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The family is the basic unit of society, fulfilling our fundamental needs for support, nurturance and security. A healthy, functioning family contributes to a healthy society.

Family and Consumer Science (F&CS) helps young men and women to become fully functioning adults, consumers and citizens. F&CS education applies academic learning to hands-on application and should be an integral part of the education to adulthood. The goals of the F&CS Department are to prepare students for family life, work life and careers, by providing opportunities to develop the knowledge, skills, attitudes and behaviors needed for:

- Becoming responsible citizens and leaders in family, community and work settings
- Promoting optimal nutrition and wellness across the life span
- Using critical and creative thinking skills to address problems in diverse family, community and work environments
- Successful life management, employment and career development
- Appreciating human worth and accepting responsibility for one’s actions and success in family and work life

Since educating our students is a communal effort, we expect there to be a strong partnership among parents, students and the school community. Thus, they will be more likely to make good choices in their personal, professional and civic lives, an objective consistent with being a contributing member of society.

International Cuisine

This course focuses on understanding the differences and commonalities we have with other cultures around the world. A common denominator in studying world cultures is cuisine. In studying the cuisine of a people or a region, we learn about a country’s geography and climate, traditions, taboos and social mores, unique conditions caused by environment on a food supply, pressures on a population to trade, export, import, permit a closed or open society and cultural values. Students will acquire a greater understanding of their world and the cultural diversity that exists in their own community. Students will develop workplace skills and research career opportunities.
Unit 1 - Chapter 6: Safeguarding Health

Why Is This Unit Important?

Keeping foods safe to eat and making the kitchen a safe place to work are keys to good health. Improper food handling can make you ill. Kitchen accidents can cause severe injuries. You can prevent both illnesses and accidents by following safety principles.

Federal, state, and local governments all play key roles in helping to keep the food supply safe. Local governments are in charge of sending health inspectors to visit food businesses. These inspectors make sure the businesses are following state health codes.

Enduring Understandings:

- Associate the causes and symptoms of common food borne illnesses with their prevention and treatment.
- Analyze how each of the four key steps to food safety can help keep foods from becoming contaminated.
- Understand that by following good safety practices, you can help prevent kitchen accidents.
- Understand recent food recalls and alerts.
- Understand how food might become contaminated during a specific aspect of food production, processing or transportation.

Essential Questions

1. What are three microorganisms other than bacteria that can cause food borne illness?
2. What are the proper temperatures for serving hot and cold foods?
3. For what groups of people do food borne illnesses pose the greatest risk?
4. Where do most of the food borne illness cases reported each year occur?
5. What is the correct way to pick up and dispose of broken glass?
6. What should be used to pull a shock victim away from an electrical source?

Acquired Knowledge:

- How most of the food borne illness cases reported each year occur in food service establishments.
- Washing your hands may be the most important step you can take to prevent the transmission of harmful bacteria.
- Color is not always an accurate indicator of doneness in meats. One out of every four hamburgers turns brown in the middle before it has reached a safe internal temperature.
Cooking for a crowd or cooking outdoor meals requires extra measures to keep food safe to eat.

- Bacteria multiply rapidly at moderate temperatures. To prevent this, keep hot foods hot and cold foods cold.
- Knowledge of basic first aid will help you provide treatment to someone involved in a kitchen accident.
- A simple first aid kit kept in the kitchen should include items you need to treat minor injuries.

**Acquired Skills:**

- Identify the four steps to food safety when buying, preparing and storing food.
- Identify and demonstrate sanitation guidelines when handling food.
- Discuss the importance of using paper towels when wiping up meat and poultry juices.
- Demonstrate the hand-washing steps after handling raw meat, fish, poultry or eggs before touching other foods.
- Identify the sanitary procedures to use when preparing picnic foods.
- Identify the guidelines to help prevent chemical poisonings.

**Benchmark or Major Assessments (Assignments, Quizzes, Tests, Projects, Performance Tasks):**

- Explore food safety and sanitation from production through consumption.
- Evaluate and understand the influence of science and technology on the development, productions and consumption of foods and related issues.
- Write a public service announcement that might be broadcast on radio or television about safe food handling.
- Write a jingle or slogan to help people remember a specific standard of personal or kitchen cleanliness. Record your announcement and play for the class.
- Apply basic first aid measures.
- Complete chapter test (T/F, matching, multiple choice, essay questions)

**Instructional Materials/Strategies:**

- Health/safety articles
- Online resources:
  - USDA Food and Nutrition Information Center of the National Agricultural Library: fnic.nal.usda.gov
  - USDA Food Safety and Inspection Service: fsis.usda.gov
  - International Food Information Council
Instructional Strategies:

- Have the students develop slogans that relate to the cleanliness standards listed in the text. Have them use decorative writing and/or illustrations to put these slogans on signs to be posted around the classroom.
- Have students list five guidelines for preventing cross-contamination when preparing and storing foods.
- Have students write lists of 25 food and/or beverage items they would store to prepare for an emergency.
- Have students demonstrate proper techniques for wrapping foods for refrigerator and freezer storage. Ask them to discuss characteristics of appropriate wrapping materials and storage containers used in their demonstration.

Accommodations and Extensions (Special Education, ELL, Gifted Learners):

- Allow time for reflection
- Give simple directions and read them over with students
- Give students extra time to both answer and ask questions
- Make verbal instructions clear, short and to the point
- Encourage students to test their ideas
- Use concrete examples to introduce concepts
- Use repetition and drills spread over time

List of Applicable NJCCCS and Standards/CPIs Covered in this Unit

9.4.12. A (1).1,2,4

Suggested Learning Experiences and Instructional Activities

- Work in a group of four to research one type of food borne illness. Each group member should summarize a different one of the following aspects: cause, food sources, symptoms or prevention. Combine ideas to prepare a poster presentation for the rest of the class.
- Work in a group of four to write a skit to educate young children about different steps to food safety-clean, separate, cook or chill. Arrange to present your skits in an elementary school.
- Write a pamphlet listing simple first aid procedures for poisonings, cuts, burns, falls and electric shock.
- Discuss causes, symptoms and treatment of common food borne illnesses.
- Complete chapter review questions.
Unit 2 - Chapter 8: Kitchen Appliances

Why Is This Unit Important?

Today’s appliances make food preparation and cleanup easier. Major appliances are available in a range of styles and offer a wide variety of features. Portable appliances perform a multitude of kitchen tasks. Keep in mind that kitchen appliances are an investment. You can spend a lot of money for appliances. You will probably be using the appliances you choose for many years. Therefore, you will want to plan your appliance purchases carefully.

Enduring Understandings:

• Major kitchen appliances handle the basic tasks of cooking, storage and cleanup.
• Following manufacturers’ recommendations for use and care will help appliances work properly and last for a long time.
• Understand how much energy cooking foods in a microwave oven can save compared with cooking foods in a conventional oven.
• Understand factors consumers should consider when thinking about buying a specialized portable appliance.
• Understand that there are many common styles of major appliances that are energy efficient.
• Proper identification and use of tools and equipment will facilitate successful product outcome.

Essential Questions:

1. What are five questions to consider when purchasing portable appliances?
2. What are five cooking methods that can be done using an electric skillet?
3. What type of fuel hookups are required to run electric and gas ranges?
4. What are universal design features in major appliances that will allow all household members to work in the kitchen with ease?
5. What points must be considered when purchasing kitchenware and appliances?

Acquired Knowledge:

• Students will know what types of equipment are needed to complete international recipes.
• Students will identify the advantages and disadvantages of a stand mixer as compared with hand mixer.
• Students will know what types of convenience features on major kitchen appliances are important to them.
• Students will know what type of store they would most likely shop in when looking for major appliances.
Acquired Skills:

- Demonstrate the use of various kitchen appliances.
- Describe functions, styles and care of major kitchen appliances.
- Discuss steps that are your best defense against appliances that fail to meet safety standards.
- Discuss the trends and technology in major kitchen appliances.
- Identify cooking appliance styles.
- Identify purchase considerations for portable appliances.

