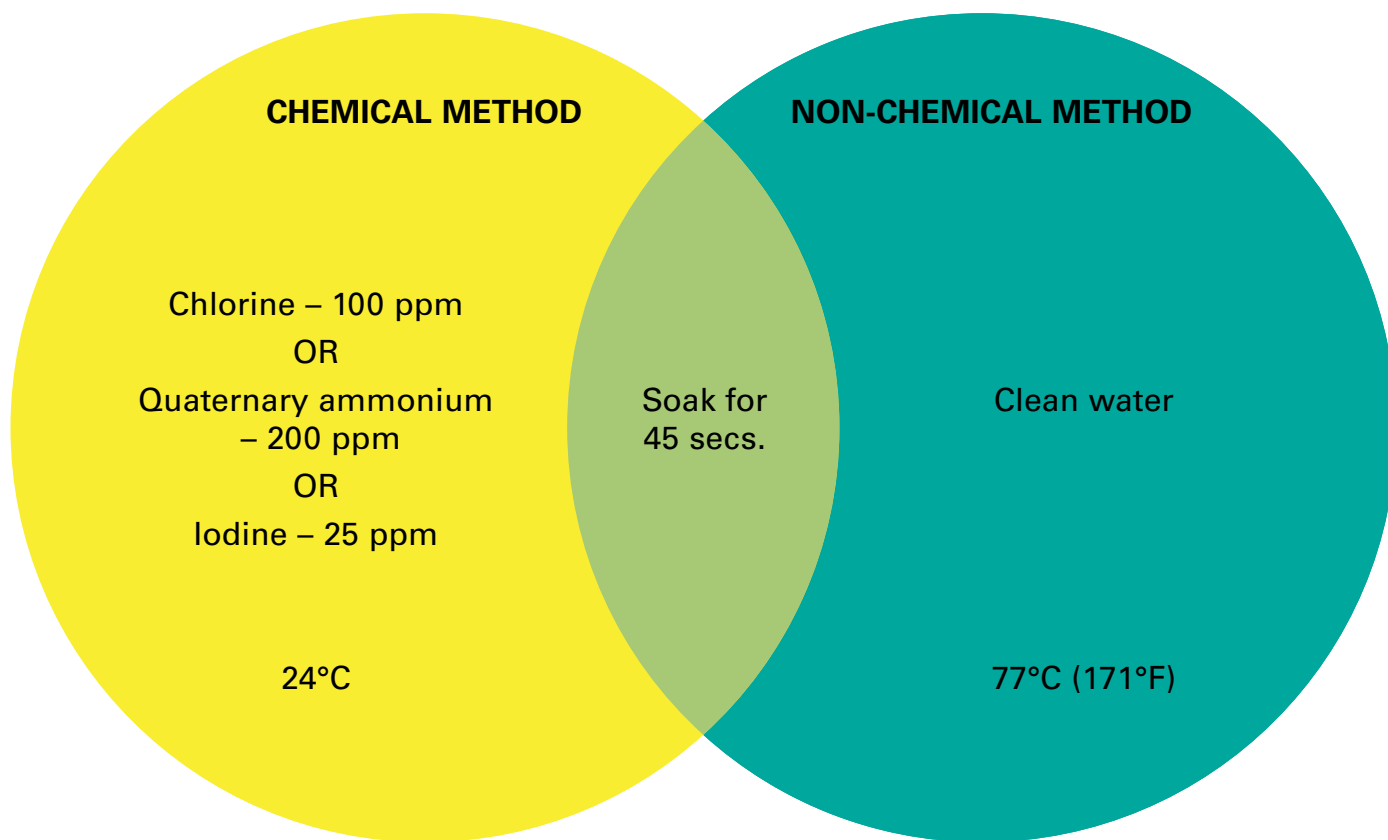
# Dishwasher

**Example 3:** Complete a Venn diagram to compare and contrast between the two sanitizing methods.



# Dishwasher

## Answer Key:



[Click here](#) to Return to Task.

# Skill-Building Activities

## Sample Skill-Building Activities for Task 4

### Teacher/Facilitator Notes

The following skill-building activity can be used to help learners work towards the demonstration of Essential Skills in Task 4. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

A sample skill-building activity leading up to the demonstration of Essential Skills in Task 4 is listed below.

### Task 4 Skill-Building Activities

- Complete a pre-set letter to practice note-writing skills.

**Example 1:** Complete a pre-set letter to practice note-writing skills.

**Part A:** Complete the following questions

1. What is your favourite 3-digit number? \_\_\_\_\_
2. What is your name? \_\_\_\_\_
3. What is the most common equipment problem in your class? \_\_\_\_\_  
(example: missing, broken, jammed, cracked, unsafe, stinky...)
4. What is the name of your teacher? \_\_\_\_\_
5. What piece of classroom equipment do you dislike? \_\_\_\_\_

**Part B:** Match up the numbered answers from Part A to complete the following message.

Dear \_\_\_\_\_,  
(4)

The \_\_\_\_\_ in Room # \_\_\_\_\_ is \_\_\_\_\_.  
(5) (1) (3)

\_\_\_\_\_  
(2)

# Dishwasher

## Possible Answer Key:

**Part A:** Complete the following questions

1. What is your favourite 3-digit number? **416**
2. What is your name? **Syed Amin**
3. What is the most common equipment problem in your class? **missing**  
(example: missing, broken, jammed, cracked, unsafe)
4. What is the name of your teacher? **Ms. John**
5. What piece of classroom equipment do you dislike? **hole-puncher**

**Part B:** Match up the numbered answers from Part A to complete the following message.

Dear **Ms. John,**  
(4)

The **hole-puncher** in Room # **416** is **missing**.  
(5)                      (1)              (3)

**Syed Amin**  
(2)

### TIP

- Have students complete Part A without looking at Part B
- Students with high decoding and comprehension skills can work in pairs with students with lower decoding and comprehension skills.
- Students may benefit from having the answers in Parts A and B colour-coded instead of numbered.

[Click here](#) to Return to Task.



# Skill-Building Activities

## Sample Skill-Building Activities for Task 5

### Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 5. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.


Sample skill-building activities leading up to the demonstration of Essential Skills in Task 5 are listed below.


### Task 5 Skill-Building Activities

- Identify important information required to make a phone call request.
- Analyze multiple dialogues to create a list of possible greetings, names, possible messages and contact information.

**Example 1:** Identify important information required to make a phone call request.

Find the following information in the message below

 Greeting

 Caller's name





 Message/concern

 Contact info

***What's up Michael? It's Marcus. The movie is showing at 7:15 and 10. What time do you want to go? Call me at home (416) 555-7842. My cell phone is dead.***

# Dishwasher

## Answer Key:

-  Greeting
-  Caller's name
-  Message/concern
-  Contact info

***What's up Michael? It's Marcus. The movie is showing at 7:15 and 10. What time do you want to go? Call me at home (416) 555-7842. My cell phone is dead.***

**Example 2:** Analyze multiple dialogues to complete a list of greetings, names, messages, and contact information.

***What's up Michael? It's Marcus. The movie is showing at 7:15 and 10. What time do you want to go? Call me at home (416) 555-7842. My cell phone is dead.***

***Hey Nicole, this is Sophia. Do you want to meet me at the bus stop at 1? The pool opens at 1:30. My brother's on the phone, so text me back at (647) 555-0406.***

***Hi Keighen, it's Danny. Do you know if there's floor hockey tomorrow night? I tried to call Mr. Jones, but no one picked up. Call me back. It's (416) 555-6765.***

Greeting	Your Name	Message/Concern	Contact Info

# Dishwasher

## Answer Key:

**What's up Michael?** **It's Marcus.** **The movie is showing at 7:15 and 10.** **What time do you want to go?** **Call me at home (416) 555-7842.** **My cell phone is dead.**

**Hey Nicole, this is Sophia.** **Do you want to meet me at the bus stop at 1?** **The pool opens at 1:30.** **My brother's on the phone, so text me back at (647) 555-0406.**

**Hi Keighen, it's Danny.** **Do you know if there's floor hockey tomorrow night?** **I tried to call Mr. Jones, but no one picked up.** **Call me back. It's (416) 555-6765.**

