

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Gourmet Foods

Curriculum writing committee:

**Mercy Ross
Carly Propst**

**Grade Level
10-12**

Date of Board Approval: 2021

Labs (Appx. 1 per unit. 4-5 per marking period)	30%
Classwork (Varies per unit)	30%
Test/Projects (Appx. 1 per unit. 4-5 per marking period)	40%
Total	100%

Curriculum Map

Overview:

This course explores a variety of cultural cuisines from across the globe. Students will investigate how different countries are influenced by foods and customs unique to their culture. Students will learn classical cooking skills associated with the preparation and service of international and ethnic cuisines. Sample units include: The United States and Canada, Latin America and the Caribbean, Eastern Europe, and Asia.

Goals:

Marking Periods 1/3:

Unit 1 Kitchen Basics

Safety and Sanitation
 Reading a Recipe
 Measurements, Utensils, and Equivalent

Unit 2 Diversity at the Table

Describe factors that influence one's food choice.
 Explain how food choices reflect one's culture.
 Identify Ways the Family members and friends may influence one's food choices

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

Describe the 6 main food regions of the United States and give examples of the regional ingredients and dishes.
 Describe The Dietary Guidelines for Americans from birth through older adulthood.
<https://www.dietaryguidelines.gov/>

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

Describe four common Latin American dishes.
 Identify ingredients that play a role in Caribbean cuisine.
 Describe the Dietary Guideline lines for this region.

Marking Periods 2/ 4:

Unit 5 Foods of Western, Northern, and Southern Europe

Describe popular dishes from Western Europe.

Describe how Northern Europe's geography and climate affect its cuisine.
Explain why the Mediterranean diet is lighter than the cuisine of Western and Northern Europe

Unit 6 Foods of Eastern Europe and Russia

List the six sub regions of Eastern Europe.

Describe the roles that bread and tea play in Russian cuisine, and give examples of each.

Unit 7 Foods of South, East, and South East Asia

Compare and contrast Northern Indian and Southern Indian cuisine.

Describe popular dishes from China, Japan, and Korea.

Identify popular dishes from Laos, Thailand, Cambodia, and Vietnam.

Describe the dietary guidelines for these regions.

Unit 8 Foods of Southwest Asia, the Middle East and Africa

Describe ingredients common to the cuisine of Southwest Asia.

Explain how access to multiple water sources affects the cuisine of North Africa.

List spices typical to sub-Saharan African cuisine.

Overall Understanding of:

- a. Using safe and sanitary practices while completing kitchen lab activities.
- b. Following a work plan to work as a team member in the food lab.
- c. Demonstrating knowledge of proper measuring techniques, abbreviations and equivalents.
- d. Reading and following recipe directions to produce an edible product.
- e. Preparation guidelines and terms unique to a food group.
- f. Using the proper utensils for the recipe directions.
- g. Proper storage for foods and time guidelines to prevent spoilage.
- h. Cultural differences.
- i. Similarities and differences between cultures and their foods.
- j. Cultures and regions of the world are the basis of Food traditions.

Big Ideas:

- Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.
- Good safety habits can prevent accidents and protect you against a variety of hazards in the kitchen.
- Recipes are directions for preparing foods and beverages that are useful to cooks and other helpful information.
- People from all over the world maintain their traditional food customs and share them with other cultures, creating great diversity at the table.
- The United States and Canada are home to many regional cuisines that reflect a variety of influences from around the globe.
- The cuisines of Latin America and the Caribbean are flavorful, diverse and influenced by the many different cultures.

- Western, Northern, and Southern Europe are home to diverse cuisines that use a variety of ingredients and cooking methods.
- The cuisines of Eastern Europe and Russia reflect the influences of many different cultures and feature heavy ingredients and flavorful dishes.
- The cuisines of South, East, and Southeast Asia are diverse and vibrant, and flavorful, and include a variety of colorful ingredients and tasty dishes.
- The cuisines of Southwest Asia, North Africa, and Sub-Saharan Africa are bold, flavorful, and colorful with diverse ingredients and dishes.

Textbook and Supplemental Resources:

Teacher Created Resources are in [Gourmet Curriculum 2021 Google Drive](#)

Name of Textbook: Foods for Today

Textbook ISBN #: Teachers edition #0-02643049-5
Student edition #978-0-02-139994-9

Textbook Publisher & Year of Publication:

Glencoe/McGraw Hill 2016

Name of Book: What the World Eats by Faith D'Aluisio

Book ISBN # 1582462461

Book Publisher & Year of Publication:

Tricycle Press; Illustrated edition (August 1, 2008)

<https://www.dietaryguidelines.gov/>

Curriculum Plan

Unit 1: Kitchen Basics

Time/Days: 15 Days

Standards Addressed:

[Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G](#)

Reading Anchor(s):

[CC.1.5.11-12.A: , CC.1.5.11-12.G: , CC.1.4.11-12.F: , CC.1.4.11-12.L:](#)

Math Anchors

[CC.2.2.HS.C.6: , A1.1.1.2:](#)

Eligible Content

- How to use recipes and the essential parts of a well written recipe.
- How to maintain and clean a kitchen properly
- When and how to properly wash hands.
- How to use measuring tools for liquid and dry ingredients?
- Proper knife-cutting techniques

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Students will identify the causes of foodborne illness. (DOK1)
- Students will explain the importance of cleanliness in the kitchen. (DOK3)
- Students will demonstrate mise en place. (DOK3)
- Students will summarize ways to cook, thaw, serve, and cut food safely. (DOK2)
- Students will describe the role of government agencies in protecting the food supply. (DOK3)
- Students will be able to list ways to prevent kitchen accidents. (DOK1)
- Students will be able to name and identify various kitchen utensils and appliances. (DOK2)
- Students will understand how using recipes provide directions for preparing foods and beverages. (DOK2)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Direct instruction using teacher created hyperdoc: [Basic Kitchen Safety Hyperdoc](#)
- [Knife Skills Safety](#) teacher created a slide presentation.
- Abbreviations & Equivalents worksheet
- Cooperative kitchen groups- kitchen utensils [Amazing Race](#)
- Demonstration [Hand Washing](#) 101

- Teacher demo Measuring and reading a recipe
- Measuring Lab [Mug Cake](#)

Assessments:

- **Diagnostic:**
 - Warm up Activities
 - Identify Cooking Utensils and Equipment
 - Class discussions, questioning on prior knowledge
 - [Foods Safety Pre-test](#)
- **Formative:**
 - Analyze a recipe
 - Utensils worksheet
 - Accurate measurements teacher observed
 - Abbreviation and equivalents worksheet
 - Exit ticket strategies
 - Teacher observation Handwashing lab
 - Teacher observation [Mug Cake Lab](#)
- **Summative:**
 - Teacher made Recipe quiz
 - Teacher made Kitchen Basics test
 - Foods Labs- i.e. measuring, dishwashing, handwashing

Curriculum Plan

Time/Days: 10 Days

Unit 2: Diversity at the Table

Standards (by number):

[Anchors: Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G](#)

Reading Anchor(s):

[CC.1.5.11-12.A:](#) , [CC.1.5.11-12.G:](#) , [CC.1.4.11-12.F:](#) , [CC.1.4.11-12.L:](#)

Math Anchors

[CC.2.2.HS.C.6:](#) , [A1.1.1.2:](#)

Eligible Content

- The world of food is as diverse as the people who populate the world.
- Examine how cultures, cuisines, and food customs are influenced by geography, economics, religion, and technology.

Objectives:

- Students will be able to discover the world through food (DOK3)
- Explain culture and its relationship to food. (DOK3)
- Summarize influences on cuisines and customs. (DOK 2)
- Identify similarities in global cuisines. (DOK 1)
- Explain food customs and religions. (DOK 2)
- Identify food dishes by name, description and the country of origin. (DOK 1)
- Create and prepare foreign dishes. (DOK 4)
- Compare and contrast appetizers from Around the World. (DOK 3)
- Create pancakes of different variations from around the world. (DOK3)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Teacher created slide presentation [FOOD and CULTURE](#)
- What the World Eats- book [Worksheet to go with Book/Pictures included](#)
- Speed Dating game- each student will be assigned a food and a country the food originates from; the students will introduce themselves to the rest of the world. - worksheet Food Geography and World Map
- Map Investigation Booklet *World Atlas of Food*
- Foods of the World worksheet

- How do Major Religions Celebrate Holidays. (Judiasm, Islam, and Chrisianity)?
- Cooperative kitchen groups labs

Assessments:

- **Diagnostic:**
 - Direct instruction using teacher created google slides
 - Brainstorming
 - Students will complete the Three Religions worksheet
 - You tube videos [Foods Around the world video clips](#)
- **Formative:**
 - Matching the name of the foreign dish to the description worksheet
 - Three Major Religions of the world. What holidays do they celebrate? When are they celebrated? What Foods do they celebrate with? (Worksheet)
 - Map Investigation Booklet *World Atlas of Food*
- **Summative:**
 - Teacher created test
 - Foods Labs (smorgasbord)
 - Foods Lab Common Foods Served for Holidays
 - Foods Lab Pancakes around the world.

Curriculum Plan

Unit 3: United States and Canada

Time/Days: 10 Days

Standards Addressed:

[Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G](#)

Reading Anchor(s):

[CC.1.5.11-12.A: , CC.1.5.11-12.G: , CC.1.4.11-12.F: , CC.1.4.11-12.L:](#)

Math Anchors

[CC.2.2.HS.C.6: , A1.1.1.2:](#)

Eligible Content

- Learn about the regional cuisines of the United States and Canada.
- How these cuisines reflect a variety of influences?
- How the food traditions of native people blended with the settlers?

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Describe the role of government agencies in protecting the food supply (DOK3)
- Describe and identify the main food regions of the United States. (DOK3)
- Describe and identify the main food regions of Canada. (DOK3)
- Explain why foods come from certain regions (DOK3)
- Give examples of regional ingredients and dishes (DOK1)
- List main ingredients used in Pennsylvania Dutch cooking (DOK 1)
- Identify cultures that have influenced the regions cuisines (DOK 1)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Direct instruction using teacher created slides
- Brainstorming - class discussion: What is American cuisine? Where does it come from?
- Cooperative Groups -United States map – Identify states. Label the regions
- Brainstorm- What do you know about these regions?
- Research Project of Regions in Cooperative Groups: states, cultural influences, geography, traditional foods and celebrations [US and Canada Region Foods Project](#)
- Complete various labs using spices, seasoning and herbs from the region
- Web quest Dietary Guidelines for Americans. [USDA American Dietary Guidelines](#)
- Regional cuisine worksheet(s)
- YouTube videos relating to unit and cuisines

Assessments:

- **Diagnostic:**
 - Warm up Activities
 - Class discussions, questioning on prior knowledge
 - Exit Ticket Strategies
 - Origins of the US cuisine worksheet
 - Graphic organizer of regions and regional specialties
- **Formative:**
 - Regional cuisine worksheets
 - Regional Foods challenge card game
 - Map Investigation Booklet *World Atlas of Food*
- **Summative:**
 - Teacher made Recipe quiz
 - Teacher created Unit Test or Corresponding Class Project
 - Foods Labs regional foods
 - [US and Canada Region Foods Project](#)

Curriculum Plan

Unit 4: Foods of South America, Latin America, and the Caribbean Time/Days: 10 Days

Standards Addressed:

Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G

Reading Anchor(s):

CC.1.5.11-12.A: , CC.1.5.11-12.G: , CC.1.4.11-12.F: , CC.1.4.11-12.L:

Math Anchors

CC.2.2.HS.C.6: , A1.1.1.2:

Eligible Content

- Learn about the flavorful and diverse cuisines of Latin America and the Caribbean.
- Examine the cultures that influence the cuisines.
- Explore common ingredients.
- Prepare dishes with common ingredients from Latin America and the Caribbean region.

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Describe the role of government agencies in protecting the food supply (DOK3)
- Students will be able to identify the cuisines of Latin America and the Caribbean that are flavorful, diverse, and influenced by many different cultures. (DOK1)
- Create a main meal for Mexico, comida (lunch)(DOK3)
- Describe four common Latin American Dishes. (DOK3)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Direct instruction using teacher created hyperdoc
- Complete various labs using spices, seasoning and herbs from the region
- Caribbean Cuisine Word Search
- Latin America Food Truck Project
- <https://www.youtube.com/watch?v=OX4lLHg-v3g> Cuisine Tours

Assessments:

- **Diagnostic:**
 - Warm up Activities
 - Class discussions, questioning on prior knowledge
 - Graphic Organizer that comprise Central America, South America, and the Caribbean.
- **Formative:**
 - Cooking lab using native herbs, seasoning and foods

- create a comida meal, the main meal of Mexico is lunch
- Map Investigation Booklet *World Atlas of Food*
- **Summative:**
 - Teacher created Unit Test or Corresponding Class Project
 - Foods Labs i.e. Rollos de Coco (Plantains w/coconut), Tamales, jerk chicken

Curriculum Plan

Unit 5: Foods of Western, Northern, and Southern Europe

Time/Days: 12 Days

Standards Addressed:

[Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G](#)

Reading Anchor(s):

[CC.1.5.11-12.A: , CC.1.5.11-12.G: , CC.1.4.11-12.F: , CC.1.4.11-12.L:](#)

Math Anchors

[CC.2.2.HS.C.6: , A1.1.1.2:](#)

Eligible Content

- Learn about the wide variety of ingredients and cooking methods used in the Western, Northern, and Southern Europe.
- Examine how the cuisine of these regions are influenced by climate, geography, and other cultures.
- Explore and create dishes of each region.

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Students will describe popular dishes from Western Europe. (DOK 3)
- Students will describe how Northern Europe's geography and climate affect the cuisine. (DOK 3)
- Students will learn about the Mediterranean diet and why it is lighter than the cuisine of Western and Northern Europe. (DOK 3)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Direct instruction using teacher created Google Slides
- Graphic organizer/map of regions and regional specialties
- Cooperative kitchen groups will complete various labs using spices, seasoning and herbs from the region
- Europe Interactive Notebook
- European Foods: Would you rather?
- [The Greek Way of Cooking](#) Article with Questions
- Italian Cooking at Its Best! Brief History of Italy and its Cuisine.

Assessments:

- **Diagnostic:**
 - Warm up Activities
 - Graphic organizer of regions and regional specialties
 - Brainstorming activities
 - Class discussions, questioning on prior knowledge

- **Formative:**
 - Cooking lab using native herbs, seasoning and foods
 - Greek Way of Cooking worksheet
 - Italian Cooking at It's Best worksheet
 - Map Investigation Booklet *World Atlas of Food*

- **Summative:**
 - Teacher made Recipe quiz
 - Teacher created Unit Test or Corresponding Class Project
 - Foods Labs

Curriculum Plan

Unit 6: Foods of Eastern Europe and Russia **Time/Days:** 12 Days

Standards Addressed:

[Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G](#)

Reading Anchor(s):

[CC.1.5.11-12.A: , CC.1.5.11-12.G: , CC.1.4.11-12.F: , CC.1.4.11-12.L:](#)

Math Anchors:

[CC.2.2.HS.C.6: , A1.1.1.2:](#)

Eligible Content:

- Examine the different regions of Eastern Europe.
- Explore how each region has a characteristic cuisine style,
- Learn about the dishes that play a role in the Russian Cuisine.

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Describe the role of government agencies in protecting the food supply (DOK3)
- Students will be able to reflect on Eastern Europe and Russia's influences of many different cultures and their incorporation of hearty ingredients and flavorful dishes. (DOK 2)
- Students will be able to identify the list of nations that make up Eastern Europe. (DOK1)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Direct instruction using teacher created hyperdoc
- Cooperative kitchen groups complete various labs using spices, seasoning and herbs from the region
- Travel the World Worksheet: Eastern Europe

Assessments:

- **Diagnostic:**
 - Warm up Activities
 - Graphic organizer of regions and regional specialties
 - Class discussions and questioning on prior knowledge
- **Formative:**
 - Cooking Lab using native herbs, seasoning and foods
 - Foods Labs – taste testing
 - Map Investigation Booklet *World Atlas of Food*

- **Summative:**
 - Teacher made Recipe Quiz
 - Teacher created Unit Test or Corresponding Class Project
 - Foods Labs ex. pierogis, strudel, potatoes dishes, bread, Russian blini

Curriculum Plan

Time/Days:11 Days

Unit 7: Foods of South, East, and Southeast Asia

Standards Addressed:

[Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G](#)

Reading Anchor(s):

[CC.1.5.11-12.A: , CC.1.5.11-12.G: , CC.1.4.11-12.F: , CC.1.4.11-12.L:](#)

Math Anchors

[CC.2.2.HS.C.6: , A1.1.1.2:](#)

Eligible Content:

- Learn about the cuisines of South East, and Southeast Asia.
- Examine the variety of ingredients in Northern and Southern Indian Dishes,
- Explore how the cuisines of China, Japan, and Korea reflect balances of taste, texture, and techniques.
- Learn how cuisines of nations in Southeast Asia show a blend of influences.

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Describe the role of government agencies in protecting the food supply (DOK3)
- Students will be able to identify the cuisines of the South, East, and Southeast Asia. (DOK 1)
- Students will learn that South, East, and Southeast Asia cuisines are diverse, vibrant, and flavorful. (DOK 1)
- Students will learn that South, East, and Southeast Asia cuisines include a variety of colorful ingredients and tasty dishes. (DOK 1)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Direct instruction using teacher created Slide [Southeast Asia](#)
- Cooperative kitchen groups complete various labs using spices, seasoning and herbs from the region
- Use a graphic organizer to list the Asian nations that make up South, East, and Southeast Asia.
- Fast Food around the world- Asian Cuisine

Assessments:

- **Diagnostic:**
 - Warm up Activities
 - Graphic organizer of regions and regional specialties
 - Class discussions, questioning on prior knowledge

- **Formative:**
 - Cooking lab using native herbs, seasoning and foods
 - Foods Labs – taste testing ex: Chutney, Raita
 - Map Investigation Booklet *World Atlas of Food*

- **Summative:**
 - Teacher made recipe quiz
 - Teacher created Unit Test or Corresponding Class Project
 - Foods Labs ex. Murgh tikka masala, Stir Frying, Dim Sum,

Curriculum Plan

Unit 8 : Foods of Southwest Asia, the Middle East, and Africa **Time/Days**: 10 Days

Standards Addressed:

[Family & Consumer Sciences Standards: 11.2.9.C, 11.2.9.H, 11.3.9.B, 11.3.9.C, 11.3.9.D, 11.3.9.E, 11.3.9.F, 11.3.9.G](#)

Reading Anchor(s):

[CC.1.5.11-12.A: , CC.1.5.11-12.G: , CC.1.4.11-12.F: , CC.1.4.11-12.L:](#)

Math Anchors

[CC.2.2.HS.C.6: , A1.1.1.2:](#)

Eligible Content:

- Learn about flavorful and diverse cuisines of Southwest Asia, North Africa, and sub-Saharan Africa.
- Examine diverse ingredients and distinct flavors of foods in these regions.

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Describe ingredients common to the cuisine of Southwest Asia (DOK2)
- Explain how access to multiple water sources affects the cuisine of North Africa. (DOK2)
- List spices typical to Sub-Saharan cuisine. (DOK1)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Direct instruction using teacher created slides
- Cooperative kitchen groups complete various labs using spices, seasoning and herbs from the region
- Use a graphic organizer to list the Southwest Asia, the Middle East, and Africa
- African Cuisine worksheet

Assessments:

- **Diagnostic:**
 - Warm up Activities
 - Graphic organizer of regions and regional specialties
 - Class discussions, questioning on prior knowledge
- **Formative:**
 - Cooking lab using native herbs, seasoning and foods
 - African Cuisine worksheet
 - Indian Cuisine worksheet
 - Map Investigation Booklet *World Atlas of Food*

- **Summative:**
 - Teacher made recipe quiz
 - Teacher created Unit Test or Corresponding Class Project
 - Foods Labs
 - Food Lab African meal, main dish, starch, and fruit in season
 - Foods lab Indian Meal, meat or fish, vegetables, rice, “Chapatis”

Checklist to Complete and Submit:

(Scan and email)

- Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- The primary textbook form(s).
- The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

Beth Pavinich

First Reader/Reviewer Signature _____ Date 6/1/21

Beth Pavinich

Second Reader/Reviewer Printed Name: Heather Santarelli

Second Reader/Reviewer Signature _____ Date : 6/16/2021

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>