Unit 9: Global Cuisine

Content Area: **Art**
Course(s):
Time Period: **MP4**
Length: **10 days**
Status: **Published**

Targeted Standards

HOSP.9-12.9.4.12.I.(1).1	Use basic reading, writing, and mathematical skills to provide food production and services to ensure a positive guest/customer experience.
HOSP.9-12.9.4.12.I.(1).2	Use knowledge of cultures and information from geographical studies to guide guest/customer service decisions.
HOSP.9-12.9.4.12.I.(1).3	Demonstrate listening, writing, and speaking skills to enhance guest/customer satisfaction.
HOSP.9-12.9.4.12.I.(1).7	Evaluate companies' standard operating procedures related to food and beverage production and guest services to understand how they help ensure the provision of quality products and services.
HOSP.9-12.9.4.12.I.(1).9	Demonstrate knowledge of ethical and legal responsibilities for guest/customer and employee conduct and explain their role in maintaining high quality standards in the industry.
HOSP.9-12.9.4.12.I.8	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
HOSP.9-12.9.4.12.I.15	Apply active listening skills to obtain and clarify information.
HOSP.9-12.9.4.12.I.39	Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.

Rationale

This unit exposes students to a variety of cultural food traditions, ingredients, and cooking techniques from around the world. By exploring international dishes, students gain a deeper appreciation of global diversity, broaden their palate, and develop the foundational skills needed to adapt recipes, use unfamiliar ingredients, and apply culturally specific cooking methods.

Essential Questions

Content Specific	Skills Specific
• How does food reflect the culture, geography, and history of a region? • Why is it important for culinary professionals to understand and respect global cuisines?	• Adapt and execute a range of international cooking techniques and flavor profiles. • Identify and describe the cultural context of a dish they prepare.

• Global dishes use ingredients that reflect the resources and climate of their regions.	

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• knife skills: medium dice, batonnet, julienne • Cooking methods and procedures	• Plate presentations • Working with new ingredients

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

N.Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
N.Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
S.MD.B.7	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).