

CURRICULUM

FOR

INTERNATIONAL

FOODS

GRADES 11-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and
Technology Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Susan A. Martino

Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
International Foods
Grades 11-12

Date of Board Adoption:
October 28, 2020

RAHWAY PUBLIC SCHOOLS CURRICULUM

International Foods: Grades 11-12

PACING GUIDE

Unit	Title	Pacing
1	Italian Cuisine	4 weeks
2	African Cuisine	4 weeks
3	Mexican/Latin American/Spanish Cuisine	4 weeks
4	French Cuisine	4 weeks
5	Indian and Chinese Cuisine	4 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps.

<ul style="list-style-type: none"> ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<ul style="list-style-type: none"> ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.
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UNIT OVERVIEW

Content Area: Culinary Arts - International Foods

Unit Title: Italian Cuisine

Target Course/Grade Level: International Foods / 11-12

Unit Summary: This second-year course builds upon principles learned in Introduction to Culinary Arts and Cooking Techniques. Students will learn about foods from various regions around the world and each country's distinct dishes, as well as the different factors that influence the types of foods people eat. In this unit students will explore Italian cuisine. Various preparation techniques reflecting individual ethnic cooking styles will also be demonstrated as an integral part of the course. Students will study patterns of family meals, current customs and food habits, and cooking techniques and equipment unique to those countries. Students will further improve their culinary skills.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards: Career Ready Practices:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP12.** Work productively in teams while using cultural global competence.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.2.CR.1.** Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2.** List ways to give back, including making donations, volunteering, and starting a business.
- 9.3.12.AG- FD.1.** Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.
- 9.3.12.AG- FD.3.** Select and process food products for storage, distribution and consumption.
- 9.3.HT- RFB.1.** Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT- RFB.2.** Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT- RFB.3.** Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT- RFB.9.** Describe career opportunities and qualifications in the restaurant and food service industry.

- 9.3.HT- RFB.10.** Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.4.12.CT.2.** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.2.GCA.1.** Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Connections and Standards:

- NJSLS for Mathematics: Quantities N -Q.** Reason quantitatively and use units to solve problems
- NJSLS for Mathematics: The Complex Number System N -CN.** Perform arithmetic operations with complex numbers.
- CCSS.ELA-Literacy.RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- CCSS.ELA-Literacy.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.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- 6.3 Active Citizenship in the 21st Century.** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that...

- You need to have a good foundation in the “Basics” to be successful in food preparation.
- Expectations and rules are important and need to be followed.
- Every culture creates unique food preparation methods to fulfill their cultural needs or backgrounds.
- Ethnic recipes are based upon agricultural products local to the geographic region.
- Preparation of foods from around the world provides us with the opportunity to explore the evolution of cuisines based on the origins of immigrant populations.
- With different historical backgrounds, countries have developed distinctive cuisines.
- The cuisines and customs of a culture are influenced by geography, economics, foreign contacts, religious beliefs, and technology.
- Pasta and other grain products are versatile, nutritious, and flavorful additions to meals around the world.

Unit Essential Questions:

- What can we learn from each other and our varying cultural backgrounds?
- What are the preparation techniques and standards for various food items?
- Why do the preparation techniques for various ethnic foods differ from what we already know?
- What factors need to be considered when selecting ethnic recipes and preparing the food products?
- How can spices and herbs be used to make recipes healthier?
- Why do cuisines vary from country to country and region to region?
- How can you broaden your knowledge of culture through food?
- What are the staple foods used in Italy?
- What is distinctive about Italian cuisine?
- Why have grains (pasta, couscous, kasha, etc.) been a food staple around the world for thousands of years?

Knowledge and Skills:

Students will know...

