



**Family and Consumer Science Foods 2**  
**International Foods**  
**Grades 10 - 12**  
**June 2022 Revised**

Dr. Mark Toback, Superintendent

Committee:

Robyn Hart

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*This curriculum may be modified through varying techniques, strategies,  
and materials as per an individual student's Individualized Educational  
Plan (IEP)*

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Family Consumer Science 10-12 Foods 2/International Foods -This second year course is designed for the advanced foods student who has taken Foods 1 as a prerequisite. The course will provide the advanced foods student an opportunity to explore international cuisine as well as meal planning and preparation for special occasions related to future life experiences and possible employment opportunities.
<b>Unit Plan Title:</b>	Unit 1: Safety and Sanitation
<b>Time Frame</b>	4 weeks
<b>Anchor Standards/Domain*    *i.e: ELA: reading, writing i.e.: Math: Algebra</b>	
<p><b><i>New Jersey Student Learning Standards</i></b> <b><i>21st Century Life and Careers</i></b></p> <p><b>8.2 Design Thinking</b> This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p><b>9.2 Career Awareness, Exploration, Preparation and Training.</b> 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.</p> <p><b>Standard 9.4 Life Literacies and Key Skills.</b> This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p><a href="#">Anchor Companion Standards (Reading and Writing Grades 9-10)</a></p> <p><a href="#">Anchor Companion Standards (Reading and Writing Grades 11-12)</a></p>	
<b>Unit Overview</b>	
<p>This unit introduces students to food and kitchen safety and sanitation. This would include information as well as food lab practices that incorporate safe work habits, accident prevention, the prevention of foodborne illnesses, good personal hygiene along with proper cleaning and sanitizing procedures that are necessary when working in the kitchen as well as food handling techniques.</p>	
<b>Standard Number(s)    * i.e: Math: F.LE.A.4    i.e.: NJSLSA.R4.</b>	
<p><b><u>8.2 Design Thinking</u></b></p> <ul style="list-style-type: none"> <li>● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.</li> </ul> <p><b><u>9.2 Career Awareness, Exploration, Preparation, and Training</u></b></p>	

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

#### **9.4 Life Literacies and Key Skills**

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

#### [RST and WHST: New Jersey Student Learning Standards for English Language Arts Companion Standard: Science and Technology](#)

#### **Intended Outcomes - {Essential Questions}**

- Why is safety and sanitation important in the home and in the foods lab?
- Why should proper cleaning and sanitizing procedures be identified and practiced?
- What are the proper uses of kitchen tools, utensils and appliances?
- What are the fire and equipment safety rules?
- Why is good personal hygiene necessary to a safe workplace?

#### **Enduring Understandings**

- Safety and sanitation is as important as knowing how to prepare food in a kitchen.
- Burns and fires, falls, cuts, electric shock and fires, poisoning can be prevented
- There are several acceptable methods for extinguishing fires
- Improper personal and kitchen sanitation can lead to illness.
- Proper food handling techniques are necessary to prevent illness.

#### **In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
<b>21<sup>st</sup> Century Themes</b>		<b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	<b>Global Awareness</b>	<input type="checkbox"/>	<b>Creativity and Innovation</b>
<input type="checkbox"/>	<b>Environmental Literacy</b>	<input type="checkbox"/>	<b>Critical Thinking and Problem Solving</b>
<input type="checkbox"/>		<input type="checkbox"/>	

	<b>Health Literacy</b>
	<b>Civic Literacy</b>
	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>

E	<b>Communication</b>
E	<b>Collaboration</b>

**Student Learning Targets/Objectives (Students will know/Students will understand)**

Students will know...

- How to prevent fires, burns, cuts, electric shock, and falls.
- How to put out grease.
- How to use a fire extinguisher.
- How to prevent food borne illness.
- The steps a person takes to keep a kitchen clean and sanitized.
- Foodborne illness can be prevented through various precautions through food sanitation and safety.

Students will be able to...

