

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.

Standards

Content related standards

9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.

FCSE.9-12.9.5.3	Prepare food for presentation and assessment.
FCSE.9-12.9.3.6	Critique the selection of foods to promote a healthy lifestyle.
FCSE.9-12.8.4.2	Apply menu-planning principles to develop and modify menus.
FCSE.9-12.4.4.4	Plan safe and healthy meals and snacks that meet USDA standards.
FCSE.9-12.8.2.5	Practice standard personal hygiene and wellness procedures.
FCSE.9-12.2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
FCSE.9-12.9.4.1	Analyze nutritional needs of individuals.
FCSE.9-12.2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.
FCSE.9-12.8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.
FCSE.9-12.9.3.7	Plan menus, applying the exchange system to meet various nutrient needs.
FCSE.9-12.9.3.2	Analyze nutritional data.
FCSE.9-12.8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

Cross curricular connections:

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

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

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

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

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/1ZSDsCUamViCaBpr1IPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing>

