PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Gourmet Foods

Curriculum Writing Committee:

Jillian Feese
Alexandra Squatrito

Grade Level: 9-12

Date of Board Approval: JUNE 2026

Course Weighting: Gourmet Foods

Labs	30%
Classwork	30%
Tests / Projects	40%
Total	100%

Curriculum Map

Overview:
This course is designed to give students a hands-on approach to learning about the different roles foods play in their daily lives. Students will learn how cultures influence cuisines and customs, and that there are similarities and differences in the foods found throughout the world. Students will learn classical cooking skills for preparing and serving international and ethnic cuisines. Students will explore foods, recipes, and dietary guidelines from around the world.

Goals:
Marking Periods 1 & 3:

- **Marking Period 1 (45 days)**
    - **Unit 1: Safety and Sanitation - 18 Days**
    - **Unit 2: Diversity at the Table - 13 Days**
    - **Unit 3: Foods of the Regions of the United States and Canada - 14 Days**

Students will be able to …

Unit 1 Kitchen Basics

- Safety and Sanitation
    - Understand and apply proper safety and sanitation practices to maintain a clean, organized, and hazard-free kitchen environment.
- Reading a Recipe
    - Interpret and follow recipes accurately to produce consistent and high-quality food products.
- Knife Skills
    - Develop knife skills necessary for safe and efficient food preparation.
- Mise En Place
    - Apply the concept of mise en place to organize and prepare all ingredients and tools before cooking.
- Kitchen Equipment
    - Identify and correctly use kitchen tools, utensils, and appliances to perform cooking tasks safely.

- Cooking Methods
    - Apply a variety of cooking methods to achieve desired appearances in prepared foods.
- Measurements, Utensils, and Equivalents
    - Accurately measure using standard kitchen tools and equivalents to ensure recipe success.

Unit 2 Diversity at the Table

- Describe factors that influence one's food choices.
- Explain how food choices reflect one's culture.
- Identify ways the family members and friends may influence one's food choices.

Unit 3 Foods of the Regions of the United States and Canada

- Describe the 6 main food regions of the United States and give examples of the regional ingredients and dishes.
- Discuss the provinces that make up Canada and what ingredients are found in each of the regions.
- Describe how geography and climate affect cuisine.

Marking Periods 2 & 4:

- **Marking Period 2 (45 days)**
    - **Unit 4: Foods of South America, Latin America, and the Caribbean - 17 Days**
    - **Unit 5: Foods of Europe - 18 Days**
    - **Unit 6: Foods of Asia - 10 Days**

Students will be able to …

Unit 4 Foods of South America, Latin America, and the Caribbean

- Describe common Latin American dishes.
- Identify ingredients that play a role in Caribbean cuisine.
- Describe how the geography and climate affect its cuisine.

Unit 5 Foods of Europe

- Describe popular dishes from all regions of Europe.
- Describe how Northern Europe's geography and climate affect its cuisine.
- Discuss the religion, culture, and communities in this area of the world and how they impact the individuals that live there.
- Describe how Eastern Europe's geography and climate affect its cuisine.

Unit 6 Foods of Asia

- Describe popular dishes from China, Japan, and Korea.
- Identify popular dishes from Laos, Thailand, Cambodia, and Vietnam.
- Describe ingredients common to the cuisine of Southwest Asia.

Big Ideas:

- Nutrition, eating habits, and preparation choices impact overall health and wellness throughout the lifespan at individual and societal levels.
- Good safety habits can prevent accidents and protect you against a variety of hazards in the kitchen.
- Recipes are directions for preparing foods and beverages that are useful to cooks.

- People from all over the world maintain their traditional food customs and share them with other cultures, creating great diversity at the table.
- The United States and Canada are home to many regional cuisines that reflect a variety of influences from around the globe.
- The cuisines of Latin America and the Caribbean are flavorful, diverse, and influenced by the many different cultures.
- Western, Northern, and Southern Europe are home to diverse cuisines that use a variety of ingredients and cooking methods.
- The cuisines of Eastern Europe and Russia reflect the influences of many different cultures and feature heavy ingredients and flavorful dishes.

Textbook and Supplemental Resources:

- **Primary Textbook Name:** Foods for Today
  - **Textbook ISBN:** Teacher Edition # 0-02643049-5
    Student Edition # 978-0-02-139994-9
  - **Textbook Publisher/Year of Publication:** Glencoe/McGraw Hill 2016

- **Supplemental Resources:**
  - Mise En Place WebQuest
  - Common Cooking Mistakes
  - Knife Skills Video Questions
  - What the World Eats
  - Connections: Food & Religion
  - Soul Foods
  - Touring the USA
  - Hispanic Food WebQuest
  - Day of the Dead WebQuest
  - Spanish and Portuguese Cuisine Summary
  - Iceland WebQuest
  - Ireland WebQuest
  - Spain Workbook
  - Indonesian Cuisine Summary
  - Indian Cuisine Summary

Curriculum Plan

Unit 1: Safety and Sanitation (18 Days)

- **Standards:**
  - 11.1.9-12.A: Predict factors that affect food safety and security from production through consumption.
  - 11.1.9-12.C: Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across a life span.
  - 11.1.9-12.E: Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
  - 11.1.9-12.F: Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.
    - CC.1.4.11–12.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
    - CC.1.4.11–12.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
    - CC.1.5.11–12.A: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    - CC.1.5.11–12.C: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
    - CC.1.5.11–12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
    - CC.2.4.HS.B.:1 Summarize, represent, and interpret data on a single count or measurement variable. A1.2.2.1.2, A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3,
    - PA Information Technology Standards
    - 15.3.12.I. Synthesize information gathered from multiple sources (e.g., digital, print, face-to-face).
    - 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.
    - 15.3.12.T. Demonstrate application of digital citizenship in work and personal situations.
    - 15.4.12.A. Apply the creative and productive use of emerging technologies for educational and personal success.

Objectives:

- Define foodborne illness and explain its causes and symptoms. (DOK 1)
- Categorize the different types of food contaminants (biological, chemical, and physical). (DOK 2)

- Explain the importance of proper food handling procedures, such as FIFO, thawing food, holding food, and reheating food. (DOK 3)
- Identify the correct internal temperature of food. (DOK 1)
- Identify and describe the key components of a recipe. (DOK 1)
- Explain and demonstrate the concept of mise en place. (DOK 3)
- Understand the importance of accurately measuring ingredients in food preparation. (DOK 2)
- Differentiate among the common measuring units used in cooking and baking. (DOK 2)
- Interpret and follow a recipe to prepare food successfully. (DOK 3)
- Demonstrate understanding of recipe reading and kitchen measurement skills through hands-on cooking. (DOK 3)
- Identify and describe the function of small and large kitchen equipment. (DOK 2)
- Identify different types of knives and demonstrate safe knife-handling techniques. (DOK 3)
- Demonstrate basic knife cuts with accuracy and safety. (DOK 3)
- Identify and categorize various cooking methods (dry, moist, and combination). (DOK 2)

Core Activities and Corresponding Instructional Methods:

Days 1-5 - Safety & Sanitation

- Introduction to kitchen safety rules and procedures; safety contract.
    - Safety and Sanitation PowerPoint
- Foodborne illness - causes, prevention, and safe food handling.
- Handwashing and cleaning demo; sanitation stations practice.
    - Glo Germ Activity
- Apply proper cooking methods to ensure safety.

Days 6-8 - Measurement

- Types of measuring tools and units; dry vs. liquid measuring demo.
    - Measurement Powerpoint
- Measuring equivalents and accuracy practice.
    - Measurement Worksheet
- Mini cooking lab focusing on correct measuring techniques.

Days 9-11 - Reading a Recipe

- Recipe analysis and a small cooking activity using a simple recipe.
- Parts of a recipe, abbreviations, and sequencing practice.
    - Reading a Recipe PowerPoint
    - Reading a Recipe Worksheet
- Demonstrate proper mise en place by organizing and measuring ingredients prior to cooking.
- Identify and correctly use kitchen equipment tools.

Days 12-15 - Knife Skills

- Knife parts, types of knives, and safety procedures.
    - Knife Skills PowerPoint
- Cutting techniques (dice, mince, julienne) with practice using soft foods.
    - Knife Skills Lab
- Knife skills lab assessment - preparing a basic recipe incorporating cuts.

Days 16-17 - Lab

- Students complete a full recipe that incorporates measurement, reading a recipe, and knife skills.

Day 18 - Unit Assessment

- Unit 1 Written Test
    - Unit 1 Test
    - Unit 1 Adapted Test

Assessments:

Diagnostic:

- **Kitchen Safety & Sanitation Pre-Quiz:** A short multiple-choice or matching assessment covering key safety symbols, sanitation procedures, and foodborne illness basics.
- **Class Discussion:** Students will activate prior knowledge.