- Identify kitchen safety hazards.
- Explain how to prevent burns, falls, cuts, electric shock, and grease fires.
- Explain methods for extinguishing a grease fire.
- Explain proper sanitation and food handling techniques.
- Describe and Practice proper cleaning and sanitizing procedures

**Assessments (Pre, Formative, Summative, Other) *Denote required common assessments with an \****

- Written Assignments
- Class Participation
- Discussions
- Teacher Observations
- Foods Labs
- Tests
- Quizzes
- Exit Tickets

**Teaching and Learning Activities**

<i>Activities</i>	<ul style="list-style-type: none"> <li>● Physical demonstration of food planning, staging, and preparing foods.</li> <li>● Written assessments in the form of assignments, projects, tests, and research.</li> <li>● Participation in group presentations and food labs</li> </ul>
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<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> <li>● Textbook based on skill level</li> <li>● Craft additional prompts to support reading and writing comprehension and extension</li> <li>● Additional readings and resources provided for support and extension</li> <li>● Guided reading questions</li> <li>● Flexible groups based on formative assessment or student choice</li> <li>● One:One conferring with teacher</li> <li>● Choice of reading, when appropriate</li> <li>● Differentiated checklists and rubrics (if appropriate)</li> <li>● Level of independence</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>
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<b>Resources</b>	
<ul style="list-style-type: none"> <li>● Videos/DVDs</li> <li>● Johnson and Wales University. <i>Culinary Essentials</i>. Mcgraw-Hill,2010</li> <li>● The National Restaurant Association. <i>ServSafe CourseBook 6<sup>th</sup> edition</i>. Prentice Hall, 2014</li> <li>● Largen, Velda L, Bence, Deborah L <i>Guide to Good Food</i>. Goodheart-Willcox Company, Inc, 2012</li> <li>● National Restaurant Association, <i>Foundations of Restaurant Management &amp; Culinary Arts</i>, 2nd Edition, Level 1, 2018</li> </ul>	

<b>Content Area/ Grade Level/ Course:</b>	Family Consumer Science 10-12 Foods 2/ International Foods -This second year course is designed for the advanced foods student who has taken Foods 1 as a prerequisite. The course will provide the advanced foods student an opportunity to explore international cuisine as well as meal planning and preparation for special occasions related to future life experiences and possible employment opportunities.
<b>Unit Plan Title:</b>	Unit 2: Preparing to Cook
<b>Time Frame</b>	4 weeks
<b>Anchor Standards/Domain*    *i.e: ELA: reading, writing i.e.: Math: Algebra</b>	
<b><i>New Jersey Student Learning Standards</i></b> <b><i>21st Century Life and Careers</i></b>	
<p><b>8.2 Design Thinking</b> This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new</p>	

framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**9.2 Career Awareness, Exploration, Preparation and Training.** 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 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

## Unit Overview

The unit introduces students to skills needed when working cooperatively in the workplace. Students will learn to follow oral and written directions, safe use of equipment, correct measuring techniques and measuring equivalents.

**Standard Number(s)** \* i.e: **Math: F.LE.A.4** i.e.: **NJSLSA.R4.**

### **8.2 Design Thinking**

- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
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### **9.4 Life Literacies and Key Skills**

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
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- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

[RST and WHST: New Jersey Student Learning Standards for English Language Arts Companion Standard: Science and Technology](#)

## Essential Questions

- Why is it important to use the correct tool for the task at hand?

- Why are the correct measuring techniques important for a successful product?
- How will understanding equivalents help when preparing a recipe?
- What are the essential parts of a well written recipe?
- How would you increase or decrease a recipe?
- What are the principles of menu planning and nutrition?
- How to successfully create and manage a budget?
- How can the understanding of food preparation terms help in the successful preparation of a baked product?
- What skills are necessary to work together in a group?

### Enduring Understandings

Students will understand that...

