

Wilson Area School District Planned Course Guide

Title of planned course: International Foods

Subject Area: Family and Consumer Sciences

Grade Level: 10-12

Course Description: The purpose of the International Foods course is to study various countries from around the world and allow students to explore how the culture and traditions of these countries relate to their food choices. In addition to learning the climate, brief historical influences, customs, agricultural and food products, the students must also identify and prepare foods from these countries. These opportunities will allow students to gain experience not only in preparing global cuisine, but also in tasting, and comparing foods and the ingredients used, in different countries and how the preferred cooking methods may differ. Through this investigation, students will understand and appreciate diverse cultures. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of cuisines of different countries.

*Each student will choose a country from the regional units, research the topics stated above (climate, geography, customs, foods harvested, dishes, etc.), related to that country, create a Google slideshow and recipe book, as well as present it to the class during that unit.

Time/Credit for this Course: Half Year / 0.5 Credit

Curriculum Writing Committee: Melissa Garner

Curriculum Map

August / January

Food Safety

September / February

Latin America (Mexico & South American countries)
Europe (British Isles & France)

October / March

Europe (Germany, Scandinavia)
Mediterranean (Spain, Italy, Greece)

November / April

Middle East (Israel)
Africa

December / May

Asia (Russia, India)

January / June

Asia (China & Japan)

Wilson Area School District Planned Course Materials

Course Title: International Foods

Textbook: Guide to Good Foods

Teacher Resources:

- Recipes found in cookbooks and online
- Google Slideshows
- Articles and worksheets about countries studied
- Youtube videos for demonstrations

Curriculum Scope & Sequence

Planned Course: International Foods

Unit: Food Preparation Safety (Chapter 6 of “Guide to Good Foods”)

Time frame: One week

Essential content/objectives: At the end of the unit, students will be able to:

- Describe risks associated with handling raw/uncooked meat
- Explain what causes foodborne illnesses and how to handle food (i.e. raw food) in order to prevent foodborne illnesses
- List standards for personal and kitchen cleanliness
- List safety precautions that can prevent burns, fires, falls, & falls

Core Activities: Students will complete/participate in the following:

- Textbook reading questions
- Safety video viewing, note-taking, and responding to questions
- Google Slideshow notes

Extensions:

- Demonstrations

Remediation:

- Test retakes

Instructional Methods:

- Direct instruction through chapter reading
- Direct instruction through video presentation
- Direct instruction through Google Slideshow presentation

Materials & Resources:

- “Guide to Good Foods” Chapter 6
- Safety video
- Questions from textbook and video
- Google Slideshow

Assessments:

- Test at the end of safety unit

Curriculum Scope & Sequence

Planned Course: International Foods

Unit: Latin America (Mexican and South American cuisine)

Time frame: 2 weeks

Essential content/objectives: At the end of the unit, students will be able to:

- State the general climate of Mexico and South American countries studied
- State and describe at least two major holidays and customs of Mexico and South American countries studied
- State common foods harvested in Mexico and South American countries studied
- State common characteristics of Mexican and South American cuisine
- Name and briefly describe at least 3 regional dishes of Mexico and South American countries studied
- Describe common characteristics of meals of Mexico and South American countries studied

Core Activities: Students will complete/participate in the following:

- Google slideshow notes
- Textbook reading and notetaking
- Recipe notetaking
- Labs (prep and cook one dish from Mexico and one dish from South America)

Extensions:

- Articles and activities packet about Mexico and South American countries

Remediation:

- Quiz/test retakes
- Activity packet on countries studied
- Modified or adapted lab roles

Instructional Methods:

- Direct instruction through Google Slides
- Textbook reading (whole group and independent)
- Checks for understanding (questioning)
- Demonstration of cooking/food preparation techniques

Materials & Resources:

