

WGSD Curriculum  
Family and Consumer Science Department

**Course: Regional and International Foods**

**Grade Level: 10-12**

**LG 1 World Cuisine**

**High Priority Standards**

**National Standards for Family and Consumer Sciences: Nutrition and Wellness**

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.

14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

**Learning Goal**

Students will understand the culinary contributions of many different countries.

**Proficiency Scale**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Demonstrating the use of specific tools necessary to create each countries cuisine.
- Applying techniques to prepare food from a variety of cultures.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: cockeles, fish and chips, pudding basin, haggis, colcannon, haute cuisine, provincial cuisine, nouvelle cuisine, fines herbes, hors d'oeuvres, croissant, crepe, truffles, escargot, quiche, braten, kartoffelpuffer, sauerkraut, spätzle, strudel, crayfish, smorrebrod, lutefisk, smorgasbord, husmanskost, lingonberry, sauna.

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|   |  |
|---|--|
|   | <ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Locating specific countries on a map.</li><li>○ Identifying how culture, climate, and geography affected the development of local cuisines.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p> |
| <p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Students know how to:</b></p> <ul style="list-style-type: none"><li>• Recognize the influence of climate and geography on food habits of different cultures.</li><li>• Locate countries studied and major bodies of water on a world map.</li><li>• Apply appropriate cooking techniques in preparation of typical foods for each country.</li><li>• Prepare foods native to specific countries.</li></ul> |  |

**Course: Regional and International Foods**

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**Grade Level: 9-12**

**LG 2 Lab Preparation**

**High Priority Standards**

**National Standards for Family and Consumer Sciences: Nutrition and Wellness**

- 14.4 Evaluate factors that affect food safety from production through consumption.
- 14.4.1 Analyze conditions and practices that promote safe food handling.
  - 14.4.3 Analyze safety and sanitation practices throughout the food chain.

**Missouri Learning Standards**

**Craft and Structure 9-10.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context (food measurement terminology, food-preparation terminology, kitchen equipment terminology.)

| <b>Learning Goal</b>   | <b>Proficiency Scale</b>  |
|--|---|
| Students will understand how preparation and organization contribute to cooking good food. | Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.<br><br>Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Developing a cooking plan to include obtaining ingredients and deciding on techniques to use.</li><li>• Balancing flavor and nutrition.</li><li>• Implementing and following proper safety and sanitation procedures.</li><li>• Evaluating the results of the cooking experience.</li></ul><br>Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: specific cooking and</li></ul> |

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ingredient terms, wet and dry measurements, ingredient names listed in a recipe, food related abbreviations, equivalents.

- Performing processes such as:
  - Reading recipes ahead of time.
  - Organizing to prepare for cooking.
  - Identifying safety and sanitation concerns.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Implement a food lab plan.
- Evaluate the food lab plan.
- Create a quality food product using proper ingredients and technique.
- Implement effective safety and sanitation procedures.
- Reflect on and evaluate the lab experience.

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**Course: Regional and International Foods**

**Grade Level: 9-12**

**LG 3 Food Choice**

**High Priority Standards**

**National Standards for Family and Consumer Sciences: Nutrition and Wellness**

14.1: Analyze factors that influence nutrition and wellness practices across the lifespan.

14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.

14.1.4 Analyze the effects of global and local events and conditions on food choices and practices.

14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

| <b>Learning Goal</b>  | <b>Proficiency Scale</b>  |
|---|---|
| Students will understand the impact of outside influences on personal food choices. | Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.<br><br>Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Evaluating how food choice is affected by outside influences such as media, fads, and myths.</li><li>• Comparing how food choices and traditions are influenced by family and culture.</li><li>• Describing how global and local events affect food choice and practices, and impact personal choice.</li></ul><br>Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: genetically altered foods, fad, fallacy, hunger, appetite, wellness, fasting, functional food.</li></ul> |

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- Performing processes such as:
  - Identifying all the factors that affect food choice.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Research and evaluate how food choice is affected by outside influences such as media bias, fads, and myths.
- Analyze and explain how food choice and food traditions are affected by family and culture.
- Recognize and research global and local events that affect food choice and practices.
- Analyze how global and local events impact their own choices.