Benchmark or Major Assessments (Assignments, Quizzes, Test, Projects, Performance Tasks)

- Investigate a job description, qualifications and training requirements for the career of appliance salesperson.
- Investigate appliance testing at Underwriters Laboratories or another testing agency. Find out what kinds of tests appliances must pass in order to meet safety standards. Write a brief report of your findings.
- Find out when and how iceboxes were used to keep foods fresh. Compare this appliance with a modern refrigerator. Write a paragraph describing why you would not like to have an icebox in your home today.
- Complete chapter test (T/F, Matching, Multiple choice, Essay questions).

Instructional Materials/Strategies:

- Online Resources:
  - Better Homes and Gardens, bgh.com
  - Consumer Reports, ConsumerReports.org
  - Association of Home Appliance Manufacturers, aham.org
  - Underwriters Laboratories, Inc., ul.com

Instructional Strategies:

- Have students list factors to consider when purchasing major appliances. Obtain brochures and magazines ads on a variety of kitchen appliances. Have students use them to make a bulletin board display on current trends in appliances.
- Demonstrate to students the use and care of a gas cooking appliance and an electric cooking appliance.
- Have students identify five mixing tasks for which a hand mixer would be suitable. Then have them identify five heavy-duty mixing tasks for which a stand mixer would be more appropriate.
- Work with students to create a list of styles and features they would choose if they were buying complete sets of major kitchen appliances.
Accommodations and Extensions (Special Education, ELL, Gifted Learners):

- Allow time for reflection
- Give simple directions and read them over with students
- Give students extra time to both answer and ask questions
- Make verbal instructions clear, short and to the point
- Encourage students to test their ideas
- Use concrete examples to introduce concepts
- Use repetition and drills spread over time

List of Applicable NJCCS and Standards/CPIs:

9.4.12.A.(1).1,2,4

Suggested Learning Experiences:

- Utilize appliance circulars to compare the prices and features of several models of the major or portable appliance of your choice. Check for warranties, safety features and energy ratings.
- Look through a catalog or an Internet site that offers a variety of portable appliances and review costs, styles, warranties and usage.
- Evaluate the functions of each appliance. Make a three-column table on a sheet of paper. In the first column, list all the types of portable appliances that are available. Place a check in the second column beside appliances that perform a variety of functions. Place a check in the third column beside appliances that perform a function another appliance can do. Use your list as the basis for a discussion of how portable appliances meet consumer needs.
- Investigate what the monthly payment and contract term would be for a rent-to-own kitchen appliance. Compute the total cost of the appliance. Compare this figure to the retail price of the appliance.
- Choose a major or portable kitchen appliance. Investigate at least one energy saving tip for using your chosen appliance. Compare your tip with those of your classmates and put into a brochure. Add color and artwork to give the brochure visual appeal.
- Review sales flyers and magazines ads promoting kitchen appliances. Note the marketing strategies used by appliance manufacturers and retailers to attract business. Use your review for input in a class discussion.
Unit 3 - Chapter 9: Kitchen Utensils

Why Is This Unit Important?

Kitchen utensils have been used to make the preparation of a meal or recipe easier since ancient times. Each kitchen utensil is designed to perform a specific task, such as cutting, mixing, whisking, grating, cooking and measuring. Important kitchen utensils include knives and chopping boards, pans and baking trays, bowls, as well as spatulas, spoons and vegetable peelers.

Enduring Understandings:

- Understand the functions of various small kitchen utensils.
- Understand and evaluate the effectiveness of various pieces of small kitchen equipment, cookware and bakeware while using them to prepare a food product.
- Understand the differences between liquid and dry measures. Discuss why it matters which type of measure is used to measure ingredients.
- Understand how kitchen utensils are developed and promoted in a competitive market. Identify features and characteristics manufacturers use to encourage consumers to choose their products over similar products from other manufacturers.
- Investigate safe cooking temperatures for various types of food projects. Compile this information in a table.

Essential Questions:

1. For which types of cooking are silicone and plastic materials not suited?
2. What type of thermometer is inserted into a food at the end of cooking time?
3. What types of ingredients are measured with measuring spoons?
4. What are the five most common types of materials used to make cooking and baking utensils?
5. What is the difference between a saucepan and a pot?
6. What baking utensil is used to make sheet cakes?
7. What conventional cookware pieces can be used in a microwave oven?
8. What are some features to consider when buying cooking and baking utensils?
9. What is the smallest knife used in the kitchen?
10. What type of thermometer is inserted into a food at the end of cooking time?

Acquired Knowledge:

- How a chef’s knife, also known as a French knife, is the most versatile of all kitchen knives.
- How a paring knife is the smallest knife used in the kitchen.
- How virtually every recipe requires ingredients to get mixed together.
• How being able to accurately measure the temperature of a food product can improve cooking success.
• How kitchen blades are made of carbon steel, stainless steel or ceramic.
• How several metals are used for conventional cookware and bakeware.

Acquired Skills:
• Identify various small kitchen utensils and discuss their functions.
• Demonstrate the use of various pieces of small kitchen equipment, cookware and bakeware.
• Demonstrate how to calibrate a thermometer that is found to be inaccurate.
• Identify the different types of knives located in the food lab.
• Identify foods that are prepared in saucepans and pots.
• Explain the difference between a saucepan and a pot when cooking foods in water or other liquids.

Benchmark or Major Assessments (Assignments, Quizzes, Tests, Projects, Performance Tasks)
• Investigate how kitchen utensils are developed and promoted in a competitive market, identify features and characteristics manufacturers use to encourage consumers to choose their products over similar products from other manufacturers.
• Make a poster chart to help you analyze different materials used for cooking and baking utensils. List the characteristics, uses, care requirements, advantages and disadvantages of each material.
• Work in a group of four and investigate safe cooking temperatures for various types of food products. Compile this information in a table. Include the table in a food safety brochure the group prepares for consumers. Along with information about cooking foods safely, the brochure should illustrate and describe the various types of food thermometers available.
• Research a kitchen utensil used in the seventeenth or eighteenth century. Prepare an oral report for the class on how the utensil was used. Be sure to explain what tool or tools would be used today to perform the functions of the antique utensil.
• Bring in a sketch or photograph of the utensil to use as a visual aid.
• Complete chapter test (T/F, matching, multiple choice, essay questions).

Instructional Materials/Strategies:
• Text: Guide to Good Food (Goodheart-Wilcox Co., Inc. 2012)
• Online Resources:
  - Equipping your Kitchen, www.safetyathome.com
  - International Association of Culinary Professionals, iacp.com
  - Foodservice Educators Network, feni.org
Instructional Strategies:

- Technology is the use of knowledge to develop improved methods for doing tasks. The strides made in the field of ergonomics are a great example of technology. Ergonomics is the scientific study of designing tools and work spaces suited to human body movements.

- Visit [http://www.working-well.org](http://www.working-well.org) to read about kitchen design and working with ergonomics in mind. Find and read the article, Someone’s in the Kitchen and then answer the following questions:
  1. Who was Lillian Gilbreth and for what items did she hold patents?
  2. What does user-centered design involve?
  3. List seven ergonomic risks in the kitchen.
  4. According to the “Rules for Tools” section of the article, why should choppers, processors and blenders be used?
  5. List six features tool handles should have.
  6. Think about tools you use at home or in the school lab. In what ways could they be made more ergonomically-friendly?

- In today’s homes, microwave ovens are nearly as standard as refrigerators. Just a few short decades ago, however, microwave ovens were viewed as the latest technology. Some people who did not understand how these appliances worked were actually afraid to have them in their homes.

