

International Foods Curriculum

POWER STANDARDS FOR FOREIGN FOODS

1. Identify food contributions of European, Asian, Mexican, and regional North American foods.
2. Recognize the influence of geography and climate on food habits.
3. Identify foods, equipment, and preparation techniques for typical foods for countries studied.

POWER BENCHMARKS

1. Identify cultural foods associated with countries studied.
2. Recognize influence of climate and geography on food habits of different cultures.
3. Locate countries studied and major bodies of water on world map.
4. Demonstrate the use of specialized equipment.
5. Apply appropriate cooking techniques in preparation of typical foods for each country studied.
6. Demonstrate acceptance of various foods and cultural differences of other countries.
7. Identify food contributions of the European countries.
8. Identify food contributions of the Asian countries.
9. Identify food contributions of Mexico.
10. Identify food contributions of North America

International Foods Curriculum

POWER STANDARDS FOR FOREIGN FOODS

Students will be able to:

1. Identify food contributions of European, Asian, Mexican, and regional North American foods.
 - Identify cultural foods associated with countries studied. (1)
 - Identify food contributions of the European countries. (7)
 - Identify food contributions of the Asian countries. (8)
 - Identify food contributions of Mexico. (9)
 - Identify food contributions of North America. (10)
2. Recognize the influence of geography and climate on food habits.
 - Recognize influence of climate and geography on food habits of different cultures. (2)
 - Locate countries studied and major bodies of water on world map. (3)
 - Demonstrate acceptance of various foods and cultural differences of other countries. (6)
3. Identify foods, equipment, and preparation techniques for typical foods for countries studied.
 - Demonstrate the use of specialized equipment. (4)
 - Apply appropriate cooking techniques in preparation of typical foods for each country studied. (5)

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Stage 1 – Desired Results:

<p>Power Standard 1: Identify food contributions of European, Asian, Mexican, and regional North American foods.</p> <p>Power Benchmark/Competency 1: Identify cultural foods associated with countries studied.</p> <p>Estimated Timeline: By the end of the term</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			x		x	Math	Science	Reading	Social Responsibility	Communication			x	x	x
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		x		x																	
Math	Science	Reading	Social Responsibility	Communication																	
		x	x	x																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ There are cultural foods associated with each of the countries studied. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the cultural foods associated with each of the following countries: China, England, France, Germany, Ireland, Italy, Japan, and Mexico. 																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify the following cultural foods. ➤ Bubble and squeak, egg rolls, minestrone soup, guacamole, trifle, crepe, tempura, corned beef and cabbage, sweet and sour pork, tostadas, spumoni ice cream, puff pastry, black forest torte, sukiyaki, sopapillas, teriyaki, pumpernickel bread, shepherd’s pie, almond cookies, tortellini sauerbraten, blarney stones, quiche, toffee. 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Match cultural foods to the countries they are associated with. ➤ China, England, France, Germany, Ireland, Italy, Japan, Mexico. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Quiz 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ 3 – 22 – 24 points ➤ 2 – 18 – 21 points ➤ 1 – 14 – 17 points
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Stage 3 – Learning Plan:

Identify cultural foods associated with countries studied.

Power Benchmark/Competency: #1

Learning Activities:	Resources:
Show the Mexico power point and complete the Mexico informational packet.	Guide to Good Food text book
Show the German power point and complete the German informational packet.	Guide to Good Food text book
Show the Italy power point and complete the Italy informational packet.	Guide to Good Food text book
Show the England power point and complete the England informational packet.	Guide to Good Food text book
Show the Ireland power point and complete the Ireland informational packet.	Guide to Good Food text book
Show the France power point and complete the France informational packet.	Guide to Good Food text book
Show the China power point and complete the China informational packet.	Guide to Good Food text book
Show the Japan power point and complete the Japan informational packet.	Guide to Good Food text book
Participate in the Mexico food lab.	Teacher
Participate in the German food lab.	Teacher
Participate in the Italy food lab.	Teacher
Participate in the England food lab.	Teacher
Participate in the Ireland food lab.	Teacher
Participate in the France food lab.	Teacher
Participate in the China food lab.	Teacher
Participate in the Japan food lab. View Multicultural Feast, Global Eating, and Tour of Ethnic Food Stores videos.	Teacher

Stage 3 - Work in Progress

International Foods Curriculum

Stage 1 – Desired Results:

Power Standard 2: Locate countries and major bodies of water on a map and recognize the influence of geography and climate on food habits.