- The difference between a spice and an herb.
- Definition of a spice blend and a rub.
- Uses of spices and herbs in flavoring world cuisines.
- Correct method to select, use, and store herbs for maximum potency.
- The typical food customs of Italy.
- Key holidays, festival celebrations, and traditional foods served in Italy.
- How culture and traditions shape diverse meal patterns in Italy.
- The different types of cookware necessary to produce a wide variety of dishes.
- The type of grain products that are used in Italy.
- Various preparation techniques to use with a variety of pasta and grain product recipes.
- The country of origin for various forms of pasta and grains.

Students will be able to...

- Compare and contrast spices and herbs.
- Create foods that use specific herbs and spices that are cultural representations of Italy.
- Identify the origin of specific foods based on the herbs and spices with which they are flavored.
- Maintain the potency of herbs and spices through the use of proper storage methods.
- Prepare appropriate foods that are native to Italy.
- Demonstrate the proper use of specialty equipment and utensils.
- Recognize a variety of pasta and grain products.
- Prepare a variety of dishes that include a pasta or grain product as the main ingredient.
- Correlate the grain and pasta products to their country of origin.
- Develop their skills in reading and understanding recipes.
- Utilize proper measurement techniques for liquid and dry ingredients.
- Identify the basic food terminology and vocabulary associated with Italy
- Develop a working knowledge of the use and care of traditional and specialized ethnic cooking utensils and equipment.
- Develop skills in a variety of food preparation techniques unique to those areas studied.
- Develop a working knowledge of menu planning principles in relation to nutritional, budgetary, and cultural considerations.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Formative:**
 - Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs
 - Diagnostic evaluation that determines the student’s level of proficiency which occurs in the beginning of the term
 - Student Work Samples (from labs)
 - Quizzes
- **Summative/Benchmark:**
 - Objective question quizzes and tests
 - Short Answer quizzes and tests
 - Projects (Final Products)
 - Culinary Cook Off (Final Exam)
- **Alternative Assessments:**
 - Performance-Based Assessments
 - Rubrics
 - Portfolio
 - Notebook
 - Modified reading, writing, and speaking assignments that align to student strengths, needs, IEPs, and/or 504 Plans

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will learn through verbal instruction, watching videos, watching demonstrations, reading and highlighting written handouts, teacher modeling, individual one-on-one coaching as needed, and group work, working together as a team to produce a desired result. Individual Education Plans (IEP) will be followed per student needs as follows:
 - Reread and repeat directions as noted in 504 or IEP
 - Clarification of directions as noted in 504 or IEP
 - Extended time on tests and written work as requested by the student and as noted in 504 or IEP
 - Take exams in small groups as noted in 504 or IEP

- Modify exams based on individual needs noted in 504 or IEP
- Address individual needs as noted in 504 or IEP
- Preferential seating
- Spelling should not detract from grade on in-class assignments, tests, and quizzes
- Allow extra time for the student to process information before requiring a response
- Provide frequent checks for understanding
- Provide example problems as a guide
- Provide frequent checks on the organization of notebook and classroom materials

RESOURCES

Teacher Resources:

- YouTube Instructional Videos/Online Resources
- Cookbooks/Recipes
- Guest Speakers
- Field Trips
- Supplemental Workbook International Foods – A Global Taste of the World’s Foods (lesson planning)

Equipment Needed:

- Computer with high speed internet, Smart Board, Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils and tools

UNIT OVERVIEW

Content Area: Culinary Arts - International Foods

Unit Title: African Cuisine

Target Course/Grade Level: International Foods / 11-12

Unit Summary: This second-year course builds upon principles learned in Introduction to Culinary Arts and Cooking Techniques. Students will learn about foods from various regions around the world and each country's distinct dishes, as well as the different factors that influence the types of foods people eat. In this unit students will explore African cuisine. Various preparation techniques reflecting individual ethnic cooking styles will also be demonstrated as an integral part of the course. Students will study patterns of family meals, current customs and food habits, and cooking techniques and equipment unique to those countries. Students will further improve their culinary skills.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

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- CRP12.** Work productively in teams while using cultural global competence.

