



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: Family & Consumer Science

Course: International Foods

Grade Level: 11-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Patricia Volino-Reinoso, Program Supervisor: VPS, FAC, Physical Education/ Health

The Board acknowledges the following who contributed to the preparation of this curriculum.

Susan A. Martino

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
International Foods
11th -12th Grade

Date of Board Adoption:
August 26, 2025

RAHWAY PUBLIC SCHOOLS CURRICULUM

International Foods: Grades 11 and 12

PACING GUIDE

Unit	Title	Pacing
1	Italian Cuisine	4 weeks
2	French Cuisine	4 weeks
3	Indian and Asian (Chinese, Japanese, and Korean) Cuisines	6 weeks
4	Mexican, Latin American, and Caribbean Cuisines	6 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls, or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher Lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign or allow leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy with whom the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from a paper/book.
- Give the student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to the student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have students enter written assignments in the criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow students to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts, possibly through the use of visuals.
- Use manipulatives.

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| | <ul style="list-style-type: none">● Emphasize critical information by highlighting it for the student.● Use graphic organizers.● Pre-teach or preview vocabulary.● Provide students with a list of prompts or sentence starters to use when completing a written assignment.● Provide audio versions of the textbooks.● Highlight textbooks/study guides.● Use supplementary materials.● Assist in note-taking.● Use adapted/modified textbooks.● Allow use of computer/word processor.● Allow the student to answer orally, give extended time (time-and-a-half).● Allow tests to be given in a separate location (with the ESL teacher).● Allow additional time to complete assignments and/or assessments.● Read the question to the student to clarify.● Provide a definition or synonym for words on a test that do not impact the validity of the exam.● Modify the format of assessments.● Shorten test length or require only selected test items.● Create alternative assessments.● On an exam other than a spelling test, don't deduct points for spelling errors. |
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UNIT OVERVIEW

Content Area: International Foods

Unit Title: Italian Cuisine

Target Course/Grade Level: International Foods: Grades 11 and 12

Unit Summary: This second-year course builds upon principles learned in Introduction to Culinary Arts and Cooking Techniques. Students will learn about foods from various regions around the world and each country's distinct dishes, as well as the different factors that influence the types of foods people eat. In this unit, students will explore Italian cuisine. 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. Students will further improve their culinary skills.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards: National Standards for Family and Consumer Sciences Education

- 8.1 Analyze career paths within the food production and food services industries.
- 8.2 Demonstrate food safety and sanitation procedures.
- 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
- 8.6 Demonstrate implementation of food service management and leadership functions.
- 8.7 Demonstrate the concept of internal and external customer service.

Career Readiness, Life Literacies, and Key Skills: 21st Century Life and Career Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

- CRP9. Model integrity, ethical leadership, and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP12. Work productively in teams while using cultural global competence.
- 9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation, and quality in food products and processing facilities.
- 9.3.12.AG-FD.3 Select and process food products for storage, distribution, and consumption.
- 9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
- 9.3.HT-RFB Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Unit Understandings:

Students will understand that...

- You need to have a good foundation in the “Basics” to be successful in food preparation.
- Expectations and rules are important and need to be followed.
- Every culture develops unique food preparation methods to meet its specific cultural needs and backgrounds.
- Ethnic recipes are based upon agricultural products local to the geographic region.
- Preparation of foods from around the world provides us with the opportunity to explore the evolution of cuisines based on the origins of immigrant populations.
- With different historical backgrounds, countries have developed distinctive cuisines.
- Geography, economics, foreign influences, religious beliefs, and technological advancements shape the cuisines and customs of a culture.
- Pasta and other grain products are versatile, nutritious, and flavorful additions to meals worldwide.

Unit Essential Questions:

- What can we learn from one another and our diverse cultural backgrounds?
- What are the preparation techniques and standards for various food items?
- Why do the preparation techniques for various ethnic foods differ from what we already know?
- What factors need to be considered when selecting ethnic recipes and preparing the food products?
- How can spices and herbs be used to make recipes healthier?

- Why do cuisines vary from country to country and region to region?
- How can you broaden your knowledge of culture through food?
- What are the staple foods used in Italy?
- What is distinctive about Italian cuisine?
- Why have grains (pasta, couscous, kasha, etc.) been a food staple around the world for thousands of years?

Knowledge and Skills:

Students will know...

- The difference between a spice and an herb.
- Definition of a spice blend and a rub.
- Uses of spices and herbs in flavoring world cuisines.
- Correct method to select, use, and store herbs for maximum potency.
- The typical food customs of Italy.
- Key holidays/festival celebrations, along with traditional foods, in Italy.
- How culture and traditions shape diverse meal patterns in Italy.
- The different types of cookware are necessary to produce a wide variety of dishes.
- The types of grain products used in Italy.
- Various preparation techniques to use with a variety of pasta and grain product recipes.
- The country of origin for various forms of pasta and grains.

Students will be able to...

- Compare and contrast the differences between spices and herbs.
- Create foods that use specific herbs and spices that are cultural representations of Italy.
- Identify the origin of specific foods based on the herbs and spices with which they are flavored.
- Maintain the potency of herbs and spices by using proper storage methods.
- Prepare traditional Italian dishes that are native to the region.
- Demonstrate the proper use of specialty equipment and utensils.
- Recognize a variety of pasta and grain products.
- Prepare a variety of dishes that include a pasta or grain product as the main ingredient.
- Correlate the grain and pasta products to their country of origin.
- Develop further their skills in reading and understanding recipes.
- Utilize proper measurement techniques for liquid and dry ingredients.
- Identify the basic food terminology and vocabulary associated with Italy
- 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 about nutritional, budgetary, and cultural considerations.

EVIDENCE OF LEARNING

Assessments

- **Formative:**
 - Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs
 - Diagnostic evaluation that determines the student's level of proficiency, which occurs at the beginning of the term
 - Student Work Samples (from labs)
 - Quizzes
- **Summative/Benchmark:**
 - Objective question quizzes and tests
 - Short Answer quizzes and tests
 - Projects (Final Products)
 - Culinary Cook Off (Final Exam)
- **Final Assessment:** Practical Cooking Assignment Assessing cumulative skills and safety measures.
- **Alternative Assessments:**
 - Performance-Based Assessments
 - Rubrics
 - Portfolio
 - Modified reading, writing, and speaking assignments that align with student strengths, needs, IEPs, and/or 504 Plan
- **Final Assessment:**

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Students will learn through verbal instruction, watching videos, watching demonstrations, reading and highlighting written handouts, teacher modelling, individual one-on-one coaching as needed, and group work - working together as a team to produce a desired result. Individual Education Plans (IEPs) will be followed per student's needs as follows:

- Reword and repeat directions as noted in the 504 or IEP
- Clarification of directions as indicated in 504 or IEP
- Extended time on tests and written work as requested by the student and as indicated in 504 or IEP
- Take exams in small groups, as indicated in 504 or IEP
- Modify exams based on individual needs noted in 504 or IEP
- Address individual needs as noted by the 504 or IEP
- Preferential seating
- Spelling should not detract from grade on in-class assignments, tests, and quizzes.
- Allow extra time for the student to process information before requiring a response.
- Provide frequent checks for understanding
- Provide example problems as a guide
- Provide frequent checks on the organization of classroom materials
- Provide oral as well as written instructions/directions

RESOURCES

Teacher Resources:

- ShopRite from Home
- Cookbooks/Recipes
- Instructional Videos
- Documentaries
- Industry Newsletters
- Online sources
- Kahoot!
- Guest Speakers
- Field Trips

Equipment Needed:

- Refrigerator, freezer, electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart food processors, knives, cutting boards, sharpening tools, ice cream makers, blenders, panini press, waffle irons, skillets, electric hand mixers, various kitchen utensils and tools

UNIT OVERVIEW

Content Area: International Foods

Unit Title: French Cuisine

Target Course/Grade Level: International Foods: Grades 11 and 12

Unit Summary: This second-year course builds upon principles learned in Introduction to Culinary Arts and Cooking Techniques. Students will learn about foods from various regions around the world and each country's distinct dishes, as well as the different factors that influence the types of foods people eat. In this unit, students will explore French cuisine. Various preparation techniques will be demonstrated. Students will study patterns of family meals, current customs and food habits, as well as cooking techniques and equipment unique to those countries. Students will further improve their culinary skills.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards: National Standards for Family and Consumer Sciences Education

- 8.1 Analyze career paths within the food production and food services industries.
- 8.2 Demonstrate food safety and sanitation procedures.
- 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
- 8.6 Demonstrate implementation of food service management and leadership functions.
- 8.7 Demonstrate the concept of internal and external customer service.

Career Readiness, Life Literacies, and Key Skills: 21st Century Life and Career Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership, and effective management.

- CRP10. Plan your education and career paths in alignment with your personal goals.
- CRP12. Work productively in teams while using cultural global competence.
- 9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation, and quality in food products and processing facilities.
- 9.3.12.AG-FD.3 Select and process food products for storage, distribution, and consumption.
- 9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
- 9.3.HT-RFB.10 Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Unit Understandings:

Students will understand that...

- You need to have a good foundation in the “Basics” to be successful in food preparation.
- Expectations and rules are essential and need to be followed.
- Every culture develops unique food preparation methods to meet its specific cultural needs and backgrounds.
- Ethnic recipes are based upon agricultural products local to the geographic region.
- Preparation of foods from around the world provides us with the opportunity to explore the evolution of cuisines based on the origins of immigrant populations.
- With different historical backgrounds, countries have developed distinctive cuisines.
- Geography, economics, foreign influences, religious beliefs, and technological advancements shape the cuisines and customs of a culture.

Unit Essential Questions:

- What can we learn from one another and our diverse cultural backgrounds?
- What are the preparation techniques and standards for various food items?
- Why do the preparation techniques for various ethnic foods differ from what we already know?
- What factors need to be considered when selecting ethnic recipes and preparing the food products?
- How can spices and herbs be used to make recipes healthier?
- Why do cuisines vary from country to country and region to region?
- How can you broaden your knowledge of culture through food?
- What are the staple foods used in France?

- What is distinctive about French cuisine?
- Why has French baking had such a significant influence on other countries?

Knowledge and Skills:

Students will know...

- The difference between a spice and an herb.
- The definition of a spice blend and a rub.
- Uses of spices and herbs in flavoring world cuisines.
- The correct method to select, use, and store herbs for maximum potency.
- The typical food customs of France.
- Key holidays/festival celebrations, and traditional foods served in France.
- How culture and traditions shape diverse meal patterns in France.
- The different types of cookware are necessary to produce a wide variety of dishes.
- The type of desserts that are famous in France.
- The various preparation techniques for different desserts.

Students will be able to...

- Compare and contrast the differences between spices and herbs.
- Create foods that use specific herbs and spices that are cultural representations of France.
- Identify the origin of specific foods based on the herbs and spices with which they are flavored.
- Maintain the potency of herbs and spices by using proper storage methods.
- Prepare traditional French dishes that are native to the country.
- Demonstrate the proper use of specialty equipment and utensils.
- Develop further their skills in reading and understanding recipes.
- Utilize proper measurement techniques for liquid and dry ingredients.
- Identify the basic food terminology and vocabulary commonly used in France.
- 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 about nutritional, budgetary, and cultural considerations.

<i>EVIDENCE OF LEARNING</i>

Assessments

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Assessments include formative, summative, benchmark, and alternative assessments.

- Formative:
 - Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs.
 - Diagnostic evaluation that determines the student's level of proficiency, which occurs at the beginning of the term.
 - Student Work Samples (from labs)
 - Writing prompts
 - Quizzes

- Summative/Benchmark:
 - Objective question quizzes and tests.
 - Short Answer quizzes and tests.
 - Projects (Final Products)
 - Culinary Cook Off (Final Exam)

- Alternative Assessments
 - Performance-Based Assessments
 - Portfolios
 - Rubrics
 - Modified reading, writing, and speaking assignments that align with student strengths, needs, IEPs, and/or 504 Plans.