- Textbook "Guide to Good Foods"
- Google Slides about Mexico and South American cultures and cuisine
- Google Slides of recipes (for lab)
- Food ingredients
- Equipment for labs
- Packet on Latin America and cuisine (extension activity)
- Smartboard

Assessments:

- Quiz on Mexico and its cuisine
- Quiz on South America and its cuisine
- Test on Latin America
- Lab for recipe from Mexico
- Lab for recipe from South America
- Project (Google slideshow and recipe book) if done on this country

Curriculum Scope & Sequence

Planned Course: International Foods

Unit: Europe (British Isles)

Time frame: 1 week

Essential content/objectives: At the end of the unit, students will be able to:

- State the general climate of the British Isles
- State and describe at least two major holidays and customs of the British Isles
- State common foods harvested in the British Isles
- State common characteristics of cuisine from the British Isles
- Name and briefly describe at least 3 regional dishes of the British Isles
- Describe common characteristics of meals of the British Isles

Core Activities: Students will complete/participate in the following:

- Google slideshow notes
- Textbook reading and notetaking
- Recipe notetaking
- Labs (prep and cook one dish from British Isles)

Extensions:

- Articles and activities packet about the British Isles
- Google Class activity based on YouTube video of a food tour/vlog of London's street food

Remediation:

- Quiz/test retakes
- Activity packet on countries studied
- Modified or adapted lab roles

Instructional Methods:

- Direct instruction through Google Slides
- Textbook reading (whole group and independent)
- Checks for understanding (questioning)
- Demonstration of cooking/food preparation techniques

Materials & Resources:

- Textbook "Guide to Good Foods"
- Google Slides about the British Isles and its cultures and cuisine
- Google Slides of recipes (for lab)
- Food ingredients
- Equipment for food lab
- Packet on the British Isles and its cuisine (extension activity)
- Smartboard

Assessments:

- Quiz on the British Isles and its cuisine
- Test on the British Isles at end of Europe Unit
- Lab for recipe from the British Isles (shepherd's pie)
- Project (Google slideshow and recipe book) if done on this country

Curriculum Scope & Sequence

Planned Course: International Foods

Unit: Europe (France)

Time frame: 1 week

Essential content/objectives: At the end of the unit, students will be able to:

- State the general climate of France
- State and describe at least two major holidays and customs of France
- State common foods harvested in France
- State common characteristics of French cuisine
- Name and briefly describe at least 3 regional dishes of France
- Describe common characteristics of meals of France

Core Activities: Students will complete/participate in the following:

- Google slideshow notes
- Textbook reading and notetaking
- Recipe notetaking
- Labs (prep and cook one dish from France)

Extensions:

- Articles and activities packet about France

Remediation:

- Quiz/Test retakes
- Activity packet on France
- Modified or adapted lab roles

Instructional Methods:

- Direct instruction through Google Slides
- Textbook reading (whole group and independent)
- Checks for understanding (questioning)
- Demonstration of cooking/food preparation techniques

Materials & Resources:

- Textbook "Guide to Good Foods"
- Google Slides about France and its culture and cuisine
- Google Slides of recipes (for lab)
- Food ingredients
- Equipment for food lab
- Packet on France and its cuisine (extension activity)
- Smartboard

Assessments:

- Quiz on France and its cuisine
- Test on France at the end of Europe Unit
- Lab for recipe from France (crème brûlée)
- Project (Google slideshow and recipe book) if done on this country

Curriculum Scope & Sequence

Planned Course: International Foods

Unit: Europe (Germany)

Time frame: 1 week

Essential content/objectives: At the end of the unit, students will be able to:

- State the general climate of Germany
- State and describe at least two major holidays and customs of Germany
- State common foods harvested in Germany
- State common characteristics of German cuisine
- Name and briefly describe at least 3 regional dishes of Germany
- Describe common characteristics of meals of Germany

Core Activities: Students will complete/participate in the following:

- Google slideshow notes
- Textbook reading and notetaking
- Recipe notetaking
- Labs (prep and cook one dish from Germany)

