

**International Foods (Master)**

Teacher: Julie Read

**2020**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ: What different cooking techniques are used for foods world wide in cuisine.from North and South America and International food.</b></p> <p>Standards:                      Minnesota Fundamentals of Food Preparation Framework.                      MFFP 1.2                      MFFP 1.7                      MFFP 2.2                      MFFP 2.6                      MFFP 3.1                      MFFP 4.1                      MFFP 4.2                      MFFP 5.1                      Minnesota Culinary Arts and Hospitality Framework.                      MCAH 1.5                      National FCS Standard                      13.5.1: Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p>		<p><b>Course Learning Targets</b></p> <p>CLT1: I can organize tasks and carry out lab duties.                      CLT2: I will use safe food handling practices to prevent cross contamination                      CLT3: I can use kitchen knives, tools and equipment safely.                      CLT4: I can perform a variety of cooking methods.                      CLT5: I will use proper measurement techniques.                      CLT6: I can use safe handling preparation techniques while making various foods.                      CLT7: I can demonstrate proper techniques for handwashing and hygiene.                      CLT8: I can demonstrate proper techniques for kitchen sanitation.                      CLT9: I will work to</p>		

<p><b>A: Introduction</b>  A1: Go over introductory information  A2: Watch related videos About International foods</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>What procedures must be in place to establish a safe and productive food laboratory environment?</i></li> <li>• <i>Why is accurate measurement important in preparing various recipes?</i></li> <li>• <i>How are recipes reduced or increased?</i></li> <li>• <i>What is so important about how the prepared food looks on the plate?</i></li> </ul> <p><b>A: Safety and Sanitation</b>  A1: Safety and sanitation of work area, person and</p>	<p><b>A: Introduction</b>  A1: Understand when project and meal reflection are due during the trimester.  A2: Videos are related to International foods and why people eat in different countries</p> <p><b>A: Safety and Sanitation</b>  A1: Exhibits good work ethic/skills, division of</p>	<p>maintain a positive and respectful classroom and lab group environment.</p> <p><b>A: Introduction</b>  A1: I know when to turn in my projects, and meal reflections are due.  A2: I have a deeper understanding about International Foods and the countries traditions.</p> <p><b>A: Safety and Sanitation</b>  ALT1: I have a good work ethic.</p>	<p><b>A: Introduction</b>  A2: Bugs for Breakfast video listening guide  A2:  A2:</p> <p><b>A: Safety and Sanitation</b>  A1: Chap 6 Act. C  Temperature Control</p>	<p><b>A: Introduction</b>  A1  A2: Bugs for Breakfast  A2:  A2:</p> <p><b>A: Safety and Sanitation</b>  A1: Chapter 6 "  Safeguarding the Family's</p>
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<p>food product</p> <p>Minnesota Fundamentals of Food Preparation Framework. MFFP 1.1 Minnesota Culinary Arts and Hospitality Framework. MCAH 1.1 MCAH 1.3 MCAH 1.7 MCAH 1.10</p> <p><b>B: Kitchen skills and procedures.</b> B1: Accurate measurement of fractional amounts of ingredients B2: Recipe interpretation B3: Kitchen equipment B4: Kitchen Skills B5: Soup B6: Herbs</p> <p>Minnesota Fundamentals of Food Preparation Framework. MFFP 1.1 Minnesota Culinary Arts and Hospitality Framework. MCAH 1.1 MCAH 1.3 MCAH 1.7</p>	<p>labor, cooperation, initiative, communication. A1: Employs appropriate laboratory skills; keep a clean and safe work environment, timing of finished products, teamwork, all labs work independent of one another</p> <p><b>B: Kitchen skills and procedures.</b> B1: Measure accurately B2: Accurately interpret terms in a recipe B3: Identify and use kitchen equipment B4: Understanding different skills and techniques used in class. B5: Understand and apply information on the different types of soup. B5: To accurately prepare a variety of soup B6: Understand and use different types of herbs and spices when preparing food.</p>	<p>ALT2: I will use appropriate kitchen skills. ALT3: I will maintain a clean and professional work area and environment. ALT4: I will participate in all aspects of classroom activities.</p> <p><b>B: Kitchen skills and procedures.</b> BLT1: I can measure accurately and correctly in class activities. BLT2: I can interpret recipe terms correctly. BLT3: I can use a variety of kitchen equipment and utensil to create a meal. BLT4: I can use a variety of skill when working in the kitchen. BLT5: I can prepare a variety of soups BLT6: I can successfully use herbs and spice in my cooking</p>	<p>A1: Chap 6 Act D Handling Emergencies A1: Chap 6 Study Guide A1: Practical application in lab. Insert Lab evaluation form</p> <p>CSA Kitchen Safety</p> <p><b>B: Kitchen skills and procedures.</b> B1: Chap 13 Act. A Reading a Recipe B2: Changing Recipe worksheets B1: Quiz on measurement B1-6: Lab: Chocolate Yummies B1-6: Students fill out the worksheet/lab sheet</p> <p>CSA: Kitchen Basics. Equipment, Term, Skills</p>	<p>Health" - Guide to Good Food TWE</p> <p><b>Vocabulary: cross contamination</b></p> <p><b>B: Kitchen skills and procedures.</b> <b>B1-4: Chapter 13 "Getting Started in the Kitchen" - Guide to Good Food TWE</b> <b>B5: Chapter 21- Soup section</b> <b>B6: Chapter 21- Herb and Spice section</b></p> <p><b>Vocabulary: herb spice</b></p> <p><b>C: Presentation of food C1:</b></p>
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<p>MCAH 1.10</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>Why is proper etiquette important to know?</i></li> <li>• <i>How do you set a correct cover at a dining table?</i></li> </ul> <p><b>A: Etiquette and Table Setting</b>  A1: Proper etiquette when in public or private  A2: Types of table settings  A3: Types of napkin folds</p> <p>Minnesota Fundamentals of Food Preparation Framework.  MFFP 4.3  MFFP 4.4  Minnesota Culinary Arts and Hospitality Framework.  MCAH 5.4</p>	<p><b>A: Etiquette, and Table Setting</b>  A1: Demonstrate proper etiquette while dining with staff guest.  A2: Determine the correct table setting, cover place and place setting for a variety of dining situations.  A2: Demonstrate various napkin folds.</p>	<p><b>A: Etiquette and Table Setting</b>  ALT1: I can use proper etiquette when I eat.  ALT1: I can set a table correctly for the meal I prepared.  ALT1: I can fold napkins in a variety of ways.</p>	<p><b>A: Etiquette and Table Setting</b>  A1-2. Etiquette Lecture  A1-2: 30 things I know and learned about etiquette.  A3: Demonstrating assigned fold to class  AD3: Napkin folding demonstration to class.  A Lab: Soup Meal  A 1-6: Student reflection of meal (soup) prepared in class.</p> <p>CFA: Teacher/student evaluation of the prepared meal  <b>CSA=Etiquette Test</b></p>	<p><b>A: Etiquette and Table Setting</b>  A1-2: Etiquette Lecture PP  A1-2: Chap 8 "Eat, Drink and Be Wary"  How Rude</p> <p>Diff  A1-2: Students get to pick how to set their table for eat meal.</p> <p>A3: Napkin folding books - Napkin Folds &amp; Folding Napkins</p> <p>Vocabulary:  Plate  Setting  Cover  etiquette</p>
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Content

Skills

Learning Targets

Assessment

Resources &amp; Technology

*UEQ:*

- *Why do different regions of the world have different food customs?*
- *What factors affect the food choices and habits of the people from different regions of the world?*
- *How do the food customs, regional cultures and traditions are typical in various regions of the world.*
- *What food preparation knowledge/techniques are typical of specific regions of the world.*

## Standards

Minnesota Fundamentals of Food Preparation Framework.

