



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Culinary Arts 3					
Grade Level(s):	11-12					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	<p>Culinary Arts 3 is an advanced-level culinary program that explores the diverse cuisines of North America, Central America, South America, Europe, Middle East, Mediterranean, Africa, and Asia. This course offers a comprehensive study of international culinary traditions, culinary careers, cost control, and the development of culinary skills required to excel in a global culinary industry. Throughout this course, students will have the opportunity to expand their knowledge of various international cuisines, ingredients, cooking techniques, and cultural influences. They will gain practical experience in preparing authentic dishes from each region, while also developing an understanding of the historical, social, and cultural significance of these culinary traditions. To enroll in the International Foods Culinary Course, students must meet the following prerequisites:</p> <ul style="list-style-type: none">• Good standing with previous culinary courses.• Overall grade of 80 or higher in Culinary Arts 2.• Demonstrated professional behaviors and a desire to excel as a student in culinary arts. <p>Once enrolled in Culinary Arts 3, students will become members of FCCLA (Family, Career, and Community Leaders of America) and will participate in FCCLA events throughout the year.</p>					
Primary Resources:	<p>The Culinary Pro Website International Cuisine Website Taste Atlas Website Introduction to Culinary Arts Fourth Edition (Culinary Institute of America)</p>					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Under the Direction of: Kayla Berry

Written: Stephanie DeSantis

Revised: August 2023

BOE Approval: _____

Unit (1) Title: Careers in Foodservice and Lab Safety Overview

Unit Description: In this unit, students will review the various careers in culinary arts with a focus on building a professional portfolio and gaining practical experience in the kitchens throughout the course of culinary arts 3. Students will build their portfolio throughout the year to present as a final project at the end of the year. Students will develop a kitchen brigade explaining the duties of each position to apply in the labs throughout the year. At the end of this unit, students will perform a mock interview with a culinary professional to practice their interview skills to help gain knowledge of real-life expectations. In this unit, students will review the safety and sanitation procedures that must be followed through the course.

Unit Duration: 9 days/3 cycles

Desired Results**Standard(s):**

- 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
- 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.8 Implement standard operating procedures related to food and beverage production and guest service.
- 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Indicators:

- Identify effective resume writing techniques and continue to build resume.
- Explain the steps in choosing a college or trade school by researching various post-secondary institutions.
- Identify ways to promote diversity in the workplace.
- Define prejudice and stereotypes and discuss the impact in a work environment.
- Identify the standards of a culinary professional.
- Create a kitchen brigade explaining the task of each worker.
- Create a job-search plan.
- Identify the skills needed for success in the food industry.
- Discuss the importance of mentorship for career success.
- Present a professional portfolio.
- Reflect on what they have learned in previous culinary courses and how they will apply it to their work in the foodservice industry.
- Identify the skills for an effective job interview.
- Discuss the safety and sanitation procedures that will be applied throughout the course.

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Leadership, communication, and collaboration in the workplace are key to a well running business. • Planning and preparing for a career in foodservice is beneficial to the success of a culinary professional. • Teamwork, collaboration, and communication are just as important as a well-developed skillset. • Professionals in the foodservice industry have a responsibility to promote cultural diversity and culinary heritage. • There is a kitchen brigade in foodservice kitchens that help maintain organization in kitchens and promote responsibility and professionalism. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does knowledge of food and the development of managerial skills lead to careers in the food industry? • How does education or experience help to further a career in the food industry? • How does effective teamwork and collaboration contribute to the smooth functioning of a foodservice operation? • What are the ethical considerations and responsibilities of professionals in the foodservice industry? • How can individuals pursue professional growth and advancement in foodservice careers? • How do the different positions of the kitchen brigade affect the organization and professionalism in a kitchen.
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Career Research Project: Students will research a specific foodservice career of their choice and create a presentation or report detailing the job requirements, necessary skills, educational pathways, salary potential, and growth opportunities. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Classwork • Formative assessments • Rubric for writing activities • Rubric for laboratory experiences • Observation and coaching during lab activities • Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle • Journal observations during lab experiences
<p>Benchmarks: All Rubrics attached at end of this document.</p> <ul style="list-style-type: none"> • Students will complete a mock interview for an assigned job with culinary professional (students must prepare themselves for the interview including proper dress. The interviewee will be provided with a guide during the interview for feedback.) • Reflective Journals and Portfolios: Students will maintain reflective journals and portfolios throughout the unit, documenting their learning, experiences, and insights regarding foodservice careers. This helps them track their growth and provides a platform for self-reflection and assessment. 	
<p>Learning Plan</p>	
<p>Learning Activities: Any one or combination of the following: teacher-made materials, demonstrations, labs, class discussions, projects, group activities.</p> <p>Examples: Writing and Lab Activities:</p> <ul style="list-style-type: none"> • Industry Research and Trends: Assign students to research and present on current trends, innovations, and emerging opportunities in the foodservice industry, such as farm-to-table movements, sustainable practices, plant-based cuisine, or technology advancements. • Industry Certification Opportunities: Provide information and resources for students to pursue industry certifications such as ServSafe Food Handler or Manager Certification, which can enhance their employability and demonstrate their commitment to food safety and professionalism. • Menu Planning and Cost Analysis: Divide students into groups and assign them to create a menu for a hypothetical restaurant or catering event. Have them consider factors such as cost control, profitability, dietary restrictions, and customer preferences. Present their menus and analyze the associated costs. 	

- Culinary Skills Workshops: Offer hands-on workshops where students can learn or improve specific culinary skills relevant to foodservice careers, such as knife skills, sauce-making, baking techniques, or plate presentation.
- Career Fair: Host a foodservice career fair where students can interact with representatives from local restaurants, hotels, catering companies, or culinary schools. This provides an opportunity for networking, gathering information, and exploring potential job or internship opportunities.
- Professional Etiquette and Soft Skills Training: Offer workshops or guest speakers focusing on professional etiquette, communication skills, teamwork, problem-solving, and customer service, emphasizing their importance in the foodservice industry.

Resources:

- The Culinary Pro Website
- International Cuisine Website
- Introduction to Culinary Arts Fourth Edition
- Teacher created PowerPoints
- Online resources including *YouTube*, *Google*, *Microsoft*, *Kahoot*, *Quizziz*, *EdPuzzle*
- Websites including American Museum of Natural History, Our Global Kitchen (<https://www.amnh.org/exhibitions/our-global-kitchen-food-nature-culture/educator-resources>), Curating Menus (<http://curatingmenus.org/>), What's on the Menu New York Public Library (<https://menus.nypl.org/>), National Restaurant Association (<https://restaurant.org/>), *King Arthur Baking Company* (<https://www.kingarthurbaking.com/>), *Pastry Chef Central* (<https://www.pastrychef.com/>), *Pastry Arts Magazine* (<https://pastryartsmag.com/>), *The Culinary Institute of America* (<https://www.ciachef.edu/online-resources/>), *Choose My Plate* (<https://www.myplate.gov/>), and other teacher selected professional websites.
- In class and IMC resources including cookbooks, magazines, and other literary resources from the IMC.

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Add additional materials, requirements, or challenges to assigned projects/labs • Act as peer leader in the classroom to assist other learners • Complete additional projects/lab activities at their discretion
Struggling Learners	<ul style="list-style-type: none"> • Modify the pace of teacher demonstrations and instruction • Utilize peer assistance • Provide additional resources • Modify assessments/extend deadlines as necessary • Modify projects, labs, and online activities
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>Can-Do Descriptions for Proficiency Levels Grades 9-12 NJDOE ELL Resources SEI Strategies for Family & Consumer Sciences</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

- **ELA:**
- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **Math:** Make sense of problems and persevere in solving them.
- **Science:** WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
- **Social Studies:** 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- **Health & Physical Education:** 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
- **Visual & Performing Arts:** 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **Tech Ed:** 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Financial Literacy:** 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

Integration of 21st Century Skills

Indicators: Career readiness, life literacies, and key skills are critical components of Family and Consumer Science education. This curriculum not only focuses on the mastery of key skills and content, but also promotes the understanding of career technical education by including 21st century interdisciplinary themes. This course includes skills such as -Critical thinking, problem solving, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as listed in the NJ Career Readiness, Life Literacies, and Key Skills Student Learning Standards.

Unit (2) Title: Cost Control & Menu Development	
Unit Description: In this unit, students will practice developing menus for various foodservice businesses and events with a focus on cost control, restrictions, customer preferences, and creativity.	
Unit Duration: 9 days/3 cycles	
Desired Results	
Standard(s): <ul style="list-style-type: none"> 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 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.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities. 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 	
Indicators: <ul style="list-style-type: none"> Identify the types of costs incurred by a foodservice business and give examples of each. Explain the purposes of budgets, profit-and-loss reports, and invoices in a foodservice business. Determine cost per serving and the total cost of a recipe. Create a menu and explain the steps of costing out a menu. Explain the steps in the process and the importance of portion control to food costs. Explain dietary guidelines that are used in developing menus. 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> Proper and accurate food and labor cost control in foodservice establishments are essential to the success or failure of the business. Developing menus that are appealing, cost effective, and thorough will influence the success of a foodservice business. 	Essential Questions: <ul style="list-style-type: none"> How does proper and accurate food and labor cost control affect a foodservice business? What is the importance of developing appealing, cost effective, and thorough menus for a foodservice business?
Assessment Evidence	
Performance Tasks: Menu Planning and Cost Analysis: In groups, students will create a menu for a hypothetical restaurant, catering event, or bakeshop while considering cost control, profitability, dietary restrictions and customer preferences. Students will	Other Evidence: <ul style="list-style-type: none"> Classwork Formative assessments Rubric for writing activities Rubric for laboratory experiences Observation and coaching during lab activities

present their menus and analyze the associated costs.

- Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle
- Journal observations during lab experiences

Benchmarks:

"Creative Cuisine Challenge": In groups of 3, students will develop a unique menu that meets their assigned specific criteria (Gluten Free Bakery, Vegan Café, BBQ food truck, etc.) including an assigned regional cuisine. Students will be given an assigned budget for food cost. Students will research recipes that are unique in flavor combinations, have cultural influences, and innovative cooking techniques. The menu must include appetizers, entrees, desserts, and beverages. Once completed, students will present their menus to the class while describing their cost control techniques, what challenges they faced, and how they incorporated creativity and dietary restrictions. Guest judges will judge the menus and choose a winning menu. The winning group will assign duties and responsibilities of each student in the class to execute the

Learning Plan

Learning Activities:

Any one or combination of the following: teacher-made materials, demonstrations, labs, class discussions, projects, group activities.

Examples:

Writing Journal Entry Topics:

- What inspired you when brainstorming ideas for your menu? Did you find it challenging to balance creativity, cost control, and dietary restrictions? Why or why not?
- How did you research and develop recipes that met these requirements? Did you encounter any unexpected difficulties or breakthroughs while finding suitable ingredients or cooking techniques?
- How did you incorporate unique flavors, cultural influences, or innovative cooking methods into your dishes? Did you feel that creativity enhanced the overall appeal of your menu?
- How did you divide responsibilities and make collective decisions? Did you face any conflicts or disagreements? How did you resolve them?

Resources:

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Unit (3) Title: Global Cuisine: North America (Canada, the United States, Mexico)	
Unit Description: This unit fosters a deep appreciation for North American cuisine, promotes cultural understanding, and develops essential culinary skills. Students will embark on a culinary journey, discovering the unique flavors, ingredients, cooking techniques, and cultural significance associated with various North American food traditions.	
Unit Duration: 21 days/7 cycles	
Desired Results	
Standard(s): <ul style="list-style-type: none"> 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 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.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities. 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 	
Indicators: <ul style="list-style-type: none"> Explain the cultural influences of each country in North America. Identify popular dishes in each region of the United States. Identify popular dishes in each region Canada. Determine key ingredients in Mexican, Canadian, and United States cuisines. Identify and explain the components of mole sauce. Research various peppers and their influence on Mexican cuisine. Research and explain the similarities and differences between the different North American regions' cuisine. Explain and apply the proper use of kitchen equipment needed for this culture's cuisine. Apply knowledge of reading recipes and safety and sanitation to this culture's cuisine. 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> Food shapes the cultural identity and encourages respect and the valuing of cultural differences. Food reflects a community's history, geography, and traditions, and there is an appreciation for the role of staple foods, spices, and condiments in different cultures. Communication and collaboration between peers demonstrates appreciation of other's 	Essential Questions: <ul style="list-style-type: none"> How does food reflect and influence culture and identity? Why is the diversity of food important? How did the import of ingredients from other countries affect the cuisine in North America?

diverse backgrounds and encourages others to share ideas.	
Assessment Evidence	
Performance Tasks: Replicate advanced moist and dry cooking techniques from North American cuisine including: <ul style="list-style-type: none"> • Tacos (Mexico) OR Sopas (Mexico) and Mexican Rice • Chicken Pot Pie (U.S.) • Clam Chowder (U.S. New England) • Variety of Dessert Pies using in season ingredients (U.S.) • Beignets (U.S. New Orleans) • Poutine (Montreal) • Bagels (Montreal and NY) • Biscuits and Gravy (U.S.) • OR student recipe choice. 	Other Evidence: <ul style="list-style-type: none"> • Classwork • Formative assessments • Rubric for writing activities • Rubric for laboratory experiences • Observation and coaching during lab activities • Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle • Journal observations during lab experiences
Benchmarks: Rubric for laboratory experiences. <ul style="list-style-type: none"> • Synthesize indigenous ingredients from global cuisine to create innovative dishes Rubric for writing activities. <ul style="list-style-type: none"> • OneDrive or Schoology student portfolios will be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include written projects, lab projects, pictures and recipes for prepared dishes or food products, formative assessments, observations, and self-reflections. 	
Learning Plan	
Learning Activities: Any one or combination of the following: teacher-made materials, demonstrations, labs, class discussions, projects, group activities. Examples: Writing Journal Entry Topics: <ul style="list-style-type: none"> • Reflect on your personal experiences with United States, Canadian, and Mexican cuisine and their importance to you. How have these culinary traditions influenced your own cooking or dining habits? Have you developed an appreciation for specific dishes, ingredients, or cooking techniques from these cuisines? • Reflect on your experience with United States, Canadian, and Mexican cuisine. What are some of the key flavors, ingredients, and dishes you have encountered from these culinary traditions? How have these flavors and dishes influenced your own culinary preferences? • Consider the cultural and historical context of United States, Canadian, and Mexican cuisine. How have factors such as immigration, indigenous traditions, and regional diversity shaped the flavors and dishes found in these cuisines? Can you identify any specific dishes or ingredients that showcase this cultural diversity? • Discuss the importance of United States, Canadian, and Mexican cuisine as representations of cultural identity. How do these culinary traditions reflect the history, traditions, and values of their 	

respective countries? Can you draw any parallels between the cultural significance of these cuisines and the traditional foods in your own culture?

- Reflect on the ways in which United States, Canadian, and Mexican cuisines showcase the diverse range of ingredients and regional specialties in these countries. How do regional variations in ingredients and techniques contribute to the uniqueness of these cuisines? Can you draw any connections between the use of local ingredients in these culinary traditions and the emphasis on seasonal or locally sourced foods in your own culture?

Lab and Writing Activities:

- **Regional Food Exploration:** In small groups, each group will be assigned a different region of the United States (e.g., Northeast, Southwest, Midwest, etc.). Students will research and prepare a presentation about the unique culinary traditions, dishes, and ingredients associated with their assigned region.
- **Culinary Debate:** Teacher will organize a class debate on a controversial topic related to American cuisine, such as the impact of fast food, the cultural appropriation of certain dishes, or the influence of immigrant cuisines on American food culture. Students will be assigned to different sides of the debate and be encouraged to conduct research to support their arguments.
- **Culinary Heritage Research:** Students will be assigned to research the culinary heritage and traditional dishes of specific Canadian Indigenous communities, such as the Inuit, First Nations, or Métis. Students will explore the cultural significance of these traditional foods, their preparation methods, and the connection between Indigenous knowledge and sustainability.
- **Mexican Street Food Festival:** Teacher will organize a Mexican street food festival where students can experience the vibrant and diverse world of Mexican street cuisine. Food stalls will be set up to represent different Mexican street food specialties such as elote (grilled corn), esquites, churros, tacos al pastor, or quesadillas.

Optional:

- **Food Festival or Potluck:** Plan a class food festival or potluck where students can prepare and share their favorite North American dishes. Encourage diversity by requesting that students bring dishes representing different regions or cultural influences within North American cuisine. Create a vibrant and festive atmosphere where students can enjoy and learn from the variety of flavors and culinary traditions present.

Resources:

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- International Cuisine Website
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- Websites including American Museum of Natural History, Our Global Kitchen (<https://www.amnh.org/exhibitions/our-global-kitchen-food-nature-culture/educator-resources>), Curating Menus (<http://curatingmenus.org/>), What's on the Menu New York Public Library (<https://menus.nypl.org/>), National Restaurant Association (<https://restaurant.org/>), King Arthur Baking Company (<https://www.kingarthurbaking.com/>), Pastry Chef Central (<https://www.pastrychef.com/>), Pastry Arts Magazine (<https://pastryartsmag.com/>), The Culinary Institute of America (<https://www.ciachef.edu/online-resources/>), Choose My Plate (<https://www.myplate.gov/>), and other teacher selected professional websites.
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Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Add additional materials, requirements, or challenges to assigned projects/labs • Act as peer leader in the classroom to assist other learners • Complete additional projects/lab activities at their discretion
Struggling Learners	<ul style="list-style-type: none"> • Modify the pace of teacher demonstrations and instruction • Utilize peer assistance • Provide additional resources • Modify assessments/extend deadlines as necessary • Modify projects, labs, and online activities
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>Can-Do Descriptions for Proficiency Levels Grades 9-12 NJDOE ELL Resources SEI Strategies for Family & Consumer Sciences</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

- **ELA:**
- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **Math:** Make sense of problems and persevere in solving them.
- **Science:** WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
- **Social Studies:** 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- **Health & Physical Education:** 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
- **Visual & Performing Arts:** 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **Tech Ed:** 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Financial Literacy:** 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

Integration of 21st Century Skills

Indicators: Career readiness, life literacies, and key skills are critical components of Family and Consumer Science education. This curriculum not only focuses on the mastery of key skills and content, but also promotes the understanding of career technical education by including 21st century interdisciplinary themes. This course includes skills such as -Critical thinking, problem solving, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as listed in the NJ Career Readiness, Life Literacies, and Key Skills Student Learning Standards.

Unit (4) Title: Global Cuisine: North American Caribbean Islands	
Unit Description: This unit fosters a deep appreciation for Caribbean cuisine, promotes cultural understanding, and develops essential culinary skills. Students will embark on a culinary journey, discovering the unique flavors, ingredients, cooking techniques, and cultural significance associated with various Caribbean food traditions.	
Unit Duration: 21 days/7 cycles	
Desired Results	
Standard(s): <ul style="list-style-type: none"> 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 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.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities. 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 	
Indicators: <ul style="list-style-type: none"> Explain the cultural influences of Caribbean cuisine. Identify popular dishes in Caribbean cuisine. Determine key ingredients in Caribbean cuisines. Identify and explain the components of mofongo. Research coconut, allspice, Chile peppers, sugar cane, and plantains and their influences on Caribbean cuisine. 	

<ul style="list-style-type: none"> • Research and explain the similarities and differences between the different Caribbean island's cuisine. • Explain and apply the proper use of kitchen equipment needed for this culture's cuisine. • Apply knowledge of reading recipes and safety and sanitation to this culture's cuisine. 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Food shapes the cultural identity and encourages respect and the valuing of cultural differences. • Food reflects a community's history, geography, and traditions, and there is an appreciation for the role of staple foods, spices, and condiments in different cultures. • Communication and collaboration between peers demonstrates appreciation of other's diverse backgrounds and encourages others to share ideas. 	Essential Questions: <ul style="list-style-type: none"> • How does food reflect and influence culture and identity? • Why is the diversity of food important? • How did the import of ingredients from other countries affect Caribbean cuisines?
Assessment Evidence	
Performance Tasks: Independently performing all necessary requirements to prepare: <ul style="list-style-type: none"> • Jamaican Beef Patties • Sofrito for Chicken Stew and Rice • Sancocho • Guava and Cream Cheese pastries • Creole Bread • Dominican Mangu with Fried Eggs and Salami • OR student recipe choice. 	Other Evidence: <ul style="list-style-type: none"> • Classwork • Formative assessments • Rubric for writing activities • Rubric for laboratory experiences • Observation and coaching during lab activities • Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle • Journal observations during lab experiences
Benchmarks: Rubric for laboratory experiences. <ul style="list-style-type: none"> • Synthesize indigenous ingredients from global cuisine to create innovative dishes Rubric for writing activities. <ul style="list-style-type: none"> • OneDrive or Schoology student portfolios will be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include written projects, lab projects, pictures and recipes for prepared dishes or food products, formative assessments, observations, and self-reflections. 	
Learning Plan	
Learning Activities: Any one or combination of the following: teacher-made materials, demonstrations, labs, class discussions, projects, group activities. Examples: Writing Journal Entry Topics: <ul style="list-style-type: none"> • List the common Caribbean cuisine ingredients and explain where they came from? Where were they imported from and what was their influence on Caribbean cuisine? • What are some of the key flavors, ingredients, and dishes you have discovered during our exploration of Caribbean cuisine? How have these flavors and ingredients influenced your culinary preferences? 	

- Consider the cultural and historical context of Caribbean cuisine. How has the fusion of African, European, and Indigenous influences shaped the flavors and dishes found in Caribbean cooking? How does this multicultural heritage resonate with the history and diversity of your own country's cuisine?
- Discuss the importance of Caribbean cuisine as a representation of cultural identity. How does the food reflect the traditions, history, and values of the Caribbean people? Can you draw any parallels between the cultural significance of Caribbean cuisine and the traditional foods in your own culture?
- Consider the role of migration and diaspora in the dissemination of Caribbean cuisine. How have Caribbean communities abroad preserved and shared their culinary traditions? Have you encountered any Caribbean restaurants or food establishments in your area that contribute to the appreciation of Caribbean cuisine?
- Reflect on the ways in which Caribbean cuisine showcases the diverse range of ingredients and cooking techniques available in the region. How does the use of tropical fruits, spices, and seafood contribute to the uniqueness of Caribbean dishes? Can you draw any connections between the use of local ingredients in Caribbean cuisine and the emphasis on seasonal or locally sourced foods in your own culinary traditions?
- Share your thoughts on the potential benefits of embracing and incorporating elements of Caribbean cuisine into the global culinary landscape. How can the flavors, techniques, and cultural diversity of Caribbean cooking enrich and broaden our understanding and appreciation of food worldwide?

Writing and Lab Activities:

- **Food Documentary Viewing:** Show a documentary or video series that explores Caribbean food traditions, such as "Anthony Bourdain: Parts Unknown" or "Caribbean Food Made Easy" by Levi Roots. Teacher will facilitate a class discussion to reflect on the documentary's content, highlight interesting aspects, and students will share their insights and connections to the unit's topics.
- **Cultural Guest Speakers:** Guest speakers from Caribbean backgrounds will visit the class and share personal stories and experiences related to Caribbean cuisine. (They can discuss the cultural significance of certain dishes, the role of food in celebrations, and the importance of preserving culinary traditions.) Students will be encouraged to interact, ask questions, and engage in meaningful conversations with the guest speakers.
- **Recipe Research and Presentation:** Students will be assigned different Caribbean recipes to research and analyze. Students will prepare short presentations where they share the history, ingredients, cooking techniques, and cultural context of their assigned dishes. Students should incorporate visuals or small food samples during their presentations.

Resources:

- The Culinary Pro Website
- International Cuisine Website
- Introduction to Culinary Arts Fourth Edition
- Teacher created PowerPoints
- Online resources including *YouTube*, *Google*, *Microsoft*, *Kahoot*, *Quizziz*, *EdPuzzle*
- Websites including American Museum of Natural History, Our Global Kitchen (<https://www.amnh.org/exhibitions/our-global-kitchen-food-nature-culture/educator-resources>), Curating Menus (<http://curatingmenus.org/>), What's on the Menu New York Public Library (<https://menus.nypl.org/>), National Restaurant Association (<https://restaurant.org/>), King Arthur Baking Company (<https://www.kingarthurbaking.com/>), Pastry Chef Central (<https://www.pastrychef.com/>), Pastry Arts Magazine (<https://pastryartsmag.com/>), The Culinary Institute of America (<https://www.ciachef.edu/online-resources/>), Choose My Plate (<https://www.myplate.gov/>), and other teacher selected professional websites.
- In class and IMC resources including cookbooks, magazines, and other literary resources from the IMC.

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Add additional materials, requirements, or challenges to assigned projects/labs • Act as peer leader in the classroom to assist other learners • Complete additional projects/lab activities at their discretion
Struggling Learners	<ul style="list-style-type: none"> • Modify the pace of teacher demonstrations and instruction • Utilize peer assistance • Provide additional resources • Modify assessments/extend deadlines as necessary • Modify projects, labs, and online activities
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>Can-Do Descriptions for Proficiency Levels Grades 9-12 NJDOE ELL Resources SEI Strategies for Family & Consumer Sciences</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

- **ELA:**
- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **Math:** Make sense of problems and persevere in solving them.
- **Science:** WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
- **Social Studies:** 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- **Health & Physical Education:** 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
- **Visual & Performing Arts:** 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **Tech Ed:** 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Financial Literacy:** 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

Integration of 21st Century Skills

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Unit (5) Title: Global Cuisine: South America (Chile, Argentina, Peru, Ecuador, Brazil, Colombia, Venezuela, Guyana)

Unit Description: This unit fosters a deep appreciation for South American cuisine, promotes cultural understanding, and develops essential culinary skills. Students will embark on a culinary journey, discovering the unique flavors, ingredients, cooking techniques, and cultural significance associated with various South American food traditions.

Unit Duration: 21 days/7 cycles

Desired Results

Standard(s):

- 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
- 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.8 Implement standard operating procedures related to food and beverage production and guest service.
- 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Indicators:

- Explain the cultural influences of each region in South America.
- Identify popular dishes in each region of South America.
- Determine key ingredients in South American cuisines, including Colombia, Brazil, Venezuela, Guyana, Ecuador, Argentina, & Chile.
- Research various Chile peppers, fruits, and vegetables and their influence on South American cuisine.

<ul style="list-style-type: none"> Research and explain the similarities and differences between the different South American regions' cuisine. Explain and apply the proper use of kitchen equipment needed for this culture's cuisine. Apply knowledge of reading recipes and safety and sanitation to this culture's cuisine. 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> Food shapes the cultural identity and encourages respect and the valuing of cultural differences. Food reflects a community's history, geography, and traditions, and there is an appreciation for the role of staple foods, spices, and condiments in different cultures. Communication and collaboration between peers demonstrates appreciation of other's diverse backgrounds and encourages others to share ideas. 	Essential Questions: <ul style="list-style-type: none"> How does food reflect and influence culture and identity? Why is the diversity of food important? How does South American cuisine affect the flavor profiles in everyday cooking? How did the import of ingredients from other countries affect South American cuisines?
Assessment Evidence	
Performance Tasks: Independently performing all necessary requirements to prepare: <ul style="list-style-type: none"> Empanadas (from different South American countries and compare each) Arepas (from different South American countries and compare each) Pastel de Cochlo Lomo Saltado with Rice and/or French Fries Alfajores (Cookie filled with dulce de leche) Guyanese Pone (Yuca cake) OR student recipe choice. 	Other Evidence: <ul style="list-style-type: none"> Classwork Formative assessments Rubric for writing activities Rubric for laboratory experiences Observation and coaching during lab activities Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle Journal observations during lab experiences
Benchmarks: Rubric for laboratory experiences. <ul style="list-style-type: none"> Synthesize indigenous ingredients from global cuisine to create innovative dishes Rubric for writing activities. <ul style="list-style-type: none"> OneDrive or Schoology student portfolios will be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include written projects, lab projects, pictures and recipes for prepared dishes or food products, formative assessments, observations, and self-reflections. 	
Learning Plan	
Learning Activities: Any one or combination of the following: teacher-made materials, demonstrations, labs, class discussions, projects, group activities. Examples: Writing Journal Entry Topics: <ul style="list-style-type: none"> Discuss any personal connections or experiences you have had with South American cuisine. Have you had the opportunity to try traditional South American dishes? What were your impressions, and how did the experience impact your understanding of South American culture? Share your thoughts on the potential benefits of embracing and incorporating elements of South American cuisine into the global culinary landscape. How can the flavors, techniques, and cultural 	

diversity of South American culinary traditions enrich and broaden our understanding and appreciation of food worldwide?

- Discuss the importance of South American cuisine as a representation of cultural identity. How does the food reflect the history, traditions, and values of South American people? Can you draw any parallels between the cultural significance of South American cuisine and the traditional foods in your own culture?
- Consider the cultural and geographical diversity of South American cuisine. How does the cuisine vary across different countries and regions, such as Brazil, Argentina, Peru, or Colombia? What are some commonalities and differences you have observed?
- Reflect on your experience with South American cuisine. What are some of the key flavors, ingredients, and dishes you have encountered from this culinary tradition? How have these flavors and dishes influenced your own culinary preferences?
- Explore the impact of South American cuisine on other countries and culinary traditions around the world. Have you noticed any influences or adaptations of South American dishes in the foods commonly found in your country or region? How have globalization and international travel contributed to the popularity and dissemination of these cuisines?

Writing and Lab Activities:

- **South American Ingredients Exploration:** Students will explore and learn about key ingredients used in South American cuisine. Teacher will set up stations with different ingredients like prepared quinoa, yuca, plantains, aji peppers, or tropical fruits. Teacher will provide information about each ingredient, its culinary uses, and its cultural significance, and encourage students to taste and interact with the ingredients.
- **South American Cuisine Research Project:** Students will be assigned to conduct research on a specific aspect of South American cuisine, such as the influence of indigenous cultures, the role of spices, or the history of specific dishes. Students will present their findings in a creative format, such as a research paper, a visual presentation, or a cooking demonstration.
- **Cultural Research and Presentations:** In small groups, students will be assigned a different South American country to research with a focus on the culinary traditions, staple ingredients, and signature dishes of their assigned country. Students will create presentations, posters, or slideshows to share their findings, including information about cultural influences, historical background, and regional variations.

Optional:

- **South American Culinary Exchange:** Collaborate with a school or organization in a South American country to establish a culinary exchange program. Facilitate virtual connections between students from both countries, allowing them to share recipes, cooking techniques, and cultural insights. Encourage students to interact, ask questions, and learn from each other's culinary traditions.
- **South American Street Food Fair:** Organize a South American street food fair where students can experience the vibrant and diverse street food culture of South America. Set up food stalls representing different South American countries, featuring street food specialties like anticuchos, pastel de choclo, salchipapas, or acarajé. Provide students with a passport-style booklet where they can collect stamps as they try different street food items from various countries.

Resources:

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- International Cuisine Website
- Introduction to Culinary Arts Fourth Edition
- Teacher created PowerPoints
- Online resources including YouTube, Google, Microsoft, Kahoot, Quizziz, EdPuzzle
- Websites including American Museum of Natural History, Our Global Kitchen (<https://www.amnh.org/exhibitions/our-global-kitchen-food-nature-culture/educator-resources>), Curating Menus (<http://curatingmenus.org/>), What's on the Menu New York Public Library (<https://menus.nypl.org/>), National Restaurant Association (<https://restaurant.org/>), King Arthur Baking Company (<https://www.kingarthurbaking.com/>), Pastry Chef Central (<https://www.pastrychef.com/>), Pastry Arts Magazine (<https://pastryartsmag.com/>), The Culinary Institute of America

(<https://www.ciachef.edu/online-resources/>), Choose My Plate (<https://www.myplate.gov/>), and other teacher selected professional websites.

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- **Financial Literacy:** 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

Integration of 21st Century Skills

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Unit (6) Title: Global Cuisine: Central America (Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama.)	
Unit Description: This unit fosters a deep appreciation for Central American cuisine, promotes cultural understanding, and develops essential culinary skills. Students will embark on a culinary journey, discovering the unique flavors, ingredients, cooking techniques, and cultural significance associated with various Central American food traditions.	
Unit Duration: 18 days/6 cycles	
Desired Results	
Standard(s): <ul style="list-style-type: none"> 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 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.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities. 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 	
Indicators: <ul style="list-style-type: none"> Explain the cultural influences of each region in Central America. Identify popular dishes in each region of Central America. Determine key ingredients in Central American cuisines, including Costa Rica, El Salvador, Guatemala, Nicaragua, Panama, Honduras, and Belize. Research various Central American indigenous ingredients and their influence on the various country's cuisine Research and explain the similarities and differences between the different Central American regions' cuisine. Explain and apply the proper use of kitchen equipment needed for this culture's cuisine. Apply knowledge of reading recipes and safety and sanitation to this culture's cuisine. 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> Food shapes the cultural identity and encourages respect and the valuing of cultural differences. Food reflects a community's history, geography, and traditions, and there is an appreciation for the role of staple foods, spices, and condiments in different cultures. Communication and collaboration between peers demonstrates appreciation of other's 	Essential Questions: <ul style="list-style-type: none"> How does food reflect and influence culture and identity? Why is the diversity of food important? How does Central American cuisine affect the flavor profiles in everyday cooking?

diverse backgrounds and encourages others to share ideas.	
Assessment Evidence	
Performance Tasks: Independently performing all necessary requirements to prepare: <ul style="list-style-type: none"> • Pupusas (El Salvador) • Torrijitas de maiz (Panama fritters) with salsa verde • Tortitas de yuca (Guatemala pancakes) OR Choc'a (Guatemalan pork stew) • Leche Poleada (El Salvadorian Pudding) • Choclo (pancakes from different South American countries, Costa Rica) • Carne desmenuzada (Meat dish from Nicaragua) served with plantains • OR student recipe choice. 	Other Evidence: <ul style="list-style-type: none"> • Classwork • Formative assessments • Rubric for writing activities • Rubric for laboratory experiences • Observation and coaching during lab activities • Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle • Journal observations during lab experiences
Benchmarks: Rubric for laboratory experiences. <ul style="list-style-type: none"> • Synthesize indigenous ingredients from global cuisine to create innovative dishes Rubric for writing activities. <ul style="list-style-type: none"> • OneDrive or Schoology student portfolios will be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include written projects, lab projects, pictures and recipes for prepared dishes or food products, formative assessments, observations, and self-reflections. 	
Learning Plan	
Learning Activities: Any one or combination of the following: teacher-made materials, demonstrations, labs, class discussions, projects, group activities. Examples: Writing Journal Entry Topics: <ul style="list-style-type: none"> • Discuss any personal connections or experiences you have had with Central American cuisine. Have you had the opportunity to try traditional Central American dishes? What were your impressions, and how did the experience impact your understanding of Central American culture? • Consider the role of Central American ingredients and cooking techniques in global culinary trends. How have ingredients like corn, beans, plantains, or tropical fruits gained popularity outside of Central America? How have Central American culinary traditions influenced the techniques and flavors of other cuisines? • Explore the impact of Central American cuisine on other countries and culinary traditions around the world. Have you noticed any influences or adaptations of Central American dishes in the foods commonly found in your country or region? How have globalization and international travel contributed to the popularity and dissemination of these cuisines? • Discuss the importance of Central American cuisine as a representation of cultural identity. How does the food reflect the history, traditions, and values of Central American people? Can you draw any 	

parallels between the cultural significance of Central American cuisine and the traditional foods in your own culture?

- Consider the cultural and geographical diversity of Central American cuisine. How does the cuisine vary across different countries in Central America, such as Guatemala, Costa Rica, Honduras, or Nicaragua? What are some commonalities and differences you have observed?
- Reflect on your experience with Central American cuisine. What are some of the key flavors, ingredients, and dishes you have encountered from this culinary tradition? How have these flavors and dishes influenced your own culinary preferences?
- Reflect on the sustainability and biodiversity aspects of Central American cuisine. Central America is known for its diverse ecosystems and unique ingredients. How does the use of local ingredients and sustainable farming practices contribute to the environmental and cultural preservation of Central American cuisine?

Writing and Lab Activities:

- **Cultural Research and Presentations:** In small groups, students will be assigned a different Central American country to research with a focus on the culinary traditions, staple ingredients, and signature dishes of their assigned country. Students will create presentations, posters, or slideshows to share their findings, including information about cultural influences, historical background, and regional variations.
- **Central American Cookbook:** Students will work individually or in small groups to create a Central American cookbook. Students will research and collect authentic Central American recipes, including appetizers, main courses, desserts, and beverages. Students will organize the recipes, provide cultural context and background information, and add personal touches such as illustrations or photographs.
- **Central American Food Map:** Students will be provided with a large map of Central America and be assigned to research the traditional dishes from different regions or countries within Central America. Students will mark the map with the names of the dishes and any interesting facts they have learned about each one.
- **Central American Food Tasting:** Teacher will organize a Central American food tasting event where students can sample a variety of traditional dishes from different Central American countries. The tasting will include popular dishes such as pupusas from El Salvador, gallo pinto from Costa Rica, tamales from Guatemala, or ceviche from Belize. Teacher will encourage students to share their observations about the flavors, textures, and cultural significance of the dishes they try.

Optional:

- **Central American Street Food Fair:** Organize a Central American street food fair where students can experience the vibrant and diverse street food culture of Central America. Set up food stalls representing different Central American countries, featuring street food specialties. Provide students with a passport-style booklet where they can collect stamps as they try different street food items from various countries.

Resources:

- The Culinary Pro Website
- International Cuisine Website
- Introduction to Culinary Arts Fourth Edition
- Teacher created PowerPoints
- Online resources including YouTube, Google, Microsoft, Kahoot, Quizziz, EdPuzzle
- Websites including American Museum of Natural History, Our Global Kitchen (<https://www.amnh.org/exhibitions/our-global-kitchen-food-nature-culture/educator-resources>), Curating Menus (<http://curatingmenus.org/>), What's on the Menu New York Public Library (<https://menus.nypl.org/>), National Restaurant Association (<https://restaurant.org/>), King Arthur Baking Company (<https://www.kingarthurbaking.com/>), Pastry Chef Central (<https://www.pastrychef.com/>), Pastry Arts Magazine (<https://pastryartsmag.com/>), The Culinary Institute of America (<https://www.ciachef.edu/online-resources/>), Choose My Plate (<https://www.myplate.gov/>), Taste Atlas, (<https://www.tasteatlas.com/>) and other teacher selected professional websites.
- In class and IMC resources including cookbooks, magazines, and other literary resources from the IMC.

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Add additional materials, requirements, or challenges to assigned projects/labs • Act as peer leader in the classroom to assist other learners • Complete additional projects/lab activities at their discretion
Struggling Learners	<ul style="list-style-type: none"> • Modify the pace of teacher demonstrations and instruction • Utilize peer assistance • Provide additional resources • Modify assessments/extend deadlines as necessary • Modify projects, labs, and online activities
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>Can-Do Descriptions for Proficiency Levels Grades 9-12 NJDOE ELL Resources SEI Strategies for Family & Consumer Sciences</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

- **ELA:**
- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **Math:** Make sense of problems and persevere in solving them.
- **Science:** WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
- **Social Studies:** 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- **Health & Physical Education:** 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
- **Visual & Performing Arts:** 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **Tech Ed:** 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Financial Literacy:** 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

Integration of 21st Century Skills

Indicators: Career readiness, life literacies, and key skills are critical components of Family and Consumer Science education. This curriculum not only focuses on the mastery of key skills and content, but also promotes the understanding of career technical education by including 21st century interdisciplinary themes. This course includes skills such as -Critical thinking, problem solving, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as listed in the NJ Career Readiness, Life Literacies, and Key Skills Student Learning Standards.

Unit (7) Title: Global Cuisine: Europe (Northern, Western, Eastern, Southern) (Focus on: Italy, Spain, French, Germany, Greece, U.K., Sweden)

Unit Description: This unit fosters a deep appreciation for European cuisine, promotes cultural understanding, and develops essential culinary skills. Students will embark on a culinary journey, discovering the unique flavors, ingredients, cooking techniques, and cultural significance associated with various European food traditions.

Unit Duration: 24 days/8 cycles

Desired Results

Standard(s):

- 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
- 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.8 Implement standard operating procedures related to food and beverage production and guest service.
- 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Indicators:

- Identify and demonstrate three signature cooking methods in French cuisine.
- Create a chart identifying the differences between French and Italian cuisine.
- Research and present on the effects of Columbian Exchange on European cuisine.
- Describe herbs and spices and explain their uses in food preparation from this region.
- Explain and apply the proper use of kitchen equipment needed for this culture's cuisine
- Apply knowledge of reading recipes to this culture's cuisine
- Identify and explain the correlation between Greece's geography and cooking methods.

- Explain and apply the proper use of kitchen equipment needed for this culture's cuisine.
- Apply knowledge of reading recipes and safety and sanitation to this culture's cuisine.

Understandings:

Students will understand that...

- Food shapes the cultural identity and encourages respect and the valuing of cultural differences.
- Food reflects a community's history, geography, and traditions, and there is an appreciation for the role of staple foods, spices, and condiments in different cultures.
- Communication and collaboration between peers demonstrates appreciation of other's diverse backgrounds and encourages others to share ideas.

Essential Questions:

- How does food reflect and influence culture and identity?
- Why is the diversity of food important?
- How does European cuisine affect the flavor profiles in everyday cooking?

Assessment Evidence

Performance Tasks:

Independently performing all necessary requirements to prepare:

- Tapas including Croquetas, patatas bravas, pan de tomate with house made bread (Spain)
- Cottage Pie/Shepherds pie (U.K.)
- Ratatouille (France)
- Beef Bourguignon (France)
- Profiteroles (Eclairs or Crème Puffs) (France)
- Lasagna Bolognese (Italy)
- Black Forest Cake (Germany)
- Pierogis (Ukrainian and Polish)
- Sacher-Torte (Austria, chocolate cake)
- English breakfast plate (U.K.)
- Kolokithopita (Greek savory pie) OR Kreatopita (Greek meat pie)
- Churros y chocolate (Spain)
- OR student recipe choice.

Other Evidence:

- Classwork
- Formative assessments
- Rubric for writing activities
- Rubric for laboratory experiences
- Observation and coaching during lab activities
- Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle
- Journal observations during lab experiences

Benchmarks:

Rubric for laboratory experiences.

- Synthesize indigenous ingredients from global cuisine to create innovative dishes

Rubric for writing activities.

- OneDrive or Schoology student portfolios will be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include written projects, lab projects, pictures and recipes for prepared dishes or food products, formative assessments, observations, and self-reflections.

Learning Plan

Learning Activities:

Any one or combination of the following: teacher-made materials, demonstrations, labs, class discussions, projects, group activities.

Examples:**Writing Journal Entry Topics:**

- Discuss any personal connections or experiences you have had with European cuisine. Have you had the opportunity to try traditional European dishes? What were your impressions, and how did the experience impact your understanding of European culture?
- Consider the role of European ingredients and cooking techniques in global culinary trends. How have ingredients like olive oil, cheese, wine, or bread gained popularity outside of Europe? How have European culinary traditions influenced the techniques and flavors of other cuisines?
- Explore the impact of European cuisine on other countries and culinary traditions around the world. Have you noticed any influences or adaptations of European dishes in the foods commonly found in your country or region? How have globalization and international travel contributed to the popularity and dissemination of these cuisines?
- Discuss the importance of European cuisine as a representation of cultural identity. How does the food reflect the history, traditions, and values of European people? Can you draw any parallels between the cultural significance of European cuisine and the traditional foods in your own culture?
- Consider the cultural and geographical diversity of European cuisine. How does the cuisine vary across different countries in Europe, such as France, Italy, Spain, or Greece? What are some commonalities and differences you have observed?
- Reflect on your experience with European cuisine. What are some of the key flavors, ingredients, and dishes you have encountered from different European culinary traditions? How have these flavors and dishes influenced your own culinary preferences?
- Share your thoughts on the potential benefits of embracing and incorporating elements of European cuisine into the global culinary landscape. How can the flavors, techniques, and cultural diversity of European culinary traditions enrich and broaden our understanding and appreciation of food worldwide?

Writing and Lab Activities:

- **European Food Documentary Viewing:** Teacher will select and screen a documentary or film focused on European cuisine, such as "Big Night" (Italy), or "Canela" (Spain). Afterward, students will engage in a class discussion to reflect on the documentary's content, highlight interesting aspects, and share their insights and connections to European cuisine.
- **European Food Tour:** Students will follow through an European Food Tour that is set up throughout the classroom. Students will "visit" different European countries and learn about their culinary traditions. Stations will be set up representing various countries and students will rotate through each station, sampling traditional foods and beverages from each country. The history, culture, and significance of the foods students are tasting will be presented at each station.
- **Chef's Table Experience:** Teacher will organize a "Chef's Table" experience in the culinary classroom, focusing on a specific European cuisine or culinary theme. One or more students will be assigned as the "chefs" for the day, responsible for planning and executing a multi-course European-inspired meal for the rest of the class. Two students will be assigned to be the general manager and they will create an intimate dining setting where the class can enjoy the meal and engage in conversations about the flavors, techniques, and cultural significance of the dishes.

Resources:

- The Culinary Pro Website
- International Cuisine Website
- Introduction to Culinary Arts Fourth Edition
- Teacher created PowerPoints
- Online resources including *YouTube*, *Google*, *Microsoft*, *Kahoot*, *Quizziz*, *EdPuzzle*
- Websites including American Museum of National History, Our Global Kitchen (<https://www.amnh.org/exhibitions/our-global-kitchen-food-nature-culture/educator-resources>),

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Unit Modifications for Special Population Students

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Indicators:

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- **Health & Physical Education:** 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
- **Visual & Performing Arts:** 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **Tech Ed:** 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Financial Literacy:** 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

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Unit (8) Title: Global Cuisine: Middle Eastern (Algeria, Bahrain, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Oman, Qatar, Saudi Arabia, Syria, Tunisia, United Arab Emirates and Yemen.)
Unit Description: This unit fosters a deep appreciation for Middle Eastern cuisine, promotes cultural understanding, and develops essential culinary skills. Students will embark on a culinary journey, discovering the unique flavors, ingredients, cooking techniques, and cultural significance associated with various Middle Eastern food traditions.
Unit Duration: 12 days/4 cycles
Desired Results
Standard(s): <ul style="list-style-type: none"> 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 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.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities. 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Indicators: <ul style="list-style-type: none"> • Research and present the geographical contributions to the development of regional cuisines. • Identify and demonstrate recipes used in Tunisian cuisine. • Explain similarities of regional middle eastern cuisines. • Describe herbs and spices and explain their uses in food preparation from this region. • Explain and apply the proper use of kitchen equipment needed for this culture's cuisine. • Apply knowledge of reading recipes and safety and sanitation to this culture's cuisine. 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Food shapes the cultural identity and encourages respect and the valuing of cultural differences. • Food reflects a community's history, geography, and traditions, and there is an appreciation for the role of staple foods, spices, and condiments in different cultures. • Communication and collaboration between peers demonstrates appreciation of other's diverse backgrounds and encourages others to share ideas. 	Essential Questions: <ul style="list-style-type: none"> • How does food reflect and influence culture and identity? • Why is the diversity of food important? • How does Middle Eastern cuisine affect the flavor profiles in everyday cooking?
Assessment Evidence	
Performance Tasks: Independently performing all necessary requirements to prepare: <ul style="list-style-type: none"> • Naan (used for multiple recipes throughout unit.) • Couscous • Baba Ganoush • Tagine • Israeli Falafel • Shawarma • Makarōna Beshamel (Egyptian pasta dish) • Roz Bel Laban (Egyptian Rice Pudding) OR Qatayef (Pancake served at end of Ramadan) • Chicken Korma (Iran) • OR student recipe choice. 	Other Evidence: <ul style="list-style-type: none"> • Classwork • Formative assessments • Rubric for writing activities • Rubric for laboratory experiences • Observation and coaching during lab activities • Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle • Journal observations during lab experiences
Benchmarks: Rubric for laboratory experiences. <ul style="list-style-type: none"> • Synthesize indigenous ingredients from global cuisine to create innovative dishes Rubric for writing activities. <ul style="list-style-type: none"> • OneDrive or Schoology student portfolios will be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include written projects, lab projects, pictures and recipes for prepared dishes or food products, formative assessments, observations, and self-reflections. 	
Learning Plan	

Learning Activities:

Any one or combination of the following: teacher-made materials, demonstrations, labs, class discussions, projects, group activities.

Examples:**Writing Journal Entry Topics:**

- Consider the cultural and geographical diversity of Middle Eastern cuisine. How does the cuisine vary across different countries in the Middle East, such as Lebanon, Egypt, Iran, or Israel? What are some commonalities and differences you have observed?
- Discuss the importance of Middle Eastern cuisine as a representation of cultural identity. How does the food reflect the history, traditions, and values of Middle Eastern people? Can you draw any parallels between the cultural significance of Middle Eastern cuisine and the traditional foods in your own culture?
- Discuss any personal connections or experiences you have had with Middle Eastern cuisine. Have you had the opportunity to try traditional Middle Eastern dishes? What were your impressions, and how did the experience impact your understanding of Middle Eastern culture?
- Share your thoughts on the potential benefits of embracing and incorporating elements of Middle Eastern cuisine into the global culinary landscape. How can the flavors, techniques, and cultural diversity of Middle Eastern culinary traditions enrich and broaden our understanding and appreciation of food worldwide?
- Reflect on the sustainability and health aspects of Middle Eastern cuisine. Middle Eastern cuisine often includes plant-based ingredients, whole grains, and a variety of herbs and spices. How does the emphasis on fresh, natural ingredients contribute to the health benefits and cultural preservation of Middle Eastern cuisine?
- Consider the role of Middle Eastern ingredients and cooking techniques in global culinary trends. How have ingredients like olive oil, dates, tahini, or spices such as cumin and sumac gained popularity outside of the Middle East? How have Middle Eastern culinary traditions influenced the techniques and flavors of other cuisines?
- Explore the impact of Middle Eastern cuisine on other countries and culinary traditions around the world. Have you noticed any influences or adaptations of Middle Eastern dishes in the foods commonly found in your country or region? How have globalization and international travel contributed to the popularity and dissemination of these cuisines?

Writing and Lab Activities:

- **Mezze Platter Creation:** In small groups, students will be assigned a different component of a traditional Middle Eastern mezze platter, such as hummus, baba ganoush, tabbouleh, or stuffed grape leaves. Each group will research the history and preparation techniques of the assigned component. Each group will prepare their component and collaborate to create a complete mezze platter to be enjoyed by the class.
- **Middle Eastern Food Photography and Styling:** Students will be introduced to food photography and styling techniques specific to Middle Eastern cuisine. Students will prepare a Middle Eastern dish and creatively present it for a food photoshoot. Props and backgrounds will be provided that represent Middle Eastern culture and students will explore different angles, lighting, and compositions to capture the essence of the dish.
- **Cultural Research and Menu Creation:** In groups, students will be assigned a different Middle Eastern country to research. Students will explore the culinary traditions, staple ingredients, and popular dishes of their assigned country. Students will create a menu inspired by their research, incorporating traditional Middle Eastern flavors and techniques. Students will present their menus, discussing the cultural significance of the dishes and their personal connections to Middle Eastern cuisine.

Resources:

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- International Cuisine Website
- Introduction to Culinary Arts Fourth Edition
- Teacher created PowerPoints
- Online resources including *YouTube, Google, Microsoft, Kahoot, Quizziz, EdPuzzle*

- Websites including American Museum of Natural History, Our Global Kitchen (<https://www.amnh.org/exhibitions/our-global-kitchen-food-nature-culture/educator-resources>), Curating Menus (<http://curatingmenus.org/>), What's on the Menu New York Public Library (<https://menus.nypl.org/>), National Restaurant Association (<https://restaurant.org/>), King Arthur Baking Company (<https://www.kingarthurbaking.com/>), Pastry Chef Central (<https://www.pastrychef.com/>), Pastry Arts Magazine (<https://pastryartsmag.com/>), The Culinary Institute of America (<https://www.ciachef.edu/online-resources/>), Choose My Plate (<https://www.myplate.gov/>), and other teacher selected professional websites.
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Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that</p>

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Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- **ELA:**
- **RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- **NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **Math:** Make sense of problems and persevere in solving them.
- **Science:** WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
- **Social Studies:** 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- **Health & Physical Education:** 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
- **Visual & Performing Arts:** 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **Tech Ed:** 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Financial Literacy:** 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

Integration of 21st Century Skills

Indicators: Career readiness, life literacies, and key skills are critical components of Family and Consumer Science education. This curriculum not only focuses on the mastery of key skills and content, but also promotes the understanding of career technical education by including 21st century interdisciplinary themes. This course includes skills such as -Critical thinking, problem solving, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as listed in the NJ Career Readiness, Life Literacies, and Key Skills Student Learning Standards.

Unit (9) Title: Global Cuisine: ***Africa and Asia*** (China, India, Nigeria, Egypt, Kenya, Philippines, Pakistan, Georgia, Japan, Vietnamese)

Unit Description: This unit fosters a deep appreciation for African and Asian cuisines, promotes cultural understanding, and develops essential culinary skills. Students will embark on a culinary journey, discovering the unique flavors, ingredients, cooking techniques, and cultural significance associated with various African and Asian food traditions.

Unit Duration: 15 days/5 cycles

Desired Results

Standard(s):

- 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
- 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.8 Implement standard operating procedures related to food and beverage production and guest service.
- 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Indicators:

- Explain why soy is a prominent ingredient in Japanese cuisine.
- Identify and demonstrate the influence of China in Japanese cooking.
- Explain the flavor profiles in Indian cuisine.
- Explain the flavor profiles in African cuisine and their surrounding regions.
- Research and explain the impact of imports and exports with African cuisine.
- Explain the spice profiles from African cuisine.
- Analyze the cultural, historical, and geographical factors that influence regional cuisines.
- Investigate traditional cooking methods, utensils, and equipment used in different cultures.
- Prepare and present dishes from African and Asian cuisine, showcasing acquired culinary skills and cultural knowledge.

Understandings:

Students will understand that...

- Food shapes the cultural identity and encourages respect and the valuing of cultural differences.
- Food reflects a community's history, geography, and traditions, and there is an appreciation for the role of staple foods, spices, and condiments in different cultures.
- Communication and collaboration between peers demonstrates appreciation of other's diverse backgrounds and encourages others to share ideas.

Essential Questions:

- How does food reflect and influence culture and identity?
- Why is the diversity of food important?
- How does African and Asian cuisine affect the flavor profiles in everyday cooking?
- How can communication and collaboration between peers encourage diverse culinary experiences and teamwork?

Assessment Evidence

Performance Tasks:

Independently performing all necessary requirements to prepare:

- Chicken Jollof rice (Africa)
- Chicken curry OR Butter chicken (India)
- Sushi (Japan)
- Ramen/ Noodle Bowls (Japan)
- Mandazi (Eastern African breakfast doughnuts)
- Doodh Patti (Pakistani Milk Tea) OR Kheer (Pakistani Rice Pudding)
- Puff-Puff (Nigerian Fried Sweet Dough Ball)
- Vegetable, pork, or chicken dumplings OR spring rolls (China)
- Moo Shu Pork/Chicken/Veggie OR Sweet and Sour Pork/Chicken (China)
- Banana Coconut Tapioca Pudding (Chè chuối, Vietnam)
- Buko Pie (Filipino dessert pie)
- OR student recipe choice.

Other Evidence:

- Classwork
- Formative assessments
- Rubric for writing activities
- Rubric for laboratory experiences
- Observation and coaching during lab activities
- Quizizz, Blooket, Jeopardy, Nearpod, EdPuzzle
- Journal observations during lab experiences

Benchmarks:**Rubric for laboratory experiences.**

- Synthesize indigenous ingredients from global cuisine to create innovative dishes

Rubric for writing activities.

- OneDrive or Schoology student portfolios will be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include written projects, lab projects, pictures and recipes for prepared dishes or food products, formative assessments, observations, and self-reflections.

Learning Plan

Learning Activities:

Any one or combination of the following: teacher-made materials, demonstrations, labs, class discussions, projects, group activities.