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- 9.3.HT- RFB.9.** Describe career opportunities and qualifications in the restaurant and food service industry.

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NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that...

- You need to have a good foundation in the “Basics” to be successful in food preparation.
- Expectations and rules are important and need to be followed.
- Every culture creates unique food preparation methods to fulfill their cultural needs or backgrounds.
- Ethnic recipes are based upon agricultural products local to the geographic region.
- Preparation of foods from around the world provides us with the opportunity to explore the evolution of cuisines based on the origins of immigrant populations.
- With different historical backgrounds, countries have developed distinctive cuisines.
- The cuisines and customs of a culture are influenced by geography, economics, foreign contacts, religious beliefs, and technology.
- Pasta and other grain products are versatile, nutritious, and flavorful additions to meals around the world.

Unit Essential Questions:

- What can we learn from each other and our varying cultural backgrounds?
- What are the preparation techniques and standards for various food items?
- Why do the preparation techniques for various ethnic foods differ from what we already know?
- What factors need to be considered when selecting ethnic recipes and preparing the food products?
- How can spices and herbs be used to make recipes healthier?
- Why do cuisines vary from country to country and region to region?
- How can you broaden your knowledge of culture through food?
- What are the staple foods used in African cuisine?
- What is distinctive about African cuisine?
- Why have grains (pasta, couscous, kasha, etc.) been a food staple around the world for thousands of years?

Knowledge and Skills:

Students will know...

- Uses of spices and herbs in flavoring world cuisines.
- Correct method to select, use, and store herbs for maximum potency.
- The typical food customs of Africa.
- Key holidays, festival celebrations, and traditional foods served in Africa.
- How culture and traditions shape diverse meal patterns in African cuisine.
- The different types of cookware necessary to produce a wide variety of different dishes.
- Various preparation techniques to use with a variety of pasta and grain product recipes.
- The country of origin for various forms of pasta and grains.

Students will be able to...

- Compare and contrast spices and herbs.
- Create foods that use specific herbs and spices that are cultural representations of African cuisine.
- Identify the origin of specific foods based on the herbs and spices with which they are flavored.
- Maintain the potency of herbs and spices through the use of proper storage methods.
- Prepare appropriate foods that are native to different countries in Africa.
- Demonstrate the proper use of specialty equipment and utensils.
- Develop their skills in reading and understanding recipes.
- Utilize proper measurement techniques for liquid and dry ingredients.
- Identify the basic food terminology and vocabulary associated with African cuisine.
- Develop a working knowledge of the use and care of traditional and specialized ethnic cooking utensils and equipment.
- Develop skills in a variety of food preparation techniques unique to those areas studied.
- Develop a working knowledge of menu planning principles in relation to nutritional, budgetary, and cultural considerations.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Formative:**
 - Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs
 - Diagnostic evaluation that determines the student’s level of proficiency which occurs in the beginning of the term
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- **Alternative Assessments:**
 - Performance-Based Assessments
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 - Notebook
 - Modified reading, writing, and speaking assignments that align to student strengths, needs, IEPs, and/or 504 Plans

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will learn through verbal instruction, watching videos, watching demonstrations, reading and highlighting written handouts, teacher modeling, individual one-on-one coaching as needed, and group work, working together as a team to produce a desired result. Individual Education Plans (IEP) will be followed per student needs as follows:
 - Reword and repeat directions as noted in 504 or IEP
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RESOURCES

Teacher Resources:

- YouTube Instructional Videos/Online Resources
- Cookbooks/Recipes
- Guest Speakers
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- Supplemental Workbook International Foods – A Global Taste of the World’s Foods (lesson planning)

Equipment Needed:

- Computer with high speed internet, Smart Board, Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils and tools

