



West Windsor-Plainsboro Regional School District
International Foods Grades 10-12

Unit 1 - Introduction

Content Area: Family and Consumer Science

Course & Grade Level: International Foods, Grades 10-12

Summary and Rationale

International Foods is designed for the student who wishes to prepare a variety of foods originating from all over the world. Various regions of the world will be covered including Asia, Latin America, Europe, the Mediterranean, and the Mid-East among others. 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. Units are intermingled and are continued throughout the year with an emphasis on an appreciation of our culturally diverse heritage.

Recommended Pacing

4 days

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR Career Education and Consumer, Family, and Life Skills

9.2.12 A. Critical Thinking

1. Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations
2. Describe and apply constructive responses to criticism.

9.2.12 C. Interpersonal Communication

1. Model interpersonal and effective conflict resolution skills.
2. Communicate effectively in a variety of settings with a diverse group of people.

2014 New Jersey Core Curriculum Content Standards - Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Interdisciplinary Connections

Health and PE

2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

21st Century Life and Careers

9.3.12.M5.4 Coordinate work TEAMS when producing products to enhance production process and performance.

Career Development

2.A.12.CA1.CA1.4 Learn how to interact and work cooperatively in TEAMS

2.A.12.CA2.CA2.1 Acquire employability skills such as working on a TEAM, problem-solving and organizational skills

2.C.12.CC2.CC2.3 Learn to work cooperatively with others as a TEAM member

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Instructional Focus

Unit Enduring Understandings:

- We need and can learn a great deal from each other if we take the time to listen and work together respectfully and cooperatively.
- The preparation of food involves the real life application of skills learned in math, science and social studies classrooms.
- Expectations and rules are important and need to be followed.

Unit Essential Questions:

- What can we learn from each other and our varying cultural backgrounds?
- How are other disciplines connected to the study of World Cuisine?
- How can we contribute to the organization and successful function of the foods room?

Skills and objectives:

- Students will be able to:
 - Follow class expectations/rules.
 - Explore implications and consequences of behavior.
 - Maintain an organized notebook.
 - Assimilate and access the application of interdisciplinary skills as they relate to the World Cuisine classroom.
- Students will know:
 - Course content and grading system.
 - Class expectations.
 - Homework requirements and procedures.
 - Course and teacher expectations.
 - Connection of foods and cooking to other interdisciplinary areas.

Content - Unit of Study

- Course Outline
- Expectations
- Grading
- Organization of Class Materials
- Team Work
- Organization of Kitchens

Supplemental Unit Resources

- Various teacher generated Handouts
 - Course Syllabus
 - Classroom procedures and grading
 - Ice breaker activity

Unit 2 -Safety, Sanitation and Lab Procedures

Content Area: Family and Consumer Science

Course & Grade Level: International Foods, Grades 10-12

Summary and Rationale

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Students will learn to appreciate the importance of proper food handling and the prevention of food borne illness in a professional industry grade setting. The students will draw upon the knowledge acquired in their previous coursework – Exploring Foods/Culinary Arts. This unit serves as a review of the industry health and safety specifications through hands-on demonstrations of learning utilizing a variety of industry related equipment and safety procedures and processes. Students will complete a safety test as part of the unit and course requirements.

Recommended Pacing

4 days

National Standards for Family and Consumer Sciences Education

8.2 Demonstrate food safety and sanitation procedures.

8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.

8.2.5 Practice standard personal hygiene and wellness procedures.

8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.

8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.

8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.

8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools.

8.3.6 Demonstrate procedures for safe and secure storage of equipment and tools.

8.6 Demonstrate implementation of food service management and leadership functions.

8.6.2 Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.

9.2 Apply risk management procedures to food safety, food testing, and sanitation.

9.2.1 Analyze factors that contribute to food borne illness.

9.2.2 Analyze factors that contribute to food borne illness.

9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.

9.2.6 Demonstrate practices and procedures that assure personal and workplace health and hygiene.

9.5 Demonstrate use of science and technology advancements in food product development and marketing.

9.5.4 Maintain test kitchen/ laboratory and related equipment and supplies.

9.5.5 Implement procedures that affect quality product performance and sustainability.

9.5.7 Conduct testing for safety of food products, utilizing available technology.

9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.

