Unit 04: Regional Foods of the United States and Canada

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **3-4 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit, students will understand that immigrants to and those native of North America continue to contribute to the melting pot of traditions, cooking methods and diverse foods that enhance our global pallet. 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

- In which ways have immigrants to and those native of North America contributed to the melting pot of traditions, cooking methods and diverse foods that enhance our global pallet?

Essential Understandings

Students will understand that:

- as immigrants came from many parts of the globe, they added foods and cooking techniques from their homelands.
- due to a continuous influx of people from around the world, the cuisines of the United States continue to change.
- the Native Americans and the first explorers laid the foundations of cuisine in the United States and Canada.

- this blend of cultures and traditions has evolved into the cuisines found in the United States and Canada today.
- there are common foods native to the seven main regions of the United States

Students Will Know

- how climate, geography, and culture affected the development of Canadian cuisine.
- how to identify the origins of foods of the seven main regions of the United States.
- how to prepare foods that are representative of the varied regions of the United States and Canada.
- the development of food traditions in the United States and Canada.

Students Will Be Skilled At

- demonstrating their understanding of climate, geography, and culture on food.
- identifying foods that are common to the different regions of the United States.
- making foods that are unique to the different regions of the United States.

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.
- engage in peer and self -evaluation of “foodie” road trip results.
- engage with peers in preparation of foods in the lab for the “foodie” food court.
- investigate how the culture, climate and geography of the United States and Canada affected the development of their cuisines.
- participate in the "road trip" experience by responding to specific questions on the regions of the United States /Canada to summarize key information.
- participate in a "foodie” road trip: research and present information about a region in the United States/Canada

Learning Plan

- Administer pre-test: Regional Foods worksheet
- Administer Regional Cuisine Test
- Develop “foodie” road trip project by including the following/suggested project requirements: Each group will be responsible for selecting three recipes from their region (an appetizer, a main course and a

dessert). Each group will prepare a “foodie” road trip worksheet that corresponds to the information presented by each group. Each student will be given a packet of worksheets. On “foodie” road trip day each student will tour the room and complete the worksheets based on the information presented. Completed worksheets will count as quiz grades.

- Facilitate class discussion to explore the regions of the United States students have traveled, foods that are unique to these places
- Facilitate class selection of a theme, such as pizza. Have students brainstorm and research how pizza varies in the different regions of the US. Assign a lab (Lab #1) in which students find a pizza recipe to correspond to their group’s region.
- Facilitate Lab #1: Regional pizza lab in which students prepare and share pizzas with the class. Groups briefly present their pizza to the class with the characteristics that make it unique to the region.
- Lead students in completion of Review Worksheets: “Regional Specialties” and “Regional Foods Study Guide”
- Lead students in preparing series of labs consisting of preparing recipes from the regions to be presented at the “foodie” food court.
- Present Unit Introduction by showing Diners Drive-ins and Dives / “On the Hook and In the Bun.”
- Preview the essential question and connect to learning throughout the unit.
- Provide an introduction to the “foodie” road trip project: Divide the class into groups according to the number of regions in the U.S. and Canada. Each group will be responsible for investigating an assigned region. Class will be given appropriate time to investigate and organize information in manner of their choice / preference.
- Show “Anthony Bourdain Parts Unknown: New Jersey.” (season 5)
- Show students video: “10 Best Regional Foods in America” to encourage class sharing of food related experiences (Suggested question to begin discussion: “Have you tasted any of these foods?”

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

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