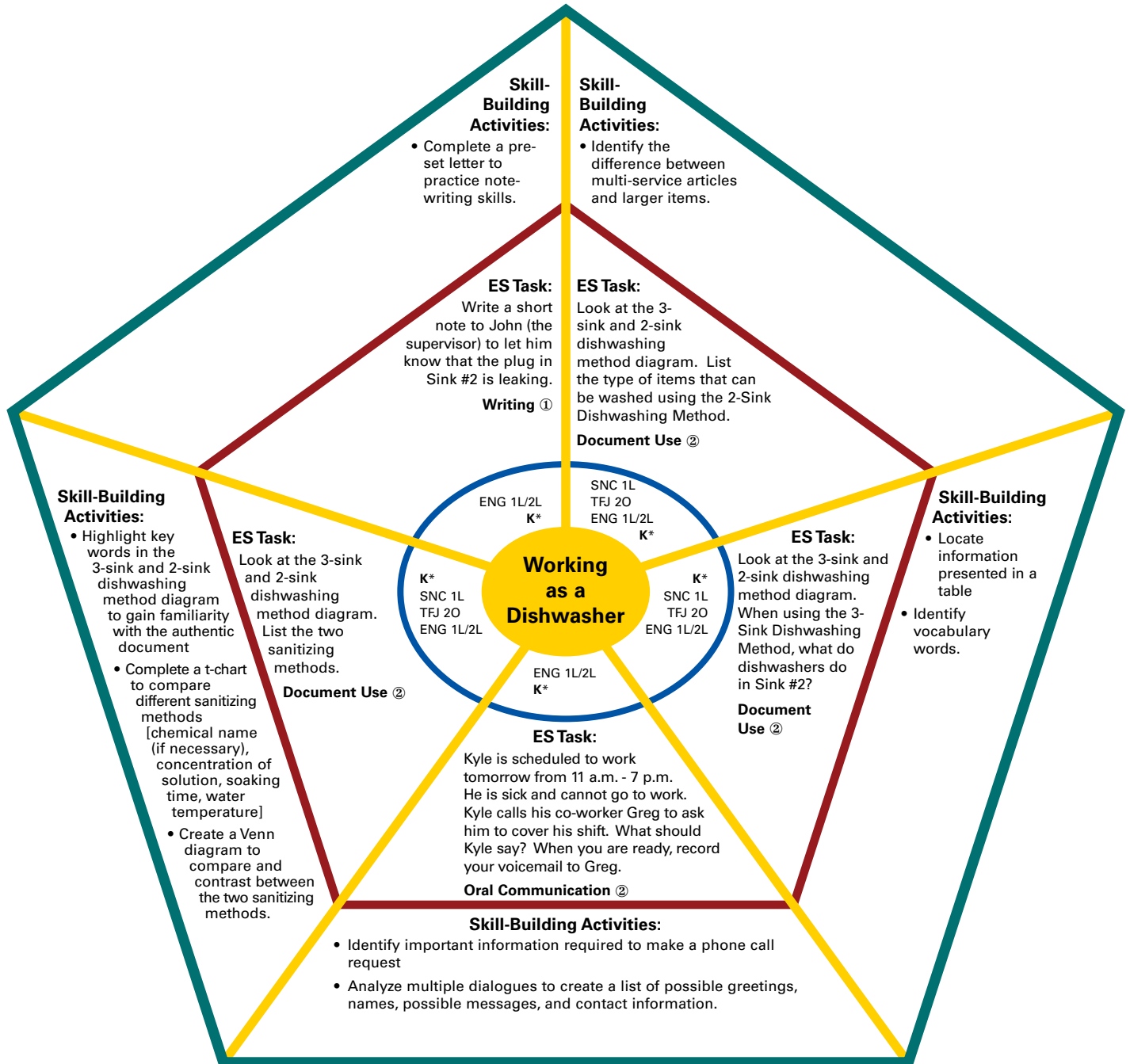
Greeting	Your Name	Message/Concern	Contact Info
What's up Michael?	Marcus	The movie is showing at 7:15 and 10. What time do you want to go?	(416) 555-7842
Hey Nicole	Sophia	Do you want to meet me at the bus stop at 1? The pool opens at 1:30.	(647) 555-0406
Hi Keighen	Danny	Do you know if there's floor hockey tomorrow night? I tried to call Mr. Jones, but no one picked up.	(416) 555-6765

## TIP

- Encourage students to use different coloured highlighters when analyzing the text
- Students can add to a word wall of work-appropriate, school-appropriate, and peer-appropriate "Greetings"

[Click here](#) to Return to Task.