UNIT OVERVIEW

Content Area: Culinary Arts - International Foods

Unit Title: Mexican/Latin American/Spanish Cuisine

Target Course/Grade Level: International Foods / 11-12

Unit Summary: This second-year course builds upon principles learned in Introduction to Culinary Arts and Cooking Techniques. Students will learn about foods from various regions around the world and each country's distinct dishes, as well as the different factors that influence the types of foods people eat. In this unit students will explore Mexican, Latin American, and Spanish Cuisine. Various preparation techniques reflecting individual ethnic cooking styles will also be demonstrated as an integral part of the course. Students will study patterns of family meals, current customs and food habits, and cooking techniques and equipment unique to those countries. Students will further improve their culinary skills.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards: Career Ready Practices:

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- 9.1.2.CR.2.** List ways to give back, including making donations, volunteering, and starting a business.
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Unit Understandings:

Students will understand that...

- You need to have a good foundation in the “Basics” to be successful in food preparation.
- Expectations and rules are important and need to be followed.
- Every culture creates unique food preparation methods to fulfill their cultural needs or backgrounds.
- Ethnic recipes are based upon agricultural products local to the geographic region.
- Preparation of foods from around the world provides us with the opportunity to explore the evolution of cuisines based on the origins of immigrant populations.
- With different historical backgrounds, countries have developed distinctive cuisines.
- The cuisines and customs of a culture are influenced by geography, economics, foreign contacts, religious beliefs, and technology.
- Pasta and other grain products are versatile, nutritious, and flavorful additions to meals around the world.

Unit Essential Questions:

- What can we learn from each other and our varying cultural backgrounds?
- What are the preparation techniques and standards for various food items?
- Why do the preparation techniques for various ethnic foods differ from what we already know?
- What factors need to be considered when selecting ethnic recipes and preparing the food products?
- How can spices and herbs be used to make recipes healthier?
- Why do cuisines vary from country to country and region to region?
- How can you broaden your knowledge of culture through food?
- What are the staple foods used in Mexican/Latin American/Spanish Cuisine?
- What is distinctive about Mexican/Latin American/Spanish Cuisine?
- Why have grains (pasta, couscous, kasha, etc.) been a food staple around the world for thousands of years?

Knowledge and Skills:

Students will know...

- The traditional spices and herbs used in Mexican/Latin American/Spanish Cuisine.
- The typical food customs of Mexico/Latin America/Spanish countries.
- Key holidays, festival celebrations, and traditional foods served in Mexican/Latin American/Spanish Cuisine.
- How culture and traditions shape diverse meal patterns in Mexican/Latin American/Spanish Cuisine.
- The different types of cookware necessary to produce a wide variety of different dishes.
- The type of grain products that are used in Mexican/Latin American/Spanish Cuisine.
- Various preparation techniques to use with a variety of pasta and grain product recipes.
- The country of origin for various forms of pasta and grains.

Students will be able to...

- Compare and contrast the differences between spices and herbs.
- Create foods that use specific herbs and spices that are cultural representations of Mexican/Latin American/Spanish Cuisine.
- Identify the origin of specific foods based on the herbs and spices with which they are flavored.
- Prepare appropriate foods that are native to Mexican/Latin American/Spanish Cuisine.
- Demonstrate the proper use of specialty equipment and utensils.
- Recognize a variety of pasta and grain products.
- Prepare a variety of dishes that include a pasta or grain product as the main ingredient.
- Correlate the grain and pasta products to their country of origin.
- Develop their skills in reading and understanding recipes.
- Utilize proper measurement techniques for liquid and dry ingredients.
- Identify the basic food terminology and vocabulary associated with Mexican/Latin American/Spanish Cuisine.
- Develop a working knowledge of the use and care of traditional and specialized ethnic cooking utensils and equipment.
- Develop skills in a variety of food preparation techniques unique to those areas studied.
- Develop a working knowledge of menu planning principles in relation to nutritional, budgetary, and cultural considerations.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Formative:**
 - Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs
 - Diagnostic evaluation that determines the student’s level of proficiency which occurs in the beginning of the term
 - Student Work Samples (from labs)
 - Quizzes
- **Summative/Benchmark:**
 - Objective question quizzes and tests
 - Short Answer quizzes and tests
 - Projects (Final Products)
 - Culinary Cook Off (Final Exam)
- **Alternative Assessments:**
 - Performance-Based Assessments
 - Rubrics
 - Portfolio
 - Notebook
 - Modified reading, writing, and speaking assignments that align to student strengths, needs, IEPs, and/or 504 Plans