- Certain tools/equipment is needed for specific tasks.
- Accurate measurements are necessary for successfully preparing recipes.
- Understanding food preparation terms aids in the successful preparation of the recipe.
- The yield of a recipe can be adjusted.
- Cooperation, following directions, accountability, and time management are necessary skills for group tasks.
- Utilizing seasonal produce helps control food costs and increases the nutritional value of menu.

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input type="checkbox"/>	<b>Global Awareness</b>	<input type="checkbox"/>	<b>Creativity and Innovation</b>
<input type="checkbox"/>	<b>Environmental Literacy</b>	<input type="checkbox"/>	<b>Critical Thinking and Problem Solving</b>
<input type="checkbox"/>	<b>Health Literacy</b>	<input type="checkbox"/>	<b>Communication</b>
<input type="checkbox"/>	<b>Civic Literacy</b>	<input type="checkbox"/>	<b>Collaboration</b>
<input type="checkbox"/>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

### Student Learning Targets/Objectives (Students will know/Students will understand)

Students will know...

The name and use of basic kitchen tools and equipment

- Standard units of measure and equivalents
- How to adjust recipe yield
- How to read a recipe
- Proper measuring techniques for basic ingredients
- That cooperation is necessary to successfully work together in the lab

Students will be able to...

- Identify tools and equipment and explain their use in the kitchen
- List measuring equivalents.
- Adjust the measurements of ingredients to increase/decrease the yield.

- Explain and demonstrate proper measuring techniques
- Demonstrate the ability to read and follow written directions
- Exhibit workplace readiness skills such as cooperation with others and following oral and written directions.

### Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an \**

- Written Assignments
- Class Participation
- Discussions
- Teacher Observations
- Foods Labs
- Tests
- Quizzes
- Exit Tickets

### Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none"> <li>● Physical demonstration of food planning, staging, and preparing foods.</li> <li>● Written assessments in the form of assignments, projects, tests, and research.</li> <li>● Participation in group presentations and food labs</li> </ul>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> <li>● Textbook based on skill level</li> <li>● Craft additional prompts to support reading and writing comprehension and extension</li> <li>● Additional readings and resources provided for support and extension</li> <li>● Guided reading questions</li> <li>● Flexible groups based on formative assessment or student choice</li> <li>● One:One conferring with teacher</li> <li>● Choice of reading, when appropriate</li> <li>● Differentiated checklists and rubrics (if appropriate)</li> <li>● Level of independence</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>

### Resources

- Videos/DVDs
- Johnson and Wales University. *Culinary Essentials*. McGraw-Hill, 2010
- The National Restaurant Association. *ServSafe CourseBook 6<sup>th</sup> edition*. Prentice Hall, 2014
- Largen, Velda L, Bence, Deborah L *Guide to Good Food*. Goodheart-Willcox Company, Inc, 2012
- National Restaurant Association, *Foundations of Restaurant Management & Culinary Arts*, 2nd Edition, Level 1, 2018



<b>Content Area/ Grade Level/ Course:</b>	Family Consumer Science 10-12 Foods 2/ International Foods -This second year course is designed for the advanced foods student who has taken Foods 1 as a prerequisite. The course will provide the advanced foods student an opportunity to explore international cuisine as well as meal planning and preparation for special occasions related to future life experiences and possible employment opportunities.
<b>Unit Plan Title:</b>	Unit 3: Global Cuisine
<b>Time Frame</b>	2 weeks

**Anchor Standards/Domain\*** \*i.e: ELA: reading, writing i.e.: Math: Algebra

## ***New Jersey Student Learning Standards***

### ***21st Century Life and Careers***

**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**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.

**9.2 Career Awareness, Exploration, Preparation and Training.** 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 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

### **Unit Overview**

In this unit students will take a virtual culinary tour of the world. They will learn how geography ,climatic factors and cultural factors influence cuisines. Students will learn cooking techniques and how to prepare foods unique to each country or region .