9.6.9 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.

14.4 Evaluate factors that affect food safety from production through consumption.

14.4.1 Analyze conditions and practices that promote safe food handling.

14.4.2 Analyze safety and sanitation practices.

14.4.5 Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention.

14.4.6 Analyze current consumer information about food safety and sanitation.

2014 New Jersey Core Curriculum Content Standards - Technology

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8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Interdisciplinary Connections

HEALTH & PE

2.1.12.D.6 Demonstrate first aid procedures, including Basic Life Support & automatic external defibrillation, caring for head trauma, bone & joint emergencies, caring for cold & heat injuries, & responding to medical emergencies.

MATH

N-RN The Real Number System A. Extend the properties of exponents to rational exponents. B. Use properties of rational & irrational numbers.

N-Q Quantities A. Reason quantitatively & use units to solve problems.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Instructional Focus

Unit Enduring Understandings:

- Chefs are responsible for maintaining a germ-free environment to ensure a healthy kitchen and dining environment.
- A well-organized workspace leads to better productivity, consistent performance, and a reliable final product.
- Knowledge of efficient and accurate preparation skills will allow chefs to create a product that is appealing both visually and to the palate.

Unit Essential Questions:

- What is the importance of setting high standards for safety and cleanliness in the kitchen lab?
- In what ways can time management be improved upon when preparing a meal or recipe?
- How do preparation skills impact the quality of the end product?

Skills and objectives:

- Students will know:
 - How to properly clean workstation area.
 - The various food borne illnesses that occur in the kitchen environment, and methods of prevention to avoid contamination.
 - The correct temperatures for serving and storing food.
 - How to handle minor kitchen accidents.
 - How to set up and maintain a clean and efficient workstation to allow for a better food preparation process.
- Students will be able to:
 - Identify and employ safety and sanitary processes and food safety principals.
 - Engage in proper cleaning of the kitchen environment in order to deter cross contamination during the food preparation process.
 - Understand the proper cooking temperatures that ensure food is served in a safe manner.
 - Demonstrate responsibility for kitchen workstations by creating and maintaining a clean and efficient work area.

Content - Unit of Study

- Food contaminants

- Identification
- Prevention
- Related diseases
- Food storage
 - Temperature
 - Time
- Kitchen accidents
 - Prevention
 - Basic first aid
- Kitchen Workstations
 - Setup
 - Efficiency

Supplemental Unit Resources

- Guide to Good Food (2012)-Chapter 6
- Safety and Sanitation (Video)
- www.fightbac.org
- Kitchen Safety and Sanitation Review Packet
- Charts and Posters of Accident/Hazards, washing hands, safety rules and danger zone temperatures.

Unit 3 - Review Equivalents, Abbreviations, Measuring and Knife Skills

Content Area: Family and Consumer Science

Course & Grade Level: International Foods, Grades 10-12

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In this unit, students will review basic math calculations using numbers/fractions. Students will convert recipes to yield smaller and larger quantities based on operational needs. Students will demonstrate measuring and portioning using the appropriate smallwares. Students will also review how to select and care for knives properly. Students will understand the varying uses of knives. Students will review and demonstrate how to cut foods into a variety of classic culinary shapes.

Recommended Pacing

6 days

National Standards for Family and Consumer Sciences Education

8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

8.3.6 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

8.4.7 Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.

8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.

8.5.2 Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques

8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.

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8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Interdisciplinary Connections

Language Arts

09-10.RST.03 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.

11-12.RST.03 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

World Languages

7.1.IH.A.06 Analyze and critique readings from culturally authentic materials.

Mathematics

F.BF.01.A Determine an explicit expression, a recursive process, or STEPS for calculation from a context.

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.

CRP5. Consider the environmental, social and economic impacts of decisions.

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Instructional Focus

Unit Enduring Understandings:

- You need to have a good foundation in the “Basics” to be successful in food preparation.
- 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.

Unit Essential Questions:

- 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?