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will learn through verbal instruction, watching videos, watching demonstrations, reading and highlighting written handouts, teacher modeling, individual one-on-one coaching as needed, and group work, working together as a team to produce a desired result. Individual Education Plans (IEP) will be followed per student needs as follows:
 - Reread and repeat directions as noted in 504 or IEP
 - Clarification of directions as noted in 504 or IEP
 - Extended time on tests and written work as requested by the student and as noted in 504 or IEP
 - Take exams in small groups as noted in 504 or IEP

- Modify exams based on individual needs noted in 504 or IEP
- Address individual needs as noted in 504 or IEP
- Preferential seating
- Spelling should not detract from grade on in-class assignments, tests, and quizzes
- Allow extra time for the student to process information before requiring a response
- Provide frequent checks for understanding
- Provide example problems as a guide
- Provide frequent checks on the organization of notebook and classroom materials

RESOURCES

Teacher Resources:

- YouTube Instructional Videos/Online Resources
- Cookbooks/Recipes
- Guest Speakers
- Field Trips
- Supplemental Workbook International Foods – A Global Taste of the World’s Foods (lesson planning)

Equipment Needed:

- Computer with high speed internet, Smart Board, Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils and tools

UNIT OVERVIEW

Content Area: Culinary Arts - International Foods

Unit Title: French Cuisine

Target Course/Grade Level: International Foods / 11-12

Unit Summary: This second-year course builds upon principles learned in Introduction to Culinary Arts and Cooking Techniques. Students will learn about foods from various regions around the world and each country's distinct dishes, as well as the different factors that influence the types of foods people eat. In this unit students will explore French cuisine. Various preparation techniques will be demonstrated. Students will study patterns of family meals, current customs and food habits, and cooking techniques and equipment unique to those countries. Students will further improve their culinary skills.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards: Career Ready Practices:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP12.** Work productively in teams while using cultural global competence.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.2.CR.1.** Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2.** List ways to give back, including making donations, volunteering, and starting a business.
- 9.3.12.AG- FD.1.** Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.
- 9.3.12.AG- FD.3.** Select and process food products for storage, distribution and consumption.
- 9.3.HT- RFB.1.** Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT- RFB.2.** Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT- RFB.3.** Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT- RFB.9.** Describe career opportunities and qualifications in the restaurant and food service industry.

- 9.3.HT- RFB.10.** Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.4.12.CT.2.** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.2.GCA.1.** Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Connections and Standards:

- NJSLS for Mathematics: Quantities N -Q.** Reason quantitatively and use units to solve problems
- NJSLS for Mathematics: The Complex Number System N -CN.** Perform arithmetic operations with complex numbers.
- CCSS.ELA-Literacy.RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- CCSS.ELA-Literacy.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.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- 6.3 Active Citizenship in the 21st Century.** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that...

- You need to have a good foundation in the “Basics” to be successful in food preparation.
- Expectations and rules are important and need to be followed.
- Every culture creates unique food preparation methods to fulfill their cultural needs or backgrounds.
- Ethnic recipes are based upon agricultural products local to the geographic region.
- Preparation of foods from around the world provides us with the opportunity to explore the evolution of cuisines based on the origins of immigrant populations.
- With different historical backgrounds, countries have developed distinctive cuisines.
- The cuisines and customs of a culture are influenced by geography, economics, foreign contacts, religious beliefs, and technology.

