

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Multicultural Foods	Course Number: A 6133
Department: Career and Technical Education	Grade(s): 11 & 12
Level(s): Academic	Credit: 1/2
Course Description Multicultural Foods will help students develop a better understanding of the world around them. This course will investigate various cultural groups with an emphasis on the foods they eat. Countries or regions to be studied will be determined by student interest. Collaboratively, students will prepare and serve full meals or meal components from each country or region studied.	
Required Instructional Material <i>Betty Crocker's New International Cookbook</i> , Prentice-Hall, 1989. (MTS) <i>Guide to Good Food</i> , Largen & Bence; Goodheart & Wilcox, 2002. (LHHS) <i>Food for Today</i> , Kowtaluk, Kopan, Glenco McGraw-Hill, 2000. <i>World of Food</i> , Medved, Prentice Hall, 1988.	Completion/Revision Date Approved by Board of Education May 16, 2005

Mission Statement of the Curriculum Management Team The mission of the Career and Technology Education Curriculum Management Team is to ensure that students, as a result of their experiences in K-12, will demonstrate transferable skills, knowledge, and attributes for successful life management, employment, career development, post-secondary educational opportunities and life long learning.
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Enduring Understandings for the Course
<ul style="list-style-type: none"> • Climate and geography contribute to a diversity of food customs and preparations. • Culture and traditions influence food selection, customs, and preparation. • Proper work habits are vital to health and safety. • Knowledge and use of equipment facilitate successful product outcome. • Equipment and tools vary from culture to culture. • Economics have an effect on food choices. • The transportation and distribution of food is regulated.

LEARNING STRAND

1.0 Health, Safety, and Sanitation

ENDURING UNDERSTANDING(S)

- Proper work habits are vital to health and safety.
- Knowledge and use of equipment facilitate successful product outcome.
- The transportation and distribution of food is regulated.

ESSENTIAL QUESTION(S)

- Why must the highest standard of sanitation, safety, and hygiene be practiced in food preparation?
- Why are most sanitation contaminations caused by human error?
- What comprises a safe food preparation environment?
- In what ways are most safety issues directly linked to human error?

LEARNING OBJECTIVES *The student will:*

- 1.1 Evaluate factors that affect food safety from production through consumption.
- 1.2 Identify ways to prevent common kitchen accidents.
- 1.3 Describe what to do if a kitchen accident occurs.
- 1.4 Explain how proper food-handling practices can prevent food borne illnesses.
- 1.5 Identify causes and signs of food spoilage.
- 1.6 Examine guidelines for each type of food storage.
- 1.7 Differentiate between examples of foods that are stored at room temperature and in cold storage.

INSTRUCTIONAL SUPPORT MATERIALS

- Videos
- *Food for Today*
- *Betty Crocker Nutritional Instructional Cookbook*

SUGGESTED INSTRUCTIONAL STRATEGIES

- Demonstrations
- Research and present on causes of food borne illnesses
- Modeling
- Guest speakers
- Cooperative learning
- Problem solving
- Classroom discussions
- Student presentations

SUGGESTED ASSESSMENT METHODS

- Rubrics
- Projects
- Demonstrations
- Peer evaluation
- Oral presentations
- Self-evaluations
- Tests
- Notebook/Portfolio

LEARNING STRAND

2.0 Introductory Cooking Tools and Equipment

ENDURING UNDERSTANDING(S)

- Proper work habits are vital to health and safety.
- Knowledge and use of equipment facilitate successful product outcome.
- Equipment and tools vary from culture to culture.

ESSENTIAL QUESTION(S)

- How does appropriate tool/equipment use affect product outcome?
- Why is it important to identify and use tools correctly?
- How do culture and tradition influence the choice of tools?

LEARNING OBJECTIVES – *The student will:*

- 2.1 Identify cookware, bake ware, cooking tools and appliances.
- 2.2 Demonstrate proper use of tools and equipment.
- 2.3 Determine which tools/equipment are necessary for successful product outcomes.
- 2.4 Demonstrate appropriate care and storage of tools and equipment.

INSTRUCTIONAL SUPPORT MATERIALS

- Visual media
- Periodicals
- Classroom equipment
- Internet

SUGGESTED INSTRUCTIONAL STRATEGIES

- Demonstrations
- Modeling
- Cooperative learning
- Group projects
- Classroom discussions
- Problem solving
- Oral presentations
- Peer conferencing
- Laboratory experiences
- Overhead transparencies
- Peer evaluation
- Guest speakers
- Field trips
- Product-based performance
- Posters

SUGGESTED ASSESSMENT METHODS

- Rubrics
- Conferencing
- Tests
- Notebooks
- Essays
- Product evaluation
- Lab reports – oral/written
- Portfolios
- Presentations
- Self-evaluations
- Demonstrations
- Written assessments

LEARNING STRAND

3.0 International Foods

ENDURING UNDERSTANDING(S)

- Climate and geography contribute to a diversity of food customs and preparations.
- Culture and traditions influence food selection, customs, and preparation.
- Equipment and tools vary from culture to culture.
- Economics have an effect on food choices.
- The transportation and distribution of food is regulated.

ESSENTIAL QUESTION(S)

- How does the climate of a region affect food choice?
- How does geography affect food production and preparation?
- How are traditions transferred from one area to another?
- Why is it important to assimilate customs from other regions?

LEARNING OBJECTIVES *The student will:*

- 3.1 Identify influences of climate and geography on food customs.
- 3.2 Determine food availability within various regions.
- 3.3 Compare and contrast the traditions of a variety of cultures.
- 3.4 Discuss the historical influences of immigration on food customs.
- 3.5 Prepare and sample foods from other cultures.
- 3.6 Evaluate the effects of herbs, spices, and blends on food customs and preparations.
- 3.7 Assess the influences and contributions of different cultures on American food customs.
- 3.8 Analyze the role that food plays in cultural expression.
- 3.9 Determine examples of multi-culturalism within the community.

INSTRUCTIONAL SUPPORT MATERIALS

- Multicultural cookbooks/magazines
- Internet
- Videos
- Interviews
- Classroom equipment

SUGGESTED INSTRUCTIONAL STRATEGIES

- Research and prepare presentations on various regions of study
- Guest speakers
- Field trips
- Laboratory experiences
- Demonstrations
- Product-based performances
- Modeling
- Hold an international bake-off competition
- Videotape student presentations simulating an international home cooking show

SUGGESTED ASSESSMENT METHODS

- Tests/Quizzes
- Oral presentations
- Group activities
- Rubrics
- Portfolios
- Peer evaluations
- Laboratory reports
- Product-based assessments
- Self-evaluations

LEARNING STRAND

4.0 Multicultural Food Preparation

ENDURING UNDERSTANDING (S)

- Proper work habits are vital to health and safety.
- Equipment and tools vary from culture to culture.
- Knowledge and use of equipment facilitate successful product outcome.
- Culture and traditions influence food selection, customs, and preparation.

ESSENTIAL QUESTION (S)

- How can you adapt the use of common kitchen tools in the preparation of multi-cultural foods?
- How is the preparation of multicultural foods facilitated by the use of special equipment?
- Why is it important to have a working knowledge of the “food vocabulary” of various cultures?
- Why is it important to understand the cultural habits related to food presentation and consumption?

LEARNING OBJECTIVES – *The student will:*

- 4.1 Identify specific equipment used in cultural food preparation.
- 4.2 Define lay words and phrases related to the preparation of foods from the cultures studied.
- 4.3 Demonstrate the ability to improvise equipment.
- 4.4 Present and serve prepared food in a manner acceptable to the specific culture.
- 4.5 Compare and contrast the similarities of techniques used in different countries.

INSTRUCTIONAL SUPPORT MATERIALS

- Videos
- Cookbooks
- Websites
- Classroom equipment

SUGGESTED INSTRUCTIONAL STRATEGIES

- Demonstrations
- Modeling
- Classroom discussions
- Cooperative groups
- Student presentations
- Field trips
- Product-based performances
- Independent readings
- Projects
- Guest speakers

SUGGESTED ASSESSMENT METHODS

- Quizzes/Tests
- Oral presentations
- Product-based assessments
- Rubrics
- Portfolio
- Peer evaluations
- Student participation
- Self-evaluations
- Projects