Extensions:

- Articles and activities packet about Germany
- Google Class activity based on YouTube video of a food tour/vlog of Munich

Remediation:

- Quiz/Test retakes
- Activity packet on Germany
- Modified or adapted lab roles

Instructional Methods:

- Direct instruction through Google Slides
- Textbook reading (whole group and independent)
- Checks for understanding (questioning)
- Demonstration of cooking/food preparation techniques

Materials & Resources:

- Textbook "Guide to Good Foods"
- Google Slides about Germany and its culture and cuisine
- Google Slides of recipes (for lab)
- Food ingredients
- Equipment for food lab
- Packet on Germany and its cuisine (extension activity)
- Smartboard

Assessments:

- Quiz on Germany and its cuisine
- Test on Germany at the end of Europe Unit
- Lab for recipe from Germany (German Apple Strudel)
- *Project (Google slideshow and recipe book) if done on this country

Curriculum Scope & Sequence

Planned Course: International Foods

Unit: Europe (Scandinavia)

Time frame: 1 week

Essential content/objectives: At the end of the unit, students will be able to:

- State the general climate of Scandinavia
- State and describe at least two major holidays and customs of Scandinavia
- State common foods harvested in Scandinavia
- State common characteristics of Scandinavian cuisine
- Name and briefly describe at least 3 regional dishes of Scandinavia
- Describe common characteristics of meals of Scandinavia

Core Activities: Students will complete/participate in the following:

- Google slideshow notes
- Textbook reading and notetaking
- Recipe notetaking
- Labs (prep and cook one dish from Scandinavia)

Extensions:

- Articles and activities packet about Scandinavia

Remediation:

- Quiz/Test retakes
- Activity packet on Scandinavia
- Modified or adapted lab roles

Instructional Methods:

- Direct instruction through Google Slides
- Textbook reading (whole group and independent)
- Checks for understanding (questioning)
- Demonstration of cooking/food preparation techniques

Materials & Resources:

- Textbook "Guide to Good Foods"
- Google Slides about Scandinavia and its cultures and cuisine
- Google Slides of recipes (for lab)
- Food ingredients
- Equipment for food lab
- Packet on Scandinavia and its cuisine (extension activity)
- Smartboard

Assessments:

- Quiz on Scandinavia and its cuisine
- Test on Scandinavia at the end of Europe Unit
- Lab for recipe from Scandinavia (Swedish meatballs)
- *Project (Google slideshow and recipe book) if done on this country

Curriculum Scope & Sequence

Planned Course: International Foods

Unit: Mediterranean (Spain)

Time frame: 1 week

Essential content/objectives: At the end of the unit, students will be able to:

- State the general climate of Spain
- State and describe at least two major holidays and customs of Spain
- State common foods harvested in Spain
- State common characteristics of Spanish cuisine
- Name and briefly describe at least 3 regional dishes of Spain
- Describe common characteristics of meals of Spain

Core Activities: Students will complete/participate in the following:

- Google slideshow notes
- Textbook reading and notetaking
- Recipe notetaking
- Labs (prep and cook one dish from Spain)

Extensions:

- Articles and activities packet about Spain

Remediation:

- Quiz/Test retakes
- Activity packet on Spain.
- Modified or adapted lab roles

Instructional Methods:

- Direct instruction through Google Slides
- Textbook reading (whole group and independent)
- Checks for understanding (questioning)
- Demonstration of cooking/food preparation techniques

Materials & Resources:

- Textbook "Guide to Good Foods"
- Google Slides about Spain and its cultures and cuisine
- Google Slides of recipes (for lab)
- Food ingredients
- Equipment for food lab
- Packet on Spain and its cuisine (extension activity)
- Smartboard

Assessments:

- Quiz on Spain and its cuisine
- Test on Spain at the end of Mediterranean Unit
- Lab for recipe from Spain (Pan de Santa Teresa)
- Project (Google slideshow and recipe book) if done on this country

Curriculum Scope & Sequence

Planned Course: International Foods

Unit: Mediterranean (Italy)

Time frame: 1 week

Essential content/objectives: At the end of the unit, students will be able to:

- State the general climate of Italy
- State and describe at least two major holidays and customs of Italy
- State common foods harvested in Italy
- State common characteristics of Italian cuisine
- Name and briefly describe at least 3 regional dishes of Italy
- Describe common characteristics of meals of Italy

Core Activities: Students will complete/participate in the following:

- Google slideshow notes
- Textbook reading and notetaking
- Recipe notetaking
- Labs (prep and cook one dish from Italy)

Extensions:

- Articles and activities packet about Italy

Remediation:

- Quiz/Test retakes
- Activity packet on Italy
- Modified or adapted lab roles

Instructional Methods:

- Direct instruction through Google Slides
- Textbook reading (whole group and independent)
- Checks for understanding (questioning)
- Demonstration of cooking/food preparation techniques

Materials & Resources:

- Textbook "Guide to Good Foods"
- Google Slides about Italy and its culture and cuisine
- Google Slides of recipes (for lab)
- Food ingredients
- Equipment for food lab
- Packet on Italy and its cuisine (extension activity)
- Smartboard

Assessments:

- Quiz on Italy and its cuisine
- Test on Italy at the end of Mediterranean Unit
- Lab for recipe from Italy (“pasta, pancetta, and peas”)
- Project (Google slideshow and recipe book) if done on this country

Curriculum Scope & Sequence

Planned Course: International Foods

Unit: Mediterranean (Greece)

Time frame: 1 week

Essential content/objectives: At the end of the unit, students will be able to:

- State the general climate of Greece
- State and describe at least two major holidays and customs of Greece
- State common foods harvested in Greece
- State common characteristics of Greek cuisine
- Name and briefly describe at least 3 regional dishes of Greece
- Describe common characteristics of meals of Greece

Core Activities: Students will complete/participate in the following:

- Google slideshow notes
- Textbook reading and notetaking
- Recipe notetaking
- Labs (prep and cook one dish from Greece)

Extensions:

- Articles and activities packet about Greece

Remediation:

- Quiz/Test retakes
- Activity packet on Greece
- Modified or adapted lab roles

Instructional Methods:

- Direct instruction through Google Slides
- Textbook reading (whole group and independent)
- Checks for understanding (questioning)
- Demonstration of cooking/food preparation techniques

Materials & Resources:

- Textbook "Guide to Good Foods"
- Google Slides about Greece and its culture and cuisine
- Google Slides of recipes (for lab)
- Food ingredients
- Equipment for food lab
- Packet on Greece and its cuisine (extension activity)
- Smartboard

Assessments:

- Quiz on Greece and its cuisine
- Test on Greece at the end of Mediterranean Unit
- Lab for recipe from Greece (gyros or baklava)
- Project (Google slideshow and recipe book) if done on this country

Curriculum Scope & Sequence

Planned Course: International Foods

Unit: Middle East and Africa (Israel)

Time frame: 1 week

Essential content/objectives: At the end of the unit, students will be able to:

- State the general climate of Israel
- State and describe at least two major holidays and customs of Israel
- State common foods harvested in Israel
- State common characteristics of Israeli cuisine
- Name and briefly describe at least 3 regional dishes of Israel
- Describe common characteristics of meals of Israel

Core Activities: Students will complete/participate in the following:

- Google slideshow notes
- Textbook reading and notetaking
- Recipe notetaking
- Labs (prep and cook one dish from Israel)

Extensions:

- Articles and activities packet about Israel

Remediation:

- Quiz/Test retakes
- Activity packet on Israel
- Modified or adapted lab roles

Instructional Methods:

- Direct instruction through Google Slides
- Textbook reading (whole group and independent)
- Checks for understanding (questioning)
- Demonstration of cooking/food preparation techniques

Materials & Resources:

- Textbook "Guide to Good Foods"
- Google Slides about Israel and its culture and cuisine
- Google Slides of recipes (for lab)
- Food ingredients
- Equipment for food lab
- Packet on Israel and its cuisine (extension activity)
- Smartboard

Assessments:

- Quiz on Israel and its cuisine
- Test on Israel at the end of Middle East & Africa Unit
- Lab for recipe from Israel (potato latkes)
- Project (Google slideshow and recipe book) if done on this country

Curriculum Scope & Sequence

Planned Course: International Foods

Unit: Middle East and Africa (Africa: Ghana & Togo)

Time frame: 1 week

Essential content/objectives: At the end of the unit, students will be able to:

- State the general climate of countries in Africa
- State and describe at least two major holidays and customs of countries in Africa
- State common foods harvested in countries in Africa
- State common characteristics of African cuisine
- Name and briefly describe at least 3 regional dishes of Africa
- Describe common characteristics of meals of Africa

Core Activities: Students will complete/participate in the following:

- Google slideshow notes
- Textbook reading and notetaking
- Recipe notetaking
- Labs (prep and cook one dish from Africa)

Extensions:

- Articles and activities packet about Africa

Remediation:

- Quiz/Test retakes
- Activity packet on Africa
- Modified or adapted lab roles

Instructional Methods:

- Direct instruction through Google Slides
- Textbook reading (whole group and independent)
- Checks for understanding (questioning)
- Demonstration of cooking/food preparation techniques

Materials & Resources:

- Textbook "Guide to Good Foods"
- Google Slides about Africa and its cultures and cuisine
- Google Slides of recipes (for lab)
- Food ingredients
- Equipment for food lab
- Packet on Africa and its cuisine (extension activity)
- Smartboard

Assessments:

- Quiz on Africa and its cuisine
- Test on Africa at the end of Middle East & Africa Unit
- Lab for recipe from Africa (peanut soup or jollof rice)
- Project (Google slideshow and recipe book) if done on this country

Curriculum Scope & Sequence

Planned Course: International Foods

Unit: Asia (Russia)

Time frame: 1 week

Essential content/objectives: At the end of the unit, students will be able to:

- State the general climate of countries in Russia
- State and describe at least two major holidays and customs of Russia
- State common foods harvested in Russia
- State common characteristics of Russian cuisine
- Name and briefly describe at least 3 regional dishes of Russia
- Describe common characteristics of meals of Russia

Core Activities: Students will complete/participate in the following:

- Google slideshow notes
- Textbook reading and notetaking
- Recipe notetaking
- Labs (prep and cook one dish from Russia)

Extensions:

- Articles and activities packet about Russia

Remediation:

- Quiz/Test retakes
- Activity packet on Russia
- Modified or adapted lab roles

Instructional Methods:

- Direct instruction through Google Slides
- Textbook reading (whole group and independent)
- Checks for understanding (questioning)
- Demonstration of cooking/food preparation techniques

Materials & Resources:

- Textbook "Guide to Good Foods"
- Google Slides about Russia and its culture and cuisine
- Google Slides of recipes (for lab)
- Food ingredients
- Equipment for food lab
- Packet on Russia and its cuisine (extension activity)
- Smartboard

Assessments:

- Quiz on Russia and its cuisine
- Test on Russia at the end of Asia Unit
- Lab for recipe from Russia (blinis or halupkis)
- Project (Google slideshow and recipe book) if done on this country

Curriculum Scope & Sequence

Planned Course: International Foods

Unit: Asia (India)

Time frame: 1 week

Essential content/objectives: At the end of the unit, students will be able to:

- State the general climate of countries in India
- State and describe at least two major holidays and customs of India
- State common foods harvested in India
- State common characteristics of Indian cuisine
- Name and briefly describe at least 3 regional dishes of India
- Describe common characteristics of meals of India