- Final Assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Students will learn through verbal instruction, watching videos, watching demonstrations, reading and highlighting written handouts, teacher modelling, individual one-on-one coaching as needed, and group work - working together as a team to produce a desired result. Individual Education Plans (IEPs) will be followed per student's needs as follows:

- Reword and repeat directions as noted in the 504 or IEP
- Clarification of directions as noted in 504 or IEP
- Extended time on tests and written work as requested by the student and as noted in 504 or IEP
- Take exams in small groups, as noted in 504 or IEP
- Modify exams based on individual needs noted in 504 or IEP
- Address individual needs as noted in the 504 or IEP
- Preferential seating
- Spelling should not detract from grade on in-class assignments, tests, and quizzes.

- Allow extra time for the student to process information before requiring a response.
- Provide frequent checks for understanding
- Provide example problems as a guide
- Provide frequent checks on the organization of notebook and classroom materials.
- Provide oral as well as written instructions/directions.

RESOURCES

Teacher Resources:

- ShopRite from Home
- Cookbooks/Recipes
- Instructional Videos
- Documentaries
- Industry Newsletters
- Online sources
- Kahoot!
- Guest Speakers
- Field Trips

Equipment Needed:

- Refrigerator, freezer, electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart food processors, knives, cutting boards, sharpening tools, ice cream makers, blenders, panini press, waffle irons, skillet, electric hand mixers, various kitchen utensils and tools

UNIT OVERVIEW

Content Area: International Foods

Unit Title: Indian and Asian (Chinese, Japanese, and Korean) Cuisines

Target Course/Grade Level: International Foods: Grades 11 and 12

Unit Summary: This second-year course builds upon principles learned in Introduction to Culinary Arts and Cooking Techniques. Students will learn about foods from various regions around the world and each country's distinct dishes, as well as the different factors that influence the types of foods people eat. In this unit, students will explore Indian and Asian Cuisines. 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, as well as cooking techniques and equipment unique to those countries. Students will further improve their culinary skills.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards: National Standards for Family and Consumer Sciences Education

- 8.1 Analyze career paths within the food production and food services industries.
- 8.2 Demonstrate food safety and sanitation procedures.
- 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
- 8.6 Demonstrate implementation of food service management and leadership functions.
- 8.7 Demonstrate the concept of internal and external customer service.

Career Readiness, Life Literacies, and Key Skills: 21st Century Life and Career Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

- CRP9. Model integrity, ethical leadership, and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP12. Work productively in teams while using cultural global competence.
- 9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation, and quality in food products and processing facilities.
- 9.3.12.AG-FD.3 Select and process food products for storage, distribution, and consumption.
- 9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
- 9.3.HT-RFB.10 Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Unit Understandings:

Students will understand that...

- You need to have a good foundation in the “Basics” to be successful in food preparation.
- Expectations and rules are important and need to be followed.
- Every culture develops unique food preparation methods to meet its specific cultural needs and backgrounds.
- Ethnic recipes are based upon agricultural products local to the geographic region.
- Preparation of foods from around the world provides us with the opportunity to explore the evolution of cuisines based on the origins of immigrant populations.
- With different historical backgrounds, countries have developed distinctive cuisines.
- Geography, economics, foreign influences, religious beliefs, and technological advancements shape the cuisines and customs of a culture.
- Pasta and other grain products are versatile, nutritious, and flavorful additions to meals worldwide.

Unit Essential Questions:

- What can we learn from one another and our diverse cultural backgrounds?
- What are the preparation techniques and standards for various food items?
- Why do the preparation techniques for various ethnic foods differ from what we already know?
- What factors need to be considered when selecting ethnic recipes and preparing the food products?
- How can spices and herbs be used to make recipes healthier?

- Why do cuisines vary from country to country and region to region?
- How can you broaden your knowledge of culture through food?
- What are the staple foods used in India, China, Japan, and Korea?
- What is distinctive about Indian, Chinese, Japanese, and Korean Cuisines?
- Why have grains (pasta, couscous, kasha, etc.) been a food staple around the world for thousands of years?

Knowledge and Skills:

Students will know...