MFFP 3.2: Analyze the functions of ingredients used in a variety of cooking methods and their affect on a food product.

MFFP 4.1.5

MFFP 4.2

Minnesota Culinary Arts and Hospitality Framework.

MCAH 6.1

Minnesota Nutrition

Wellness

MNW 1.1

MNW 1.2

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<p>MNW 1.3 MNW 4.1 MNW 4.2 MNW 4.3 MNW 4.4 MNW 4.5 MNW 4.6 MNW 4.7</p> <p><b>A: South America &amp; the Caribbean.</b> A1: Food facts and customs from Latin America &amp; the Caribbean. A2: Preparation of typical foods from Latin America &amp; the Caribbean.</p> <p><b>B: Northern Mediterranean</b> B1: Food facts and customs</p>	<p><b>A: South America &amp; the Caribbean.</b> A1: Identify factors affecting the food habits of the people of Latin America and the Caribbean. A2: Preparation of typical foods from Latin America and the Caribbean A2 Demonstrate preparation of typical Latin American and Caribbean foods.</p> <p><b>B: Northern Mediterranean</b> B1: Identify factors</p>	<p><b>A: South America &amp; the Caribbean</b> ALT1: I can present information on the factors affecting foods habits in Latin America and the Caribbean. ALT2: I can prepare traditional food from Latin America and the Caribbean.</p> <p><b>B: Northern Mediterranean</b> BLT1: I can present</p>	<p><b>A: South America and the Caribbean.</b> A1: Regional learning packet, student kitchen group project A1-2: Global Eating - Mexico section DVD A1-2: Ethnic Cooking Series I - Mexican section DVD A2: Student reflection of meal prepared class. A2: Meal at home evaluation.</p> <p><b>FCA=</b> Teacher/student evaluation of meal.. <b>SCA =</b> Meal at home evaluation. <b>CSA: Regional Quiz</b></p> <p><b>B: Northern Mediterranean</b> B1-2: Regional learning</p>	<p><b>A: South America and the Caribbean</b> A1-2: Chapter 29 "Guide to Good Food" A1-2: DVD's: - Global Eating - Ethnic Cooking Series I</p> <p><b>Vocabulary:</b> Latin America chilies</p> <p><b>B: Northern Mediterranean</b> B1-2: Chapter 31 " Guide</p>
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<p>from the Northern Mediterranean area. B2: Preparation of typical foods from Northern Mediterranean</p>	<p>affecting the food habits of the people of Northern Mediterranean Food habits and history of the Northern Mediterranean area. B2: Preparation of typical foods from Northern Mediterranean B2: Demonstrate preparation of typical Northern Mediterranean foods.</p>	<p>information on the factors affecting foods habits in Northern Mediterranean BLT2: I can prepare traditional food from Northern Mediterranean .</p>	<p>packet, student kitchen group project B1-2: Ethnic Cooking Series I - Italian section DVD B1-2: Student reflection of meal prepared in class.</p> <p><b>FCA</b>= Teacher/Student evaluation of meal <b>SCA</b> = Meal at home evaluation. <b>CSA: Regional Quiz</b></p>	<p>to Good Food" B1-2: DVD's: - Ethnic Cooking Series I</p>
<p><b>C: Southern Mediterranean</b> C1: Food facts and customs from the Southern Mediterranean C2: Preparation of typical foods from the Southern Mediterranean countries</p>	<p><b>C: Southern Mediterranean</b> C1: Identify factors affecting the food habits of the people of the Southern Mediterranean C2 Preparation of typical foods from the Southern Mediterranean C2: Demonstrate preparation of typical Southern Mediterranean foods.</p>	<p><b>C: Southern Mediterranean</b> CLT1: I can present information on the factors affecting foods habits in Southern Mediterranean CLT2: I can prepare traditional food from Southern Mediterranean <b>countries</b></p>	<p><b>C: Southern Mediterranean</b> C1E2: Regional learning packet, student kitchen group project C1E2: Ethnic Cooking Series I - Mediterranean section. DVD C1E2: Student reflection of meal prepared in class.</p> <p><b>FCA</b>= Teacher/Student evaluation of meal <b>SCA</b> = Meal at home evaluation. <b>CSA: Regional Quiz</b></p>	<p><b>C:Southern Mediterranean</b> C1-2: Chapter 31 and 33 "Guide to Good Food" B1-2: DVD's: - "Global Eating Learning from Other Cultures" Cooking Series I</p> <p><b>Vocabulary:</b> couscous baklava</p>

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<p><b>D: Europe</b> D1: Food facts and customs from Europe countries. D2: Preparation of typical foods from Europe</p>	<p><b>D: Europe</b> D1: Identify factors affecting the food habits of the people of Europe. D2: Preparation of typical foods from and Europe D2: Demonstrate preparation of typical European foods.</p>	<p><b>D: Europe</b> DLT1: I can present information on the factors affecting foods habits in European countries DLT2: I can prepare traditional food from European countries</p>	<p><b>D: Europe</b> D1-2: Regional learning packet, student kitchen group project D1-2: Ethnic Cooking Series I - French &amp; Scandinavian sections DVD D1-2: Student reflection of meal prepared in class.</p> <p>FCA= Teacher/Student evaluation of meal SCA = Meal at home evaluation. <b>CSA: Regional Quiz</b></p>	<p><b>D: Europe</b> D1-2: Chapter 30 "Guide to Good Food" D1-2: DVD's: - Ethnic Cooking Series I</p> <p><b>Vocabulary:</b> Europe provincial cuisine nouvelle cuisine</p>
<p><b>E: North America</b> E1: Food facts and customs from the United States &amp; Canada. E2: Preparation of typical foods from the United States &amp; Canada.</p>	<p><b>E: North America</b> E1: Identify factors affecting the food habits of the people of the United States and Canada. E2: Preparation of typical United States and Canadian foods.</p>	<p><b>E: North America</b> ELT1: I can present information on the factors affecting foods habits in the United States and Canada. ELT2: I can prepare traditional food from the United States and Canada.</p>	<p><b>E: North America</b> E1: Regional learning packet, student kitchen group project. E2: Student reflection of meal prepared in class. E1-2: "History of American Cuisine" DVD with listening guide. FCA=Teacher/student evaluation of meal. SCA= Meal at home</p>	<p><b>E: North America</b> E1-2: Chapter 28 "Guide to Good Food" E1-2: "History of American Cuisine" DVD</p> <p>Vocabulary: Cajun cuisine creole cuisine soul food</p>



<p><b>F: Asian countries</b>                  F1: Food facts and customs from Asian countries.                  F2: Preparation of typical foods from Asian countries.</p>	<p><b>F: Asian countries</b>                  F1: Identify factors affecting the food habits of the people of Asia.                  F2: Preparation of typical foods from Asian countries.                  F2: Demonstrate preparation of typical Asian foods.</p>	<p><b>F: Asian countries</b>                  FLT1: I can present information on the factors affecting foods habits in Asian countries                  FLT2: I can prepare traditional food from Asian countries</p>	<p>evaluation.  <b>CSA: Regional Quiz</b></p> <p><b>F: Asian countries</b>                  F1-2: Regional learning packet, student kitchen group project                  F1-2: Global Eating - China and Japan sections DVD                  F1-2: Ethnic Cooking - Chinese section DVD                  F1-2: Student reflection of meal prepared in class.</p> <p><b>FCA= Teacher/Student evaluation of meal</b>  <b>SCA = Meal at home evaluation.</b>  <b>CSA: Regional Quiz</b></p>	<p><b>F: Asian countries</b>                  F1-2: Chapter 33, "Guide to Good Foods"                  F1-2: DVD's:                  - Global Eating                  - Ethnic Cooking Series I</p> <p>Vocabulary:                  wok                  stir fry                  bok choy</p>
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