

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

FAMILY & CONSUMER SCIENCES DEPARTMENT

WORLD CUISINE

Grade Level: 10-12

Credits: 2.5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 31, 2009

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Course Philosophy

As our lives become more global through mobility, advancements in technology, and expanded international relations, the need for understanding and acceptance of cultural diversity becomes ever more important and a part of our daily lives.

Food choices are among the first cultural elements to be accepted by other cultures. We often accept another person's foods even if their customs, beliefs and political views clash. Sharing food is a natural bridge builder and the meal table may be the best place to begin to appreciate cultural diversity.

Students will at some point in their lives visit, do business in, relocate to a foreign country or entertain people of other ethnic backgrounds. Knowledge of food customs can prepare them for these experiences.

Course Description

Students taking World Cuisine will explore the multi-cultural aspects of food by preparing and sampling foods typical of selected major cuisines. Attention is given to geography, climate, and the history of each culture studied.

World Cuisine is a 2.5 credit course and is open to students in grades 10 through 12 who have successfully completed Food Science and Nutrition and elect to continue in the sequence of the foods program.

**Freehold Regional High School District
Curriculum Map**

World Cuisine

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
8.1 A1, 9.2 A1-5; B1-3; C1-2; D 1-5	<p>Food preparation and storage must be handled in the correct manner to prevent the possibility of food born illness.</p> <p>A working knowledge of measuring and food preparation techniques and procedures is needed to achieve success in food preparation and consumption.</p>	<p>Why do people get food poisoning?</p> <p>What do you do if a kitchen accident occurs?</p> <p>How do measuring and preparation techniques affect a food product.</p> <p>What are the essential components of a recipe?</p>	<p>Pretest</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p>	<p>Written Assignments</p> <p>Oral Presentations</p> <p>Research Assignments</p> <p>Community Service</p>	<p>Safety Contract</p> <p>Safety Test (See Appendix)</p>
6.1.A1-8; 6.6.A1-5; B1-3; D.3; E.4-5; 8.1 A-1; 9.2 A1-5; B1-3; C1-2; F 1-2,4,5	<p>A country's supply and distribution of food affects the health of the over all nation.</p> <p>Collectively and individually one can play a role in the famine relief process.</p>	<p>What role does food play in an individual's life?</p> <p>How does food availability affect one's diet?</p> <p>What factors affect food shortages?</p> <p>How can a group/individual make a difference in the famine relief?</p>			<p>Community Service</p> <p>Projects</p> <p>Final Exam</p>
6.1.A1-8; 6.6.A1-5; B1-3; D.3; E.4-5; 8.1 A1; 9.2 A1-5; B1-3; C1-2; F 1-2,4,5	<p>There are a variety of factors that influence a country's food choices and food customs.</p> <p>Knowledge of native foods in a given country can give light as to why dishes are common to particular cultures.</p>	<p>What factors influence a country's food choices and food customs?</p> <p>Why are foods native to a country?</p> <p>What recipes are common to a country?</p> <p>How has a country's food evolved?</p>			

**Freehold Regional High School District
Course Proficiencies and Pacing**

World Cuisine

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Safety and Sanitation	<p>Food preparation and storage must be handled in the correct manner to prevent the possibility of food born illness. A working knowledge of measuring and food preparation techniques and procedures is needed to achieve success in food preparation and consumption.</p> <ol style="list-style-type: none"> 1. The student will be able to use correct safety, sanitation and storage techniques in the foods laboratory. 	1 week
Unit #2: Global Awareness	<p>A country's supply and distribution of food affects the health of the over all nation. Collectively and individually one can play a role in the famine relief process.</p> <ol style="list-style-type: none"> 1. The student will identify the reasons for a dependence on food. 2. The student will research nutrient deficiency diseases. 3. The student will examine how a group and individual can make a difference in the famine relief process. 	1 weeks
Unit #3: World Cultures and Cuisines	<p>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.</p> <ol style="list-style-type: none"> 1. The student will analyze the factors that influence a country's food choices and customs. 2. The student will prepare a variety of foods utilizing the native foods in a given country. 	15 weeks

**Freehold Regional High School District
World Cuisine**

Unit #1: Safety and Sanitation

Enduring Understandings: Food preparation and storage must be handled in the correct manner to prevent the possibility of food born illness.
A working knowledge of measuring and food preparation techniques and procedures is needed to achieve success in food preparation and consumption.

Essential Questions: Why do people get food poisoning?
What do you do if a kitchen accident occurs?
How do measuring and preparation techniques affect a food product.
What are the essential components of a recipe?

Unit Goal: The student will be able to use correct safety, sanitation and storage techniques in the foods laboratory.

Duration of Unit: 1 week

NJCCCS: 8.1.A1, 9.2.A.1-5; B.1-3; C.1-2; D.1-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is food borne illness? What are safety hazards in the kitchen? What are basic first aid procedures for: cuts, falls, burns, electric shock and poisonings? How does personal sanitation affect food preparation?	Safety and Sanitation. Food-borne illnesses. First Aid procedures. Recipe terms. Kitchen supplies and equipment.	Current textbook and resource binders Student workbooks Internet Videos	Complete safety pre-test Research information about a food-borne illness Identify potential safety hazards in the foods laboratory	Safety test Laboratory experience evaluation

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
World Cuisine**

Unit #2: Global Awareness

Enduring Understandings: A country's supply and distribution of food affects the health of the over all nation.
Collectively and individually one can play a role in the famine relief process.

Essential Questions: What role does food play in an individual's life?
How does food availability affect one's diet?
What factors affect food shortages?
How can a group/individual make a difference in the famine relief?

Unit Goals: The student will identify the reasons for a dependence on food.
The student will research nutrient deficiency diseases.
The student will examine how a group and individual can make a difference in the famine relief process.

Duration of Unit: 1 week

NJCCCS: 6.1.A.1-8, 6.6.A.1-5, 6.6.B.1-3, 6.6.D.3, 6.6.E.4-5, 8.1.A1, 9.2.A.1-5; B.1-3; C.1-2, F.1-2, 4, 5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the reason for food consumption?</p> <p>What are the factors that affect food shortages?</p> <p>What can be done to alleviate world hunger?</p>	<p>Brainstorm reasons for food consumption.</p> <p>Research famine relief organizations.</p> <p>Discuss factors that contribute to food shortages.</p> <p>Analyze global nutrient deficiency diseases.</p> <p>Plan and participate in a community service project.</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p>	<p>Lecture and class discussion</p> <p>Complete the chapter study guide</p> <p>Create posters and/or power point presentations</p> <p>Create a brochure on a specific nutrient deficiency disease</p> <p>Simulate world hunger by planning and carrying out a Hunger Banquet</p> <p>Utilize the Internet to research a variety of famine relief organizations</p> <p>Volunteer time at a local food bank or distribution center</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Responses to discussion questions</p> <p>Class participation</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
World Cuisine**

Unit #3: World Culture and Cuisines

Enduring Understandings: 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 factors influence a country’s food choices and food customs?
Why are foods native to a country?
What recipes are common to a country?
How has a country’s food evolved?

Unit Goals: The student will analyze the factors that influence a country’s food choices and customs.
The student will prepare a variety of foods utilizing the native foods in a given country.

Duration of Unit: 15 weeks

NJCCCS: 6.1.A.1-8, 6.6.A.1-5, 6.6.B.1-3, 6.6.D.3, 6.6.E.4-5, 8.1.A1, 9.2.A1-5; B.1-3; C.1-2, F.1-2, 4, 5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What factors influence a country’s food choices and customs?</p> <p>How are native foods incorporated into culinary dishes of a country?</p> <p>How do geography, climate and culture affect a country’s cuisine?</p> <p>How is the role of food used in traditional celebrations around the world?</p>	<p>Analyze factors that influence a country’s food choices and customs.</p> <p>Research the foods of difference cultures and describe their history.</p> <p>Utilize native foods to prepare a variety of dishes from different cultures.</p> <p>Uncover the role of food in traditional cultural celebrations.</p>	<p>Current textbook and resource binders</p> <p>Student workbooks</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p> <p>Cookbooks</p>	<p>Lecture and class discussion</p> <p>Complete the chapter study guide</p> <p>Create posters and/or power point presentations</p> <p>Create a brochure on a specific country</p> <p>Prepare a variety of dishes from selected countries. (See appendix)</p> <p>Research etiquette for eating in various countries abroad.</p> <p>Invite a guest speaker to discuss food customs of the culture.</p> <p>Take a field trip to an international restaurant.</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Responses to discussion questions</p> <p>Class participation</p> <p>Laboratory Experiences</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

Appendix

Suggested List of Countries and Recipes

Teachers and students will select for research, study and food preparation from the following list of countries.

United States of America New England Middle Atlantic States South Midwest Southwest Pacific Coast and Alaska Hawaiian Islands	Cornbread Thanksgiving dinner Clam Chowder Soft Pretzels Chicken Potpie Sticky Buns Jambalaya Southern Fried Chicken Hush Puppies Macaroni and Cheese Potluck dinner Apple Pie Barbecued Short Ribs Chop Suey Sourdough Bread Hawaiian Luau
Latin America Mexico South America	Tacos Enchiladas Churros Polverones Empanadas Arroz Con Pollo Black Bean Soup Rice Pudding

<p>Europe</p> <p>British Isles</p> <p>France</p> <p>Germany</p>	<p>Scones</p> <p>Corned Beef and Cabbage</p> <p>Irish Soda Bread</p> <p>Ratatouille</p> <p>Crepes</p> <p>French Bread</p> <p>Stollen</p> <p>Sauerbraten</p> <p>Spaetzle</p>
<p>Mediterranean</p> <p>Spain</p> <p>Italy</p> <p>Greece</p>	<p>Paella</p> <p>Flan</p> <p>Ravioli</p> <p>Pesto</p> <p>Antipasto</p> <p>Polenta</p> <p>Baklava</p> <p>Spanakopita</p> <p>Tzatziki</p>
<p>Middle East and Africa</p> <p>Egypt</p> <p>Arab States</p> <p>Israel</p>	<p>Shish Kabob</p> <p>Couscous</p> <p>Lentil Soup</p> <p>Noodle Kugel</p>
<p>Asia/Pacific Rim</p> <p>Russia</p> <p>India</p> <p>China</p> <p>Japan</p>	<p>Chicken Kiev</p> <p>Chapatis</p> <p>Lo Mein</p> <p>Egg Rolls</p> <p>Fried Rice</p> <p>Sushi</p>

**FREEHOLD HIGH SCHOOL DISTRICT
FAMILY AND CONSUMER SCIENCE DEPARTMENT
Laboratory Safety and Sanitation
SAFETY PROCEDURES**

To prevent falls...

1. Wipe up all spills at once.
2. To reach items stored in high places, use a sturdy stepstool or ladder.
3. Close cabinet doors and drawers.

To prevent cuts...

1. Keep sharp knives sharp. They are less likely to cause an accident than dull ones.
2. Use a cutting board.
3. Cut away from you with the knife blade slanted.
4. For peeling vegetables such as carrots or potatoes, use a peeler instead of a knife.
5. If a knife, kitchen scissors, or ice pick starts to fall, get out of the way. Do not try to catch it in mid-air.
6. Wash, dry, and store knives separately from other dishes and utensils.
7. Keep your fingers away from beaters and blades in appliances.
8. Use knives and other sharp tools only for their intended purpose.
9. Sweep up broken glass immediately.
10. Wrap your hand in a towel to pick up broken glass.
11. When opening cans, cut the lids completely off.
12. Don't leave sharp knives in a sink full of water.

To prevent fires and burns...