Unit Essential Questions:

- What can we learn from each other and our varying cultural backgrounds?

- What are the preparation techniques and standards for various food items?
- Why do the preparation techniques for various ethnic foods differ from what we already know?
- What factors need to be considered when selecting ethnic recipes and preparing the food products?
- How can spices and herbs be used to make recipes healthier?
- Why do cuisines vary from country to country and region to region?
- How can you broaden your knowledge of culture through food?
- What are the staple foods used in France?
- What is distinctive about French cuisine?
- Why has French baking influenced other countries?

Knowledge and Skills:

Students will know...

- The difference between a spice and an herb.
- Definition of a spice blend and a rub.
- Uses of spices and herbs in flavoring world cuisines.
- Correct method to select, use, and store herbs for maximum potency.
- The typical food customs of France.
- Key holidays, festival celebrations, and traditional foods served in France.
- How culture and traditions shape diverse meal patterns in France.
- The different types of cookware necessary to produce a wide variety of different dishes.
- The type of desserts that are famous in France.
- Various preparation techniques for different desserts.

Students will be able to...

- Compare and contrast the differences between spices and herbs.
- Create foods that use specific herbs and spices that are cultural representations of France.
- Identify the origin of specific foods based on the herbs and spices with which they are flavored.
- Maintain the potency of herbs and spices through the use of proper storage methods.
- Prepare appropriate foods that are native to France.
- Demonstrate the proper use of specialty equipment and utensils.
- Develop their skills in reading and understanding recipes.
- Utilize proper measurement techniques for liquid and dry ingredients.
- Identify the basic food terminology and vocabulary associated with France.
- Develop a working knowledge of the use and care of traditional and specialized ethnic cooking utensils and equipment.
- Develop skills in a variety of food preparation techniques unique to those areas studied.
- Develop a working knowledge of menu planning principles in relation to nutritional, budgetary, and cultural considerations.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Formative:**

- Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs
- Diagnostic evaluation that determines the student’s level of proficiency which occurs in the beginning of the term
- Student Work Samples (from labs)
- Quizzes

- **Summative/Benchmark:**

- Objective question quizzes and tests
- Short Answer quizzes and tests
- Projects (Final Products)
- Culinary Cook Off (Final Exam)

- **Alternative Assessments:**

- Performance-Based Assessments
- Rubrics
- Portfolio
- Notebook
- Modified reading, writing, and speaking assignments that align to student strengths, needs, IEPs, and/or 504 Plans

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will learn through verbal instruction, watching videos, watching demonstrations, reading and highlighting written handouts, teacher modeling, individual one-on-one coaching as needed, and group work, working together as a team to produce a desired result. Individual Education Plans (IEP) will be followed per student needs as follows:
 - Reword and repeat directions as noted in 504 or IEP
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 - Preferential seating
 - Spelling should not detract from grade on in-class assignments, tests, and quizzes
 - Allow extra time for the student to process information before requiring a response
 - Provide frequent checks for understanding
 - Provide example problems as a guide
 - Provide frequent checks on the organization of notebook and classroom materials

RESOURCES

Teacher Resources:

- YouTube Instructional Videos/Online Resources
- Cookbooks/Recipes
- Guest Speakers
- Field Trips
- Supplemental Workbook International Foods – A Global Taste of the World’s Foods (lesson planning)

Equipment Needed:

- Computer with high speed internet, Smart Board, Electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart, various kitchen utensils and tools

UNIT OVERVIEW

Content Area: Culinary Arts - International Foods

Unit Title: Indian and Chinese Cuisine

Target Course/Grade Level: International Foods / 11-12

Unit Summary: This second-year course builds upon principles learned in Introduction to Culinary Arts and Cooking Techniques. Students will learn about foods from various regions around the world and each country's distinct dishes, as well as the different factors that influence the types of foods people eat. In this unit students will explore Indian and Chinese Cuisine. Various preparation techniques reflecting individual ethnic cooking styles will also be demonstrated as an integral part of the course. Students will study patterns of family meals, current customs and food habits, and cooking techniques and equipment unique to those countries. Students will further improve their culinary skills.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards: Career Ready Practices:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
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- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
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- CRP10.** Plan education and career paths aligned to personal goals.
- CRP12.** Work productively in teams while using cultural global competence.