Examples:***Writing Journal Entry Topics:***

- Discuss any personal connections or experiences you have had with African or Asian cuisines. Have you had the opportunity to try traditional African or Asian dishes? What were your impressions, and how did the experience impact your understanding of the respective cultures?
- Share your thoughts on the potential benefits of embracing and incorporating elements of African and Asian cuisines into the global culinary landscape. How can the flavors, techniques, and cultural diversity of African and Asian culinary traditions enrich and broaden our understanding and appreciation of food worldwide?
- Discuss the importance of African and Asian cuisines as representations of cultural identity. How do the foods reflect the history, traditions, and values of the people from these regions? Can you draw any parallels between the cultural significance of African and Asian cuisines and the traditional foods in your own culture?
- Consider the cultural and geographical diversity of African and Asian cuisines. How do these cuisines vary across different countries and regions within Africa and Asia? What are some commonalities and differences you have observed?
- Reflect on your experience with African and Asian cuisines. What are some of the key flavors, ingredients, and dishes you have encountered from these culinary traditions? How have these flavors and dishes influenced your own culinary preferences?
- Consider the role of African and Asian ingredients and cooking techniques in global culinary trends. How have ingredients like coconut milk, curry spices, yams, or plantains gained popularity outside of Africa and Asia? How have African and Asian culinary traditions influenced the techniques and flavors of other cuisines?
- Reflect on the sustainability and biodiversity aspects of African and Asian cuisines. Many African and Asian countries have rich ecosystems and utilize diverse plant-based ingredients. How does the use of local ingredients and sustainable farming practices contribute to the environmental and cultural preservation of African and Asian cuisines?
- Explore the impact of African and Asian cuisines on other countries and culinary traditions around the world. Have you noticed any influences or adaptations of African or Asian dishes in the foods commonly found in your country or region? How have globalization and international travel contributed to the popularity and dissemination of these cuisines?

Writing and Lab Activities:

- **Cultural Research and Presentations:** In small groups, students will be assigned a different African and Asian country to research with a focus on the culinary traditions, staple ingredients, and signature dishes of their assigned country. Students will create presentations, posters, or slideshows to share their findings, including information about cultural influences, historical background, and regional variations.
- **African Spice Blending:** Students will be introduced to the variety of spices used in African cuisine. Students will be provided with a selection of African spices and herbs such as ras el hanout, suya spice, or mitmita. Students will experiment with blending the spices to create their own unique African spice mixtures. Students will taste and discuss the flavors and potential uses of their spice blends.

- **African Recipe Showcase:** In small groups, students will be assigned a different African dish to research and present to the class. Students will explore the history, cultural significance, and preparation techniques of their assigned dish. Students will prepare and present their dishes, providing samples for the class to taste and discuss.
- **Asian Noodle Bar:** Student assigned to “Chef” and “Sous Chef” will set up an Asian noodle bar in the culinary classroom, featuring a variety of Asian noodles (e.g., ramen, udon, soba) and toppings (e.g., vegetables, proteins, sauces). Students will create their own customized noodle bowls, incorporating different flavors and ingredients from various Asian cuisines. Students will be encouraged to experiment with different combinations and discuss their favorite flavor profiles.
- **Regional Indian Cuisine Showcase:** In groups, students will be assigned a different region of India to research. Each group will explore the culinary traditions, staple ingredients, and popular dishes of their assigned region. Each group will prepare a menu featuring dishes from their region and collaborate to create a regional Indian cuisine showcase to be enjoyed by the class.

Optional:

- **Indian Dessert Workshop:** Focus on Indian desserts, such as gulab jamun, jalebi, or kheer. Demonstrate the preparation of a traditional Indian dessert and explain the cultural significance of sweets in Indian cuisine. Allow students to participate in making the dessert, emphasizing the techniques and flavors specific to Indian desserts. Discuss the importance of desserts in Indian festivals and celebrations.
- **Indian Cookbook Creation:** Students work individually or in small groups to create an Indian-themed cookbook. Instruct students to research and collect authentic Indian recipes, including appetizers, main courses, desserts, and beverages. Have students organize the recipes, provide cultural context and background information, and add personal touches such as illustrations or photographs.

Resources:

- The Culinary Pro Website
- International Cuisine Website
- Introduction to Culinary Arts Fourth Edition
- Teacher created PowerPoints
- Online resources including YouTube, Google, Microsoft, Kahoot, Quizziz, EdPuzzle
- Websites including American Museum of National History, Our Global Kitchen (<https://www.amnh.org/exhibitions/our-global-kitchen-food-nature-culture/educator-resources>), Curating Menus (<http://curatingmenus.org/>), What’s on the Menu New York Public Library (<https://menus.nypl.org/>), National Restaurant Association (<https://restaurant.org/>), King Arthur Baking Company (<https://www.kingarthurbaking.com/>), Pastry Chef Central (<https://www.pastrychef.com/>), Pastry Arts Magazine (<https://pastryartsmag.com/>), The Culinary Institute of America (<https://www.ciachef.edu/online-resources/>), Choose My Plate (<https://www.myplate.gov/>), Taste Atlas (<https://www.tasteatlas.com/>) and other teacher selected professional websites.
- In class and IMC resources including cookbooks, magazines, and other literary resources from the IMC.

Unit Modifications for Special Population Students

Advanced Learners

- Add additional materials, requirements, or challenges to assigned projects/labs
- Act as peer leader in the classroom to assist other learners
- Complete additional projects/lab activities at their discretion

Struggling Learners	<ul style="list-style-type: none"> • Modify the pace of teacher demonstrations and instruction • Utilize peer assistance • Provide additional resources • Modify assessments/extend deadlines as necessary • Modify projects, labs, and online activities
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>Can-Do Descriptions for Proficiency Levels Grades 9-12 NJDOE ELL Resources SEI Strategies for Family & Consumer Sciences</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
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Mock Interview Criteria

1. Professionalism and Presence (15 points)

- Projects a professional appearance and demeanor throughout the interview.
- Demonstrates confidence, poise, and appropriate body language.
- Speaks clearly and articulately, with good eye contact.

2. Knowledge and Expertise (20 points)

- Displays a deep understanding of culinary techniques, ingredients, and cuisines.
- Exhibits a comprehensive knowledge of cooking methods, flavors, and food safety.
- Shows familiarity with industry trends and the ability to adapt to new culinary concepts.

3. Experience and Skills (15 points)

- Describes relevant culinary experiences, including work in professional kitchens, internships, or training programs.
- Highlights specific skills acquired, such as knife skills, time management, and menu planning.
- Illustrates examples of successful culinary projects or accomplishments.

4. Menu Planning and Creativity (15 points)

- Demonstrates the ability to plan and create menus that are balanced, diverse, and innovative.
- Incorporates creativity in ingredient selection, flavor combinations, and dish presentation.
- Shows an understanding of seasonal ingredients and how to use them effectively.

5. Problem Solving and Adaptability (15 points)

- Illustrates the ability to handle challenges and adapt in a fast-paced culinary environment.
- Describes instances of problem-solving skills, such as resolving kitchen emergencies or managing unexpected situations.
- Shows flexibility and resourcefulness in dealing with changing circumstances.

6. Leadership and Teamwork (15 points)

- Describes experiences leading a culinary team, delegating tasks, and fostering collaboration.
- Illustrates effective communication skills in working with kitchen staff, servers, and other team members.
- Highlights instances of successfully managing conflicts or inspiring teamwork.

7. Passion and Motivation (10 points)

- Demonstrates genuine enthusiasm for the culinary field and a passion for creating exceptional dishes.
- Conveys a strong commitment to continuous learning, professional development, and personal growth in the culinary industry.
- Expresses motivation for pursuing a culinary career and a desire to make a meaningful impact.

8. Responses to Interview Questions (15 points)

- Provides well-thought-out and relevant responses to interview questions.
- Demonstrates the ability to communicate ideas clearly and concisely.
- Supports answers with specific examples and experiences when appropriate.

Culinary Writing Activities Rubric

	Executive Chef (3) 15 points	Sous Chef (2) 12 points	Line Cook (1) 10 points
Clarity and Organization	Writing is exceptionally clear, well-structured, and flows smoothly, demonstrating a high level of coherence.	Writing is well-organized and effectively conveys ideas with clarity.	Writing is generally clear but may have some inconsistencies or lack of structure.
Language and Vocabulary	Exhibits an extensive culinary vocabulary, employing language skillfully and displaying mastery of technical culinary terms.	Utilizes a good range of culinary terminology and demonstrates effective use of language.	Vocabulary is basic and may lack variety or precision.
Creativity and Descriptive Writing	Exhibits exceptional creativity and vivid descriptive writing that captivates readers and	Demonstrates creativity in expressing culinary concepts with descriptive and engaging language.	Shows attempts at creativity but may lack originality or descriptive details.

	brings culinary experiences to life.		
Research and Knowledge	Displays extensive culinary knowledge, incorporating nuanced and in-depth research to support arguments or explanations.	Shows a good grasp of culinary knowledge and incorporates accurate information into the writing.	Demonstrates basic understanding of culinary concepts with some factual inaccuracies.
Structure and Coherence	Exhibits impeccable structure and flawless coherence, seamlessly guiding readers through a well-crafted and logical progression of ideas.	Writing is well-structured and coherent, with clear connections between ideas and paragraphs.	Writing may have some inconsistencies in structure and lack coherence between ideas.
Grammar and Mechanics	Displays impeccable grammar and mastery of mechanics, with flawless adherence to conventions of punctuation, spelling, and sentence construction.	Demonstrates solid grammatical skills and follows conventions of punctuation, spelling, and sentence structure.	Writing may contain frequent grammatical errors and inconsistencies in mechanics.
Overall Impact and Engagement	Makes a lasting and exceptional overall impression, engaging the reader with compelling, thought-provoking, and memorable content.	Leaves a strong overall impression and effectively engages the reader with compelling content.	Leaves a positive overall impression but may lack impact or fail to fully engage the reader.