# Essential Skills in Action: Working as a Dishwasher



\*K refers to non-credit courses developed by school boards.

Legend:  Skill-Building Activities  Essential Skills Task  Curriculum Code

# Ontario Curriculum – Essential Skills Linkages: Dishwasher

The course and curriculum expectations linked to each Essential Skills task are shown below. Sample skill-building activities have also been identified.

Students who meet the curriculum expectations below will also have demonstrated the Essential Skills at the level indicated. If students do not meet the curriculum expectations below, teachers can prepare students by scaffolding learning. Begin where students are: with the Skill-Building Activities or Essential Skills Tasks.

Note: Tasks 1, 2, and 3 include the following statement:  
 “Dishwashers use both 3-sink and 2-sink dishwashing methods. Look at the 3-sink and 2-sink dishwashing method diagram.”  
 Therefore, the curriculum connections for these tasks are the same.

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
English Grade 9 Locally Developed (ENG 1L)	<b>DRV1.02</b> – preview the features and organizational patterns of print and non-print text, using appropriate strategies ( <i>e.g., use <b>skimming and scanning techniques, identify signal or unfamiliar words</b></i> );	<b>Task 1</b> When using the 3-sink dishwashing method, what do dishwashers do in sink #2?  <b>Document Use ②</b>	<ul style="list-style-type: none"> <li>Locate information presented in a table</li> <li>Identify vocabulary words</li> </ul>
	<b>DRV1.03</b> – connect with the content by using appropriate strategies ( <i>e.g., look for <b>bold/highlighted words; preview a visual component of a science or math text such as a graph, table, diagram, or chart and ask questions about what may follow; use a title or headline to anticipate the content</b></i> ).	<b>Task 2</b> List the type of items that can be washed using the 2-sink dishwashing method.  <b>Document Use ②</b>	<ul style="list-style-type: none"> <li>Identify the difference between multi-service articles and larger items</li> </ul>
	<b>DRV1.04</b> – comprehend directly stated ideas by using a variety of strategies: <ul style="list-style-type: none"> <li>– follow signal words or visual cues (<i>e.g., find the pattern of thought in a media work; highlight key words in a math problem; look for bold/highlighted words</i>);</li> <li>– use context clues (<i>e.g., reread words, define words, use perspective in a media work</i>);</li> </ul>	<b>Task 3</b> List the two sanitizing methods.  <b>Document Use ②</b>	<ul style="list-style-type: none"> <li>Highlight key words in the 3-sink and 2-sink dishwashing method diagram to gain familiarity with the authentic document</li> <li>Complete a t-chart to compare different sanitizing methods (chemical name (if necessary), concentration of solution, soaking time, water temperature)</li> <li>Create a Venn diagram to compare and contrast between the two sanitizing methods.</li> </ul>

# Ontario Curriculum – Essential Skills Linkages: Dishwasher

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
English Grade 9 Locally Developed (ENG 1L)	<p><b>DRV2.02</b> – be familiar with text forms commonly used in everyday life and in the workplace (<i>e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers</i>);</p> <p><b>DRV3.02</b> – monitor their comprehension, using a variety of appropriate strategies to maintain engagement and accuracy in reading and viewing (<i>e.g., asking questions of self, interpreting important points in text, adjusting reading speed, stopping and thinking</i>);</p>		
English Grade 10 Locally Developed (ENG 2L)	<p><b>ERV1.02</b> – preview the features and organizational patterns of print and non-print texts by selecting and using appropriate strategies (<i>e.g., use skimming and scanning techniques, search for topic-specific words</i>);</p> <p><b>ERV1.03</b> – connect with the content by selecting and using appropriate strategies (<i>e.g., select and read a portion of text to identify the writer’s point of view, use visual prompts to predict the main idea, use data graphs to set a context</i>).</p>		
Science Grade 9 Locally-Developed (SNC 1L)	<p><b>CPM1.01</b> – recognize the symbols used to classify hazardous materials at home and in the workplace (HHPs, WHMIS);</p> <p><b>CPM1.02</b> – outline the hazards of common materials (<i>e.g., bleach, drain cleaner, burning plastics</i>) associated with safe and unsafe use;</p>		