Skills and objectives:

- Students will know:
 - How to choose the correct piece of equipment to facilitate meal preparation more efficiently.
 - How to efficiently plan and use time in the kitchen and work cooperatively with others.
 - Skills that are necessary to prepare foods include math, reading, measuring, cutting, mixing, problem solving and time management.
- Students will be able to:
 - Identify and explain the uses of basic kitchen tools and equipment.
 - Describe how to organize a kitchen for efficiency.
 - Identify the parts of a recipe and read and follow directions.
 - Demonstrate proper measuring methods of dry, solid, and liquid ingredients.
 - Describe management skills for working efficiently in the kitchen.
 - Identify abbreviations and define cooking terms that can be found in recipes.
 - Work in groups effectively and respectfully.
 - Demonstrate problem solving skills as they apply to situations that arise in the foods laboratory.

Content - Unit of Study

- Equipment
 - Identification
 - Ethnic specific tools of the trade
- Measuring •
 - Review of measuring techniques and equipment
- Terminology
- Preparation Skills and procedures
- Reading and following a Recipe

Supplemental Unit Resources

- Guide to Good Food (2012), Chapters 8, 9 and 12
- Worksheets and Activity sheets for review packet
- Teacher demonstrations
- Various measuring labs

Unit 4 - Foods Around the World

Content Area: Family and Consumer Science

Course & Grade Level: International Foods, Grades 10-12

Summary and Rationale

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In this unit, students will be taken on a detailed exploration of cuisine throughout the regions of the world. Students will identify the major influences, ingredients, flavors, and cooking techniques of various countries. Students will explore various recipes of multiple regions, as well as, the culture, traditions and values behind preparation and serving. Students will also explore holidays and religious beliefs and how they play a role in each recipe and/or ingredient choice.

Recommended Pacing

96 days

National Standards for Family and Consumer Sciences Education

8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

8.5.1 Demonstrate professional skills, in safe handling of knives, tools & equipment.

8.5.2 Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming & baking using professional equipment & current technologies.

8.5.4 Apply the fundamentals of time, temperature & cooking methods to cooking, cooling, reheating & holding a variety of foods.

8.5.5 Prepare various meats, seafood & poultry using safe handling & professional preparation techniques.

8.5.6 Prepare various stocks, soups & sauces using safe handling and professional preparation techniques.

8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats & oils using safe handling & professional preparation techniques.

8.5.8 Prepare various salads, dressings, marinades & spices using safe handling & professional preparation techniques.

8.5.9 Prepare sandwiches, canapes & appetizers using safe handling & professional preparation techniques.

8.5.10 Prepare breads, baked goods & desserts using safe handling & professional preparation techniques.

8.5.11 Prepare breakfast meats, eggs, cereals & batter products using safe handling & professional preparation techniques.

8.5.12 Demonstrate professional plating and garnishing & food presentation techniques.

9.5 Demonstrate use of science and technology advancements in food product development and marketing.

9.5.3 Prepare food for presentation & assessment.

9.5.6 Conduct sensory evaluation of food products.

10.5 Demonstrate practices and skills for travel related services.

10.5.1 Investigate geography, climate, sites & time zones of various regions & countries.

10.5.3 Apply knowledge of food, beverage & etiquette of various regions & countries to decisions about hospitality, lodging, tourism & recreation.

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8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Interdisciplinary Connections

HEALTH & PE

2.2.12.A.1 Employ skills for communicating with family, peers & people from other backgrounds & cultures that may impact the health of oneself & others.

2.5.12.B.3 Analyze factors that influence intrinsic & extrinsic motivation & employ techniques to enhance individual & team effectiveness.

ENG LANG ARTS

NJSLSA.R1 Read closely to determine what the text says explicitly & to make logical inferences & relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4 Interpret words & phrases as they are used in a text, including determining technical, connotative & figurative meanings & analyze how specific word choices shape meaning or tone.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RST.9-10.3 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.

RST.9-10.4 Determine the meaning of symbols, key terms & other domain-specific words & phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts & topics.

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs & larger portions of the text contribute to the whole.

RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
 RST.11-12.4 Determine the meaning of symbols, key terms & other domain-specific words & phrases as they are used in specific scientific or technical context relevant to grades 11-12.