Formative:

- Observation Checklists:
- Class Discussions: Students share answers to scenario-based questions, allowing the teacher to gauge understanding and correct misconceptions immediately.
- Quizzes & Worksheets: on abbreviations, measurement conversions, or recipe sequencing to check comprehension before labs.
- Peer Feedback: Students evaluate each other's knife technique or recipe-following in a controlled, safe manner.

Summative:

- Kitchen Safety and Sanitation Test
- Reading a Recipe Quiz
- Abbreviations and Equivalents Worksheet
- Knife Skills Lab
- Food Labs

Correctives:

- Small-Group Instruction.
- Extended or Modified Practice.
- Use simplified or step-by-step recipes for students needing scaffolding.
- Visual or Interactive Supports
- Interactive games (e.g., measuring relay, safety Kahoot) to reinforce learning.
- Peer Support.
- Guided Notes.
- Progress Monitoring and Feedback.
- Frequent check-ins during labs or assignments to ensure understanding.
- Immediate feedback on mistakes, with corrective instruction before moving on.

Extensions:

- Advanced Recipe Challenges
- Safety & Sanitation Leadership Roles
- Recipe Analysis & Modification
- Independent or Group Projects
- Culinary Competitions / Challenges

Curriculum Plan

Unit 2: Diversity at the Table (13 Days)

- **Standards:**
  - 11.1.9-12.A: Predict factors that affect food safety and security from production through consumption.
  - 11.1.9-12.C: Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across a life span.
  - 11.1.9-12.E: Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
  - 11.1.9-12.F: Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.
    - CC.1.4.11–12.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
    - CC.1.4.11–12.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
    - CC.1.5.11–12.A: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    - CC.1.5.11–12.C: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
    - CC.1.5.11–12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
    - CC.2.4.HS.B.:1 Summarize, represent, and interpret data on a single count or measurement variable. A1.2.2.1.2, A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3,
    - PA Information Technology Standards
    - 15.3.12.I. Synthesize information gathered from multiple sources (e.g., digital, print, face to face).
    - 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.
    - 15.3.12.T. Demonstrate application of digital citizenship in work and personal situations.
    - 15.4.12.A. Apply the creative and productive use of emerging technologies for educational and personal success.

Objectives:

- Students will explain how geography, climate, religion, and history influence food choices in different cultures. (DOK 3)
- Students will be able to discover the world through food. (DOK3)

- Explain culture and its relationship to food. (DOK3)
- Summarize influences on cuisines and customs. (DOK 2)
- Explain food customs and religions. (DOK 2)
- Identify food dishes by name, description and the country of origin. (DOK 1)
- Students will recognize food as an important part of cultural identity and family traditions. (DOK 2)
- Students will prepare or simulate preparing dishes from various cultures, following basic culinary techniques safely. (DOK2)
- Students will work collaboratively to research and present a world cuisine. (DOK3)

Core Activities and Corresponding Instructional Methods:

Days 1–2: Introduction to Diversity & Food Culture

- PowerPoint presentation:
  - Differences in culture, communities, and religion
  - How these factors influence food choices and traditions
- Class discussion and guided notes

Days 3–4: Project Introduction & Country Selection

- Introduce the Food Around the World project
  - Review project requirements, rubric, and expectations
- Begin research (geography, culture, religion, staple foods)

Days 5–7: Project Work Days

- Continued research and work time
- Focus areas:
  - Traditional foods and ingredients
  - Cultural or religious food practices
  - Celebrations or daily meals

Days 8–9: Cooking Labs

- Lab(s): culturally inspired recipes
- Connect recipes to student-selected countries
- Emphasis on respect, traditions, and food practices

Days 10–11: Project Completion & Presentations

- Final project work time
- Student presentations
- Peer feedback or discussion

Day 12: Unit Assessment

- Unit 2 Written Test
- Unit 2 Adapted Test

Assessments:

Diagnostic:

- Direct Instruction
- Class Discussion

Formative:

- Observation Checklists
- Class Discussions
- Quizzes & Worksheets

- Peer Feedback

Summative:

- Unit 2 Assessment
- Adapted Assessment
- Food Labs

Correctives:

- Small-Group Instruction.
- Extended or Modified Practice.
- Use simplified or step-by-step recipes for students needing scaffolding.
- Visual or Interactive Supports
- Interactive games to reinforce learning.
- Peer Support
- Guided Notes
- Progress Monitoring and Feedback
- Frequent check-ins during labs or assignments to ensure understanding.
- Immediate feedback on mistakes, with corrective instructions before moving on.