# Ontario Curriculum – Essential Skills Linkages: Dishwasher

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
Science Grade 9 Locally-Developed (SNC 1L)	<p><b>BSA3.01</b> – analyse how specific equipment and safe practices are used to protect personal health and safety at home and in the workplace (<i>e.g., how protective gloves prevent absorption of harmful chemicals into the circulatory system; how controlling the growth or removing harmful microbes from food by refrigeration or cooking protects against ingestion of harmful bacteria; how a space suit/scuba gear support the respiratory system</i>);</p> <p><b>BSA3.02</b> – examine case studies of common workplace environments to develop a checklist of safety practices necessary to sustain systems and processes critical to life (<i>e.g., safety practices when spray painting, preparing food, working in an auto shop, applying pesticides, working in a mine</i>).</p>		
Hospitality and Tourism Grade 10 Open (TFJ 20)	<p><b>B1.3</b> – apply standard industry practices (<i>e.g., mise en place, three-sink method, use of equipment guards and safety features, “clean as you go” system</i>) when using tools and equipment to prepare and serve food and clean up afterwards.</p> <p><b>D1.4</b> – demonstrate appropriate and timely use of safety and sanitary practices (<i>e.g., washing hands, labelling containers, sanitizing work surfaces and utensils, storing perishable items appropriately, monitoring temperature control</i>) when handling food and beverages.</p>		

# Ontario Curriculum – Essential Skills Linkages: Dishwasher

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
English Grade 9 Locally Developed (ENG 1L)	<p><b>DRV2.02</b> – be familiar with text forms commonly used in everyday life and in the workplace (<i>e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers</i>);</p> <p><b>DWS1.06</b> – choose the level of language that suits the audience and purpose (<i>e.g., conversational tone in an anecdote, vivid words in a poem or descriptive paragraph, technical language in a science report</i>);</p> <p><b>DWS1.09</b> – ensure that the writing clearly communicates the intent of their message (<i>e.g., examine paragraphs, sentences, words, and phrases; writing is from a consistent viewpoint</i>);</p>	<p><b>Task 4</b> Write a short note to John (the supervisor) to let him know that the plug in sink #2 is leaking.</p> <p><b>Writing</b> ①</p>	<ul style="list-style-type: none"> <li>• Complete a pre-set letter to practice note writing skills.</li> </ul>
English Grade 10 Locally Developed (ENG 2L)	<p><b>EWS1.06</b> – choose the level of language to suit the audience and purpose (<i>e.g., use standard Canadian English in a résumé, use inclusive language in a magazine article</i>);</p> <p><b>EWS1.09</b> – ensure that their writing clearly communicates the intent of their message (<i>e.g., examine paragraphs, sentences, words, and phrases; writing from a consistent viewpoint</i>);</p>		



# Ontario Curriculum – Essential Skills Linkages: Dishwasher

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
English Grade 9 Locally Developed (ENG 1L)	<p><b>DLT3.01</b> – engage in daily conversations (<i>e.g., answer questions, generate ideas, relay a telephone message</i>);</p> <p><b>DLT3.02</b> – communicate orally, using appropriate vocabulary (<i>e.g., to exchange information, support opinions, solve problems, make decisions, explain procedures, give specific examples, describe an event</i>).</p>	<p><b>Task 5</b> Kyle is scheduled to work tomorrow from 11 a.m. – 7 p.m. He is sick and cannot go to work. What should Kyle say when he calls his co-worker Greg to cover his shift? When you are ready, record your voicemail to Greg.</p> <p><b>Oral Communication ①</b></p>	<ul style="list-style-type: none"> <li>• Identify important information required to make a phone call request.</li> <li>• Analyze multiple dialogues to create a list of possible greetings, names, possible messages, and contact information.</li> </ul>
English Grade 10 Locally Developed (ENG 2L)	<p><b>ELT3.01</b> – engage in daily conversations (<i>e.g., answer an employer’s request for specific information, share opinions about a school event</i>);</p> <p><b>ELT3.02</b> – communicate orally using context appropriate vocabulary (<i>e.g., exchange information, support opinions, solve problems, make decisions, explain procedures, give specific examples, describe an event, summarize details, describe a trend represented in a graph</i>);</p> <p><b>ELT3.03</b> – adapt oral communication skills to meet the demands of less familiar contexts or new situations (<i>e.g., in the role of a police officer, persuade a group of teenagers to drive responsibly; ask questions of a classroom presenter or a guest; express an opinion on a product</i>).</p>		