- Visit the website [http://www.raytheon.com](http://www.raytheon.com) and search “microwave cooking” to read a brief history of the development of the microwave oven. Then answer the following questions:
  1. When was microwave cooking first discovered and who is credited with its discovery?
  2. How was microwave cooking discovered?
  3. What was the first microwave oven called and how did it get its name?
  4. What were two disadvantages of the first microwave sold to the commercial market?
  5. In 1955, the first microwave oven for the consumer (domestic) market was introduced. How did it compare to earlier commercial microwave ovens?
  6. When was the first countertop, domestic 100-volt microwave oven introduced and how much did it cost?

Accommodations and Extensions (Special Education, ELL, Gifted Learners):

- Allow time for reflection
- Give simple directions and read them over with students
- Give students extra time to both answer and ask questions
- Make verbal instructions clear, short and to the point
- Encourage students to test their ideas
- Use concrete examples to introduce concepts
- Use repetition and drills spread over time
List of Applicable NJCC Standards/CPIs:

9.4.12. A.(1).1, 2,4

Suggested Learning Experiences and Instructional Activities:

- Investigate heat transfer and the conductivity of different materials used for cookware and bakeware. Incorporate what you learn into a class discussion on the advantages and disadvantages of various materials for cookware and bakeware applications.
- Visit www.cookware.org website. Read two news releases. Report to the class two/three things you learned about the item discussed.
- Work in groups of two and review several recipes. Brainstorm a list of cutting terms use in the recipes. Review the list and identify what cutting tool would be used for each cutting task.
- Develop a list of cooking and baking utensils a single person would need in his or her first apartment.
Unit 4 - Chapter 12: Recipes and Work Plans

Why Is This Unit Important?

A recipe is a set of instructions for preparing a specific food. Cookbooks are popular sources of recipes. Magazines, newspapers, appliance manuals and recipe software can all be good places to find recipes, too. A recipe is your work plan for the food you are going to prepare. It is important to read through the recipe before you prepare it. This will allow you to be sure you understand the directions and have all the needed ingredients.

Enduring Understandings:

- Understand there are four basic steps for keeping foods safe to eat; clean, separate, cook and chill.
- Understand how a recipe can be completed by sometimes substituting one ingredient for another.
- Understand that many foods cook so quickly in a microwave oven they do not have time to brown. Browning does not affect the quality and flavor of food. Browning does affect appearance, which in turn affects appetite appeal.
- Understand when preparing foods you will need to measure different types of ingredients in different ways.
- Understand that liquid ingredients include milk, water, oil, juices, food coloring, extracts.
- Understand that butter, margarine, shortening and peanut butter are fats used in recipes.
- Understand a time-work schedule should be specific enough to identify the order and timing of all the critical preparation steps of a meal.
- Understand the cultural, family, community and economic implications of obesity, healthy weight and lifestyle.
- Proper measuring techniques are important to the success of many recipes.
- It is important for cooks to be able to read and decipher a properly-written recipe before beginning to cook.

Essential Questions:

1. How can dehydration occur during microwave cooking?
2. Why should plastic wrap used to cover food in a microwave oven be vented?
3. What happens to the boiling point of water at high altitudes?
4. Why do time-work schedules for preparing meals need to be flexible?
5. What is the first decision that needs to be made when writing a time-work schedule?
6. What two things does a leader in the kitchen need to consider before assigning meal preparation tasks to members of the work team?
7. How can you prevent cold drinks from being diluted by ice cubes?
Acquired Knowledge:

- How measuring equivalents will help you easily adjust the yield of a recipe.
- When working with others, you need to know what is expected of leaders and team members so everyone can work cooperatively.
- When preparing meals, it is important to know abbreviations and cooking terms used in recipes.
- It is important to know the correct ways to measure dry and liquid ingredients and fats.
- Being familiar with measuring equivalents will help you easily adjust the yield of a recipe.
- Knowing equivalent measures can help you change recipe yield and convert between conventional and metric measures.
- Coffee is the most recognized smell in the world. The second most identifiable smell is peanut butter.
- Knowing how to measure ingredients correctly will help food products turn out right.

Acquired Skills:

- Outline the structure of the recipe and explain the following: name of recipe, yield, ingredients, equipment, directions for preparing, cooking and garnishing.
- Examine and compare measurement standards used in the food industry.
- Explain how the menu influences the use of resources in the food industry.
- Demonstrate the process used to create a dish with an international connection and share the recipe with the rest of the class.
- Employ planning and time management skills and tools to enhance results and complete work tasks.
- Compare and contrast a time-work schedule for preparing a meal with short and long range planning used in operating a business.

Benchmark or Major Assessments (Assignments, Quizzes, Tests, Projects, Performance Tasks):

- Use the internet to select two types of cookbooks. Analyze the strengths and weaknesses of each cookbook. Write a critique stating which one you prefer.
- Work with a lab group to brainstorm food ideas for a breakfast or luncheon. Choose from among the suggestions to plan a specific menu. Collect recipes for the foods that have been selected.
- Create a food preparation time chart. Plan a part-time work schedule for the members of your lab group. What factors did you consider when creating your schedule?
- Using a written test, students will list, in order, the necessary steps for bread baking with proficiency.
- Complete chapter test (matching, multiple choice, T/F, essay questions).
Instructional Materials/Strategies:

- Text: Guide to Good Food (Goodheart-Wilcox-Co, Inc. -2012)
- Online Resources:
  - Better Homes and Gardens, bgh.com
  - [www.recipes-barn.com](http://www.recipes-barn.com)
  - [www.easy-recipes.ca](http://www.easy-recipes.ca)
  - cnp.alsted.edu/nslp/manuals/cnp managers manual/work
  - [www.bls.gov/ooh/Food Preparation and serving/cooks.htm](http://www.bls.gov/ooh/Food Preparation and serving/cooks.htm)

Instructional Strategies:

- Demonstrate for students how to weigh ingredients using a kitchen scale.
- Explain the concept of dovetailing to students. Give them several examples of how two or more food preparation tasks can be in progress at the same time, reducing the total amount of time needed to complete the tasks individually.
- Review on the board the steps for preparing a time-work schedule.
- Set up a measuring lab. Have students practice measuring a variety of dry and liquid ingredients and fats in a variety of amounts using both measuring cups and measuring spoons.

Accommodations and Extensions (Special Education, ELL, Gifted Learners)

- Allow time for reflection
- Give simple directions and read them over with students
- Give students extra time to both answer and ask questions
- Make verbal instructions clear, short and to the point
- Encourage students to test their ideas
- Use concrete examples to introduce concepts
- Use repetition and drills spread over time

List of Applicable NJCCS and Standards/CPIs:

9.4.12. A.(1),1,2,4

Suggested Learning Experiences:

- Companion Website: [www.g-wlearning.com](http://www.g-wlearning.com)
  - At the website, review key terms for this chapter with crossword puzzles, matching exercises and e-flash cards. Apply facts from the chapter to complete the activities.
  - Have students make a table listing double and half amounts of the measures listed in the chapter table. Encourage students to tuck the table into a cookbook for easy reference when adjusting recipes in the future.
Unit 5 - Chapter 29: Latin America

Why Is This Unit Important?

The food customs of Latin America are rich and varied. They reflect the culture, climate and geography of each country. The ancient Aztecs and Spanish Conquistadores influenced Mexico. The foods of Peru reflect ancient Inca civilization. The foods of Argentina are an unusual mixture of European influences and native foods grown in the rich soil. The foods of Brazil reflect strong African and Portuguese heritage. For the most part, the cuisines of Latin America are healthful. Latin America is expansive and diverse, but one thing is for certain - its food is robust, flavorful and always inventive.

Enduring Understandings:

- Understand that of all the Latin American countries, Mexico is the most familiar to the people of the United States.
- Understand that more than half of Mexico’s people are farmers and corn is Mexico’s major crop.
- Both geography and climate have affected food customs in Mexico.
- Understand that Mexicans usually do not eat vegetables plain. Instead, they add them to casseroles and use them as garnishes for other dishes.
- Mexican meal patterns differ somewhat from those of the United States. Families with ample incomes often eat four meals a day.
- South American cuisine combines influences of native tribes with those of the Spanish, Portuguese and Africans.
- The cuisines of Argentina and Uruguay are exceptions to the plant-based cuisine typical of most of Latin America.

Essential Questions:

1. How have climate and geography affected Mexican food customs?
2. How do Mexican meal patterns differ somewhat from the United States?
3. What is a tortilla and how is it made?
4. What is Mexico’s main meal called? What foods are usually served at this meal?
5. What has been the staple food of the Peruvian people since the days of the Inca? How did the Inca preserve this food?
6. What are the three cultures that form the basis of the Brazilian culture?
7. What is the name of the Peruvian national dish made with meat and beans?
8. How does the freeze-drying process used by the Inca compare with the commercial freeze-drying done today?

Acquired Knowledge:

- Students will discuss the number of people who have influenced the development of South American culture.
• Students will know and discuss the varied geography of South America.
• Students will compare/contrast the gauchos of Argentina with the cowboys of the western United States.
• Students will describe the mixture of Brazilian culture.
• Students will know that corn has formed the basis of Mexican cuisine since the days of the Aztec civilization.
• Students will describe the items they would want in a first-aid kit to take with them to other countries.
• Students will know the contributions the Aztecs and Spanish made to the Mexican cuisine.

**Acquired Skills:**

• Demonstrate the cooking methods for empanadas (turnovers) and tortillas de maíz (corn pancakes).
• Read and identify a list of 10 popular ingredients you might opt to include in a Mexican entrée such as tacos or burritos. Be sure to specify the quantity of each ingredient you would use.
• Explain how adding or eliminating certain ingredients affects the nutritional value of Mexican entrees.
• Identify the staple ingredients in Mexican cuisine.
• Identify the Mexican vegetables that are common in the United States.
• Describe cultural factors that have affected the food customs of Mexico and South America.
• Read and identify what holiday in the United States falls at the same time of year as the Day of the Dead.
• Explain how Mexican meal patterns differ somewhat from those of the United States.
• Read and explain how geography has affected the cuisine of Chile.
• Identify the foods served during Mexico’s main meal.
• On a map of Mexico, identify areas in which fish would play a main part in the diet and areas in which beef would be more prevalent.
• Read and list the staple foods of Argentina, Chile, Peru, Ecuador and Colombia.

**Benchmark or Major Assessments (Quizzes, Tests, Projects, Performance Tasks):**

• Pre-assessments to determine readiness, prior knowledge, interest and learning profile
• Discussions
• Homework
• Project: Visit the Mexico Online website. Navigate the site and related links to find information about Mexican tourist destination of your choice. Investigate lodging, tours, restaurants and activities in your chosen city to plan a four-day, three night vacation. Compile your findings into a form of a travel itinerary.
Investigate how the celebration of Mardi Gras in the United States compares with the celebration of Carnival in Brazil. Share your findings in a class discussion.

Complete chapter test (T/F, multiple choice, matching, essay questions)

Teacher observation/anecdotal notes

Participation

**Instructional Materials/Strategies:**

- Text: Guide to Good Food (Goodheart-Wilcox, Inc., 2012)
- International Recipes:
  - [www.internationalrecipes.net/recipes](http://www.internationalrecipes.net/recipes)
  - [www.recipegoldmine.com/world/world.html](http://www.recipegoldmine.com/world/world.html)
  - recipes.kaboose.com/international-recipes.html

**Instructional Strategies:**

- Discuss with students how the Aztecs and the Spaniards contributed to Mexican cuisine.
- Demonstrate for students how peppers can be cleaned and skinned.
- Ask students what Mexican foods they have eaten.

**Accommodations and Extensions (Special Education, ELL, Gifted Learners):**

- Allow time for reflection
- Give simple directions and read them over with students
- Give students extra time to both answer and ask questions
- Make verbal instructions clear, short and to the point
- Encourage students to test their ideas
- Use concrete examples to introduce concepts
- Use repetition and drills spread over time

**List of Applicable NJCCS/CPIs:**

9.4.12. A.(1).1,2, 4

**Suggested Learning Experiences:**

- Work with a partner to find popular ingredients you might opt to include in a Mexican entrée such as tacos or burritos. Be sure to specify the quantity of each ingredient you would use. Use the internet to find information to create a bar graph for each ingredient. Illustrate the calorie, total fat, sodium and fiber content of each ingredient. Use the bar graphs to create nutritional profiles of three combinations of ingredients. Note how adding or eliminating certain ingredients affects the nutritional value of Mexican entrees.
• Write a research report comparing the lifestyle and conquest of the Mexican Aztec civilization with that of the South American Incan Empire.
• Work in a small group to choose a specific aspect of a Latin American country on which you want to focus a presentation. Your group should download images and then use them for a presentation to create a power point to present to the class.
• Make a chart comparing the ingredients of Mexican tamales, Peruvian tamales, Argentine humitas and Brazilian abara.
• Assemble a Latin American food glossary of all the italicized terms from the chapter. Write a definition based on chapter information.
Why Is This Unit Important?

Europe is the second smallest continent in terms of land area. Despite its small size, it is one of the most heavily populated continents. Nearly one-fifth of the world’s people live in Europe.

Each European country has a unique cuisine, but some common diet patterns emerge. The diets of Northern European countries include a variety of fruits, vegetables and breads. However, meals in these countries tend to center around the meat, fish, poultry, or game. Dairy products also play an important role in many Northern European cuisines. Rich desserts are popular in these cuisines, too. Together, these characteristics describe a diet that tends to be high in fat. To include Northern European foods in a healthful diet, choose generous portions of vegetable and grain dishes. Limit portion sizes of meat and dairy foods. Select fruits for dessert often.

Enduring Understandings:

- Much of the land on the British Isles is suitable for growing crops and raising livestock. Wheat, oats and barley are the key grains grown in the British Isles.
- Understand regional dishes as well as national specialties are common in Europe.
- Understand that culture and traditions have shaped diverse meal patterns in the European countries.
- Identify food customs of the British Isles, France, Germany and the Scandinavian countries.
- Understand the people of the British Isles share a common ancestry and culture. Due to geographic isolation, however, each region of the British Isles has separate customs and traditions.
- Understand in France, food and wine are an important part of daily life. In many parts of France, cooks buy food fresh each day and they take great pride in selecting it.
- Understand German culture and cuisine developed with more unity than German politics. Common heritage and ingredients have led to the origin of dishes that are liked throughout Germany. However Germany has many regional dishes.
- Understand that Scandinavian cuisine includes the countries of Denmark, Norway, Sweden and Finland. Many Scandinavians make their living in the large fishing industries found in all four countries. The basic diets of the Danes, Norwegians, Swedes and Finns are all rather plain and hearty. However, preparation and serving methods differ.
Essential Questions:

1. What annual festival is celebrated in Wales on March 1st and what foods are traditionally served on this day?
2. What are four staples of the British diet that were introduced by the Anglo-Saxons?
3. What foods might be served for a traditional breakfast in England?
4. What are three foods eaten in the Provence region of France?
5. How do German meal patterns differ from those in the United States?
6. What are two specific toppings commonly eaten on Danish smorrebrod?
7. What dishes are typically included at a smorgasbord?
8. What do Finns often snack on during a sauna and why?

Acquired Knowledge:

- Students will describe the festivals and holiday traditions that are reflections of culture among the people of the British Isles.
- Scottish cooks are known for the good, simple, wholesome foods they prepare.
- Welsh food is similar to the foods of England and Scotland in its simplicity. The Welsh use homegrown foods to prepare dishes that are substantial yet plain and economical.
- Students will know that besides lamb, the Welsh eat beef, pork, veal and seafood.
- Students will know that potatoes have been the mainstay of the Irish diet for centuries.
- The excellent beef cattle produced in Ireland account for the popularity of corned beef and cabbage.

Acquired Skills:

- Compare/contrast the foods of England and Scotland.
- Describe a typical British menu.
- Explain the composition of Irish soda bread that is served in many Irish homes.
- Explain the composition of scones and English trifle.
- Identify the fish and agricultural products that are important to France.
- Define haute cuisine, provincial cuisine and nouvelle cuisine.
- Name and describe three types of French sauces.
- Describe three popular German potato dishes.
- Describe typical smorgasbord dishes.
- Prepare foods native to British Isles, France, Germany and the Scandinavian countries.
Benchmark or Major Assessments (Assignments, Quizzes, Tests, Projects, Performance Tasks):

- Chapter test (T/F, matching, multiple choice and essay questions)
- Have students use the internet and/or library resources to write dinner menus for a meal that might have been served to members of the English court at the time of Henry VIII.
- Working in lab groups, have students prepare the following French sauces: béchamel, veloute, hollandaise, demi-glace and vinaigrette.
- Working in lab groups have students prepare a variety of French breads, including baguette, brioche and croissants.
- Have students use a basic yeast dough to practice making German breads called gebildbrote.
- Discuss with the class the role climate and geography have played in the development of food customs in Sweden, Norway and Finland.

Instructional Materials/Strategies:

- Text: Guide to Good Food (Goodheart-Wilcox Co., Inc. 2012)
- European Recipes:
  - www.elook.org/recipes/european
  - www.cbel.com/european_recipes/
  - www.europeancuisines.com/
  - www.g-wlearning.com
- At the website, review key terms for this chapter with crossword puzzles, matching exercises and e-flash cards. Apply facts from the chapter to complete the activities.

Instructional Strategies:

- Ask students what kinds of special foods are prepared in their homes for the holidays.
- Ask students what the national dish in the United States is.
- Ask students how baked goods are used in traditional celebrations in the United States (cakes for birthdays, hot cross buns for Easter, pumpkin pie for Thanksgiving, cookies and fruitcake for Christmas).
- Ask students what role the Vikings played in North America.
- Ask students why they would or would not like to live in a land where the sun shines around the clock.

Accommodations and Extensions (Special Education, ELL, Gifted Learners):

- Allow time for reflection
- Give simple directions and read them over with students
- Give students extra time to both answer and ask questions
• Make verbal instructions clear, short and to the point
• Encourage students to test their ideas
• Use concrete examples to introduce concepts
• Use repetition and drills spread over time

List of Applicable NJCCCs and Standards/CPIs:

9.4.12. A.(1).1,2,4

Suggested Learning Experiences:

• Have students research the origins of the people of one of the European countries discussed in this chapter. Have them investigate where the founding groups came from, what skills and knowledge they brought with them, and what factors were important in the development of their food customs. Have students prepare visual aids to use in oral presentations to share their findings with the rest of the class.
• Working in groups, create a dish using leftovers from another meal. Give your dish an interesting name, like those coined by British cooks. Prepare a form to help your classmates evaluate your dish for appearance, texture and flavor. Your evaluation form should also invite your classmates to offer suggestions for improving the dish.
• Working in groups prepare a variety of European recipes: Examples:
  - British: Parsley Buttered Potatoes, Scones, Welsh Rabbit
  - French: Soupe a l’Oignon (Onion Soup), Pain (French Bread), Mousse au Chocolat (Chocolate Mousse)
  - Germany: Kartoffelpuffer mit Apfelmus (Potato Pancakes with Applesauce), Pflaumenkuchen (Plum Cake)
  - Scandinavian: Kesakeitto (Summer soup), Limpa (Swedish Rye Bread), Kringla (Double-Ring twist biscuits).
Unit 7 - Chapter 31: Mediterranean Countries

Why Is This Unit Important?

Mediterranean eating patterns are healthful due to a wealth of plant foods and limited use of meat and full-dairy products. Although Spain, Italy and Greece use many of the same ingredients, each country has developed a unique cuisine. In recent years, nutrition experts have focused much attention on the health benefits of traditional Mediterranean-style eating patterns. Such eating patterns are linked to lower rates of cancer and heart disease. A number of features add to the healthfulness of Mediterranean eating patterns. The most notable characteristic is the broad use of plant foods.

Enduring Understandings:

• Understand that Mediterranean eating patterns provide good sources of vitamins, minerals, fiber and other helpful plant substances.
• Understand that olive oil, which has no cholesterol and is high in monounsaturated fats, is the main cooking fat in the Mediterranean.
• Understand that Spanish cuisine is described as del pueblo, or food of the people. It is simple for the most part. Its goodness relies on fresh ingredients and basic preparation methods.
• Spanish cuisine began centuries ago with the Romans, who ruled Spain for a period of six centuries beginning in the 200s B.C. The Romans contributed olive oil and garlic.
• Understand that the beginning of Italian cuisine belongs to the Greeks, who colonized Southern Italy and the island of Sicily around 1000 B.C. Romans paid high prices for Greek chefs because good food was a status symbol.
• Understand that like many Europeans, Italians typically eat a light breakfast and a hearty noon meal. The noon meal is the largest meal of the day and people usually eat at home. The well known antipasto is an appetizer course that often begins the meal.
• Understand that for thousands of years, the Greeks have been developing their cuisine. Early records show that the Greeks cooked foods while the rest of the world ate raw foods. Early Greek foods included roast lamb with capers, wild rice with saffron and honey cakes.

Essential Questions:

1. Why is Italian cuisine known as the 'mother cuisine'?
2. Why is Italy given credit for laying the foundation for French haute cuisine?
3. Why is southern Italian cooking the cooking with which most people in the United States are familiar?
4. What did Romans, Moors and Spanish colonists in the New World each contribute to the development of the Spanish cuisine?
5. What foods are most likely served as a main dish in Greece?
6. What are some of the excellent meat dishes of Spain?
7. What are some of the popular breads of Spain?
8. How does the meaning of tortilla in Mexican cuisine differ from the meaning in Spanish cuisine?

Acquired Knowledge:

- Students will know that the mild climate of the Mediterranean region is favorable for the growth of a bounty of fruits and vegetables.
- Spanish cuisine is simple and colorful, focusing on the natural flavors of fresh ingredients.
- The cuisine in each of Italy’s three main geographic regions have distinct features. In northern Italy, foods are cooked in butter and homemade, ribbon-shaped pastas are popular. This region is also known for its soups, sausages and risottos. The central region is known for its roasted lamb and cheesecake from Rome and grilled meats and bean dishes from Tuscany. In the south, cooks use olive oil and tubular pastas. This region is the home of rich tomato sauces, stuffed lasagna and pizza.
- Students will know that Greek cuisine has been evolving for centuries. Staples of the Greek diet include lamb, seafood, olives and honey.
- Greek honey is world famous. Honey is the basic sweetener used in the preparation of many Greek desserts, pasties and cakes.
- Students will know that avgolemono, is one of the most popular Greek sauces. It is a mixture of egg yolks and lemon juice. The Greeks use it to flavor soups and stews.
- Stuffed lasagna is one of the most popular dishes at many Italian restaurants in the United States.
- Among the best-known Italian cheeses sold in the United States are Parmesan, mozzarella, Romano, ricotta, provolone and Gorgonzola.

Acquired Skills:

- Identify some of the main differences between the cuisines of northern Italy and southern Italy.
- Describe three ways Italians may serve pasta.
- List the courses that would make up a typical noon meal in Italy. Give an example of a food that might be served for each course.
- Name three dishes invading groups of people contributed to Greek cuisine and two foods that are native to Greece.
- Name four foods that are common in the Greek diet considering the geography of Greece.
- Prepare foods that are typical of Spanish, Italian and Greek cuisines.
- Match terms and descriptions related to the culture and cuisine of Spain, Italy and Greece.
Benchmark or Major Assessments (Quizzes, Tests, Projects, Performance Tasks):

- Guest speaker: A Spanish teacher will come to class to talk about Spanish customs.
- Have students head a sheet of paper and write their answers as the teacher reads the statement “Name two Spanish dishes that fall under each of the following categories: tapas, soups, main dishes, accompaniments and desserts.”
- Use the Greek recipe website to find five recipes for lamb dishes. Have students identify common ingredients used in the recipes.
- Use pictures, drawings or cutouts to illustrate some of the foods that are typical of Spanish, Italian and Greek cuisines. Such foods might include tomatoes, green peppers, eggplant, seafood, garlic and olive oil. Label each of the illustrated foods.
- Complete a chart describing, the climate, geography and cuisine of Spain, Italy and Greece.
- Complete chapter test (T/F, matching, multiple choice, essay questions).