SCIENCE

HS-PS3-4 Plan & conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperatures are combined within a closed system results in a more uniform energy distribution among the components in the system.

SOCIAL STUDIES

6.1.12.D.14.f Determine the influence of multicultural beliefs, products and practices in shaping contemporary American culture.

6.2.12.B.1.b Determine the role of natural resources, climate & topography in European exploration, colonization & settlement patterns.

VISUAL & PERFORMING ARTS

1.1.12.D.1 Distinguish innovative applications of the elements of art & principles of design in visual artworks from diverse cultural perspectives & identify specific cross-cultural themes.

7.1.NM.A.1 Recognize familiar spoken or written words & phrases contained in culturally authentic materials using electronic information & other sources related to targeted themes.

7.1.NM.A.3 Recognize a few common gestures & cultural practices associated with the target culture(s).

Career Ready Practices

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CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
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Instructional Focus

Unit Enduring Understandings:

- The cuisines and customs of a culture are influenced by geography, economics, foreign contacts, religious beliefs and technology.
- With different historical backgrounds, countries have developed distinctive cuisines.
- Food customs continue to be handed down to new generations; however, circumstances can cause some customs to change.
- Different food customs and cuisines all around the world encourages cultural exploration and diversity.
- Understand that geographic, climatic and cultural factors influence food customs around the world.

Unit Essential Questions:

- Why do cuisines vary from country to country?
- Historically, what do you think determines the staple foods in different regions of the world?
- What effect did world exploration have on the foods people ate?
- How does communication around the world affect food customs?
- How can we broaden our global knowledge of culture through cuisine?

Skills and objectives:

- Students will know:
 - The geographical and religious make-up of each country explored and how these factors influence the cuisine.
 - The international vocabulary terms that apply to each country explored and how they relate to the preparation of the country's cuisine.
 - The natural and technological resources, which impact the food supply of the various countries and regions.
 - The cuisine of the United States of America has been heavily influenced by our ancestors from foreign countries.
 - The cuisine of the United States is truly a "melting pot" of diverse cultures and religions.
- Students will be able to:
 - Describe the climate, geography and religious views of each country explored and relate how they play a role in menu preparation.
 - Apply vocabulary terms to the preparation of culinary creations from each country explored.
 - Evaluate the different ways that geography can impact the food supply.
 - Compare and contrast the similarities and differences in American cuisine with that of the countries being explored.

Content - Unit of Study

World Cultures and Cuisine

- History of their foods
 - Cultural and religious influences
 - Exploration and importation
- Possible areas to study for each selected country
 - Climate
 - Location
 - Economy
 - Culture
 - Agricultural production
 - Outside influences
 - Regional differences
- Some regions to be explored:
 - Asia
 - Europe
 - Latin America
 - Mediterranean
 - Middle East
 - Africa
 - Australia/Oceania

Supplemental Unit Resources

- Guide to Good Food (2012) – Chapters 28-33
- Foods for Today (2010)- Chapters 46-51
- Alton Brown Videos
- Jeff Smith-Frugal Gourmet Videos

- Kraftfoods.com
- TasteofHome.com
- AllRecipes.com
- FoodNetwork.com

Unit 5 - Project: Epcot Design Project

Content Area: Family and Consumer Science

Course & Grade Level: International Foods, Grades 10-12

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In this unit, students will showcase products from a unit of study from the International Cuisine course in an Epcot design project. Components of the project will include emphasis on applying appropriate knowledge on the chosen country as a whole; not limited to cuisine, religion, traditions, holidays, landmarks and music.

Recommended Pacing

25 days

National Standards for Family and Consumer Sciences Education

1.2 Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community and workplace settings.

1.2.4 Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.

1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.

2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.

2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.

2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.

2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.

8.1 Analyze career paths within the food production and food services industries.

8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.

8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

8.4.1 Use computer based menu systems to develop and modify menus.

8.4.2 Apply menu-planning principles to develop and modify menus.

8.4.3 Analyze food, equipment, and supplies needed for menu production.

8.4.4 Develop a variety of menu layouts, themes, and design styles.

8.4.7 Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.