Core Activities: Students will complete/participate in the following:

- Google slideshow notes
- Textbook reading and notetaking
- Recipe notetaking
- Labs (prep and cook one dish from India)

Extensions:

- Articles and activities packet about India

Remediation:

- Quiz/Test retakes
- Activity packet on India
- Modified or adapted lab roles

Instructional Methods:

- Direct instruction through Google Slides
- Textbook reading (whole group and independent)
- Checks for understanding (questioning)
- Demonstration of cooking/food preparation techniques

Materials & Resources:

- Textbook "Guide to Good Foods"
- Google Slides about India and its cultures and cuisine
- Google Slides of recipes (for lab)
- Food ingredients
- Equipment for food lab
- Packet on India and its cuisine (extension activity)
- Smartboard

Assessments:

- Quiz on India and its cuisine
- Test on India at the end of Asia Unit
- Lab for recipe from India (butter chicken)
- Project (Google slideshow and recipe book) if done on this country

Curriculum Scope & Sequence

Planned Course: International Foods

Unit: Asia (China)

Time frame: 1 week

Essential content/objectives: At the end of the unit, students will be able to:

- State the general climate of China
- State and describe at least two major holidays/celebrations of China
- State common foods harvested in China
- State common characteristics of Chinese cuisine
- Name and briefly describe at least 3 regional dishes of China
- Describe common characteristics of meals of China

Core Activities: Students will complete/participate in the following:

- Google slideshow notes
- Textbook reading and notetaking
- Recipe notetaking
- Labs (prep and cook one dish from China)

Extensions:

- Articles and activities packet about China

Remediation:

- Quiz/Test retakes
- Activity packet on China
- Modified or adapted lab roles

Instructional Methods:

- Direct instruction through Google Slides
- Textbook reading (whole group and independent)
- Checks for understanding (questioning)
- Demonstration of cooking/food preparation techniques

Materials & Resources:

- Textbook "Guide to Good Foods"
- Google Slides about China and its culture and cuisine
- Google Slides of recipes (for lab)
- Food ingredients
- Equipment for food lab
- Packet on China and its cuisine (extension activity)
- Smartboard

Assessments:

- Quiz on China and its cuisine
- Test on China at the end of Asia Unit
- Lab for recipe from China (easy beef and broccoli or wontons)
- Project (Google slideshow and recipe book) if done on this country

Curriculum Scope & Sequence

Planned Course: International Foods

Unit: Asia (Japan)

Time frame: 1 week

Essential content/objectives: At the end of the unit, students will be able to:

- State the general climate of Japan
- State at least two major holidays of Japan
- State common foods harvested in Japan
- State common characteristics of Japanese cuisine
- Name and briefly describe at least 3 regional dishes of Japan
- Describe common characteristics of meals of Japan

Core Activities: Students will complete/participate in the following:

- Google slideshow notes
- Textbook reading and notetaking
- Recipe notetaking
- Labs (prep and cook one dish from Japan)

Extensions:

- Articles and activities packet about Japan

Remediation:

- Quiz/Test retakes
- Activity packet on Japan
- Modified or adapted lab roles

Instructional Methods:

- Direct instruction through Google Slides
- Textbook reading (whole group and independent)
- Checks for understanding (questioning)
- Demonstration of cooking/food preparation techniques

Materials & Resources:

- Textbook "Guide to Good Foods"
- Google Slides about Japan and its culture and cuisine
- Google Slides of recipes (for lab)
- Food ingredients
- Equipment for food lab
- Packet on Japan and its cuisine (extension activity)
- Smartboard

Assessments:

- Quiz on Japan and its cuisine
- Test on Japan at the end of Asia Unit
- Lab for recipe from Japan (udon noodles)
- Project (Google slideshow and recipe book) if done on this country