Instructional Materials/Strategies:

- Text: Guide to Good Food (Goodheart-Wilcox Co, Inc., 2012)
- Mediterranean Food Websites:
  - The Mediterranean cuisine beginner’s guide to cooking and eating, www.mediterraneanbook.com/
  - Mediterranean Cooking Recipes, www.mediterraneancookingrecipes.com
  - www.g-wlearning.com
- At the website, review key terms for this chapter with crossword puzzles, matching exercises and e-flash cards. Apply facts from the chapter to complete the activities.

Instructional Strategies:

- Ask students what Spanish, Italian and Greek dishes they have tried. Use this indication of students’ familiarity with Mediterranean cuisine to emphasize new information as you cover the chapter.
- Discuss with students how the peoples of neighboring countries influenced the development of Greek civilization and vice versa.
- Have students brainstorm a list of accomplishments of the Greeks that benefited Western civilization.

Accommodations and Extensions (Special Education, ELL, Gifted Learners):

- Allow time for reflection
- Give simple directions and read them over with students
- Give students extra time to both answer and ask questions
- Make verbal instructions clear, short and to the point
• Encourage students to test their ideas
• Use concrete examples to introduce concepts
• Use repetition and drills spread over time

List of Applicable NJCCS/CPIs:

9.4.12.A.(1).1,2,4

Suggested Learning Experiences:

• Have each student prepare a map of one of the Mediterranean countries discussed in this chapter. Have students identify major trade centers in the countries. Have them draw and label important geographical features. Then have them indicate where the agricultural products are produced. Ask students to submit their maps with written reports discussing the relationships among the geographical features, agricultural products and the staple ingredients in the cuisines of the countries.
• Have students trace a map of Italy and outline the locations of Italy’s northern, central and southern regions. In the margins, have students list three characteristics that make each of the regions unique.
• Working in groups, have students organize a spaghetti dinner for the community. Students should choose Italian music and decorations to coordinate with the theme of the menu.
• Discuss with students how the peoples of neighboring countries influenced the development of Greek civilization and vice versa.
• Working in groups, prepare a variety of Spanish recipes - examples: empanadillas (turnovers), ensalada Catalana (Catalan salad), flan (caramel custard)
• Italian Recipes: minestrone (vegetable soup), panne (Italian bread), etc.
• Greek Recipes: soupa avgolemono (egg-lemon soup), salata horiatiki (rural salad), kourambiedes (walnut cookies)
Unit 8 - Chapter 32: Middle East and Africa

Why Is This Unit Important?

The Middle East and Africa cover a large area. These regions are home to people of several races and many nationalities. They speak a number of major languages and hundreds of dialects. The climate limits the types of foods that are available in each of the countries in this area. Strict religious doctrines also restrict the foods that many Middle Eastern and African people can eat. These factors have caused a number of distinct cuisines to emerge in these regions. Cooking styles vary; however, there are some similarities in foods from this part of the world. The cuisines of these regions are nutritious. Cooks in the Middle East and Africa use only limited amounts of meat.

Enduring Understandings:

- The climate throughout much of the Middle East and Africa is hot and dry. Irrigation is essential for growing crops in many Middle Eastern and African countries.
- Religion is an important part of the culture in this part of the world. Religious laws, as well as the climate, have an impact on the foods of this region.
- Unique dishes are found in each Middle Eastern country. Lamb is the staple meat of this region and bulgur and rice are often served as side dishes.
- The Islamic religion influences food habits throughout much of Africa. European countries that colonized various parts of Africa also left their mark on the cuisine.
- Each African country has unique dishes; some foods are common all over the continent. Such foods include a variety of fruits and vegetables and several breads and pastries.
- One of the oldest countries in Africa is Ethiopia, which is located in the East. Christianity is the predominant religion in Ethiopia. Therefore, Ethiopian cuisine is not bound by the many religious dietary restrictions found in neighboring Muslim countries.

Essential Questions:

1. What contributions to Middle Eastern cuisine were made by the Persians?
2. Why is Israel’s cuisine so varied?
3. How are African meals typically served?
4. How do Muslims observe the Fast of Ramadan?
5. What is injera? How is it served and eaten?
6. On what do Africans often sit during meals?
7. What is the main beverage for people throughout the Middle East?
8. How is yogurt eaten throughout the Middle East?
Acquired Knowledge:

- Students will know that basic to Middle Eastern cooking are five ingredients: garlic, lemon, green pepper, eggplant and tomato.
- Students will know that the exact boundaries of the Middle East are sometimes disputed. However, the countries of Iran, Iraq, Syria, Lebanon, Jordan, Egypt and Saudi Arabia form its center.
- The Koran is a book of sacred writings in the Islamic religion. It specifies foods Muslims should and should not eat. It forbids the eating of animals that have died from disease, strangulation or beating.
- No Arab meal is complete without mazza (appetizers).
- Snacking is popular in Turkey. Nuts, pumpkin seeds and toasted chickpeas are favorite snack foods.
- Many people do not regard Turkey as part of the Middle East. However, it lies next to three Middle Eastern countries. Therefore, the influence of Turkish cuisine is found throughout this region.
- For centuries, rice has been the staple food of the Iranians. They serve many kinds of rice dishes. All these dishes belong to one or two groups: chelo or polo.

Acquired Skills:

- On a map locate the seven bodies of water that border the core nations of the Middle East.
- Analyze how climate, geography and culture have influenced Middle East and African cultures.
- Differentiate between the food customs of the Middle East and Africa.
- Discuss how geography, climate and culture have influenced these customs.
- Compare/contrast the Middle Eastern coffee preparation methods with the United States coffee preparation methods.
- Prepare foods that are native to the Middle East and Africa.
- Explain the symbolism of five foods eaten as part of the Seder shared by Jewish families during Passover.
- Match terms and definitions associated with Jewish dietary laws.

Benchmark or Major Assessments (Assignments, Quizzes, Tests, Projects, Performance Tasks):

- Work in a small group to trace the origins of some specific food customs of one African country. Use visual aids to put together a presentation about the ingredients, cooking methods, eating habits, meal patterns in your chosen country. Each member of the team should be responsible for a different part of the presentation. Following the group presentations, each group should prepare a dish typical of their country to contribute as part of the African banquet.
- Have students locate the countries that make up the core of the Middle East on a world map. Have them identify major geographical features.
• Complete chapter test (T/F, matching, multiple choice, essay questions).
• Have student use the internet and cookbooks to find recipes that are made with bulgur.

Instructional Materials/Strategies:

• Text: Guide to Good Food (Goodheart/Wilcox, Inc.-2012)
• Middle East/African food websites:
  - www.Recipeland.com/recipes/for/Africa-Middle-East_604
  - www.recipes.sparkpeople.com/cookbooks.asp?cookbook
  - www.g-wlearning.com
• At the website, review key terms for this chapter with crossword puzzles, matching exercises and e-flash cards. Apply facts from the chapter to complete the exercises.

Instructional Strategies:

• Discuss with students the colonization of Africa by Europeans and how this European influence has affected the culture and cuisine of Africa.
• Show students a video about the culture of Africa or an African country. Ask them to pay particular attention to the foods and food customs mentioned in the video.
• Have each student research the food customs of one Middle Eastern country and write a menu for a meal typical of that country.
• Discuss with students why some type of grain product is a staple of every cuisine, regardless of climate, geography and culture.

Accommodations and Extensions (Special Education, ELL, Gifted Learners):

• Allow time for reflection
• Give simple directions and read them over with students
• Give students extra time to both answer and ask questions
• Make verbal instructions clear, short and to the point
• Encourage students to test their ideas
• Use concrete examples to introduce concepts
• Use repetition and drill spread over time

List of Applicable NJCCS/CPIs:

9.4.12.A.(1).1,2,4

Suggested Learning Experiences:

• Chapter 32 of text: Read about Responsibility (Career Success). In a small group, answer the questions about the need and use of this quality.
• Working in small groups prepare a variety of Middle Eastern and African recipes:
  - Middle Eastern Recipes: pilav (seasoned rice), pita bread (pocket bread), baklava (layered pastry with walnuts and honey syrup), challah (braided egg bread), gezer hai (carrot and orange salad)
  - African Recipes: salatat fiji wa latsheen (orange and radish salad), melkertert (milk pie-south africa)
• Complete chapter review questions.
Why Is This Unit Important?

Asia is the largest continent in the world. It covers nearly a third of the earth’s total land surface. Asia is also the home of over three-fifths of the world’s people. Russia, India, China and Japan dominate Asia in area and population.

Russian cuisine is, for the most part, hearty and filling. The Russian cuisine of today combines native Russian foods with foods of neighboring European and Asian countries.

Indian cuisine gets a high rating on the nutrition scale. Many Indian dishes are vegetarian.

China has a population larger then any other nation. Besides nourishing the body, Chinese cuisine delights the senses.

Japan is a nation of islands. Three-fourths of Japan’s total land area is mountainous or hilly. An important element of Japanese cuisine is subtlety of taste. Cooks achieve this subtlety through the careful selection of ingredients and cooking methods. Another important element is aesthetic appearance. Japanese cooks place great emphasis on the color, shape and arrangement of food on a serving dish.

Enduring Understandings:

- Russia, India, China and Japan have cuisines that differ greatly from the cuisine of the United States.
- Russian cuisine was influenced by the Slavs and Mongols. Bread, kasha and soup remain basic components of the Russian diet.
- Religious dietary restrictions play a major role in the cuisine of India. Four basic cooking techniques are used to prepare Indian cuisine: tandoori, korma, vindaloo and chasnidarth.
- Chinese foods contain some unique ingredients. A few special utensils, including a wok, are helpful for preparing Chinese foods.
- Four ingredients are basic to Japanese cuisine: rice, fish, seaweed and soybeans. Many Japanese foods feature vegetables with smaller amounts of meat, poultry or fish.

Essential Questions:

1. What are four contributions the Mongols made to Russian cuisine?
2. In general, how does the cuisine of northern India differ from the cuisine of southern India?
3. What is China’s chief agricultural product?
4. What is the most versatile of all Chinese cooking utensils?
5. Why have the Japanese traditionally raised little livestock?
6. What is a popular Japanese dish made of thinly sliced vegetables, meat and bean curd cooked in sauce?
7. What is a staple food in Russian cuisine that is made from grain and fired, then simmered until tender?

Acquired Knowledge:

- Students will know that Russia, India, China and Japan all have very different sets of influences on their cuisines.
- The countries of Asia each developed distinct foods, meal patterns and eating customs.
- Two of Russia’s winter festivals involve some special food traditions. Most Russian people consider New Year to be the best holiday.
- Russian blinis are pancakes made from buckwheat flour. Russians fry them in butter and serve them with butter, sour cream, caviar, smoked fish or jam. Their round shape symbolizes the sun and the coming of spring.
- Over 70 percent of India’s people are farmers. Rice is India’s major crop. Other important crops are chickpeas, beans, peas, sugarcane and tea.
- Religion has been a major influence on the development of Indian cuisine. Most Indian people are either Hindu or Muslim.
- China’s chief agricultural product is rice. Other important products include wheat, corn, millet, sorghum, oats, rye, soybeans, tea and sugarcane.
- Stir-frying is the most common Chinese cooking method. Meat, poultry, fish and vegetables can be stir-fried.
- Rice is so important to the Japanese diet that the Japanese word for meal is gohan, which means rice.
- The Chinese introduced the soybean to the Japanese.
- The Japanese do not use napkins. Instead, small, soft towels called oshibori are brought to the table at the beginning and end of meals.
- Japan is a little smaller than the state of Montana, yet Japan’s population equals nearly half of the United States.

Acquired Skills:

- Compare/contrast Indian and Chinese cooking techniques.
- Locate the Indus, Ganges and Brahmaputra rivers on a map of India.
- Identify basic ingredients used in Chinese cooking.
- List the main cooking ingredients used by cooks in the United States.
- Compare a Japanese evening meal with the evening meal in the United States.
- Name and describe two Russian desserts.
- In general, describe how the cuisine of northern India differs from the cuisine of southern India.
- Describe two Japanese eating customs.
• Name and describe three food products made from soybeans in Japan.

**Benchmark or Major Assessments (Assignments, Quizzes, Tests, Projects, Performance Tasks):**

• Divide the class into four teams. Each team will research trade between the United States and one of the countries discussed in the chapter (Japan, India, China, Russia). Identify top products exported to and imported from the country. Find out dollar values of imports and exports for the five most recent years for which data is available. Note the trade deficit or surplus each year.
• Prepare a poster or multimedia presentation to share your team’s findings with the class.
• Haiku is a form of unrhymed Japanese poetry. In simplified terms, haiku is made up of three lines. The first line has five syllables, the second line has seven and the third line has five. Write a haiku about a Japanese food. Then write a haiku about a popular food in the United States. Display your haikus on a class bulletin board titled ‘A Taste of Poetry’.
• Work as part of a team to research the traditional Japanese tea ceremony. Pool your ideas to prepare a demonstration for the class. Each member of the team should plan to be responsible for demonstrate a different aspect of the ceremony.
• Complete chapter test (T/F, multiple choice, matching, essay questions).

**Instructional Materials/Strategies:**

• Text: Guide to Good Food: (Goodheart-Wilcox Co., Inc. 2012), [www.gwlearning.com](http://www.gwlearning.com)
• At the website, review key terms for this chapter with crossword puzzles, matching exercises and e-flash cards. Apply facts from the chapter to complete the activities.
• Asian Recipe websites:
  - [www.allrecipes.com/recipes/world-cuisine/asia](http://www.allrecipes.com/recipes/world-cuisine/asia)
  - [www.food.com/recipes/asian](http://www.food.com/recipes/asian)
  - [www.asiaonlinerecipes.com](http://www.asiaonlinerecipes.com)

**Instructional Strategies:**

• Discuss with the class the land scarcity and farming difficulties found in Japan.
• Have students use resource materials available on the internet to research the food habits of the czars.
• Demonstrate for students how chicken Kiev is prepared (bone chicken breasts as part of the demonstration).
• Provide students with a list of words to complete statements about the culture and cuisine of Russia, Japan, India and China.
• Have students investigate food shortages in India. Ask them to write a report summarizing what they learned about efforts to alleviate shortages and prevent shortages in the future.
• Have each student research one of the Chinese dynasties and present his or her findings in a brief oral report to the class.

Accommodations and Extensions (Special Education, ELL, Gifted Learners):

• Allow time for reflection
• Give simple directions and read them over with the students
• Give students extra time to both answer and ask questions
• Make verbal instructions clear, short and to the point
• Encourage students to test their ideas
• Use concrete examples to introduce concepts
• Use repetition and drills spread over time

List of Applicable NJCCS and Standards/CPIs:

9.4.12.A.(1).1,2,4

Suggested Learning Experiences and Instructional Activities:

• Have each student choose one region of Russia that interests him or her and write a menu featuring specialties of that region.
• Have students plan a typical Chinese dinner.
• Use recipes to prepare foods that are native to Russia, India, China and Japan
  • Indian: samosas (savory stuffed pastries), raita (yogurt with vegetables), chapatis (unleavened bread), pongal rice (rice pudding)
  • China: tan-hau-t’ang (egg drop soup), pai-fan (steamed rice), hsing-jen-ping (almond cookies)
  • Japan: namasu (vegetables in a vinegar dressing) snow peas, sumashi wan (clear broth with tofu and shrimp)
  • Russia: chernyi hleb (black bread), cranberry kisel
Why Is This Unit Important?