Power Benchmark/Competency 2: Recognize influence of climate and geography on food habits of different cultures.

Estimated Timeline: By the end of the term

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
		X		X
Math	Science	Reading	Social Responsibility	Communication
	X	X	X	X

Understandings:

Students will understand that:

- Climate has an influence on the food habits of different cultures.
- Geography has an influence on the food habits of different cultures.

Essential Questions:

- How does climate influence food production?
- How does geography affect what foods are eaten?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Recognize how moisture and temperature influence food customs.
- Humidity, arid, and semi-arid.
- Recognize how geography impacts food customs.
- Steppes, valleys, soil type, mountains, water sources, and plains.

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Contribute to discussions and answer questions regarding climate and geography.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Class discussion
- Completing each countries’ informational packet.

Key Criteria: (Rubric)

- As a part of each countries’ packet.

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Stage 3 – Learning Plan:

Recognize influence of climate and geography on food habits of different cultures.

Power Benchmark/Competency: #2

Learning Activities:	Resources:
Complete the Mexico map in the informational packet.	Atlas
Complete the German map in the informational packet.	Atlas
Complete the Italy map in the informational packet.	Atlas
Complete the England map in the informational packet.	Atlas
Complete the Ireland map in the informational packet.	Atlas
Complete the France map in the informational packet.	Atlas
Complete the China map in the informational packet.	Atlas
Complete the Japan map in the informational packet.	Atlas
Discuss with class the influence of climate & geography on food habits of Mexico.	Guide to Good Food textbook.
Discuss with class the influence of climate & geography on food habits of Germany.	Guide to Good Food textbook.
Discuss with class the influence of climate & geography on food habits of Italy.	Guide to Good Food textbook.
Discuss with class the influence of climate & geography on food habits of England.	Guide to Good Food textbook.
Discuss with class the influence of climate & geography on food habits of Ireland.	Guide to Good Food textbook.
Discuss with class the influence of climate & geography on food habits of France.	Guide to Good Food textbook.
Discuss with class the influence of climate & geography on food habits of China.	Guide to Good Food textbook.
Discuss with class the influence of climate & geography on food habits of Japan.	Guide to Good Food textbook.

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Stage 1 – Desired Results:

<p>Power Standard 2: Locate countries and major bodies of water on a map and recognize the influence of geography and climate on food habits.</p> <p>Power Benchmark/Competency 3: Locate countries studied and major bodies of water on world map.</p> <p>Estimated Timeline: By end of the term</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">x</td> <td style="text-align: center;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			x		x	Math	Science	Reading	Social Responsibility	Communication			X	x	X
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		X	x	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ The countries studied are located on a map of the world. ➤ The major bodies of water surrounding the countries studied are on the world map. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Where is each of the eight countries? ➤ Where are the major bodies of water? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ The location of: China, England, France, Germany, Ireland, Italy, Japan, and Mexico. ➤ The location of: Atlantic Ocean, Pacific Ocean, North Sea, Mediterranean Sea, South China Sea, Yellow Sea, Gulf of Mexico, Caribbean Sea, English Channel, Baltic, Irish Sea, Aegean Sea, and Adriatic Sea. 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Locate on the world map the eight countries and 13 bodies of water. 																				
<h3 style="margin: 0;">Stage 2 – Assessment Evidence</h3>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Map exercise. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ 3 – 19- 21 ➤ 2 – 15 –18 ➤ 1 – 12 -14 																				

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Stage 3 – Learning Plan:

Locate countries studied and major bodies of water on world map.

Power Benchmark/Competency: #3

Learning Activities:	Resources:
Complete land and water map of Mexico in the informational packet.	Atlas
Complete land and water map of Germany in the informational packet.	Atlas
Complete land and water map of Italy in the informational packet.	Atlas
Complete land and water map of England in the informational packet.	Atlas
Complete land and water map of Ireland in the informational packet.	Atlas
Complete land and water map of France in the informational packet.	Atlas
Complete land and water map of China in the informational packet.	Atlas
Complete land and water map of Japan in the informational packet.	Atlas

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Stage 1 – Desired Results:

Power Standards 3: Identify foods, equipment, and preparation techniques for typical foods for countries studied.

Power Benchmark/Competency 4: Demonstrate the use of specialized equipment.

Estimated Timeline: By the end of the term.

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
	X	X		X
Math	Science	Reading	Social Responsibility	Communication
			X	X

Understandings:

Students will understand that:

- Specialized equipment is used in making cultural foods.

Essential Questions:

- What is the proper use of each piece of equipment?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- List the uses of the following equipment: Tortilla press, metate & mano, bano ruso, pasta maker, chop sticks, steamer, wok, oshibori, tea ball, crepe maker, fondue, deep-fat fryer, and funnel.

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Match the equipment to its’ intended use.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Equipment quiz.
- Lab practical.

Key Criteria: (Rubric)

- Equipment Quiz
- 3 – 14 – 15
- 2 – 11- 13
- 1 – 9 – 10
- Lab practical
- 3 – 9 – 10
- 2 – 7 – 8
- 1 – 6

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Stage 3 – Learning Plan:
 Demonstrate the use of specialized equipment.
Power Benchmark/Competency: #4

Learning Activities:	Resources:
Class discussion of use of specialized equipment of Mexico.	Guide to Good Food textbook.
Class discussion of use of specialized equipment of Germany.	Guide to Good Food textbook.
Class discussion of use of specialized equipment of Italy.	Guide to Good Food textbook.
Class discussion of use of specialized equipment of England.	Guide to Good Food textbook.
Class discussion of use of specialized equipment of Ireland.	Guide to Good Food textbook.
Class discussion of use of specialized equipment of France.	Guide to Good Food textbook.
Class discussion of use of specialized equipment of China.	Guide to Good Food textbook.
Class discussion of use of specialized equipment of Japan.	Guide to Good Food textbook.
Lab experience with the use of specialized equipment of Mexico.	Guide to Good Food textbook.
Lab experience with the use of specialized equipment of Germany.	Guide to Good Food textbook.
Lab experience with the use of specialized equipment of Italy.	Guide to Good Food textbook.
Lab experience with the use of specialized equipment of England.	Guide to Good Food textbook.
Lab experience with the use of specialized equipment of Ireland.	Guide to Good Food textbook.
Lab experience with the use of specialized equipment of France.	Guide to Good Food textbook.
Lab experience with the use of specialized equipment of China.	Guide to Good Food textbook.
Lab experience with the use of specialized equipment of Japan.	Guide to Good Food textbook.

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Stage 1 – Desired Results:

<p>Power Standard 3: Identify foods, equipment, and preparation techniques for typical foods for countries studied.</p> <p>Power Benchmark/Competency 5: Apply appropriate cooking techniques in preparation of typical foods for each country studied.</p> <p>Estimated Timeline: By the end of the term.</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x	x	x	x	x	Math	Science	Reading	Social Responsibility	Communication	x	x	x		x
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x	x	x	x	x																	
Math	Science	Reading	Social Responsibility	Communication																	
x	x	x		x																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ There are appropriate cooking techniques for foods from each country studied. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What cooking methods are appropriate for foods prepared in each county studied? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify how each cooking method is to be used. ➤ Steaming, stir-frying, baking, steeping, roasting, crepe making, tortilla making, and puff pastry preparation. 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Apply the appropriate method to prepare the food. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Lab experience 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Lab Evaluation ➤ 3 = 90 – 100% ➤ 2 = 68 – 91% ➤ 1 = 60 – 67%
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Stage 3 – Learning Plan:

Apply appropriate cooking techniques in preparation of typical foods for each country studied.

Power Benchmark/Competency: #5

Learning Activities:	Resources:
Apply appropriate cooking techniques in the preparation of typical foods during the lab experience of Mexico.	Guide to Good Food textbook & teacher.
Apply appropriate cooking techniques in the preparation of typical foods during the lab experience of Germany.	Guide to Good Food textbook & teacher.
Apply appropriate cooking techniques in the preparation of typical foods during the lab experience of Italy.	Guide to Good Food textbook & teacher.
Apply appropriate cooking techniques in the preparation of typical foods during the lab experience of England.	Guide to Good Food textbook & teacher.
Apply appropriate cooking techniques in the preparation of typical foods during the lab experience of Ireland.	Guide to Good Food textbook & teacher.
Apply appropriate cooking techniques in the preparation of typical foods during the lab experience of France.	Guide to Good Food textbook & teacher.
Apply appropriate cooking techniques in the preparation of typical foods during the lab experience of China.	Guide to Good Food textbook & teacher.
Apply appropriate cooking techniques in the preparation of typical foods during the lab experience of Japan.	Guide to Good Food textbook & teacher.
Complete the lab plan of Mexico.	Teacher
Complete the lab plan of Germany.	Teacher
Complete the lab plan of Italy.	Teacher
Complete the lab plan of England.	Teacher
Complete the lab plan of Ireland.	Teacher
Complete the lab plan of France.	Teacher
Complete the lab plan of China.	Teacher
Complete the lab plan of Japan. Participate in the Mexico lab experience. Participate in the German lab experience. Participate in the Italy lab experience. Participate in the England lab experience. Participate in the Ireland lab experience. Participate in the France lab experience. Participate in the China lab experience. Participate in the Japan lab experience.	Teacher

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Stage 1 – Desired Results:

<p>Power Standard 2: Locate countries and major bodies of water on a map and recognize the influence of geography and climate on food habits.</p> <p>Power Benchmark/Competency 6: Demonstrate acceptance of various foods and cultural differences of other countries.</p> <p>Estimated Timeline: by the end of the term.</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Personal Responsibility</th> <th>Global & xCultural</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>X</td> <td>X</td> <td></td> </tr> <tr style="background-color: #ffffcc;"> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communication</th> </tr> <tr> <td></td> <td></td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & xCultural			X	X		Math	Science	Reading	Social Responsibility	Communication			X	X	X
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		X	X																		
Math	Science	Reading	Social Responsibility	Communication																	
		X	X	X																	
<p>Understandings: <i>Students will understand:</i></p> <ul style="list-style-type: none"> ➤ That the food from different countries has unique flavors. ➤ That each of the countries studied has their own culture. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are some of the cultural differences of other countries? ➤ Why is it important to taste foods from other countries? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ List and discuss cultural differences in other countries. 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ List and evaluate foods by flavor, texture, and appearance. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Complete questions in informational packets regarding cultural differences. ➤ Complete food product evaluation sheets. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Packets and food product evaluation sheets ➤ 3 = 90 – 100% ➤ 2 = 68 – 89% ➤ 1 = 60 – 67%
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Stage 3 – Learning Plan:

Demonstrate acceptance of various foods and cultural differences of other countries.

Power Benchmark/Competency: #6

Learning Activities:	Resources:
Participate in Mexican Buffet	Lab Experience
Participate in German Buffet	Lab Experience
Participate in Italian Buffet	Lab Experience
Participate in England Buffet	Lab Experience
Participate in Ireland Buffet	Lab Experience
Participate in France Buffet	Lab Experience
Participate in China Buffet	Lab Experience
Participate in Japan Buffet	Lab Experience

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Stage 1 – Desired Results:

<p>Power Standard 1: Identify food contributions of European, Asian, Mexican, and regional North American foods.</p> <p>Power Benchmark/Competency 7: Identify food contributions of the European countries.</p> <p>Estimated Timeline: By the end of the term.</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			X		X	Math	Science	Reading	Social Responsibility	Communication		X	X	X	X
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		X		X																	
Math	Science	Reading	Social Responsibility	Communication																	
	X	X	X	X																	
<p>Understandings: <i>Students will understand that:</i> European countries have their own food specialties.</p>	<p>Essential Questions: ➤ What foods are available from the European countries?</p>																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary) ➤ Know the food contributions of European countries: ➤ England: Bubble and squeak, shepherd’s pie, toad in the hole, steak and kidney pie, trifle, steamed pudding, toffee, tea sandwiches, fish and chips, scones, crumpets, tea. ➤ Ireland: corned beef and cabbage, boxty, champ, colcannon, Irish stew, soda bread, brown bread, barmbrack. ➤ France: roux, vinaigrette, hollandaise, escargot, brioche, crepe, croissant, quiche, Napoleons, e’clairs, soufflés truffles, ratatouille, bouillabaisse, baba au rhum, puff pastry. ➤ Italy: ricotta, spumoni, pizza, polenta, minestrone, spaghetti, lasagna, carbonara, antipasto, chicken cacciatore, pasta. ➤ Germany, braten, schnitzel, sauerkraut, spatzle, strudel, wurst/sausage, stolen, funnel cake, cabbage rolls, German potato salad, tortes, pretzels.</p>	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary) ➤ Prepare and taste foods from the afore mentioned list.</p>																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency) ➤ Lab evaluation sheet ➤ Food product evaluation sheet</p>	<p>Key Criteria: (Rubric) ➤ Evaluation sheet rubric 3 – 92 – 100% 2 – 68 – 91% 1 – 60 – 67 %</p>
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International Foods Curriculum

Stage 1 – Desired Results:

<p>Power Standard 1: Identify food contributions of European, Asian, Mexican, and regional North American foods.</p> <p>Power Benchmark/Competency 8: Identify food contributions of the Asian countries.</p> <p>Estimated Timeline: By the end of the term</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			X		X	Math	Science	Reading	Social Responsibility	Communication		X	X	X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
		X		X																	
Math	Science	Reading	Social Responsibility	Communication																	
	X	X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Asian countries have their own food specialties. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What foods are available in Asian countries? 																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Know the food of Asian countries. ➤ Japan: miso, tofu, fugu, sushi, sashimi, seaweed tempura, yakitori, sukiyaki, and tea. ➤ China: bamboo shoots, pea pods, bean sprouts, water chestnuts, soy sauce, hoisin sauce, oyster sauce, fried rice, lo mein, wontons, egg rolls, dim sum egg drop soup, egg drop soup, egg foo yung sweet and sour pork and/or chicken, and tea. 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Prepare and taste foods from the aforementioned list. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Lab evaluation sheet ➤ Food product evaluation sheet 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Evaluation sheet rubric <p>3 – 92 – 100% 2 – 68 – 91 % 1 – 60 – 67%</p>
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International Foods Curriculum

Stage 1 – Desired Results:

<p>Power Standard 1: Identify food contributions of European, Asian, Mexican, and regional North American foods.</p> <p>Power Benchmark/Competency 9: Identify food contributions of Mexico.</p> <p>Estimated Timeline: by the end of the term</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			X		X	Math	Science	Reading	Social Responsibility	Communication		X	X	X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
		X		X																	
Math	Science	Reading	Social Responsibility	Communication																	
	X	X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Mexico has its own food specialties. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What foods are available in Mexico? 																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Know the foods of Mexico: enchiladas, fajitas, tostadas, burritos, tamales, refried beans sopapillas, quesadillas, tortillas, chilies, moles, flan, jicama, guacamole, avocado, papaya, mango, and plantain. 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Prepare and taste foods from the aforementioned list. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Lab evaluation sheet ➤ Food product evaluation sheet 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Evaluation sheet rubric <p>3 – 92 – 100%</p> <p>2 – 68 – 91%</p> <p>1 – 60 – 67%</p>
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International Foods Curriculum

Stage 1 – Desired Results:

<p>Power Standard 1: Identify food contributions of European, Asian, Mexican, and regional North American foods.</p> <p>Power Benchmark/Competency 10: Identify food contributions of North America.</p> <p>Estimated Timeline: By the end of the term</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			X		X	Math	Science	Reading	Social Responsibility	Communication		X	X	X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
		X		X																	
Math	Science	Reading	Social Responsibility	Communication																	
	X	X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Regions in North America have their own food specialties; we will be focusing on the Southern region. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What foods are available in the Southern region of North America? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Know the food contributions of North America focusing on the South: Sweet potato pie, hoppin’ John, pone, gumbo, greens, fried chicken, yams, jambalaya, beignets, corn bread, pralines, café au lait, okra, black eyed peas, chitterlings, andouille (gumbo sausage). 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Prepare and taste foods from the afore mentioned list. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Lab evaluation sheet ➤ Food product evaluation sheet 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Evaluation sheet rubric <p>3 – 92 – 100%</p> <p>2 – 68 – 91%</p> <p>1 – 60 – 67%</p>
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