1. Use salt or baking soda, *not water*, to put out a grease fire.
2. Keep flammable materials away from the top of the range and away from portable appliances that produce heat.
3. Use a dry potholder to remove pans from the range.
4. Store flammable substances such as aerosol sprays away from heat sources.
5. Use a metal trash can when disposing of hot or smoldering items.
6. Keep the range exhaust hood and ducts clean.

7. Keep pan handles turned inward on the range.
8. When removing a pan lid, tilt the lid away from you and do not hold your face directly over the pan.
9. When removing a pan from the oven, pull the rack out. *Don't* reach into a hot oven.
10. Wear an oven mitt on each hand and use both hands to remove pans from the oven.
11. Check to be sure all appliances are turned off when you are finished with them.
12. Use a spoon or tongs, *not your fingers*, to remove food from hot liquid.
13. When lighting gas burners with a match, strike the match first, then turn the burner on.
14. If you smell gas, turn off the range and oven controls and tell your teacher.

To prevent electric shock...

1. Read appliance booklets before using appliances.
2. Keep electrical cords away from water and hot objects.
3. Do not plug several cords into an electrical outlet at one time.
4. Unplug appliances after you have used them.
5. Disconnect appliances before cleaning them. Do not put them in water unless the appliance is labeled "immersible".
6. Before using an appliance, make sure your hands are dry and that you are standing on a dry surface.
7. Unplug appliances before bringing metal objects in contact with any working parts.
8. Plug the cord of portable appliances into the appliance first, then into the wall.

To prevent microwave accidents...

1. Never use a microwave if the door appears damaged.
2. Never turn on the microwave if there is no food inside

3. Do not heat sealed jars, cans, or bottles in the microwave.
4. Do not heat home-canned foods in the microwave. Use a conventional range.
5. Use potholders to remove food containers from the microwave.

6. Remove lids and plastic wrap carefully to avoid steam burns.
7. Distribute the heat by stirring microwaved foods before serving the.

SANITATION PROCEDURES

1. Place books, purses, and other personal items in an area of the classroom not used for food preparation.
2. Wear appropriate, clean clothing on lab day. Avoid long, loose sleeves, and dangling jewelry.
3. Wear a clean apron.
4. Pull hair back and secure it so that it stays away from your face and shoulders.
5. Avoid working with food if you have an open wound on your hands.
6. Wash your hands with soap before beginning the lab. Dry your hands on paper towels or on cloth towels not used for drying dishes.
7. While working with food, avoid touching your hair, skin, face, or other unclean objects.
8. Repeat hand washing when necessary—especially after coughing, sneezing, or using the restroom.
9. Be sure you have clean dish towel, dish cloths, potholders, and oven mitts before beginning the lab. Obtain additional clean items as they are needed.
10. Wipe all counter tops and tables at the beginning and end of each lab.
11. Wash dishes, pans, and utensils as you use them, allowing them to dry on the drain board when possible.
12. Use *hot*, soapy water for washing dishes.
13. When tasting foods, use a spoon other than the one used for stirring. Use a clean spoon for each person tasting and for each time food is tasted.
14. After working with raw animal foods, scrub all areas and utensils used with hot soapy water.
15. When possible use a kitchen tool, *not* your hands, to complete tasks.
16. Thoroughly cook foods to be served hot. Keep them hot until they are served.
17. Foods to be served cold should be kept cold until serving time.
18. Cover leftover foods and store them in the refrigerator immediately.

EMERGENCY INFORMATION

The fire extinguisher in our laboratory is located _____

The fire blanket in our laboratory is located _____

Phone numbers:

Fire Department _____

Ambulance _____

Poison Control Center _____

Police _____

 We have read the safety and sanitation procedures for working in the foods lab. The student agrees to follow these procedures.

 (Student's signature)

 (Date)

 (Parent or guardian's signature)

 (Date)

Recommended Texts for World Cuisine

Kowtaluk, Helen. Food for Today. New York, New York: McGraw Hill Glencoe; 2006.

Largen, Velda L. and Bence, Deborah L.. Guide to Good Food. Tinley Park, Illinois: Goodheart Willcox Company, Inc.; 2002.