Food customs of the United States began with Native Americans. The Native Americans were excellent farmers. Although they cultivated many fruits and vegetables, beans, corn and squash supplied the basis of their diets. The Aboriginals and the first explorers laid the foundations of cuisine in the United States and Canada. As immigrants came from many parts of the globe, they added foods and cooking techniques from their homelands. This blend of cultures and traditions has evolved into the cuisines found in the United States. For instance, hearty one-dish meals and foods made with locally-produced maple syrup are popular in New England. German foods of the Pennsylvania Dutch can be found in the mid-Atlantic region. The South is known for fried chicken and buttermilk biscuits. Soul food and Creole cuisine also originated in the South. In the Midwest, where much of the nation’s grain is grown, meat and potatoes are standard fare.

Enduring Understandings:

- During the 1800s, many people came to the United States in search of economic opportunities, land and freedom. The new immigrants brought their native food customs with them to North America.
- The new immigrants adapted their recipes to the foods that were readily available. Italian immigrants made rich pasta sauces. The Chinese used chicken, bamboo shoots and water chestnuts to make their chow mein. The Poles stuffed cabbage leaves with ground beef and tomato sauce to make their traditional cabbage rolls. These citizens of the New World helped create the cuisine eaten in the United States today.
- Immigrants brought their holiday traditions to the United States along with their food customs.
- Some holidays are observed mainly by people of certain cultures.
- The British were the first people to settle in the area now called New England. The character of the people and the land they inhabited shaped the character of New England cooking.
- The food customs of the Pennsylvania Dutch were very different from those of their neighbors. They developed a style of cooking that was rural, hearty and inventive. They based it on cooking techniques practiced in the Old World. Soup was one of the most popular dishes.
- Soul food is a distinct cuisine that developed in the South. Soul food combines the customs of African slaves with the food customs of Native Americans and European sharecroppers.

Essential Questions:

1. How did New Englanders preserve foods for winter?
2. What four groups of people had the most influence on cooking in the Southwest?
3. How did the prospectors make and use sourdough?
4. What regions of the United States have large Amish and Mennonite communities?
5. How does the nutritional value of fresh fruit compare with the nutritional value of fruit jams and jellies?
6. What national holiday in the United States parallels Canada Day?
7. Why have international restaurants, cookbooks and grocery items been increasing in popularity in the United States in recent years?

Acquired Knowledge:

- The bases of U.S. cuisines were created with local ingredients by the first inhabitants.
- Regional cuisines evolved in the United States based partly on foods of the immigrant groups that settled in each area.
- The British and Spanish were the first permanent colonists in the United States.
- Gingerbread figures were brought to the United States by the Dutch settlers. The Dutch also introduced waffles, coleslaw, cottage cheese and griddle cakes.
- Creole cuisine combines the cooking techniques of the French with ingredients of the Africans, Caribbean, Spanish and Native Americans.
- Kansas is the leading producer of wheat in the United States. Iowa is the top producer of soybeans and corn.
- The term barbecue comes from the American Spanish word barbacoa, which is the name of a structure that was used to hold meat over a fire.
- The early Hawaiians had some interesting food customs. Unlike many cultures, in the Hawaiian culture men typically prepared the food.

Acquired Skills:

- List and discuss reasons why Europeans left their home and came to the United States.
- Identify origins of foods of the seven main regions of the United States.
- Explain how geography, climate and culture affected the development of cuisine.
- Prepare foods that are representative of the United States.
- List six agricultural products of the Midwest.
- Identify three groups that influenced Hawaiian cuisine and give an example of a food contributed by each group.

Benchmark or Major Assessments (Assignments, Quizzes, Tests, Projects, Performance Tasks):

- Chapter test (T/F, matching, multiple choice and essay questions)
- Research the first Thanksgiving in the United States. Write a report about the foods that were served. Note how many of these foods are still served today.
• Debate the statement “Mass production, convenience foods and modern transportation have improved the American diet.”
• Compare the costs of wild rice and long grain white rice. Why does wild rice cost more?
• Have each student research a different topic about the history of the luaus or the food, entertainment, or decorations found at luaus.
• Have each student write a report about the annual yield, growing conditions and uses of one type or fruit or vegetable grown in California.

Instructional Materials/Strategies:

• Text: Guide to Good Food (Goodheart-Wilcox Company, Inc., 2012)
• U.S. Food websites:
  • American Regional Cooking: www.whatscookingamerica.net/AmericanRegionalFoods
  • Cooking with Good Morning America: http://www.wchstv.com/gmsrecipes
  • Ethnic Dishes: http://www.cs.cmu.edu/~mjw/recipes/ethnic

Instructional Strategies:

• Have students survey their parents/grandparents to find out how many parents/grandparents moved to this area from another state or country at some point in their lives. Have students ask when and why the moves took place. Students should also ask if parents/grandparents remember any food products available where they last lived that are not available in this area. Invite students to share their findings in class.
• Ask students if they have ever attended a buffet dinner or a potluck. Ask what they do and do not like about these types of meal events.
• Discuss with the class the development of the potluck dinner.
• Have students prepare a Thanksgiving dinner similar to the first one prepared by the early colonists. Discuss with students which foods colonists introduced and which were native.
• Discuss the symbolism of some of the items that appear on a table set for karamu—the Kwanzaa feast held on the next to last night of the weeklong celebration.
• Go around the room and ask students what states they have visited. Place pins on a map to indicate their responses. Ask students what, if any, regional foods they sampled when traveling in different areas.
• At the www.g-wlearning.com website, review key terms for this chapter with crossword puzzles, matching exercises and e-flash cards. Apply facts from the chapter to complete exercises.
Accommodations and Extensions (Special Education, ELL, Gifted Learners):

- Allow time for reflection
- Give simple directions and read them over with students
- Give students extra time to both answer and ask questions
- Make verbal instructions clear, short and to the point
- Encourage students to test their ideas
- Use concrete examples to introduce concepts
- Use repetition and drills spread over time

List of Applicable NJCC Standards/CPIs:

9.4.12.A.(1).1,2,4

Suggested Learning Experiences:

- A journal is more than just a record of events. In a journal you can explore your thoughts and feelings. This can help you learn about yourself and develop your creativity. Imagine you are keeping a journal throughout a journey across the United States. Use the websites indicated to help you answer the following questions as you visit each region. Write each journal entry using complete sentences.
  - Visit [http://www.visitmaine.com](http://www.visitmaine.com) to help you write an entry about attending an event featuring New England seafood. Which one of your family members have most enjoyed sharing this experience with you and why?
  - Visit [http://www.louisianatravel.com](http://www.louisianatravel.com) to help you write an entry about eating in a restaurant featuring Creole cuisine. What was your favorite food? What did it look like? How did it smell and taste?
  - Visit [http://www.gohawaii.com](http://www.gohawaii.com) to help you write an entry about attending a luau. What part of the luau did you think was the most beautiful? Describe the sights and sounds.
  - Prepare a number of American recipes:
    - New England Clam Chowder
    - Boston Baked Beans
    - Brown Bread
    - Thanksgiving Meal (Turkey, stuffing, cranberry sauce, greens, sweet potatoes, rolls, sweet potato pie, gravy, etc.)
    - Muffins (Blueberry, Corn, Bran)
    - Rye Bread
    - Buttermilk Biscuits
    - Deep Dish Apple Pie
    - Sourdough Bread