- The difference between a spice and an herb.
- Definition of a spice blend and a rub.
- Uses of spices and herbs in flavoring world cuisines.
- Correct method to select, use, and store herbs for maximum potency.
- The typical food customs in India, China, Japan, and Korea.
- Key holidays/festival celebrations and traditional foods served in India, China, Japan, and Korea.
- How culture and traditions shape diverse meal patterns in India, China, Japan, and Korea.
- The different types of cookware are necessary to produce a wide variety of dishes.
- The type of grain products that are used in India, China, Japan, and Korea.
- Various preparation techniques to use with a variety of noodle and rice product recipes.
- The use of vegetables in Indian, Chinese, Japanese, and Korean dishes.

Students will be able to...

- Compare and contrast the differences between spices and herbs.
- Create foods that use specific herbs and spices that are cultural representations of India, China, Japan, and Korea.
- Identify the origin of specific foods based on the herbs and spices with which they are flavored.
- Maintain the potency of herbs and spices by using proper storage methods.
- Prepare traditional foods native to India, China, Japan, and Korea.
- Demonstrate the proper use of specialty equipment and utensils.
- Recognize a variety of vegetables and herbs.
- Prepare a variety of dishes that include vegetables as the main ingredient.
- Develop further their skills in reading and understanding recipes.
- Utilize proper measurement techniques for liquid and dry ingredients.
- Identify the basic food terminology and vocabulary associated with India, China, Japan, and Korea.
- 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 concerning nutritional, budgetary, and cultural considerations.

EVIDENCE OF LEARNING

Assessments

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Assessments include formative, summative, benchmark, and alternative assessments.

- Formative:
 - Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs.
 - Diagnostic evaluation that determines the student’s level of proficiency, which occurs at the beginning of the term.
 - Student Work Samples (from labs)
 - Writing prompts
 - Quizzes

- Summative/Benchmark:
 - Objective question quizzes and tests.
 - Short Answer quizzes and tests.
 - Projects (Final Products)
 - Culinary Cook Off (Final Exam)

- Alternative Assessments
 - Performance-Based Assessments
 - Portfolios
 - Rubrics
 - Modified reading, writing, and speaking assignments that align with student strengths, needs, IEPs, and/or 504 Plans.

- Final Assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Students will learn through verbal instruction, watching videos, watching demonstrations, reading and highlighting written handouts, teacher modelling, individual one-on-one

coaching as needed, and group work - working together as a team to produce a desired result. Individual Education Plans (IEPs) will be followed per student's needs as follows:

- Reword and repeat directions as noted in the 504 or IEP
- Clarification of directions as noted in 504 or IEP
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RESOURCES

Teacher Resources:

- ShopRite from Home
- Cookbooks/Recipes
- Instructional Videos
- Documentaries
- Industry Newsletters
- Online sources
- Kahoot!
- Guest Speakers
- Field Trips

Equipment Needed:

- Refrigerator, freezer, electric range, oven, microwave, sink, dishwasher, washing machine, dryer, KitchenAid mixer, Cuisinart food processors, knives, cutting boards, sharpening tools, ice cream makers, blenders, panini press, waffle irons, skillet, electric hand mixers, various kitchen utensils and tools

UNIT OVERVIEW

Content Area: International Foods

Unit Title: Mexican/Latin American/Caribbean Cuisines

Target Course/Grade Level: International Foods: Grades 11 and 12

Unit Summary: This second-year course builds upon principles learned in Introduction to Culinary Arts and Cooking Techniques. Students will learn about foods from various regions around the world and each country's distinct dishes, as well as the different factors that influence the types of foods people eat. In this unit, students will explore Mexican/Latin American/Caribbean Cuisines. 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, as well as cooking techniques and equipment unique to those countries. Students will further improve their culinary skills.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards: National Standards for Family and Consumer Sciences Education

- 8.1 Analyze career paths within the food production and food services industries.
- 8.2 Demonstrate food safety and sanitation procedures.
- 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
- 8.6 Demonstrate implementation of food service management and leadership functions.
- 8.7 Demonstrate the concept of internal and external customer service.

Career Readiness, Life Literacies, and Key Skills: 21st Century Life and Career Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership, and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP12. Work productively in teams while using cultural global competence.
- 9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation, and quality in food products and processing facilities.
- 9.3.12.AG-FD.3 Select and process food products for storage, distribution, and consumption.
- 9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT-RFB.3 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
- 9.3.HT-RFB.10 Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Unit Understandings:

Students will understand that...