Extensions:

- Advanced Recipe Challenges
- Independent or Group Projects
- Culinary Competitions/Challenges

Curriculum Plan

Unit 3: Foods of the Regions of The United States and Canada (14 Days)

- **Standards:**
  - 11.1.9-12A: Predict factors that affect food safety and security from production through consumption.
  - 11.1.9-12.C: Model the ability to acquire, handle, and use foods to meet the nutrition and wellness needs of individuals and families across a life span.
  - 11.1.9-12E: Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
  - 11.1.9-12F: Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.
    - CC.1.4.11–12.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
    - CC.1.4.11–12.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
    - CC.1.5.11–12.A: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    - CC.1.5.11–12.C: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
    - CC.1.5.11–12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
    - CC.2.4.HS.B.:1 Summarize, represent, and interpret data on a single count or measurement variable. A1.2.2.1.2, A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3,
    - PA Information Technology Standards
    - 15.3.12.I. Synthesize information gathered from multiple sources (e.g., digital, print, face to face).
    - 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.
    - 15.3.12.T. Demonstrate application of digital citizenship in work and personal situations.
    - 15.4.12.A. Apply the creative and productive use of emerging technologies for educational and personal success.

Objectives:

- Identify traditional and modern foods commonly eaten in the United States and Canada. (DOK1)
- Explain how geography, climate, and natural resources influence food choices in both countries. (DOK 3)

- Compare and contrast popular dishes from the USA and Canada. (DOK 2)
- Recognize staple ingredients used in American and Canadian cooking (e.g., corn, wheat, maple syrup, seafood). (DOK1)
- Analyze how cultural diversity contributes to regional food traditions. (DOK 3)
- Demonstrate basic food preparation skills using recipes from the USA and/or Canada. (DOK 2)
- Practice kitchen safety, hygiene, and teamwork during food-related activities. (DOK 2)
- Reflect on how food represents culture, identity, and tradition. (DOK 3)
- Describe and identify the main food regions of the United States. (DOK3)
- Describe and identify the main food regions of Canada. (DOK3)
- Explain why foods come from certain regions. (DOK3)

Core Activities and Corresponding Instructional Methods:

Introduction & Notes
- Geography of the U.S. and Canada
- How climate, agriculture, and culture influence food
- Regional overview (U.S. regions & Canadian provinces)
- Guided PowerPoint/notes/discussion

Intro to Regional Foods
- Simple U.S. regional dish
- Emphasis on basic techniques and ingredients
- Lab reflection connecting food to the region

United States Regional Cuisine
- Lab (2 days): more involved U.S. regional recipe

Canadian Cuisine
- Lab: introductory Canadian dish
- Focus on staple ingredients and cultural significance

Canada Cuisine WebQuest
- Research Canadian foods and traditions
- Regional specialties
- Guided questions or worksheet

Review & Comparison Activity
- Compare U.S. and Canadian food culture
- Review key concepts (regions, guides, influences)
- Test review activity or game

Unit Assessment
- Unit 3 test
- Unit 3 test adapted

Assessments:

Diagnostic:
- Direct Instruction
- Class Discussion

Formative:
- Class Discussions
- Quizzes & Worksheets

- Peer Feedback

Summative:

- Unit 3 Test
- Food Labs

Correctives:

- Small-Group Instruction.
- Extended or Modified Practice.
- Use simplified or step-by-step recipes for students needing scaffolding.
- Visual or Interactive Supports.
- Interactive games to reinforce learning.
- Peer Support.
- Guided Notes.
- Progress Monitoring and Feedback.
- Frequent check-ins during labs or assignments to ensure understanding.
- Immediate feedback on mistakes, with corrective instruction before moving on.

Extensions:

- Advanced Recipe Challenges
- Independent or Group Projects
- Culinary Competitions / Challenges

Curriculum Plan

Unit 4: Foods of South America, Latin America, and the Caribbean (17 Days)

- **Standards:**
  - 11.1.9-12A: Predict factors that affect food safety and security from production through consumption.
  - 11.1.9-12.C: Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across a life span.
  - 11.1.9-12.E: Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
  - 11.1.9-12.F:Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.
    - CC.1.4.11–12.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
    - CC.1.4.11–12.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
    - CC.1.5.11–12.A: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    - CC.1.5.11–12.C: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
    - CC.1.5.11–12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
    - CC.2.4.HS.B.:1 Summarize, represent, and interpret data on a single count or measurement variable. A1.2.2.1.2, A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3,
    - PA Information Technology Standards
    - 15.3.12.I. Synthesize information gathered from multiple sources (e.g., digital, print, face to face).
    - 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.
    - 15.3.12.T. Demonstrate application of digital citizenship in work and personal situations.
    - 15.4.12.A. Apply the creative and productive use of emerging technologies for educational and personal success.