Culinary Writing Journal Rubric

Content	<i>Executive Chef 10 points</i>	<i>Sous Chef 8 points</i>	<i>Line Cook 5 points</i>
<i>Knowledge and Understanding (up to 10 points)</i>	Thorough and insightful understanding of culinary concepts.	Adequate understanding of culinary concepts.	Limited or inaccurate understanding of culinary concepts.
<i>Relevance and Accuracy</i>	Fully addresses the topic or prompt with relevant and insightful information. Accurate and precise information.	Partially addresses the topic or prompt. Partially accurate information.	Irrelevant or off-topic content. Inaccurate or misleading information.
<i>Examples and Evidence</i>	Presents specific, relevant, and well-	Provides some examples or evidence,	Lacks supporting examples or evidence.

	integrated examples and evidence.	but they are limited or not well-integrated.	
Organization	10 points	8 points	5 points
Structure	Clear and well-defined structure with a logical progression of ideas.	Partially organized structure with some logical progression.	No clear structure or organization.
Coherence	Ideas are presented in a coherent and organized manner, supporting a clear overall message.	Ideas are somewhat coherent, but some connections between them may be unclear.	Ideas lack coherence and are disorganized.
Style and Creativity	10 points	8 points	5 points
Clarity	Writing is clear, concise, and easy to understand.	Some clarity issues, but overall understandable.	Writing is unclear and difficult to understand.
Descriptive Language and Creativity	Engaging and vivid descriptive language effectively captures culinary experiences. Shows originality and creativity in expressing culinary experiences or exploring culinary concepts.	Attempts at descriptive language, but it may be vague or not effectively used. Limited attempts at creativity.	Lacks descriptive language or uses it inappropriately. Lacks originality and creativity in expressing culinary experiences or exploring culinary concepts.
Grammar and Mechanics	10 points	8 points	5 points
Sentence Structure	Uses varied and well-constructed sentence structures with minimal errors.	Some errors in sentence structure.	Frequent errors in sentence structure.
Grammar, Punctuation, Spelling, and Vocabulary	Demonstrates correct usage of grammar and punctuation with minimal errors. Exhibits strong spelling skills and a wide range of culinary vocabulary.	Some errors in grammar and punctuation. Some spelling errors and limited vocabulary.	Frequent errors in grammar and punctuation. Frequent spelling errors and limited vocabulary.
Proofreading	Shows evidence of careful proofreading	Some errors in proofreading, but	Numerous errors in proofreading,

	and editing to minimize errors.	overall shows some effort.	indicating a lack of attention to detail.
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General Culinary Lab Activities Rubric

Cooking Method Labs Rubric

	Executive Chef (3) 15 points	Sous Chef (2) 12 points	Line Cook (1) 10 points
Clarity and Organization	Writing is exceptionally clear, well-structured, and flows smoothly, demonstrating a high level of coherence.	Writing is well-organized and effectively conveys ideas with clarity.	Writing is generally clear but may have some inconsistencies or lack of structure.
Language and Vocabulary	Exhibits an extensive culinary vocabulary, employing language skillfully and displaying mastery of technical culinary terms.	Utilizes a good range of culinary terminology and demonstrates effective use of language.	Vocabulary is basic and may lack variety or precision.
Creativity and Descriptive Writing	Exhibits exceptional creativity and vivid descriptive writing that captivates readers and brings culinary experiences to life.	Demonstrates creativity in expressing culinary concepts with descriptive and engaging language.	Shows attempts at creativity but may lack originality or descriptive details.
Research and Knowledge	Displays extensive culinary knowledge, incorporating nuanced and in-depth research to support arguments or explanations.	Shows a good grasp of culinary knowledge and incorporates accurate information into the writing.	Demonstrates basic understanding of culinary concepts with some factual inaccuracies.
Structure and Coherence	Exhibits impeccable structure and flawless coherence, seamlessly guiding readers through a well-crafted and logical progression of ideas.	Writing is well-structured and coherent, with clear connections between ideas and paragraphs.	Writing may have some inconsistencies in structure and lack coherence between ideas.
Grammar and Mechanics	Displays impeccable grammar and mastery of mechanics, with flawless adherence to conventions of punctuation, spelling, and sentence construction.	Demonstrates solid grammatical skills and follows conventions of punctuation, spelling, and sentence structure.	Writing may contain frequent grammatical errors and inconsistencies in mechanics.

Overall Impact and Engagement	Makes a lasting and exceptional overall impression, engaging the reader with compelling, thought-provoking, and memorable content.	Leaves a strong overall impression and effectively engages the reader with compelling content.	Leaves a positive overall impression but may lack impact or fail to fully engage the reader.
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Student Self Reflection/Evaluation Form

Kitchen Lab- Student Evaluation

Your Name _____

Date(s) of Lab _____

Names in Group:

Food(s) prepared:

1. _____

2. _____

3. _____

4. _____

1. What did **YOU** do during the lab? (**Pre-lab work, set up, cooking, clean up?**) **BE SPECIFIC!**

a. _____

b. _____

c. _____

d. _____

2. What went well during the lab? (**Fill out for each letter**) **BE SPECIFIC**

a. _____

b. _____

c. _____

3. What did **not** go so well during the lab? (**Fill out for each letter**) **BE SPECIFIC**

a. _____

b. _____

c. _____

4. Evaluation of the food product (aroma, flavor, appearance, texture)- **use at least 2 descriptive words per sensory area. DO NOT USE GOOD, GREAT, OR AWESOME, OK. BE SPECIFIC!!**

Aroma: a. _____

Flavor: a. _____

b. _____

b. _____

Appearance: a. _____

Texture: a. _____

b. _____

b. _____

5. For **letters a and b**: Describe what you thought of the **finished product**- remember to stay positive. **Letter c**: Explain **why** you did like or did not like **finished product**. (3)

a. _____

b. _____

c. _____

International Cuisine Culinary Lab Rubric

Knowledge of Indigenous Ingredients 20 points	Demonstrates an exceptional understanding of indigenous ingredients from various global cuisines. Provides detailed descriptions of their characteristics, flavors, and cultural significance, showcasing extensive knowledge.	Shows a strong understanding of indigenous ingredients and provides accurate descriptions of their characteristics, flavors, and cultural significance.	Displays a satisfactory understanding of indigenous ingredients, although descriptions may lack depth or detail.	Demonstrates limited knowledge and understanding of indigenous ingredients, with minimal descriptions of their characteristics, flavors, and cultural significance.	Shows a lack of knowledge and understanding of indigenous ingredients.
Synthesis of Indigenous Ingredients 20 points	Integrates indigenous ingredients creatively and innovatively into the dish, resulting in a unique and harmonious flavor profile. Demonstrates a high level of skill in combining ingredients.	Successfully combines indigenous ingredients to create interesting flavor profiles and culinary experiences.	Integrates indigenous ingredients adequately, but the resulting flavor profile may lack complexity or innovation.	Shows limited success in combining indigenous ingredients, resulting in a dish that lacks cohesiveness.	Fails to effectively synthesize indigenous ingredients.
Culinary Technique and Execution 15 points	Demonstrates exceptional culinary technique and execution, showcasing precision, skill,	Executes culinary techniques effectively and with proficiency.	Shows satisfactory culinary technique and execution, although some areas may	Demonstrates limited skill and execution in culinary techniques, resulting in	Shows a lack of proficiency in culinary techniques.

	and mastery of cooking methods.		require improvement.	inconsistencies or errors.	
Flavors, Textures, and Presentation 10 points	Creates dishes with exceptional flavors, textures, and presentation. Achieves a perfect balance and delivers a visually stunning dish with outstanding taste.	Creates dishes with well-balanced flavors, pleasing textures, and visually appealing presentation.	Presents dishes with satisfactory flavors, textures, and presentation, but improvements could be made in one or more areas.	Shows deficiencies in flavors, textures, or presentation, resulting in a less enjoyable dining experience.	Flavors, textures, and presentation are severely lacking and do not meet the expected standards.
Cultural Sensitivity and Authenticity 10 points	Demonstrates a high level of cultural sensitivity and authenticity, respecting the origins and traditions of indigenous ingredients.	Shows awareness of cultural sensitivity and authenticity, integrating indigenous ingredients while honoring their traditional usage.	Exhibits some cultural sensitivity, but there may be instances where authenticity could be improved.	Displays limited cultural sensitivity and authenticity, with notable deviations from traditional usage of indigenous ingredients.	Lacks cultural sensitivity and authenticity in the use of indigenous ingredients.
Creativity and Innovation 15 points	Demonstrates exceptional creativity and innovation, introducing unique and groundbreaking approaches to utilizing indigenous ingredients.	Displays creativity and innovation in combining and showcasing indigenous ingredients.	Exhibits satisfactory creativity and innovation, although opportunities for more originality and experimentation may exist.	Shows limited creativity and innovation, with minimal exploration of new possibilities with indigenous ingredients.	Lacks creativity and innovation in utilizing indigenous ingredients.
Teamwork and Collaboration 10 points	Actively collaborates and communicates effectively with team members, fostering a supportive and cohesive team environment.	Demonstrates effective teamwork and collaboration, contributing positively to the overall team dynamics.	Exhibits satisfactory teamwork and collaboration, but there may be instances of limited contribution or communication.	Shows some difficulties in working as a team member, with occasional conflicts or ineffective communication.	Displays significant issues in teamwork and collaboration, with minimal contribution and poor communication.
Safety and Sanitation 10 points	Consistently follows proper safety and sanitation procedures, maintaining a clean and organized	Demonstrates adherence to safety and sanitation procedures, with occasional minor lapses.	Shows satisfactory adherence to safety and sanitation procedures, but improvements	Exhibits inconsistent adherence to safety and sanitation procedures, with noticeable lapses	Fails to adhere to safety and sanitation procedures, compromising the overall safety and cleanliness

	workspace throughout the cooking process.		are needed in certain areas.	in cleanliness or organization.	of the workspace.
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