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 a variety of foods.

Standards for Mathematical Practice (2023)

MATH.K-12.1 Make sense of problems and persevere in solving them

MATH.K-12.5 Use appropriate tools strategically

Practices of English Language Arts (2023)

ELA.K-12.1 Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one’s own learning.

ELA.K-12.2 Adapting Communication: Adapting communication in response to the varying demands of

audience, task, purpose, and discipline.

Comprehensive Health and Physical Education Practices (2020)

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

Career Readiness, Life Literacies and Key Skills

9.3.IE.9-12.1 Develop and execute discipline-specific research processes appropriate to the complex prompt, question, task, or self-driven inquiry

9.4.KC.9-12.1 Work effectively in teams by adapting to roles, valuing diverse perspectives, and using strategies and tools to achieve shared goals.

ELD standards:

Standard 1: Language for Social and Instructional Purposes

English language learners communicate for social and instructional purposes within the

school setting.

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 opportunites 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