**Standard Number(s)** \* i.e: Math: F.LE.A.4 i.e.: NJSLSA.R4.

#### **8.2 Design Thinking**

- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

## 9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

## 9.4 Life Literacies and Key Skills

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
- 9.4.12.CT.1: Identify problem solving strategies used in the development of an innovative product or practice

[RST and WHST: New Jersey Student Learning Standards for English Language Arts Companion Standard: Science and Technology](#)

### Intended Outcomes - {Essential Questions}

- How does geography and climate affect foods eaten in a country or region?
- Why do people eat different foods in different parts of the world?
- What types of bread and grains are eaten in each country?
- What cooking techniques are unique to regions of the world?

### Enduring Understandings

- Geography, climate and culture affects the foods eaten in different parts of the world.
- Breads and grains eaten in each country are based on geography and climate of each region.

### In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/> ETA	Health Literacy	<input type="checkbox"/> E	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- How geography and climate affect types of foods eaten around the world
- How history/culture affects the types of foods eaten in different geographic regions and countries
- Cooking terms and techniques utilized in different international cuisines.

<b>Assessments (Pre, Formative, Summative, Other)</b>		<i>Denote required common assessments with an *</i>
<ul style="list-style-type: none"> <li>• Written Assignments</li> <li>• Class Participation</li> <li>• Discussions</li> <li>• Teacher Observations</li> <li>• Foods Labs</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Exit Tickets</li> </ul>		
<b>Teaching and Learning Activities</b>		
<i>Activities</i>	<ul style="list-style-type: none"> <li>• Physical demonstration of food planning, staging, and preparing foods.</li> <li>• Written assessments in the form of assignments, tests, and research.</li> <li>• Participation in group presentations and food labs</li> </ul>	
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> <li>• Textbook based on skill level</li> <li>• Craft additional prompts to support reading and writing comprehension and extension</li> <li>• Additional readings and resources provided for support and extension</li> <li>• Guided reading questions</li> <li>• Flexible groups based on formative assessment or student choice</li> <li>• One:One conferring with teacher</li> <li>• Choice of reading, when appropriate</li> <li>• Differentiated checklists and rubrics (if appropriate)</li> <li>• Level of independence</li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>	
<b>Resources</b>		
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<b>Unit Plan Title:</b>	Unit 4: International Cuisines
<b>Time Frame</b>	22 weeks
<b>Anchor Standards/Domain*</b>	<b>*i.e: ELA: reading, writing i.e.: Math: Algebra</b>

## ***New Jersey Student Learning Standards***

### ***21st Century Life and Careers***

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[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

#### **Unit Overview**

In this unit students will learn about cuisines from the unique countries of: the Mediterranean, Europe, Asia, Middle East, Israeli, Africa. Students will explore and examine the variety of customs, ingredients and cooking techniques of several countries. These countries can include but are not limited to Italy, Spain, Monaco, Albania, Greece, Turkey, British Isles, France, Germany, Scandinavia, Japan, China, India, Russia, Mexico and Latin America .

**Standard Number(s)** \* i.e: **Math: F.LE.A.4** i.e.: **NJLSA.R4.**

#### **8.2 Design Thinking**

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**Intended Outcomes - {Essential Questions}**

- How do geographic, climatic and influence the cuisines of each country?
- What spices and ingredients are unique to each country?
- What cultural factors have affected the food customs of each country?
- How do I prepare foods from each country?
- What cooking terms, techniques and equipment are unique to each country?

**Enduring Understandings**

- Every country has its own unique cuisine influenced by its geography, climate and culture of population.
- Grain products eaten around the world vary based on its geography and climate.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

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**Student Learning Targets/Objectives (Students will know/Students will understand)**

- How geography and climate affect types of foods eaten around the world
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**Assessments (Pre, Formative, Summative, Other)**

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- Class Participation
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- Exit Tickets

## Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none"><li>● Physical demonstration of food planning, staging, and preparing foods.</li><li>● Written assessments in the form of assignments, tests, and research.</li><li>● Participation in group presentations and food labs</li></ul>
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