Career Readiness, Life Literacies, and Key Skills:

- 9.1.2.CR.1.** Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2.** List ways to give back, including making donations, volunteering, and starting a business.
- 9.3.12.AG- FD.1.** Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.
- 9.3.12.AG- FD.3.** Select and process food products for storage, distribution and consumption.
- 9.3.HT- RFB.1.** Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT- RFB.2.** Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT- RFB.3.** Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT- RFB.9.** Describe career opportunities and qualifications in the restaurant and food service industry.

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Unit Understandings:

Students will understand that...

- You need to have a good foundation in the “Basics” to be successful in food preparation.
- Expectations and rules are important and need to be followed.
- Every culture creates unique food preparation methods to fulfill their cultural needs or backgrounds.
- Ethnic recipes are based upon agricultural products local to the geographic region.
- Preparation of foods from around the world provides us with the opportunity to explore the evolution of cuisines based on the origins of immigrant populations.
- With different historical backgrounds, countries have developed distinctive cuisines.
- The cuisines and customs of a culture are influenced by geography, economics, foreign contacts, religious beliefs, and technology.
- Pasta and other grain products are versatile, nutritious, and flavorful additions to meals around the world.

Unit Essential Questions:

- What can we learn from each other and our varying cultural backgrounds?
- What are the preparation techniques and standards for various food items?
- Why do the preparation techniques for various ethnic foods differ from what we already know?
- What factors need to be considered when selecting ethnic recipes and preparing the food products?
- How can spices and herbs be used to make recipes healthier?
- Why do cuisines vary from country to country and region to region?
- How can you broaden your knowledge of culture through food?
- What are the staple foods used in India and China?
- What is distinctive about Indian and Chinese Cuisine?
- Why have grains (pasta, couscous, kasha, etc.) been a food staple around the world for thousands of years?

Knowledge and Skills:

Students will know...

- The difference between a spice and an herb.
- Definition of a spice blend and a rub.
- Uses of spices and herbs in flavoring world cuisines.
- Correct method to select, use, and store herbs for maximum potency.
- The typical food customs in India and China.
- Key holidays, festival celebrations, and traditional foods served in India and China.
- How culture and traditions shape diverse meal patterns in India and China.
- The different types of cookware necessary to produce a wide variety of different dishes.
- The type of grain products that are used in India and China.
- Various preparation techniques to use with a variety of pasta and grain product recipes.
- The use of vegetables in Indian and Chinese Cuisine.

Students will be able to...

- Compare and contrast the differences between spices and herbs.
- Create foods that use specific herbs and spices that are cultural representations of India and China.
- Identify the origin of specific foods based on the herbs and spices with which they are flavored.
- Maintain the potency of herbs and spices through the use of proper storage methods.
- Prepare appropriate foods that are native to India and China.
- Demonstrate the proper use of specialty equipment and utensils.
- Recognize a variety of vegetables and herbs.
- Prepare a variety of dishes that include vegetables as the main ingredient.
- Develop their skills in reading and understanding recipes.
- Utilize proper measurement techniques for liquid and dry ingredients.
- Identify the basic food terminology and vocabulary associated with India and China.
- Develop a working knowledge of the use and care of traditional and specialized ethnic cooking utensils and equipment.
- Develop skills in a variety of food preparation techniques unique to those areas studied.
- Develop a working knowledge of menu planning principles in relation to nutritional, budgetary, and cultural considerations.

EVIDENCE OF LEARNING

Assessment:

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