

Unit 03: Cuisines of Other Lands

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **10-12 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit, students will explore the cuisines of the world by studying the culture, geography, history and food habits of different countries. Students will understand the connection between food and cultural identity as they develop an understanding of and a deeper appreciation for diversity in our ever changing global world. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest.

Reviewed Summer 2026

Standards

National Standards for Family and Consumer Sciences Education

Standard 8.0 Food Production and Services Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production and services.

8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

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

Cross curricular connections:

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.4 Life Literacies and Key Skills by the End of Grade 12:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

2023 New Jersey Student Learning Standards for Mathematical Practice:1 Make sense of problems and

persevere in solving them.

2020 New Jersey Student Learning Standards for Comprehensive Health and Physical Education Practices: Communicating clearly and effectively (verbal and nonverbal)

2020 New Jersey Student Learning Standards for Comprehensive Health and Physical Education Practices: Making decisions

2020 New Jersey Student Learning Standards for Comprehensive Health and Physical Education Practices: Setting goals

2023 New Jersey Student Learning Standards for English Language Arts Domain Anchor Statements: System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation and spelling

2023 New Jersey Student Learning Standards for English Language Arts Domain Anchor Statements: Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts ... to comprehend more fully when reading or listening.

2020 New Jersey Student Learning Standards for Computer Science and Design Thinking Practices: Practice 2: Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

2020 New Jersey Student Learning Standards for Computer Science and Design Thinking Practices: Practice 2: Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit>

FCSE.9-12.8.2	Demonstrate food safety and sanitation procedures.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.8.2.10	Demonstrate safe and environmentally responsible waste disposal and recycling methods.

Essential Questions

- • What is cuisine?
- How are the culture, geography, history and food habits of different countries connected to one another?
- What are the meanings of menu terms found in international restaurants?

Essential Understandings

Students will understand that:

- culture, geography, history and food habits vary among countries.
- food choices reflect religion, lifestyle, economic standing, and personal taste.
- food choices vary among cultures and countries.

- food is an integral part of an individual's or group's cultural identity.
- food selections vary depending on the availability of certain foods in a country, religion of the individual, other influencing cultures of the region, the lifestyle of the individual, the economic standing of the individual, and the personal taste of the individual. In learning about other cultures, students will develop an understanding of and a deeper appreciation for diversity in our ever changing global world.
- foods are important in the celebration of daily routines and festivals.
- learning about other cultures will help to develop a deeper understanding of global diversity.

Students Will Know

- • different cultures, customs, geography, language, economics, religion, festivals, lifestyle, cuisine characteristics and typical dishes of various countries/region.
- • how to prepare and serve various dishes from countries/regions researched.

Students Will Be Skilled At

- discussing how climate, geography, religion, lifestyle, economics, and culture affect the food in the different countries researched.
- distinguishing between terms used on a restaurant menu of a different country as related to preparation and ingredients used.
- identifying and understanding foods that are common to different countries.
- preparing various dishes from the different countries researched.
- understanding the meal patterns in different countries.

Evidence/Performance Tasks

FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

Students will:

- • answer the essential question.
- • develop a PowerPoint presentation on a particular country /region.
- • investigate a country or a geographical region of the world.
- • participate in food labs representing a country/region
- • prepare and present a country/region.
- • select five recipes that are representative of the cultural diversity of their country/region.
- engage in dialogue and discussion where personal / individual cultures and food-related traditions are celebrated.

Learning Plan

- Allow opportunities for students will keep a travel journal about each country and the foods from that area.
- Assess students on: The PowerPoint presentation, recipes selected, lab work, quiz and the travel journal.
- Brainstorm foods that reflect “stuffed doughs” in various countries. Examples: ravioli, empanada, pierogie, egg roll, etc. Students choose a recipe to prepare as Lab #1
- Discuss travel experiences by classmates / show videos exposing students to international locations and cuisines.
- Discuss unique foods that students have seen or sampled.
- Divide the students into groups of two to three; each group will select a country/region to investigate. Students will investigate the selected country/region, prepare a PowerPoint presentation (a rubric will be provided) and select five recipes representative of that particular country/region. Have teams deliver their presentation followed by the lab groups preparing the recipes from the area.
- Explain the International Cuisine Travel Log: Students have the task of convincing a classmate/teacher/relative to visit a specific country/region by through a creative, informative presentation. Survey following presentation will assist in determining level of success of presentation.
- Facilitate student viewing of “World Market” videos that correspond with the countries chosen by the groups for the presentations/labs. Each team will also prepare a quiz for the class to take after each presentation.
- Prepare and support students in completing an introductory worksheet: “Food Geography.”
- Prepare Lab #1. International Stuffed Doughs
- Present and lead students in discussion based on a collection of photos showcasing foods from around the world.
- Preview the essential questions and connect to learning throughout the unit.

Materials

In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: [CORE BOOK LIST](#)

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments

- • Web sites
- • Interactive use of SmartBoard
- • Necessary kitchen equipment.
- • Necessary recipes and ingredients
- • Software programs
- • Topic related videos or DVDs
- • Virtual Field Trips

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

<https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing>