

COURSE TITLE: Cultural Foods

Course Description:

Cultural Foods is designed to introduce students to the foods and cultures of Africa, Asia, Central and South America, Europe, and the Southern Pacific. Course content provides opportunities for students to explore the impact of geography, climate, culture, religion, and socioeconomic factors on food, with the aim of improving global competency and cultural appreciation through diverse cuisines. This course must be taught in a fully equipped, residential-style or commercial kitchen.

Potential Certifications/Credentials:

Alabama Certified Employee (ACE) / Certified Front Desk Representative / Certified Guest Service Professional / Food and Beverage – Skills for Success / Meat Cutter – Skills for Success / ProStart National Certificate of Achievement – COA (must pass the final exam for Level 1 and Level 2 and complete 400 hours of mentored work experience and then apply for credential) / ServSafe Manager I

Course Scope and Sequence

Topic #	Topic Title	Estimated Hours
1	Foundational Standards	15
2	Africa	25
3	Asia	25
4	Central and South America	25
5	Europe	25
6	Southern Pacific	25

Plans of Instruction

Foundational Standards

Supporting–will be taught throughout the course as needed for the unit.

- F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
- F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
- F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
- F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
- F6. Investigate various applicable professional organizations within the hospitality and tourism industry.

Topic 2 Title: Africa

Content Standards

1. Summarize information about the foods and cultures of Africa.
Examples: Southern Mediterranean region (Morocco, Algeria, Tunisia, Libya); Southern Africa (Madagascar, South Africa); Northwestern and Central Africa (Mauritania, Sierra Leone); Eastern/Horn of Africa (Ethiopia, Somalia); Egypt
 - a. Investigate and report on how geography, climate, culture, religion, and socioeconomic factors impact foods within Africa.
 - b. Identify typical ingredients and their uses within regional African cuisine.
 - c. Describe the use and care of traditional and specialized cooking utensils and equipment associated with regional African cuisines.
2. Prepare a variety of foods utilizing traditional and specialized preparation techniques found within regional African cuisines.

Unpacked Learning Objectives

Students know:

- General information about the foods and cultures of Africa
- How geography, climate, culture, religion, and socioeconomic factors have impacted the foods within Africa.
- The typical ingredients and how they are used throughout regional African cuisines.
- The unique cooking utensils and equipment used in regional African Cuisine.
- How various cooking utensils and equipment are used and cared for in regional African cuisine.
- The core ingredients and techniques used in various traditional recipes found within regional African cuisines.

Students are able to:

- Summarize information about the foods and cultures of Africa.
- Investigate and accurately report on how various factors have impacted foods within Africa.
- Identify typical ingredients and provide examples of how they are used throughout regional African cuisines.
- Identify, and explain the use and care of traditional and specialized cooking utensils and equipment associated with regional African cuisine.
- Prepare a variety of regional African foods utilizing the correct traditional and specialized preparation techniques.

Students understand:

- The diversity of the African continent is reflected through the context of food and culture.
- The foods of Africa have been influenced and developed due to the unique factors of each culture, environment, and society.
- The basic pantry ingredients found in various African cuisines vary according to regional preferences and availability.
- Typical African regional ingredients are used in food preparation to showcase local flavors and culinary traditions.

- Specialized cooking utensils and equipment are traditionally used in regional African cuisines to prepare traditional dishes.
- The ingredients and methods used create traditional regional African dishes, which vary greatly across the continent based on cultural and geographical factors.

Driving/Essential Question	How do the foods and cultures of Africa vary across different regions of the continent? How do geography, climate, culture, religion, and socioeconomic factors influence the foods and cultures of Africa?
Exemplar High Quality Task	Create a multimedia presentation exploring the impact of geography, climate, culture, religion, and socioeconomic factors on the foods and cultures of Africa.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Summarize information about the foods and cultures of Africa.	Formative: Research, written summaries, oral presentations Summative: Exam	Overview of African Foods lecture or websearch. Include how many foods in the United States have African roots. Compare and contrast the food customs of North Africa and South Africa by creating a Venn Diagram Classify African foods based on their main	ELA: Summarize information about the foods and culture of Africa by creating a presentation that explores traditional dishes and cultural significance of food in various African regions. ELA: Students read and analyze texts about African foods and cultures, write summaries of the	computer, tv/display screen, copy machine, color printer. screencastify, nearpod, edpuzzle

		<p>preparation method (e.g., stewing, grilling, frying).</p> <p>Investigate how colonization impacted the traditional food practices and diets in Africa.</p> <p>Critique a menu of an African fusion restaurant and provide suggestions for making it more culturally authentic.</p> <p>Engage Students in FCCLA National Programs: Families First: Discuss the importance of family meals in various African cultures and how food traditions are passed down through generations;</p> <p>Financial Fitness: Discuss the economic aspects of food production and distribution in African countries, including the costs of importing/exporting ingredients;</p> <p>Community Service: Plan to serve the prepared dishes at a community event or to faculty, fostering cultural exchange and community involvement;</p> <p>Student Body: Study the nutritional aspects of African cuisines,</p>	<p>information, and engage in discussions about the significance of food in different African cultures.</p> <p>Math: Students create graphs and charts to compare the types of foods commonly eaten in different African countries, calculate the nutritional content of traditional African dishes, and measure the impact of food scarcity in certain regions of Africa.</p> <p>Science: Students study the agricultural practices and climate conditions that influence the types of foods grown and consumed in different African regions, investigate the nutritional value of traditional African foods, and explore the health benefits of certain African ingredients.</p> <p>Social Studies: Students research the historical and cultural significance of different African foods, examine the impact of colonization and globalization on African food cultures, and explore</p>	
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		<p>understand different dietary practices, and promote healthy eating habits inspired by international recipes. They can create healthy versions of traditional dishes.</p> <p>Design a community event that celebrates the diversity of African cuisine and educates attendees about its cultural significance.</p>	<p>the role of food in traditional African ceremonies and celebrations. They could also investigate the economic and political factors that influence food access and distribution in Africa.</p>	
<p>Investigate and report on the various factors that impact foods within Africa.</p>	<p>Formative: Class Discussions, Exit Tickets, Graphic Organizers, Think-Pair-Share</p> <p>Summative: Research Report, Multimedia Presentations, Exam</p>	<p>Create a chart comparing the impact of geography, climate, and socioeconomic factors on food availability in Africa.</p> <p>Investigate how the history of colonization has shaped the food culture in specific African countries.</p> <p>Critique the representation of African foods in mainstream media and its effects on cultural perceptions.</p>	<p>ELA: Compare and contrast different aspects that impact foods within Africa by participating in a class discussion.</p> <p>ELA: Discuss the vocabulary related to different foods, climates, and cultural practices found in Africa.</p> <p>Social Studies: Analyze how the history and geography of Africa have influenced its cuisine over time.</p> <p>Math: Calculate crop yields based on varying climate conditions</p> <p>Science: Experiment to explore the impact of</p>	<p>computer, tv/display screen, copy machine, color printer.</p> <p>screencastify, nearpod, edpuzzle</p>

			different climates on food preservation methods used in Africa.	
Identify typical ingredients and their uses within regional African cuisine.	<p>Formative: Recipe Analysis, Interactive Notebook, Peer Teaching</p> <p>Summative: Culinary Project, Culinary Map, Ingredient Portfolio, Exam</p>	<p>Classify the following ingredients into categories of grains, spices, and proteins commonly used in African cuisine: millet, berbere spice blend, and goat meat.</p> <p>Investigate the historical reasons behind the common use of cassava in many African cuisines.</p> <p>Design a new fusion dish that combines elements of East African and West African culinary traditions, explaining the cultural significance behind each ingredient choice.</p> <p>Field trip to market with African ingredients if available in your area.</p>	<p>ELA: Identify typical ingredients and their uses within African cuisine by compiling a detailed infographic that highlights common ingredients, their applications, and their cultural significance in different African regions.</p> <p>ELA: Write recipes.</p> <p>Social Studies: Study cultural influences on ingredients.</p> <p>Math: Explore measurements in cooking.</p> <p>Science: Explore the nutritional value of different ingredients.</p>	<p>computer, tv/display screen, copy machine, color printer.</p> <p>lab kitchens</p> <p>screencastify, nearpod, edpuzzle</p>
Describe the use and care of traditional and specialized cooking utensils and equipment associated with regional African cuisines.	<p>Formative: Class Discussion, Interactive Notebook, Recipe Analysis, Peer Teaching, Graphic Organizers</p> <p>Summative: Research Project and Presentation,</p>	<p>Presentation on use and care of traditional and specialized cooking utensils and equipment associated with regional African cuisines.</p> <p>Pair and Share - What are some traditional cooking</p>	<p>ELA: Create an instructional video/manual that documents and explains the functions of traditional and specialized cooking utensils and equipment.</p> <p>ELA: Write descriptive essays about their</p>	<p>computer, tv/display screen, copy machine, color printer.</p> <p>lab kitchens</p> <p>screencastify, nearpod, edpuzzle</p>

	Demonstration Video, Lab Activity, Written Exam	<p>utensils used in African cuisines?</p> <p>Compare the use of traditional cooking utensils in African cuisines with modern cooking utensils.</p> <p>Investigate the impact of using traditional cooking utensils on the flavor of African dishes.</p> <p>Analyze the evolution of cooking utensils and equipment in African cuisines over time.</p>	<p>experiences cooking with traditional utensils.</p> <p>Social Studies: Research the historical significance of specific utensils. Math - calculate measurements for recipes.</p> <p>Science: Investigate and use empirical evidence to compare traditional equipment to modern cooking utensils.</p> <p>Math: Find elapsed times between different cooking methods. Convert between the English and metric systems used to measure ingredients.</p>	
Prepare a variety of foods utilizing traditional and specialized techniques found within regional African cuisines.	<p>Formative: Recipe Analysis, Interactive Demonstrations, Cooking Journals, Exit Tickets</p> <p>Summative: Lab activity, Recipe Development, Mise En Place, Exam</p>	<p>Research and develop a list of recipes based on various African regions. (examples - 1. Nigeria: Jollof Rice, Puff-Puff, Suya (Spicy Grilled Meat Skewers). 2. Ethiopia: Doro Wat (Chicken Stew), Injera (Sourdough Flatbread), Misir Wat (Spicy Lentil Stew). 3. South Africa: Bobotie, Bunny Chow, Malva Pudding. 4. Morocco: Chicken Tagine, Couscous, Harira (Soup). 5. Kenya:</p>	<p>ELA: Develop a list of recipes that incorporate a variety of foods found within regional African cuisines and document the specialized or traditional techniques used to create the dish.</p> <p>ELA: Analyze and compare recipes from different African regions, exploring the stories and history behind each dish.</p>	<p>computer, tv/display screen, copy machine, color printer.</p> <p>lab kitchens</p>

		<p>Sukuma Wiki (Collard Greens), Ugali (Cornmeal Porridge), Chapati. 6. Ghana: Kelewele (Spicy Fried Plantains), Fufu, Groundnut Soup. 7. Senegal: Thieboudienne (Jollof Rice with Fish), Yassa Poulet (Chicken Yassa), Mafe (Peanut Stew). 8. Egypt: Koshari, Ful Medames, Molokhia. 9. Tunisia: Brik (Tunisian Pastry), Couscous with Lamb, Harissa (Spicy Chili Paste). 10. Tanzania: Nyama Choma (Grilled Meat), Mandazi (East African Doughnuts), Pilau (Spiced Rice)</p> <p>Provide each group with handouts containing guided research questions:</p> <ul style="list-style-type: none"> ● What are the key ingredients and cooking techniques for your assigned recipes? ● What traditional and specialized utensils and equipment are needed for these recipes? ● What is the cultural significance of these dishes in their respective countries? <p>Students prepare and share recipes.</p>	<p>Social Studies: Investigate the impact of colonization on African foodways and how it has influenced current culinary practices.</p> <p>Math: Hone skills through measurements and conversions in recipes.</p> <p>Science: Students will investigate how climate and environment affects plant growth and mineral production to show which ingredients and spices are common in each country.</p>	
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		Invite a certified chef to come and prepare traditional African foods.		
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Key Vocabulary

asida, balila, ghada, geography, climate, culture, religion, socioeconomic factors, berbere, biltong, breadfruit, cassava, couscous, dende oil, egusi, kola nuts, manhanga, manioc, millet, niter kibbeh, sorrel, tamarind, taro, duri, tseme, nhembatempa, bajias, bastila, callaloo, chapatis, chenga, egus, fufu, gumbo, keuke, lobokeye, milioku ngozi, sosaties, yass

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Work-Based Learning - explore local African markets, purchase unique ingredients, and prepare traditional dishes.
 Simulated Work Experiences - create a mock African restaurant menu, complete with diverse regional offerings.
 Experiential Learning - host a food fair where students showcase their culinary creations inspired by different African region

CTSO Connection:

STAR Event - Culinary, Event Planning, Career Investigation, Professional Presentation; FCCLA Skills Demo Events: Culinary Food Art, Knife Skills; FCCLA National Programs - Families First, Financial Fitness, Community Service, Student Body

Certification/Credential Connection:

Alabama Certified Employee (ACE) / Certified Front Desk Representative / Certified Guest Service Professional / Food and Beverage – Skills for Success / Meat Cutter – Skills for Success / ProStart National Certificate of Achievement – COA (must pass the final exam for Level 1 and Level 2 and complete 400 hours of mentored work experience and then apply for credential) / ServSafe Manager

Topic 3 Title: Asia

Content Standards

3. Summarize information about the foods and cultures of Asia.
Examples: Caucasus (Georgia, Armenia); Middle East and Eastern Mediterranean (Israel, Iran, Lebanon, Jordan, Syria); Central Asia (Kazakhstan, Pakistan), East Asia (China, Japan, South Korea, Taiwan); Southeast Asia (Indonesia, Myanmar, Thailand, Cambodia, Vietnam, Philippines); Southern Asia (India)
 - a. Investigate and report on how geography, climate, culture, religion, and socioeconomic factors impact foods within Asia.
 - b. Identify typical ingredients and describe their uses within regional Asian cuisine.
 - c. Describe the use and care of traditional and specialized cooking utensils and equipment associated with regional Asian cuisines.
4. Prepare a variety of foods utilizing traditional and specialized preparation techniques associated with regional Asian cuisines.

Unpacked Learning Objectives

Students know:

- General information about the foods and cultures of Asia.
- How geography, climate, culture, religion, and socioeconomic factors have impacted the foods within Asia.
- The typical ingredients and how they are used throughout regional Asian cuisines.
- The unique cooking utensils and equipment used in regional Asian Cuisine.
- How various cooking utensils and equipment are used and cared for in regional Asian cuisine.
- The core ingredients and techniques used in various traditional recipes found within regional Asian cuisines.

Students are able to:

- Summarize information about the foods and cultures of Asia.
- Investigate and accurately report on how various factors have impacted foods within Asia.
- Identify typical ingredients and provide examples of how they are used throughout regional Asian cuisines.
- Identify, and explain the use and care of traditional and specialized cooking utensils and equipment associated with regional Asian cuisine.
- Prepare a variety of regional Asian foods utilizing the correct traditional and specialized preparation techniques.

Students understand:

- The diversity of the Asian continent is reflected through the context of food and culture.
- The foods of Asia have been influenced and developed by the unique factors of each culture, environment, and society.
- The basic pantry ingredients found in various Asian cuisines vary according to regional preferences and availability.
- Typical Asian regional ingredients are used in food preparation to showcase local flavors and culinary traditions.

- Specialized cooking utensils and equipment are traditionally used in regional Asian cuisines to prepare traditional dishes.

Driving/Essential Question	How do the foods and cultures of Asia vary across different regions of the continent? How do geography, climate, culture, religion, and socioeconomic factors influence the foods and cultures of Asia?
Exemplar High Quality Task	Compare and contrast the traditional spices commonly used in cooking across different regions of Asia.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Summarize information about the foods and cultures of Asia.	<p>Formative: Research projects, oral presentations</p> <p>Summative: Students will create a cultural food map of Asia, highlighting unique foods and traditions from each region covered in the lesson.</p> <p>Exam</p>	<p>Compare and contrast the food customs of the different Asian countries</p> <p>Classify Asian foods based on their main preparation method (e.g., stewing, grilling, frying).</p> <p>Show examples of traditional dishes from each region and ask students to describe the ingredients and flavors. Scaffold questioning from identifying basic ingredients to analyzing the cultural significance of specific dishes.</p> <p>Investigate how globalization impacted the traditional food practices and diets in Asia.</p>	<p>ELA: Write a research paper that explores information about traditional dishes, cooking methods, and the cultural significance of food in various Asian regions.</p> <p>Math: Use the English and metric systems to measure ingredients. Analyze food costs for areas of Asia.</p> <p>Science: Students will use empirical data to classify different Asian foods.</p> <p>Social Studies: Research the various changes in Asian cuisine across the different regions. Create a Map of Asia using pictures of popular dishes from that region.</p>	computers, display monitors

		<p>Critique a menu of an Asian fusion restaurant and provide suggestions for making it more culturally authentic.</p> <p>Create a cultural food map of Asia, highlighting unique foods and traditions from each region covered in the lesson. This assessment will require students to showcase their understanding of the diverse foods and cultures across Asia.</p> <p>Engage Students in FCCLA National Programs: Families First: Discuss the importance of family meals in various Asian cultures and how food traditions are passed down through generations;</p> <p>Financial Fitness: Discuss the economic aspects of food production and distribution in Asian countries, including the costs of importing/exporting ingredients;</p> <p>Community Service: Plan to serve the prepared dishes at a community event or to faculty, fostering cultural exchange and community</p>		
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		involvement; Student Body: Study the nutritional aspects of Asian cuisines, understand different dietary practices, and promote healthy eating habits inspired by international recipes. They can create healthy versions of traditional dishes.		
Investigate and report on the various factors that impact foods within Asia.	<p>Formative: Interactive map activities, discussions and participation, group projects and participation</p> <p>Summative: Final project presentation.</p>	<p>Interactive map analysis. Students will locate and mark major agricultural regions on a blank map of Asia.</p> <p>Climate zone mapping. Students will identify and label different climate zones on the map of Asia.</p> <p>Group project on cultural and religious food influences in specific Asian countries. Example - how Hinduism in India influences vegetarianism and dietary practices.</p> <p>Create Venn diagrams on socioeconomic status - compare urban and rural food access in selected Asian countries.</p> <p>Students will create a presentation summarizing</p>	<p>ELA: Identify the influences of climate, geography, history, economics, and social practices on foods within Asia by using Cornell notes.</p> <p>Math: Analyze food costs for areas of Asia. Identify how supply and demand affect food costs. Identify how cooking at altitudes affects cooking time and temperatures.</p> <p>Science: Students will analyze data to classify different climates on a map of Asia.</p> <p>Social Studies: Research various ingredients that are prominent in Asian cuisine. Create a virtual garden using Canva- include how</p>	computers, display monitors

		the impact of geography, climate, culture, religion, and socioeconomic factors on the cuisine of a specific Asian country.	these ingredients are grown best.	
Identify typical ingredients and their uses within regional Asian cuisine.	<p>Formative: Ingredient scavenger hunt, taste test and sensory analysis, recipe analysis, participation in discussions and cooking demonstration</p> <p>Summative: Students will participate in a group activity where they match ingredients to their respective regional Asian cuisines, explaining the uses of each ingredient.</p>	<p>Ingredient scavenger hunt. Students bring in or research various typical ingredients from home or the internet.</p> <p>Students use a chart to identify common grains, proteins, vegetables, and spices used in Asian cuisine and sub-categorize by region and/ or climate</p> <p>Taste test and sensory analysis. Students sample ingredients (when possible) and describe their flavors, textures, and aromas.</p> <p>Recipe analysis. Students analyze recipes to identify the use of key ingredients.</p> <p>Virtual field trip. Watch videos to explore Central Asian markets and food preparation.</p> <p>Cooking demonstration using a variety of regional ingredients to prepare a traditional dish. Students</p>	<p>ELA: Categorize common ingredients (fats, proteins, carbohydrates, etc.) and create a detailed guide that outlines their uses within Asian cuisine.</p> <p>Math: Use the English and metric systems to measure ingredients.</p> <p>Science: Use qualitative data to analyze different ingredients used.</p> <p>Social Studies: In groups, analyze traditional Asian cuisine based on various regions. Create a research paper to analyze your findings.</p>	computers, display monitors, kitchens

		<p>assist in the preparation, handling, and cooking process. Discussion: Reflect on the use and transformation of ingredients during cooking.</p> <p>Participate in a group activity where students match ingredients to their respective regional Asian cuisines, explaining the uses of each ingredient.</p>		
Describe the use and care of traditional and specialized cooking utensils and equipment associated with regional Asian cuisines.	<p>Formative: Interactive presentation activities, group categorization and hands-on practice, participation in demonstrations and discussions</p> <p>Summative: Group project presentation, Matching Activity - use as exam</p>	<p>Interactive presentation with images and videos showcasing various tools. Discussion: The significance of these tools in traditional cooking methods. (Confucius Was a Foodie)</p> <p>Group activity where students categorize utensils and equipment by region (e.g., East Asian, Southeast Asian, South Asian) Tools such as woks, rice cookers, steamers, mortar and pestle, sushi mats, and kimchi fermenting jars, tandoors, chakla belan (rolling pins and boards), and masala dabba (spice box), kazan (large cooking pot),</p>	<p>ELA: Explain the use and care of traditional and specialized utensils and equipment associated with regional Asian cuisines by creating an instructional manual that details each tool's function, maintenance, and cultural relevance.</p> <p>Math: Find elapsed times between different cooking methods. Convert between the English and metric systems used to measure ingredients.</p> <p>Science: Classify utensils and equipment to an Asian region through qualitative analysis.</p>	computers, display monitors, kitchens

		<p>skewers for kebabs, and bread stamps.</p> <p>Demonstration on how to use and care for tools used in an Asian kitchen, including cleaning and maintenance tips. In groups, students choose a regional cuisine and research traditional cooking utensils and equipment. They can create a presentation or digital project showcasing their findings, including proper use and care instructions.</p> <p>Matching activity where students will match cooking utensils and equipment with their specific uses and regions of origin.</p>	<p>Social Studies: Research various tools used to prepare Asian cuisine. Make a poster displaying the tool and its purpose throughout history.</p>	
<p>Prepare a variety of foods utilizing traditional and specialized techniques found within regional Asian cuisines.</p>	<p>Formative: Recipe Analysis, Interactive Demonstrations, Cooking Journals, Exit Tickets</p> <p>Summative: Lab activity, Recipe Development, Mise En Place Exam</p>	<p>Presentation of an overview of traditional and specialized preparation techniques (e.g., stir-frying, steaming, fermenting, marinating, baking in a tandoor). May include video demonstrations.</p> <p>Research and develop a list of recipes based on various Asian regions.</p>	<p>ELA: Create a recipe journal which showcases various dishes found within regional Asian cuisines and their unique cooking method employed.</p> <p>Math: Find elapsed times between different cooking methods. Convert between the English and metric systems used to measure ingredients.</p>	<p>computers, display monitors, kitchens</p>

		<p>Students prepare and share recipes. Examples include: 1. Japan: Sushi Rolls (Maki), Ramen, Teriyaki Chicken. 2. China: Fried Rice, Sweet and Sour Chicken, Dumplings (Jiaozi). 3. Thailand: Pad Thai, Green Curry, Tom Yum Soup. 4. India: Chicken Curry, Samosas, Roti. 5. Vietnam: Fresh Spring Rolls (Gỏi Cuốn, Pho, Banh Mi Sandwich. 6. Korea: Bibimbap, Bulgogi, Kimchi Pancakes. 7. Philippines: Chicken Adobo, Lumpia (Spring Rolls), Pancit (Stir-Fried Noodles). 8. Indonesia: Nasi Goreng (Fried Rice), Satay, Gado-Gado (Vegetable Salad with Peanut Sauce). 9. Malaysia: Nasi Lemak, Char Kway Teow, Roti Canai. 10. Sri Lanka: Fish Curry, Hoppers (Appam), Kottu Roti</p> <p>Provide each group with handouts containing guided research questions:</p> <ul style="list-style-type: none"> • What are the key ingredients and cooking techniques for your assigned recipes? 	<p>Science: Analyze chemical reactions that take place during common cooking techniques (fermentation, baking, steaming).</p> <p>Social Studies: Research how various historical events have changed the cuisine served in that region of Asia.</p>	
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		<ul style="list-style-type: none"> • What traditional and specialized utensils and equipment are needed for these recipes? • What is the cultural significance of these dishes in their respective countries? <p>Invite a certified chef to come and prepare traditional Asian foods.</p>		
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Key Vocabulary

umami, adzuki bean, daikon, kmbu, miso, nori, panku, togarashi, soba, tofu, agar-agar, sui choy, fish sauce, five-spice, hoisin, lotus root, lychee, oyster sauce, szechuan peppercorn, mung bean threads, gochu, thai basil, galangal, kaffir lime leaves, lemongrass, donabe, hocho, makisu, oroshiki, ryoribashi, shamoji, suribachi and surikogi, wok, dolso, dashi, sashimi, bulgogi, dim sum, sukiyaki, kimchi, kalbi, mandu, bibimbap, lumpia, satay

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speakers, recipe development, labs

CTSO Connection:

STAR Event - Culinary, Event Planning, Career Investigation, Professional Presentation; FCCLA Skills Demo Events: Culinary Food Art, Knife Skills; FCCLA National Programs - Families First, Financial Fitness, Community Service, Student Body

Certification/Credential Connection:

Alabama Certified Employee (ACE) / Certified Front Desk Representative / Certified Guest Service Professional / Food and Beverage – Skills for Success / Meat Cutter – Skills for Success / ProStart National Certificate of Achievement – COA (must pass the final exam for Level 1 and Level 2 and complete 400 hours of mentored work experience and then apply for credential) / ServSafe Manager

Topic 4 Title: Central and South America

Content Standards

5. Summarize information about the foods and cultures of Central and South America.
Examples: Caribbean islands (Cuba, Jamaica, Puerto Rico); Central America (Mexico, Honduras, Costa Rica); South America (Chile, Argentina, Brazil, Ecuador, Peru, Colombia, Venezuela, Bolivia)
 - a. Investigate and report on how geography, climate, culture, religion, and socioeconomic factors impact foods within Central and South America.
 - b. Identify typical ingredients and their uses within Central and South American cuisine.
 - c. Describe the use and care of traditional and specialized cooking utensils and equipment associated with regional Central and South American cuisines.
6. Prepare a variety of foods utilizing traditional and specialized preparation techniques associated with regional Central and South American cuisines.

Unpacked Learning Objectives

Students know:

- General information about the foods and cultures of Central and South America.
- How geography, climate, culture, religion, and socioeconomic factors have impacted the foods within Central and South America.
- The typical ingredients and how they are used throughout regional Central and South American cuisines.
- The unique cooking utensils and equipment used in regional Central and South American Cuisine.
- How various cooking utensils and equipment are used and cared for in regional Central and South American cuisine.
- Core ingredients and techniques used in various traditional recipes found within regional Central and South American cuisines.

Students are able to:

- Summarize information about the foods and cultures of Central and South America.
- Investigate and accurately report on how various factors have impacted foods within Central and South America.
- Identify typical ingredients and provide examples of how they are used throughout regional Central and South American cuisines.
- Identify, and explain the use and care of traditional and specialized cooking utensils and equipment associated with regional Central and South American cuisine.
- Prepare a variety of regional Central and South American foods utilizing the correct traditional and specialized preparation techniques.

Students understand:

- The diversity of the Central and South American region is reflected through the context of food and culture.

- The foods of Central and South America have been influenced and developed by the unique factors of each culture, environment, and society.
- The basic pantry ingredients found in various Central and South American cuisines vary according to regional preferences and availability.
- Typical Central and South American regional ingredients are used in food preparation to showcase local flavors and culinary traditions.
- Specialized cooking utensils and equipment are traditionally used in regional Central and South American cuisines to prepare traditional dishes.
- The ingredients and methods used create traditional regional Central and South American dishes, which vary greatly across the region based on cultural and geographical factors.

Driving/Essential Question	How do geography, climate, culture, religion, and socioeconomic factors shape the culinary traditions, ingredient usage, and preparation techniques in the diverse cuisines of Central and South America?
Exemplar High Quality Task	Students will create a cultural food map where they match countries in Central and South America with their traditional dishes, showcasing their understanding of the diverse culinary influences in the region.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Summarize information about the foods and cultures of Central and South America.	<p>Formative: Discussion, handouts</p> <p>Summative: Presentations</p>	<p>Engage students with an opening video such as: The National Dishes of Latin America. Discuss - Can you talk about your experience with the dishes presented? Which ones, if any, seemed familiar to you, and how did they compare to your previous experiences with similar dishes?</p> <p>Guided research - divide class into groups and assign a country. Have students research and answer questions such as:</p> <ul style="list-style-type: none"> • What are the staple foods of your assigned country? • How do geography and climate affect food 	<p>ELA: Write a paragraph that summarizes a traditional recipe and explain its cultural impact.</p> <p>Math: Convert between the English and metric systems used to measure ingredients.</p> <p>Science: Research climate and landforms of assigned areas and their impact on plant and animal populations.</p> <p>Social Studies: Research various historical foods from Central and South America. Create a food journal based on your findings according to each region.</p>	computers, display monitors

		<p>production and availability?</p> <ul style="list-style-type: none"> ● What cultural, religious, and socioeconomic factors influence the cuisine? ● Identify typical ingredients used in the cuisine and their culinary uses. ● Describe any traditional cooking utensils or equipment unique to the region. <p>Students use their research to create a summarization presentation for the class.</p> <p>“You Be The Teacher” - students teach their findings to the class along with a handout and discussion questions.</p> <p>Engage Students in FCCLA National Programs: Families First: Discuss the importance of family meals in various Central and South American cultures and how food traditions are passed down through generations;</p> <p>Financial Fitness: Discuss the economic aspects of food production</p>		
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		<p>and distribution in Central and South American countries, including the costs of importing/exporting ingredients; Community Service: Plan to serve the prepared dishes at a community event or to faculty, fostering cultural exchange and community involvement; Student Body: Study the nutritional aspects of Central and South American cuisines, understand different dietary practices, and promote healthy eating habits inspired by international recipes. They can create healthy versions of traditional dishes.</p>		
<p>Investigate and report on the various factors that impact foods within Central and South America.</p>	<p>Formative: Handouts, discussion, venn diagrams, recipe analysis</p> <p>Summative: Presentation on how geography, climate, culture, religion, and socioeconomic factors impact foods within Central and South America.</p>	<p>Engage students in a study of Central and South American cultures with an opening video like "Regions of the Americas Explained," which delves into the diverse cultures of these regions. After the video, facilitate a discussion and have students create a Venn diagram to compare and contrast the similarities and differences among various</p>	<p>ELA: Create a Venn diagram that compares and contrasts various factors that impact food between Central and South America (e.g. climate, geography, history, economics, and social practices).</p> <p>Math: Analyze food costs for areas of Central and South America. Identify how supply and demand affect food costs. Identify how cooking at altitudes</p>	<p>computers, display monitors</p>

		<p>countries in Central and South America.</p> <p>Small group research - Provide each group with handouts containing guided research questions:</p> <ul style="list-style-type: none"> • How does the geography of your assigned country influence its food production and cuisine? • What climatic conditions affect food availability and types of cuisine? • How do cultural practices and traditions shape food habits? • What role does religion play in dietary restrictions and food festivals? • How do socioeconomic factors, such as income levels and trade, impact food choices and availability? <p>Small group activity where students analyze different recipes from Central and South America, identifying the factors that might have influenced each dish. Present findings to class and compare and contrast</p>	<p>affects cooking time and temperatures.</p> <p>Science: Use empirical evidence to compare and contrast the regions of Central and South America</p> <p>Social Studies: Research impacts that historical events have had on cuisine from Central and South America.</p>	
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		different countries and cultures.		
Identify typical ingredients and their uses within regional Central and South American cuisine.	<p>Formative: Handouts, discussion</p> <p>Summative: Exam, menu</p>	<p>Invite a guest speaker/chef to speak on the topic.</p> <p>Engage students with a short video on Latin Cuisines such as The Wonders of Hispanic Cuisine</p> <p>Display and smell/taste test various seasonings traditionally used in Central and South American Cuisines. Have students complete a chart on their findings.</p> <p>Present students with information on typical ingredients and their uses. Have students identify those ingredients on a worksheet.</p> <p>Create a menu that features typical/historical Central and South American cuisines.</p>	<p>ELA: Create an illustration that highlights common ingredients, their culinary applications, and their cultural significance on a poster.</p> <p>Math: Analyze food costs for areas of Central and South America. Identify how supply and demand affect food costs.</p> <p>Science: Compare and contrast qualitative observations of different seasonings.</p> <p>Social Studies: Create a map of Central and South America using graphics of their most popular foods by region.</p>	computers, display monitors
Describe the use and care of traditional and specialized cooking utensils and equipment associated with regional Central and South	<p>Formative: Discussions, guest speaker responses, observations of group work</p>	<p>Invite a guest speaker/chef to speak on the topic.</p> <p>Discussion on the importance of traditional and specialized cooking</p>	<p>ELA: Develop an instructional manual that details the function, maintenance, and cultural relevance of traditional and specialized cooking</p>	computers, display monitors

<p>American cuisines.</p>	<p>Summative: Posters and worksheets. Exam</p>	<p>utensils in preserving culinary heritage.</p> <p>Assign each group a set of traditional and specialized cooking utensils and equipment from different countries. Examples include: Mexico: comal, molcajete, tortilla press, tamale steamer; Brazil: churrasco grill, tapioca press, cassava grater; Peru: clay pot (ollas de barro), batán (stone mortar and pestle); Argentina: parrilla (grill), mate gourd and bombilla, asado cross; Jamaica: jerk pan, Dutch pot, coal stove</p> <p>Provide each group with handouts containing guided research questions:</p> <ul style="list-style-type: none"> ● What are the primary cooking utensils and equipment used in the assigned country's cuisine? ● What are the traditional uses of these utensils and equipment in cooking? ● Are there any special cultural or historical significance attached to these tools? 	<p>utensils and equipment associated with regional Central and South American Cuisines.</p> <p>Math: Find elapsed times between different cooking methods. Convert between the English and metric systems used to measure ingredients.</p> <p>Science: Investigate and use empirical evidence to compare traditional equipment to modern cooking utensils.</p> <p>Social Studies: Research various tools used in Central and South American cuisine. Using paper mache, create a diagram of this tool.</p>	
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		<ul style="list-style-type: none"> • How are these utensils and equipment properly used and cared for? • Can you find any traditional recipes that specifically require these utensils or equipment? <p>Create a poster showcasing different cooking utensils and equipment along with their uses based on their assigned country.</p> <p>Gallery Walk Through with discussion sheet.</p>		
Prepare a variety of foods utilizing traditional and specialized techniques found within regional Central and South American cuisines.	<p>Formative: Recipe Analysis, Interactive Demonstrations, Cooking Journals, Exit Tickets</p> <p>Summative: Lab activity, Recipe Development, Mise En Place, Exam</p>	Assign each group a specific country and provide a list of traditional dishes from that country. Examples include: Mexico: tacos al pastor, tamales, mole, guacamole; Brazil: feijoada, pão de queijo, moqueca, brigadeiro; Peru: ceviche, lomo saltado, ají de gallina, causa; Argentina: empanadas, asado, chimichurri, alfajores; Jamaica: jerk chicken, ackee and saltfish, festival, bammy	<p>ELA: Document the process of preparing a specific culinary dish found within regional Central and South American cuisines in a cooking journal.</p> <p>Math: Find elapsed times between different cooking methods. Convert between the English and metric systems used to measure ingredients.</p> <p>Social Studies: Create a menu of culturally appropriate foods for a certain type of event. Ex:</p>	computers, display monitors, kitchens

		<p>Provide each group with handouts containing guided research questions:</p> <ul style="list-style-type: none"> ● What are the key ingredients and cooking techniques for your assigned recipes? ● What traditional and specialized utensils and equipment are needed for these recipes? ● What is the cultural significance of these dishes in their respective countries? <p>Invite a certified chef to come and prepare traditional Central and South American foods.</p>	<p>family holidays, weddings, funerals.</p>	
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Key Vocabulary

creole, criolla, churrascaria, geography, climate, culture, religion, socioeconomic factors, achiote, chayote, nopales, chorizo, epazote, huitlacoche, masa harina, plantains, tamarind seeds & paste, tomatillo, aji, bacalao, camarao seco, cassava, cuy, hearts of palm, quinoa, yuca, pimienta allspice, callaloo, coo-coo, conch, asador, comal, cazuela, molcajete, molinillo, tortilla press, alfajores, anticuchos, arepas, ceviche, chimichurri, empanada, hallaca, pabellon criollo, tostones, tamales, vatapa, feijoada, humitas, picadillo, sofrito, mofongo, jerk, arroz con pollo

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest Speakers/Chefs, Lab experiences, virtual field trips

CTSO Connection:

STAR Event - Culinary, Event Planning, Career Investigation, Professional Presentation; FCCLA Skills Demo Events: Culinary Food Art, Knife Skills; FCCLA National Programs - Families First, Financial Fitness, Community Service, Student Body

Certification/Credential Connection:

Alabama Certified Employee (ACE) / Certified Front Desk Representative / Certified Guest Service Professional / Food and Beverage – Skills for Success / Meat Cutter – Skills for Success / ProStart National Certificate of Achievement – COA (must pass the final exam for Level 1 and Level 2 and complete 400 hours of mentored work experience and then apply for credential) / ServSafe Manager

Topic 5 Title: Europe

Content Standards

7. Summarize information about the foods and cultures of Europe.
Examples: British Isles (England, Ireland, Scotland, Wales); Nordic (Denmark, Sweden, Norway, Finland); Iberian peninsula (Spain, Portugal); Mediterranean (Italy, Greece); Western Europe (France, Germany, Benelux countries, Austria, Switzerland); Eastern Europe (Ukraine, Poland); Central Europe (Czech Republic, Hungary, Turkey).
 - a. Investigate and report on how geography, climate, culture, religion, and socioeconomic factors impact foods within Europe.
 - b. Identify typical ingredients and their uses within regional European cuisine.
 - c. Describe the use and care of traditional and specialized cooking utensils and equipment associated with regional European cuisines.
8. Prepare a variety of foods utilizing traditional and specialized preparation techniques within regional European cuisines.

Unpacked Learning Objectives

Students know:

- General information about the foods and cultures of Europe.
- How geography, climate, culture, religion, and socioeconomic factors have impacted the foods within Europe.
- The typical ingredients and how they are used throughout regional European cuisines.
- The unique cooking utensils and equipment used in regional European Cuisine.
- How various cooking utensils and equipment are used and cared for in regional European cuisine.
- The core ingredients and techniques used in various traditional recipes found within regional European cuisines.

Students are able to:

- Summarize information about the foods and cultures of Europe.
- Investigate and accurately report on how various factors have impacted foods within Europe.
- Identify typical ingredients and provide examples of how they are used throughout regional European cuisines.
- Identify, and explain the use and care of traditional and specialized cooking utensils and equipment associated with regional European cuisine.
- Prepare a variety of regional European foods utilizing the correct traditional and specialized preparation techniques.

Students understand:

- The diversity of the European continent is reflected through the context of food and culture.
- The foods of Europe have been influenced and developed by the unique factors of each culture, environment, and society.
- The basic pantry ingredients found in various European cuisines vary according to regional preferences and availability.

- Typical European regional ingredients are used in food preparation to showcase local flavors and culinary traditions.
- Specialized cooking utensils and equipment are traditionally used in regional European cuisines to prepare traditional dishes.
- The ingredients and methods used create traditional regional European dishes, which vary greatly across the region based on cultural and geographical factors.

Driving/Essential Question	How do geography, climate, culture, religion, and socioeconomic factors shape the foods and culinary traditions across various regions of Europe, and what are the typical ingredients, cooking utensils, and preparation techniques unique to these regional European cuisines?
Exemplar High Quality Task	Students will investigate and report on how geography, climate, culture, religion, and socioeconomic factors impact foods within different European regions; identify typical ingredients and their uses; describe the use and care of traditional and specialized cooking utensils and equipment; and prepare a variety of traditional foods using specialized preparation techniques.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Learning Activity Checklist Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Summarize information about the foods and cultures of Europe.	<p>Formative: Discussions, Venn diagrams, Map exploration,</p> <p>Summative: Food Festival proposal, exam</p>	<p>Show What School Lunches Look Like Around the World as a way to review past cuisines and introduce European cuisines. Compare and contrast the different lunches.</p> <p>Use Continental Food as a discussion starter - which of these foods have you heard of/eaten before? Which foods sound appetizing to you?</p> <p>Compare and contrast the food customs of the different European countries.</p> <p>Classify European foods based on their main</p>	<p>ELA: Create a slideshow that explores traditional dishes, their cooking methods, and their cultural significance in various European regions.</p> <p>Math: Convert between the English and metric systems used to measure ingredients. Create charts such as a Venn diagram to compare various food customs.</p> <p>Science: Research climate and landforms of assigned areas and their impact on plant and animal populations.</p> <p>Social Studies: Research various European cuisines</p>	computers, display monitors

		<p>preparation method (e.g., stewing, grilling, frying).</p> <p>Show examples of traditional dishes from each country and ask students to describe the ingredients and flavors. Scaffold questioning from identifying basic ingredients to analyzing the cultural significance of specific dishes.</p> <p>Allow students to identify where different European countries are on a map and find images of recipes that relate to each. Lead a discussion on what countries use similar ingredients.</p> <p>Investigate the impact of geography on the types of foods found in different regions of Europe.</p> <p>Formulate a hypothesis on how historical events have influenced the food traditions of Central Europe.</p> <p>Critique the representation of European food cultures in mainstream media.</p>	<p>according to the different countries.</p>	
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		<p>Create a proposal for a cross-cultural food festival showcasing the diversity of European cuisines.</p> <p>Engage Students in FCCLA National Programs: Families First: Discuss the importance of family meals in various European cultures and how food traditions are passed down through generations;</p> <p>Financial Fitness: Discuss the economic aspects of food production and distribution in European countries, including the costs of importing/exporting ingredients;</p> <p>Community Service: Plan to serve the prepared dishes at a community event or to faculty, fostering cultural exchange and community involvement;</p> <p>Student Body: Study the nutritional aspects of European cuisines, understand different dietary practices, and promote healthy eating habits inspired by international recipes. They can create healthy versions of traditional dishes.</p>		
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<p>Investigate and report on the various factors that impact foods within Europe.</p>	<p>Formative: Discussions, worksheets, graphs</p> <p>Summative: Group presentations</p>	<p>Allow students to research and share their answers for the following opening questions: What are some common foods in Europe that are influenced by its geography? Can you list some religions in Europe and explain how they influence food choices? How do socioeconomic factors impact the availability of certain foods in European countries?</p> <p>Compare and contrast the impact of climate on food choices in Southern Europe versus Northern Europe.</p> <p>Create a summary graph showing how geography, climate, and culture interact to shape the food diversity in Western Europe.</p> <p>Assess the role of traditional festivals and celebrations in preserving cultural food practices across Europe.</p> <p>Engage students with an educational video about the Festivals of Europe, complemented by a</p>	<p>ELA: Write an investigative blog post that explores various factors that influence that impact foods within Europe.</p> <p>Math: Analyze food costs for areas of Europe. Identify how supply and demand affect food costs. Identify how cooking at altitudes affects cooking time and temperatures.</p> <p>Science: Use empirical evidence to compare and contrast the regions Southern and Northern Europe</p> <p>Social Studies: Research the trade routes from various European countries. Write a research paper on how these trade routes impact foods within Europe.</p>	<p>computers, display monitors</p>
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		<p>worksheet. Follow up with scaffolded questions designed to assess their understanding and encourage them to apply their insights to their knowledge of European cuisine.</p> <p>Assign each group a specific region of Europe and have them develop a comprehensive presentation. This presentation should integrate their research findings as well as insights gained from class discussions and activities.</p>		
Identify typical ingredients and their uses within regional European cuisine.	<p>Formative: Discussions, mystery challenge, recipe research</p> <p>Summative: Menu for European themed dinner party</p>	<p>Show pictures of iconic European dishes and ask students to identify any ingredients they recognize</p> <p>Provide students with recipe cards from different European regions and ask them to identify the main ingredients. Scaffold questioning from easy (e.g., "What are the main ingredients in a classic Italian pasta dish?") to more challenging (e.g., "How do the ingredients used in Spanish paella</p>	<p>ELA: Compile a detailed guide that highlights common ingredients and their cultural significance in different European regions.</p> <p>Math: Analyze food costs for areas of Europe. Identify how supply and demand affect food costs.</p> <p>Social Studies: Create a map of Europe using the typical ingredient used in the cuisine of that country.</p>	computers, display monitors

		<p>differ from those in a German schnitzel?")</p> <p>Create a "Mystery Ingredient" challenge where students are given an unknown European ingredient and must research its uses and cultural significance</p> <p>Create a menu for a European-themed dinner party, listing typical ingredients used in different European regions and explaining their culinary uses.</p>		
Describe the use and care of traditional and specialized cooking utensils and equipment associated with regional European cuisines.	<p>Formative: Scavenger Hunt worksheet, discussions, matching worksheet/google form</p> <p>Summative: Kitchen Museum project. written exam</p>	<p>Equipment Matching Exercise - Develop an equipment matching sheet for students to complete. Facilitate a discussion as students work through the matching process, enhancing their understanding of each item.</p> <p>Assign small groups a specific region of Europe and provide them with a list of specialized utensils and equipment unique to that area. Students will conduct research and create a "Kitchen Museum,"</p>	<p>ELA: Create an illustration that showcases tools associated with regional European cuisines which features annotated drawings, explaining their functions and maintenance.</p> <p>Math: Find elapsed times between different cooking methods. Convert between the English and metric systems used to measure ingredients.</p> <p>Social Studies: Research the tools used for preparing traditional European</p>	computers, display monitors

		<p>showcasing their items and providing explanations of their uses and cultural significance.</p> <p>"Museum Walkthrough Scavenger Hunt" - Students will visit the kitchen museums and search for items listed on the scavenger hunt guide. This activity will be accompanied by a worksheet or a Google Form to document their findings and reflections.</p> <p>Guest Speaker to demonstrate use and care of specific equipment (pasta machine, samovar, pierogi maker, etc.)</p>	<p>dishes. Create a presentation on how that utensil has changed over the decades.</p>	
<p>Prepare a variety of foods utilizing traditional and specialized techniques found within regional European cuisines.</p>	<p>Formative: Recipe Analysis, Interactive Demonstrations, Cooking Journals, Exit Tickets</p> <p>Summative: Lab activity, Recipe Development, Mise En Place, Exam</p>	<p>Research and develop a list of recipes based on various European countries. (examples - British Isles - Shepherd's Pie (England), Irish Soda Bread (Ireland), Shortbread (Scotland), Welsh Rarebit (Wales); Nordic Countries - Smørrebrød (Denmark), Swedish Meatballs (Sweden), Lefse (Norway), Karelian Pasties (Karjalanpiirakat) (Finland);</p>	<p>ELA: Create a photo essay that showcases different dishes and details traditional and specialized techniques found within European cuisines.</p> <p>Math: Find elapsed times between different cooking methods. Convert between the English and metric systems used to measure ingredients.</p>	<p>computers, display monitors, kitchens</p>

		<p>Iberian Peninsula - Paella (Spain), Pastéis de Nata (Portugal); Mediterranean - Margherita Pizza (Italy), Moussaka (Greece); Western Europe - Ratatouille (France), Bratwurst with Sauerkraut (Germany), Belgian Waffles (Belgium), Cheese Fondue (Switzerland); Eastern Europe - Borscht (Ukraine), Pierogi (Poland); Central Europe - Svičková (Czech Republic), Goulash (Hungary), Baklava (Turkey)</p> <p>Provide each group with handouts containing guided research questions:</p> <ul style="list-style-type: none"> ● What are the key ingredients and cooking techniques for your assigned recipes? ● What traditional and specialized utensils and equipment are needed for these recipes? ● What is the cultural significance of these dishes in their respective countries? <p>Students prepare and share recipes.</p>		
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		Invite a certified chef to come and prepare traditional European foods.		
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Key Vocabulary

geography, climate, culture, religion, socioeconomic factors, mutton, treacle, aspic, fines herbes, foie gras, quatre epices, arborio rice, salumi, semolina, quark, sauerkraut, saffron, batterie de cuisine, paella pan, crepe pan, boxty, black pudding, colcannon, scones, shepherd's pie, yorkshire pudding, aioli, bisque, bouillabaisse, canape, crudites, pate, vol-au-vent, bruschetta, risotto, polenta, fondue, knodel, goulash, kuchen, rosti, spaetzle, aebleskiver, blini, borscht, gravlax, pirogi, gazpacho

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest Speakers/Chefs, Lab experiences, virtual field trips

CTSO Connection:

STAR Event - Culinary, Event Planning, Career Investigation, Professional Presentation; FCCLA Skills Demo Events: Culinary Food Art, Knife Skills; FCCLA National Programs - Families First, Financial Fitness, Community Service, Student Body

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Topic 6 Title: Southern Pacific

Content Standards

9. Summarize information about the foods and cultures of the Southern Pacific.
Examples: Indonesia, Papua New Guinea, Australia, New Zealand
 - a. Investigate and report on how geography, climate, culture, religion, and socioeconomic factors impact foods within the Southern Pacific.
 - b. Identify typical ingredients and their uses within Southern Pacific cuisine.
 - c. Describe the use and care of traditional and specialized cooking utensils and equipment associated with regional Southern Pacific cuisines.
10. Prepare a variety of foods utilizing traditional and specialized preparation techniques associated with regional Southern Pacific cuisines.

Unpacked Learning Objectives

Students know:

- General information about the foods and cultures of the South Pacific.
- How geography, climate, culture, religion, and socioeconomic factors have impacted the foods within the South Pacific.
- The typical ingredients and how they are used throughout regional South Pacific cuisines.
- The unique cooking utensils and equipment used in regional South Pacific Cuisine.
- How various cooking utensils and equipment are used and cared for in regional South Pacific cuisine.
- The core ingredients and techniques used in various traditional recipes found within regional South Pacific cuisines.

Students are able to:

- Summarize information about the foods and cultures of the South Pacific.
- Investigate and accurately report on how various factors have impacted foods within the South Pacific.
- Identify typical ingredients and provide examples of how they are used throughout regional South Pacific cuisines.
- Identify, and explain the use and care of traditional and specialized cooking utensils and equipment associated with regional South Pacific cuisine
- Prepare a variety of regional South Pacific foods utilizing the correct traditional and specialized preparation techniques.

Students understand:

- The diversity of the South Pacific region is reflected through the context of food and culture.
- The foods of the South Pacific have been influenced and developed by the unique factors of each culture, environment, and society.
- The basic pantry ingredients found in various South Pacific cuisines vary according to regional preferences and availability.
- Typical South Pacific regional ingredients are used in food preparation to showcase local flavors and culinary traditions.

- Specialized cooking utensils and equipment are traditionally used in regional South Pacific cuisines to prepare traditional dishes.
- The ingredients and methods used create traditional regional South Pacific dishes, which vary greatly across the region based on cultural and geographical factors.

Driving/Essential Question	How do geography, climate, culture, religion, and socioeconomic factors influence the foods and cultures of the Southern Pacific, including regions such as Indonesia, Papua New Guinea, Australia, and New Zealand?
Exemplar High Quality Task	Research, analyze, and present a comprehensive report on the foods and cultures of the Southern Pacific, including Indonesia, Papua New Guinea, Australia, and New Zealand, examining the influence of geography, climate, culture, religion, and socioeconomic factors; identify typical ingredients and their uses within Southern Pacific cuisine; describe the use and care of traditional and specialized cooking utensils and equipment associated with regional Southern Pacific cuisines; and prepare a variety of foods utilizing traditional and specialized preparation techniques, reflecting on their cultural significance.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Summarize information about the foods and cultures of the Southern Pacific.	<p>Formative: Discussions, food journals, worksheets, debate</p> <p>Summative: Presentation, written exam</p>	<p>Show images of traditional dishes from the Southern Pacific regions and ask students to share what they notice or know about them. Discuss the importance of food in culture and how it reflects the identity of a community</p> <p>Present key points through a visual presentation, including images and videos of traditional foods and cultural practices. Engage students in a discussion about the role of food in shaping cultural identity</p> <p>Provide a worksheet with questions about the different regions' foods and cultures for students to</p>	<p>ELA: Write a research paper that explores traditional dishes, cooking methods, and the cultural significance of food in Southern Pacific regions.</p> <p>Math: Convert between the English and metric systems used to measure ingredients.</p> <p>Social Studies: Research cultural dishes and their significance from the Southern Pacific.</p>	computers, display monitors

		<p>work on in pairs. Scaffold questioning from identifying basic foods to analyzing cultural significance</p> <p>Create informative posters or digital presentations about the food and culture of each Southern Pacific country, presenting key aspects such as traditional dishes, culinary techniques, cultural customs related to food, and historical influences.</p> <p>Students create culinary journey journals: Assignments will include exploring Indonesian spices, traditional cooking methods in Papua New Guinea, "bush tucker" ingredients in Australia, and the significance of the hāngī in New Zealand's culinary heritage, with students documenting their experiences through photographs, recipes, and personal reflections.</p> <p>Teams representing Indonesia, Papua New Guinea, Australia, and New Zealand will debate which country has the most diverse and interesting</p>		
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		<p>cuisine, presenting arguments based on cultural influences, ingredient diversity, traditional cooking techniques, and culinary innovations.</p> <p>Create a presentation showcasing the traditional foods and cultural practices of one Southern Pacific region, highlighting key points discussed in class.</p> <p>Engage Students in FCCLA National Programs: Families First: Discuss the importance of family meals in various South Pacific cultures and how food traditions are passed down through generations; Financial Fitness: Discuss the economic aspects of food production and distribution in South Pacific countries, including the costs of importing/exporting ingredients; Community Service: Plan to serve the prepared dishes at a community event or to faculty, fostering cultural exchange and community involvement; Student Body: Study the nutritional</p>		
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		aspects of South Pacific cuisines, understand different dietary practices, and promote healthy eating habits inspired by international recipes. They can create healthy versions of traditional dishes.		
Investigate and report on the various factors that impact foods within the Southern Pacific.	<p>Formative: Discussions, food diary, venn diagrams, worksheets</p> <p>Summative: Presentations, exam</p>	<p>Research and identify key geographic features and climate patterns of Indonesia, Papua New Guinea, Australia, and New Zealand, creating visual representations to show how these factors influence food production and consumption. These visual representations can include climate zone maps, infographics, food supply chain diagrams, comparison tables, food web posters.</p> <p>Assign students to keep a food diary for one week, analyzing their eating habits to identify cultural influences such as family traditions and social customs impacting their food choices and compare and contrast these with those of teenagers in the Southern Pacific.</p>	<p>ELA: Write a blog post which details various factors that impact foods within the Southern Pacific, including climate, geography, history, etc.</p> <p>Math: Convert between the English and metric systems used to measure ingredients. Create charts such as a Venn diagram to compare various food customs. Analyze food costs for areas of Europe. Identify how supply and demand affect food costs. Identify how cooking at altitudes affects cooking time and temperatures.</p> <p>Science: Research climate and landforms of assigned areas and their impact on plant and animal populations.</p> <p>Social Studies: Research historical events that have</p>	computers, display monitors

		<p>Investigate how religious dietary restrictions and practices, such as halal and haram foods in Islam and dietary laws in Christianity, influence food consumption and preparation in the Southern Pacific countries. Use a Venn Diagram to display findings.</p> <p>Provide students with socioeconomic data on income levels, poverty rates, and food access in the Southern Pacific, tasking them with analyzing correlations between socioeconomic factors and food accessibility, affordability, and dietary patterns.</p> <p>Research traditional food preservation techniques like fermentation and smoking used in the Southern Pacific, preparing reports and demonstrations to showcase their cultural significance and practical application in the region.</p> <p>Create a multimedia presentation showcasing the impact of geography,</p>	<p>impacted the trade routes leading to and from the South Pacific.</p>	
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		climate, culture, religion, and socioeconomic factors on Southern Pacific cuisine.		
Identify typical ingredients and their uses within Southern Pacific cuisine.	<p>Formative: Game responses, demonstration responses, journaling</p> <p>Summative: Presentation, exam</p>	<p>Ingredient Identification Game: Students will take turns drawing ingredient cards, identifying typical ingredients used in Southern Pacific cuisine, and discussing their origin and common uses.</p> <p>Show and discuss videos such as Cooking Indigenous Australian Foods. Encourage students to explore alternative ingredients that they could substitute with local ingredients.</p> <p>Cooking Demonstration and Tasting: Demonstrate a Southern Pacific dish, learn about the typical ingredients used, and taste the prepared dish. Students respond with journal entries on tastes, flavor, techniques use.</p> <p>Individuals or groups research a typical ingredient from Southern Pacific cuisine, create informative presentations,</p>	<p>ELA: Design an interactive digital resource that includes ingredient profiles, culinary roles, and examples of traditional dishes found within Southern Pacific cuisine.</p> <p>Math: Analyze food costs for areas of the Southern Pacific. Identify how supply and demand affect food costs.</p> <p>Science: Students use empirical evidence to compare and contrast ingredients from the original recipe to local ingredients without compromising the desired outcome.</p> <p>Social Studies: Create a presentation about different ingredients used within Southern Pacific cuisine. Present a recipe to the class how the ingredients are used in various dishes.</p>	computers, display monitors

		<p>and share their findings with the class, including origin, nutritional value, and traditional uses.</p> <p>Culinary Exploration Field Trip: Visit a local market to locate and research specific Southern Pacific ingredients, gathering information and discussing cultural significance and culinary uses.</p>		
Describe the use and care of traditional and specialized cooking utensils and equipment associated with regional Southern Pacific cuisines.	<p>Formative: Discussions, match-up, relay race, demonstration responses, exit tickets.</p> <p>Summative: Equipment models, exam</p>	<p>Virtual Cooking Equipment Tour: Students will watch a video such as Sam Choy's In the Polynesian Kitchen, or presentation showcasing traditional cooking equipment used in Southern Pacific cuisines, pausing to ask questions or discuss specific items. Compare and contrast equipment and utensils.</p> <p>Cooking Utensil Match-Up: Students will match pictures of cooking utensils with their names and descriptions, discussing their use and care.</p> <p>Guest chef or culinary expert will show students how to use and care for traditional cooking utensils,</p>	<p>ELA: Create an instructional video that details a tool's function, maintenance practice, and cultural significance.</p> <p>Math: Find elapsed times between different cooking methods. Convert between the English and metric systems used to measure ingredients.</p> <p>Social Studies: Research traditional cooking methods, prepare a recipe using those methods.</p>	computers, display monitors

		<p>such as tongs or a wooden spatula or a didgeridoo stick</p> <p>Cooking Equipment DIY Workshop: Students will create mini replicas of traditional cooking utensils using materials like clay or wood, then present their creations and explain their use.</p> <p>Cooking Utensil Relay Race: Teams will race to identify and use different cooking utensils associated with Southern Pacific cuisines, performing tasks like stirring or flipping.</p> <p>Exam on various South Pacific cooking utensils and equipment.</p>		
<p>Prepare a variety of foods utilizing traditional and specialized techniques found within regional Southern Pacific cuisines.</p>	<p>Formative: Recipe Analysis, Interactive Demonstrations, Cooking Journals, Exit Tickets</p> <p>Summative: Lab activity, Recipe Development, Mise En Place, Exam</p>	<p>Ingredient Swap Challenge: Students will create a Southern Pacific-inspired dish using locally available ingredients as substitutes, exploring creativity in ingredient selection and cooking methods.</p> <p>Guest Chef - demonstration and tasting</p>	<p>ELA: Revise traditional recipes found within regional Southern Pacific cuisines by incorporating contemporary techniques, documenting the changes and their effects on the flavor and texture in a recipe book.</p> <p>Math: Find elapsed times between different cooking methods. Convert between</p>	<p>computers, display monitors, kitchens</p>

		<p>of traditional South Pacific foods.</p> <p>Research and develop a list of recipes based on various South Pacific countries. (examples - Australia: Lamingtons, Anzac biscuits, Damper bread; New Zealand: Hangi (traditional Maori meal), Kiwi fruit salad, Hokey pokey ice cream, Kumara (sweet potato) fries; Hawaii: Loco moco, Poke bowls, Spam musubi; Fiji: Kokoda (Fijian ceviche); Samoa: Panipopo (coconut buns); Tonga: Lu Pulu (taro leaves with coconut milk and corned beef); Tahiti: Poisson cru (Tahitian raw fish salad); Papua New Guinea: Mumu (traditional earth oven meal)</p> <p>Provide each group with handouts containing guided research questions:</p> <ul style="list-style-type: none"> • What are the key ingredients and cooking techniques for your assigned recipes? • What traditional and specialized utensils and equipment are needed for these recipes? 	<p>the English and metric systems used to measure ingredients.</p> <p>Social Studies: Create a map using the techniques used in each region to prepare food in the Southern Pacific.</p>	
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Key Vocabulary

chamorro, geography, climate, culture, religion, socioeconomic factors, rambutan, longan, lychee, taro, lemmai, manuka, kumara, vegemite, barramundi, poke, poi, loco moco, manapua, spam musubi, saimin, finnadenne, lumpia, hotnon babui, hangi, pavlova

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest Speakers/Chefs, lab experiences, virtual field trips

CTSO Connection:

STAR Event - Culinary, Event Planning, Career Investigation, Professional Presentation; FCCLA Skills Demo Events: Culinary Food Art, Knife Skills; FCCLA National Programs - Families First, Financial Fitness, Community Service, Student Body

Certification/Credential Connection:

Alabama Certified Employee (ACE) / Certified Front Desk Representative / Certified Guest Service Professional / Food and Beverage – Skills for Success / Meat Cutter – Skills for Success / ProStart National Certificate of Achievement – COA (must pass the final exam for Level 1 and Level 2 and complete 400 hours of mentored work experience and then apply for credential) / ServSafe Manager