8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

8.5.1 Demonstrate professional skills in the safe handling of knives, tools, and equipment.

8.5.2 Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and the holding of a variety of foods.

8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.

8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.

8.5.9 Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques.

8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.

8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.

8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.

8.5.13 Integrate sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.

10.5 Demonstrate practices and skills for travel related services.

10.5.1 Investigate geography, climate, sites, time zones, and political and global influences of various regions and countries.

10.5.2 Investigate hospitality, lodging, tourism, and recreation customs of various regions and countries.

10.5.3 Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about hospitality, lodging, tourism, and recreation.

10.5.4 Research regulations and cultural expectations to determine information needed for diverse clientele for domestic and international travel.

10.6 Demonstrate management of recreation, leisure, and other programs and events.

10.6.2 Design themes, timelines, budgets, agendas, and itineraries for specific programs and events.

11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

11.7.2 Prepare sketches, elevations, perspectives, and renderings using appropriate media.

11.7.3 Prepare visual presentations including legends, keys, and schedules.

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Interdisciplinary Connections

HEALTH & PE

2.4.12.A.1 Compare & contrast how family structures, values, rituals & traditions meet basic human needs worldwide.

ENG LANG ARTS

NJSLSA.W2 Write informative/explanatory texts to examine & convey complex ideas & information clearly & accurately through the effective selection, organization & analysis of content.

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8 Gather relevant information from multiple print & digital sources, assess the credibility & accuracy of each source & integrate the information while avoiding plagiarism.

WHST.9-10.8 Gather relevant information from multiple authoritative print & digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism & following a standard format for citation.

SOCIAL STUDIES

6.2.12.A.6.a Evaluate the role of international cooperation & multinational organizations in attempting to solve global issues.

TECHNOLOGY

8.1.2.B.1 Illustrate & communicate original ideas & stories using multiple digital tools & resources.

8.1.5.B.1 Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.

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.
 CRP5. Consider the environmental, social and economic impacts of decisions.

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Instructional Focus

Unit Enduring Understandings:

- Becoming an informed & responsible “food citizen” is key in bringing about positive change in your community and the world.
- A region’s ethnic and cultural customs related to food are integral to its history.
- Geographic, climatic and cultural factors influence food customs around the world.

Unit Essential Questions:

- What is the role of an informed consumer in an ever-changing food world?
- Why do cuisines vary by region in the world?
- How can we broaden our global knowledge of culture through cuisine?

Skills and objectives:

- Students will know:
 - How climate, geography and religion influence food selection in various regions of the world.
 - Skills that are necessary to prepare foods include math, reading, measuring, cutting, mixing, problem solving and time management as related to specific world region.
 - The natural and technological resources, which impact the food supply of the various countries and regions.
- Students will be able to :
 - Describe the climate, geography and religious views of each country explored and relate how they play a role in menu preparation.
 - Evaluate the different ways that geography can impact the food supply.
 - Identify ingredients and preparation techniques associated with each region studied.
 - Recognize the impact of natural and technological resources
 - Prepare foods specific to each region’s cuisine.

Content - Unit of Study

- Students will be placed into groups and “hired” to create a new area for the Walt Disney World theme park Epcot!! After thorough research each team will accurately portray the country of their choice through a variety of family friendly activities, music and food.
- Project will include:
 - Name of the country
 - Where is it located?
 - Geography and Climate
 - How does this influence food selection?
 - Common crops?
 - Common food?
 - Recipes
 - Country demographics
 - Places to visit- landmarks
 - Music
- Project design as the country would be built at Epcot.
- Each team will consider:
 - Atmosphere: Design of the building, decor, background music.
 - Entertainment: Will there be rides? Live performances?
 - Restaurant: Must include one restaurant in each country. Develop a menu and decide how food will be served (buffet, table service, quick service).
 - An item from the menu to prepare for the class.

Supplemental Unit Resources

- EPCOT Theme Park website
- YouTube - EPCOT videos
- Guide to Good Food (2012) – Chapters 28-33
- Foods for Today (2010)- Chapters 46-51
- Alton Brown Videos