



# International Cuisine - Food tells us a story

## Unit Focus

How does food tell us a story? In Unit 1 of International Foods, students will explore the stories behind the foods we eat, including the factors that influence the cuisine of different cultures. Students will explore a few target cultures and their typical dishes and ingredients, while examining their own preconceived notions about the culture and their food. Basic preparation techniques will be studied in order to prepare a variety of cultural dishes. Students will begin an international cookbook; it will serve as an exploration to other cultures and the recipes therein. At the end of the semester, students will be able to keep the cookbook. Students will ultimately experience several authentic, international dishes. They will explore the origin "story", or the tradition associated with a particular food. Taking on the role of a food author (blogger, editorialist, children's book author), students will demonstrate their knowledge of the cuisine and the flavors to the rest of the class. Upon completion of the PBA, students will vote on which international dish to sample and learn to cook in class.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Connecticut Goals and Standards</b> <i>Family and Consumer Sciences (CTE)</i> <ul style="list-style-type: none"> <li>Explain the impact of physical, psychological, cultural, spiritual, and social influences on food choices. <i>FCS.N.B.2</i></li> <li>Describe the impact of global and local events and conditions on the cost and availability of foods. <i>FCS.N.B.3</i></li> <li>Demonstrate good personal hygiene and health procedures and report symptoms of illness. <i>FCS.C.B.5</i></li> <li>Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products. <i>FCS.C.B.7</i></li> <li>Demonstrate professional skills in safe handling of knives, tools, and equipment. <i>FCS.C.E.13</i></li> <li>Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. <i>FCS.C.E.14</i></li> </ul>	<b>T1</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary. <b>T2</b> Develop a product/solution that adheres to key parameters (e.g., cost, timeline, restrictions, available resources and audience).	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<b>U1</b> A cultures cooking methods and ingredient combinations change appearance, texture, flavor, and nutritional value of a dish. <b>U2</b> Proper sanitation techniques are vital in minimizing food contamination and preventing food borne illnesses. <b>U3</b> There are many factors that influence the cuisine of different cultures. <b>U4</b> Our preconceived notions of food culture are not always authentic.	<b>Q1</b> How do we safely prepare a dish to prevent foodborne illness? <b>Q2</b> How does food tell a story? <b>Q3</b> What is the cultural value of a food for a people? <b>Q4</b> How/Why can an international food morph in different countries? <b>Q5</b> How do I prepare food using proper techniques?
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
	<b>K1</b> Factors that influence the cuisine of different countries (culture, geography, climate, religion, traditions,	<b>S1</b> Follow a recipe in order to achieve a desired product. <b>S2</b> Apply and use appropriate knife techniques to a given

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<ul style="list-style-type: none"> <li>Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. <i>FCS.C.E.15</i></li> <li>Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. <i>FCS.C.E.16</i></li> </ul> <p><b>Common Core</b>  <i>English Language Arts: 11-12</i></p> <ul style="list-style-type: none"> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3.) <i>CCSS.ELA-LITERACY.W.11-12.4</i></li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b>  <i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> <li>Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding. <i>MM.3.3</i></li> </ul> <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> <li>Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. <i>MM.5.2</i></li> </ul>	<p>economics).</p> <p><b>K2</b> Typical dishes, ingredients, etc as they relate to specific countries (countries will vary each year)</p> <p><b>K3</b> Common cooking methods and techniques (based on specific dish being prepared)</p> <p><b>K4</b> Recipes include weight and volume measurements in customary or metric units.</p> <p><b>K5</b> The types of knife cuts are: Julienne, Brunoise dice, small dice, Batonett, Medium dice, Baton, large dice, Paysanne and Chiffonade.</p>	<p>recipe.</p> <p><b>S3</b> Apply and use appropriate measuring techniques to a given recipe.</p> <p><b>S4</b> Identify tools and equipment needed for a given recipe and operate them safely.</p> <p><b>S5</b> Analyze connections between foods, cuisine and culture.</p> <p><b>S6</b> Prepare foods using various cooking methods and techniques.</p> <p><b>S7</b> Demonstrate food handling and preparation techniques that prevent cross contamination and keep the kitchen safe.</p> <p><b>S8</b> Identify common foods and staple ingredients of a cuisine.</p>
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