Objectives:

- Students will be able to identify the cuisines of Latin America and the Caribbean that are flavorful, diverse, and influenced by many different cultures. (DOK1)
- Identify traditional foods from Latin America, South America, and the Caribbean. (DOK 1)

- Describe how geography, climate, and natural resources influence regional cuisines. (DOK 3)
- Recognize staple ingredients such as corn (maize), rice, beans, plantains, cassava, chili peppers, and tropical fruits. (DOK 1)
- Explain how Indigenous, African, and European cultures have influenced food traditions. (DOK 3)
- Explain the role of food in traditions, celebrations, and daily life across Latin American cultures. (DOK 3)
- Demonstrate basic food preparation skills using recipes from these regions. (DOK 2)
- Practice kitchen safety, sanitation, and teamwork during food labs. (DOK 2)

Core Activities and Corresponding Instructional Methods:

Introduction & Notes
- Geography of Latin America, South America, and the Caribbean
- How climate, agriculture, and culture influence food
- Guided notes/discussion

Latin America, South American and Caribbean Cuisine
- Complete various labs using spices, seasoning, and herbs from the region

Southern American WebQuest
- Research foods and traditions
- Guided questions or worksheet

Unit Assessment
- Unit 4 test
- Unit 4 test adapted

Assessments:

Diagnostic:
- Direct Instruction
- Class Discussion

Formative:
- Class Discussions
- Quizzes & Worksheets
- Peer Feedback

Summative:
- Unit 4 Test
- Food Labs

Correctives:
- Small-Group Instruction.
- Extended or Modified Practice.
- Use simplified or step-by-step recipes for students needing scaffolding.
- Visual or Interactive Supports
- Interactive games to reinforce learning.
- Peer Support
- Guided Notes
- Progress Monitoring and Feedback
- Frequent check-ins during labs or assignments to ensure understanding.
- Immediate feedback on mistakes, with corrective instruction before moving on

Extensions:

- Advanced Recipe Challenges
- Independent or Group Projects
- Culinary Competitions / Challenges

Curriculum Plan

Unit 5: Foods of Europe (18 Days)

- **Standards:**
  - 11.1.9-12.A: Predict factors that affect food safety and security from production through consumption.
  - 11.1.9-12.C: Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across a life span.
  - 11.1.9-12.E: Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
  - 11.1.9-12.F: Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.
    - CC.1.4.11–12.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
    - CC.1.4.11–12.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
    - CC.1.5.11–12.A: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    - CC.1.5.11–12.C: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
    - CC.1.5.11–12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
    - CC.2.4.HS.B.:1 Summarize, represent, and interpret data on a single count or measurement variable. A1.2.2.1.2, A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3,
    - PA Information Technology Standards
    - 15.3.12.I. Synthesize information gathered from multiple sources (e.g., digital, print, face to face).
    - 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.
    - 15.3.12.T. Demonstrate application of digital citizenship in work and personal situations.
    - 15.4.12.A. Apply the creative and productive use of emerging technologies for educational and personal success.

Objectives:

- Students will describe popular dishes from Western Europe. (DOK 3)
- Students will describe how Northern Europe's geography and climate affect the cuisine. (DOK 3)

- Students will be able to reflect on Eastern Europe and Russia's influences of many different cultures and their incorporation of hearty ingredients and flavorful dishes. (DOK 2)
- Analyze how geography, climate, and available resources influence European food traditions. (DOK 3)
- Differentiate between the culinary characteristics of Eastern, Western, Southern, and Northern Europe. (DOK 3)
- Identify staple ingredients common to each region (e.g., grains, dairy, seafood, olive oil, root vegetables). (DOK 1)
- Compare and contrast regional cooking methods, flavor profiles, and traditional dishes. (DOK 3)
- Evaluate the historical and cultural influences that have shaped European cuisines. (DOK 4)
- Explain the role of food in European traditions, celebrations, and daily life. (DOK 2)
- Apply appropriate culinary techniques while preparing traditional European dishes. (DOK 2)
- Demonstrate proper food safety, sanitation, and knife skills in a kitchen setting. (DOK 2)

Core Activities and Corresponding Instructional Methods:

Introduction & Notes
- Geography of Europe
- How climate, agriculture, and culture influence food
- Guided notes/discussion

Northern Europe
- Bizarre Foods- London

Southern Europe
- Italy - Cuisine Summary
- Greece- Cuisine Summary

Western Europe
- French Cuisine Summary

Eastern Europe
- Virtual Field Trip
- Cuisine Summaries
    - Russia
    - Eastern Europe

Unit Assessment
- Unit 5 test
- Unit 5 test adapted

Assessments:

Diagnostic:
- Direct Instruction
- Class Discussion

Formative:
- Class Discussions
- Quizzes & Worksheets
- Peer Feedback

Summative:

- Unit 5 Test
- Unit 5 Test Adapted
- Food Labs

Correctives:

- Small-Group Instruction.
- Extended or Modified Practice.
- Use simplified or step-by-step recipes for students needing scaffolding.
- Visual or Interactive Supports
- Interactive games to reinforce learning.
- Peer Support
- Guided Notes
- Progress Monitoring and Feedback
- Frequent check-ins during labs or assignments to ensure understanding.
- Immediate feedback on mistakes, with corrective instruction before moving on.

Extensions:

- Advanced Recipe Challenges
- Independent or Group Projects
- Culinary Competitions / Challenges

Curriculum Plan

Unit 6: Foods of Asia (10 Days)

- **Standards:**
  - 11.1.9-12.A: Predict factors that affect food safety and security from production through consumption.
  - 11.1.9-12.C: Model the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across a life span.
  - 11.1.9-12.E: Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
  - 11.1.9-12.F: Apply the fundamentals of time, temperature, and cooking techniques to preparing, cooking, cooling, reheating, and holding a variety of foods.
    - CC.1.4.11–12.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
    - CC.1.4.11–12.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
    - CC.1.5.11–12.A: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    - CC.1.5.11–12.C: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
    - CC.1.5.11–12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
    - CC.2.4.HS.B.:1 Summarize, represent, and interpret data on a single count or measurement variable. A1.2.2.1.2, A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3,
    - PA Information Technology Standards
    - 15.3.12.I. Synthesize information gathered from multiple sources (e.g., digital, print, face to face).
    - 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.
    - 15.3.12.T. Demonstrate application of digital citizenship in work and personal situations.
    - 15.4.12.A. Apply the creative and productive use of emerging technologies for educational and personal success.

Objectives:

- Students will learn that South, East, and Southeast Asia cuisines are diverse, vibrant, and flavorful. (DOK 1)
- Analyze how geography, climate, and agricultural resources influence Asian cuisines. (DOK 3)
- Differentiate among major Asian regions (East Asia, South Asia, Southeast Asia, and Central Asia). (DOK 3)
- Identify and explain staple ingredients such as rice, noodles, soy products, spices, herbs, seafood, and legumes. (DOK 2)
  Compare and contrast cooking techniques, flavor profiles, and traditional dishes across Asian regions. (DOK 3)
- Explain the role of food in traditions, celebrations, and daily life across Asian cultures. (DOK 3)
- Apply appropriate culinary techniques while preparing traditional Asian dishes. (DOK 2)
- Demonstrate proper food safety, sanitation, and knife skills in a kitchen setting. (DOK 2)
- Use correct culinary terminology related to Asian foods and preparation methods. (DOK 2)

Core Activities and Corresponding Instructional Methods:

Introduction & Notes

- Geography of Asia
- How climate, agriculture, and culture influence food
- Guided notes/discussion

Asian Activities

- Chinese Cuisine Summary
- Sushi Webquest
- Japanese and Korean Cuisine

Unit Assessment

- Unit 6 test
- Unit 6 test adapted

Assessments:

Diagnostic:

- Direct Instruction
- Class Discussion

Formative:

- Class Discussions
- Quizzes & Worksheets
- Peer Feedback

Summative:

- Unit 6 Test
- Unit 6 Test Adapted
- Food Labs

Correctives:

- Small-Group Instruction.
- Extended or Modified Practice.
- Use simplified or step-by-step recipes for students needing scaffolding.

- Visual or Interactive Supports.
- Interactive games to reinforce learning.
- Peer Support.
- Guided Notes.
- Progress Monitoring and Feedback.
- Frequent check-ins during labs or assignments to ensure understanding.
- Immediate feedback on mistakes, with corrective instruction before moving on.

Extensions:

- Advanced Recipe Challenges
- Independent or Group Projects
- Culinary Competitions / Challenges