FOODS AROUND THE WORLD

Grades: 9-12

Prerequisite: Culinary Arts II

Credits: 2.5

ABSTRACT

Students are taught to prepare meals from all over the world. Eating habits, customs, and foods which are representative of many different countries will be discussed and sampled by all. Students will learn to do individual food preparation and take part in Gourmet recipe selection. They will also acquire knowledge about eating habits, customs, foods, and lifestyles of many countries and advanced food preparation techniques. Attention is given to geography, climate, and the history of each culture studied.

BOE Approved 08/21/2018
# STAGE 1: Desired Results

## Established Goals:

**NJSLS:**
*(Standards that are only applicable to the unit; include technology and 21st century standards)*

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**NATIONAL STANDARDS**

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## Enduring Understandings:
*(What big ideas will students know?)*

- Practicing proper food handling techniques will help to prevent food borne illnesses and kitchen accidents from occurring.
- Knowledge of accurate measuring techniques, correct choice and use of utensils and equipment, and complete comprehension of recipe language is needed to achieve success in food preparation.
- A country’s supply and distribution of food affects the health of the overall nation.
- Collectively and individually one can play a role in the famine relief process.
- There are a variety of factors that influence a country’s food choices and food customs.
- Knowledge of native foods in a given country can give light as to why dishes are common to particular cultures.

## Essential Questions:
*(What questions are open-ended, debatable, global and spark critical thinking?)*

| 1. Why do people get food poisoning? | 1. What role does food play in a person’s life? | 1. What utensils, tools, techniques and skills are needed for garnishing and decorating? |
| 2. What do you do if kitchen accidents occur? | 2. How does food availability affect one’s diet? | 2. What knowledge is needed to create an original recipe? |
| 4. How can a group/individuals make a difference in the famine relief? | | |
### STAGE 2: Evidence

**Assessment & Evidence:**
*(Through what authentic performance tasks will students demonstrate the desired understandings?)*  
*(By what criteria will performances of understanding be judged?)*

- Diagnostic assessment
- Completed activity sheets
- Safety Assessment
- Written assessments
- Observation of student’s lab skills based on teacher created rubric
- Benchmark
- Poster

- Teacher observation of student classwork
- Class Discussion/Verbal Assessment
- Rubrics
- Class Projects
- Class Assignments
- Written assessments
- Research assignment
- Benchmarks
- Posters

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### STAGE 3: Learning Plan

**Learning Activities/Content:**
*(What is the core content of this unit? What performance tasks/activities will students do? What skills will students know?)*

- Pre-assessment
- Anticipatory set questions
- Teacher lecture and discussion
- Safety demonstration and safety contract
- Student demonstration on measuring ingredients
- Activity sheets for each unit

- Pre-assessment
- Anticipatory set questions
- Teacher lecture and discussion
- Research on various country’s food supply and distribution
- Identify and understand the root causes of famine.
- Analyze previous efforts to alleviate famine and develop a possible solution.

- Anticipatory set questions
- Food Labs. Research on foods of the world, their importance to each culture. Countries include but are not limited to Europe, South America, and Asia.
- Recipe research and preparation foods
- Teacher lecture and discussion
- Internet videos on international food preparation
- Student practical application in the kitchen on making foods from around the world
- Participate in a mock version of televisions’ Food Network “Chopped Challenge”
### Montville Township Public Schools

**Ready Set Cook - theme based labs/ student chosen recipes according to the themes**

**Resources:**
- Teacher created activity sheets
- Teacher created tests
- Cookbooks
- Recipes and Ingredients
- Classroom kitchen supplies
- Utensils and Equipment
- Internet Resources

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- Cookbooks
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**Internet resources:**
- [www.foodnetwork.com](http://www.foodnetwork.com)
- [www.YouTube.com](http://www.YouTube.com)
- Culinary magazines
- Demonstrations
- Guest speakers: professional chefs

**Interdisciplinary Connections:** (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)
- Science: bacteria growth, cross contamination, chemical reactions of ingredients in mixtures, ratio of amounts for reactions to occur
- Math: combination of utensils for accurate measuring, dividing and multiplying recipe yields
- Technology: Internet resources
- Literacy: reading, understanding and following written directions
- 21st Century Life and Careers: responsibility for safety, demonstrate active listening

**Science:**
- Chemistry: chemical reactions needed within a mixture, importance of ingredient amounts
- Chemical reactions: incorporate the elements of artistic design through food preparation
- Math: accurate use of all measuring utensils
- Literacy: reading, understanding and following written directions
- Technology: Internet resources
- 21st Century Life and Careers: responsibility for personal safety, demonstrate active listening and interpersonal skills to work in kitchen groups

**Science:**
- Chemistry: chemical reactions needed within a mixture, how ratio of amounts affect food products
- Visual Arts: incorporate the elements of artistic design when presenting food
- Math: accurate use of all the measuring utensils
- Literacy: reading, understanding and following written directions
- Technology: Internet resources
- 21st Century Life and Careers: responsibility for personal safety, demonstrate active listening
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<th>Differentiation: <em>(What type of differentiated instruction will be used for ELL, SP.ED. and G&amp;T students?)</em></th>
<th>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI):</th>
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• Consultation with ESL teachers  
• Tiered/Scaffolded Lessons  
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• Visual aids  
• Modeling  
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• Guided practice  
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