- You need to have a good foundation in the “Basics” to be successful in food preparation.
- Expectations and rules are important and need to be followed.
- Every culture develops unique food preparation methods to meet its specific cultural needs and backgrounds.
- Ethnic recipes are based upon agricultural products local to the geographic region.
- Preparation of foods from around the world provides us with the opportunity to explore the evolution of cuisines based on the origins of immigrant populations.
- With different historical backgrounds, countries have developed distinctive cuisines.
- Geography, economics, foreign influences, religious beliefs, and technological advancements shape the cuisines and customs of a culture.
- Pasta and other grain products are versatile, nutritious, and flavorful additions to meals worldwide.

Unit Essential Questions:

- What can we learn from one another and our diverse cultural backgrounds?
- What are the preparation techniques and standards for various food items?
- Why do the preparation techniques for various ethnic foods differ from what we already know?
- What factors need to be considered when selecting ethnic recipes and preparing the food products?

- How can spices and herbs be used to make recipes healthier?
- Why do cuisines vary from country to country and region to region?
- How can you broaden your knowledge of culture through food?
- What are the staple foods used in Mexican/Latin American/Caribbean Cuisines?
- What is distinctive about Mexican/Latin American/Caribbean Cuisines?
- Why have grains (rice, pasta, couscous, kasha, etc.) been a food staple around the world for thousands of years?

Knowledge and Skills:

Students will know...

- The traditional spices and herbs used in Mexican/Latin American/Caribbean Cuisines.
- The typical food customs of Mexico/Latin America/Caribbean countries.
- Key holidays/festival celebrations and traditional foods served in Mexican/Latin American/Caribbean Cuisine.
- How culture and traditions shape diverse meal patterns in Mexican/Latin American/Caribbean Cuisine.
- The different types of cookware are necessary to produce a wide variety of dishes.
- The type of grain products that are used in Mexican/Latin American/Caribbean Cuisines.
- Various preparation techniques to use with a variety of pasta and grain product recipes.
- The country of origin for various forms of pasta and grains.

Students will be able to...

- Compare and contrast the differences between spices and herbs.
- Create foods that use specific herbs and spices that are cultural representations of Mexican/Latin American/Caribbean Cuisines.
- Identify the origin of specific foods based on the herbs and spices with which they are flavored.
- Prepare appropriate foods that are native to Mexican/Latin American/Caribbean Cuisines.
- Demonstrate the proper use of specialty equipment and utensils.
- Recognize a variety of pasta and grain products.
- Prepare a variety of dishes that include a pasta or grain product as the main ingredient.
- Correlate the grain and pasta products to their country of origin.
- Develop further their skills in reading and understanding recipes.
- Utilize proper measurement techniques for liquid and dry ingredients.
- Identify the basic food terminology and vocabulary associated with Mexican/Latin American/Caribbean Cuisines.
- 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 about nutritional, budgetary, and cultural considerations.

EVIDENCE OF LEARNING

Assessments

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Assessments include formative, summative, benchmark, and alternative assessments.

- Formative:
 - Teacher observation of student content knowledge and skills during discussions, demonstrations, and cooking labs.
 - Diagnostic evaluation that determines the student’s level of proficiency, which occurs at the beginning of the term.
 - Student Work Samples (from labs)
 - Writing prompts
 - Quizzes
- Summative/Benchmark:
 - Objective question quizzes and tests.
 - Short Answer quizzes and tests.
 - Projects (Final Products)
 - Culinary Cook Off (Final Exam)
- Alternative Assessments
 - Performance-Based Assessments
 - Portfolios
 - Rubrics
 - Modified reading, writing, and speaking assignments that align with student strengths, needs, IEPs, and/or 504 Plans.
- Final Assessment:

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Students will learn through verbal instruction, watching videos, watching demonstrations, reading and highlighting written handouts, teacher modelling, individual one-on-one

coaching as needed, and group work - working together as a team to produce a desired result. Individual Education Plans (IEPs) will be followed per student's needs as follows:

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