

COURSE TITLE:

INTERNATIONAL FOODS

LENGTH:

ONE SEMESTER

GRADES 9 - 12

DEPARTMENT:

FINE, PRACTICAL AND PERFORMING ARTS

SCHOOL:

RUTHERFORD HIGH SCHOOL

RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

This semester course is designed for the student who wishes to prepare a variety of foods originating from all over the world. Various regions of the world will be covered including North America, Latin America, Europe, the Mediterranean, Asia, and the Mid-East among others. Various preparation techniques reflecting individual ethnic cooking styles will also be demonstrated as an integral part of the course. Students will study patterns of family meals, current customs and food habits, and cooking techniques and equipment unique to those countries. The course will also include an overview of the nutrients needed for good health, in addition to information pertaining to careers in the area of foods and food service management.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR 21st CENTURY LIFE AND CAREERS AND TECHNOLOGY

For a complete copy of the 21st Century Life and Careers as well as Technology, please visit the following website:

<http://www.state.nj.us/education/cccs/>

THE 12 CAREER READY PRACTICES

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

STANDARD 9.1

PERSONAL FINANCIAL LITERACY: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

STANDARD 9.2

CAREER AWARENESS, EXPLORATION, AND PREPARATION: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

STANDARD 9.3

CAREER AND TECHNICAL EDUCATION: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

TECHNOLOGY

STANDARD 8.1

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

B. COURSE OUTLINE

All standards cited in course outline are through Grade 12.

1) Safety

- Identify safe procedures for handling and working with equipment and utensils
- Identify safe procedures for handling and working with various types of food
- Identify hazardous materials
- Pass a safety test

2) Kitchen Sanitation

- Describe important standards of personal hygiene and kitchen cleanliness
- Develop skills in kitchen cleanliness and orderliness
- Discuss causes, symptoms, and treatments of common food-borne illnesses
- Demonstrate proper handling, use, cleaning, and storage of sharp objects such as knives, peelers, and graters

3) Kitchen Equipment

- Identify specific uses for various kitchen appliances, small equipment, and utensils
- Develop skills in measuring by using appropriate equipment and utensils

4) Laboratory Preparation Skills

- Learn how to use abbreviations in recipes
- Learn how to convert the yield in recipes
- Develop skills in reading and following directions in recipes
- Develop skills in converting recipes for appropriate number of servings

5) Food and Culture

- Identify the geographic, climatic, and cultural factors that have influenced food and beverage customs
- Explain how and why cultural customs have evolved
- Explain the immigration patterns of each country
- Recognize and prepare food from each country studied
- Participate in labs.
- Compare/contrast each country studied

6) The following region/countries must be covered:

<u>Region</u>	<u>Country</u>
• Latin America	Mexico
• Europe	France
• Mediterranean	Italy
• Asia	China, India, Korea
• Mid-East	Israel, Syria
• North America	United States of America

7) Teachers will choose any TWO of the following countries to cover:

<u>Region</u>	<u>Country</u>
• Africa	Egypt, Morocco, Ghana, South Africa, Ethiopia, Algeria
• British Isles	England, Ireland, Scotland, Wales
• Europe	Germany
• Scandinavia	Denmark, Norway, Sweden, Finland

8) Research and Exploration**Suggested research topics to include:**

- Current events in foods and nutrition
- Ethnic heritage of family.

Student Outcomes

The student will be able to:

- identify the geographic, climatic, and cultural factors that have influenced food customs around the world.
- explain how and why cultural customs have evolved.
- recognize and prepare food from various countries.
- develop skills in reading and understanding recipes.
- develop an understanding of immigration patterns to the United States.
- utilize proper measurement techniques for liquid and dry ingredients.
- identify basic food terminology and vocabulary associated with countries to be studied.
- develop a working knowledge of the use and care of traditional and specialized ethnic cooking utensils and equipment.
- develop skills in a variety of food preparation techniques unique to those areas studied.
- develop a working knowledge of menu planning principles in relation to nutritional, budgetary, and cultural considerations.
- identify career opportunities in the area of foods and nutrition and food service management.

3. PROFICIENCY LEVELS

This elective course is open to students in grades 9 – 12.

4. METHODS OF ASSESSMENT

- **Student Assessment**

The teacher will provide a variety of assessments during the course of the semester, including:

- Tests and quizzes
- Lab participation
- Homework assignments
- Class work
- Notebook checks
- Final exam

- **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the foods program.

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Self evaluation/PDP
- Supervisor/principal evaluations
- Suggestions for changes to supervisor

5. GROUPING

There are no prerequisites for this course. This elective course is for grades 9 – 12.

6. Articulation/Scope and Sequence/Time Frame

This course meets five days a week over the course of one school semester. It is offered to all students in grades 9 –12.

7. RESOURCES

- Guest speakers
- Field trips
- Internet Web sites like Mypyramid.gov
- [Saveur Magazine](#)
- [Bon Appetite Magazine](#)
- [Gourmet Magazine](#)
- [Guide to Good Food](#) by Velda L. Largen and Deborah L. Bence, The Goodheart-Willcox Company, Inc., 2006

8. METHODOLOGIES

The following methods of instruction will be incorporated into the daily class activities:

- Lecture/discussion
- Video presentations
- Laboratory assignments
- Class work
- Group discussion
- Homework
- Presentations / demonstrations

- Computer lab and computer assignments
- Brochures
- PowerPoint
- Newsletters
- Oral presentations
- Newspaper and magazine article reviews

9. SUGGESTED ACTIVITIES

The instructor will include a variety of activities for learning, such as:

- Worksheets
- Class laboratories
- Oral presentations
- Web assignments
- Student demonstrations
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10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

Adjusting the pace of lessons

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

Based on the New Jersey Core Curriculum Content Standards, this course requires the use of mathematics and language arts through daily life skills such as measuring ingredients and reading recipes. Writing and social studies skills are met when composing written homework assignments. It also includes study of world language culture and social studies geography as students read and study about the locations, culture and customs of countries around the world.

- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP- INTERNATIONAL FOODS

	September/February	October/March	November/April	December/May	January/June
International Foods	<ul style="list-style-type: none"> -Safety & Sanitation -demo -worksheets -test -Equipment and Measuring -demo -worksheets -test -Career / Cultural Awareness -homework -Mexican Foods -worksheets -video -labs -test 	<ul style="list-style-type: none"> -Regional Foods of the USA - worksheet -video -labs -test -Italian Foods - worksheet -video -labs -test -Foods of Israel - worksheet -labs -test 	<ul style="list-style-type: none"> - Asian/Indian Foods - worksheets -video -labs -test -Chinese Foods -demo - worksheets -video -labs -test 	<ul style="list-style-type: none"> -Syrian Foods - sampling - worksheet -labs -test -Choice of: German, African, Scandinavian or British Isles - worksheet -labs -test 	<ul style="list-style-type: none"> -French Foods -demo - worksheet -video -labs -test -Korean Foods -demo - worksheet -video -labs -test -Choice of: German, African, Scandinavian or British Isles - worksheet -labs -test -Study guide and prep for final -Final Exam

