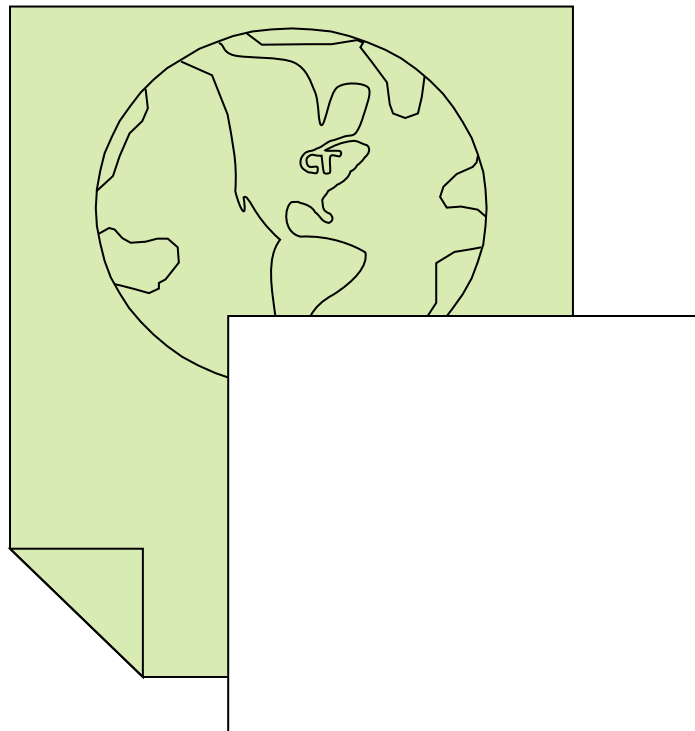


Family and Consumer Sciences
Grades 9-12

GLOBAL AND GOURMET FOODS



The University of the State of New York
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Message to the Teacher

The Global and Gourmet Foods course introduces students to the ways in which the culture and traditions of regions and countries influence food choices. Students will identify and prepare foods from various regions and countries to compare cuisines, ingredients used, and preferred cooking methods. Students will also examine the issues and conditions which affect the availability and quality of food in the global market. Current issues related to global nutrition from production through consumption will be explored. Through this investigation students will understand and appreciate diverse cultures. Students will have the opportunity to examine the wide variety of career paths in the global and gourmet foods fields and identify the knowledge and skills necessary for success within these fields.

This course invites all students to apply the

Curriculum Overview ² Global and Gourmet Foods

1.

4. How does the Global and Gourmet Foods curriculum relate to the Learning Standards?

This course is a vehicle through which the commencement level New York State Learning Standards for Family and Consumer Sciences (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) can be attained. It addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies (Career Development, Integrated Learning, and Universal Foundation Skills).

Standards delivered in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, Languages Other Than English and the Arts are supported by the Global and Gourmet Foods course as it provides real-world opportunities to apply the key ideas and skills taught in those disciplines.

Global and Gourmet Foods content topics align with the National Standards for Family and Consumer Sciences.

5. Why is it important for students to enroll in Global and Gourmet Foods?

All students are members of current and future families. Understanding the dynamics of relationships is a key to a successful future in home, school, community, and workplace settings. Employers stress the importance of employees demonstrating personal and interpersonal skills in the workplace.

The Food and Nutrition field is an important component of the economy of New York State and provides

Course: Global and Gourmet Foods

Content Topics:

- A. Regional Cuisine of the United States (RC)**
 - 1. The Origin of Regional Food Traditions**
 - 2. Regional Food Preparation**

- B. International Cuisine (IC)**
 - 1. The Cuisine of Canada**
 - 2. The Cuisine of Mexico, Central and South America**
 - 3. The Cuisine of Europe**
 - 4. The Cuisine of Asia**
 - 5. The Cuisine of Africa**

- C. Advanced Culinary Techniques (ACT)**
 - 1. Flavor Profiling and Food Pairing**
 - 2. Seasonings and Flavorings**
 - 3. Gourmet Food Preparation**
 - 4. Food Styling, Plating and Garnishing**
 - 5. Current Culinary Trends**

- D. Current Issues Related to Food in a Global Society (CI)**
 - 1. The World Food Supply**
 - 2. Sustainable Food Systems**
 - 3. The Global Food Trade**
 - 4. Global Food Health Concerns**

A. Regional Cuisine of the United States (RC) *What are the food traditions of the seven regions of the United States and how can I demonstrate the ability to select, prepare, and serve regional foods?*

Standards Connections

Regional Cuisine of the United States supports the NYS Family and Consumer Sciences Learning Standards 1 ±Personal Health and Fitness and 3 ±Resource Management; and NYS Career Development and Occupational Studies Standard 3a ±Universal Foundation Skills

Rationale

The purpose of this content topic is to study the seven regions of the United States and allow students to explore how the culture and traditions of these regions relate to their food choices. Students will identify and prepare foods from these regions. These opportunities will allow students to gain experience tasting, and comparing foods and the ingredients used, in different regions and how the preferred cooking methods may differ. Through this investigation students will understand and appreciate diverse cultures. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of regional cuisines.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money to make effective decisions in order to balance their obligations to work, family, and self. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources

Performance Objectives and Supporting Competencies for Regional Cuisine of the United States

Regional Cuisine of the United States Performance Objective 1

RC.1 Investigate the seven regions of the United States and the origins of their food traditions

- RC.1.1. Identify the seven regions of the United States - New England, Mid-Atlantic, South, Midwest, West and Southwest, Pacific Coast, Hawaiian Islands.
- RC.1.2. Explore factors that have influenced the development of the food traditions of each region
- RC.1.3. Analyze the nutritional value of the foods of each region

Regional Cuisine of the United States Performance Objective 2

RC.2 Demonstrate the ability to select, prepare, and serve foods from the seven regions of the United States

- RC.2.1. Identify specific foods from each of the seven regions
- RC.2.2. Prepare foods from each of the seven regions
- RC.2.3. Practice acceptable food preparation skills and techniques
- RC.2.4. Compare and contrast the foods and ingredients used in each of the seven regions

- IC.2.4. Recognize commonly used ingredients within the country including but not limited to flavoring and seasonings
- IC.2.5. Practice recommended safety and sanitation practices and procedures in the preparation of the foods from the country
- IC.2.6. Apply the principles of nutrition to the food products selected for preparation

C. Advanced Culinary Techniques (ACT) *How can I demonstrate the ability to use advanced culinary techniques in the selection, preparation, and service of food?*

Standards Connections

Advanced Culinary Techniques supports the NYS Family and Consumer Sciences Learning Standard 2

±

D. Current Issues Related to Food in a Global Society (CI) *What factors affect the availability and quality of food around the world?*

Standards Connections

Current Issues Related to Food in a Global Society supports the NYS Family and Consumer Sciences Learning Standards 1 ±

Performance Objectives and Supporting Competencies for The Future of Food in a Global Society

The Future of Food in a Global Society Performance Objective 1

FF.1 Explore technological advances that affect the global food supply

- FF.1.1. Examine the uses of biotechnology as they relate to the food supply
- FF.1.2. Examine the uses of genetic engineering as they relate to the food supply
- FF.1.3. Examine the process of developing new products to improve the food supply
- FF.1.4. Examine the process of developing new food sources to improve the food supply

F. Career Pathways in Gourmet or Global Foods (CP) *How will I find out what careers are available in the gourmet or global foods field and evaluate my interest and proficiency for success in these career fields?*

Standards Connections

Career Pathways in Gourmet and Global Foods supports the NYS Family and Consumer Sciences Learning Standard 3 ±Resource Management; and NYS Career Development and Occupational Studies Standards 1 ±Career Development, 2 ±Integrated Learning and 3a ±Universal Foundation Skills

Rationale

The purpose of this content topic is for students to take an in-depth look at the wide range of careers in the gourmet or global foods fields. Students will integrate the knowledge, skills, and practices required for careers in gourmet or global foods and evaluate personal suitability for these careers. Based on current global and technological trends students will also attempt to predict possible future careers in the gourmet or global foods fields. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the exploration of career pathways in gourmet or global foods.

Key Ideas

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money to make effective decisions in order to balance their obligations to work, family, and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills

Performance Objectives and Supporting Competencies for Career Pathways in Gourmet or Global Foods

Career Pathways in Gourmet and Global Foods Performance Objective 1

CP.1 Analyze career paths within the gourmet or

TITLE :

GOAL :

STRATEGY :

ASSESSMENT (Attach rubric) _____:

Appendix B

GLOBAL AND GOURMET FOODS PERFORMANCE OBJECTIVES AND SUPPORTING COMPETENCIES

A. Regional Cuisine of the United States (RC)

RC.1 Investigate the seven regions of the United States and the origins of their food traditions

- RC.1.1. Identify the seven regions of the United States - New England, Mid-Atlantic, South, Midwest, West and Southwest, Pacific Coast, Hawaiian Islands.
- RC.1.2. Explore factors that have influenced the development of the food traditions of each region
- RC.1.3. Analyze the nutritional value of the foods of each region

RC.2 Demonstrate the ability to select, prepare, and serve foods from the seven regions of the United States

- RC.2.1. Identify specific foods from each of the seven regions
- RC.2.2. Prepare foods from each of the seven regions
- RC.2.3. Practice acceptable food preparation skills and techniques
- RC.2.4. Compare and contrast the foods and ingredients used in each of the seven regions

B. International Cuisine (IC)

IC.1 Investigate different areas from around the world and how their cultures and traditions have affected their food choices

- IC.1.1. Explore how the culture of the country influences the food choices, eating habits, and etiquette
- IC.1.2. Assess how the traditions of the country affect food choices
- IC.1.3. Explore the nutritional guidelines of the country
- IC.1.4. Compare and contrast the nutritional and dietary guidelines of the country with the nutritional and dietary guidelines of the United States

IC.2 Demonstrate the ability to select, prepare, and serve foods from various countries throughout the world

- IC.2.1. Identify specific foods from the country that is being studied
- IC.2.2. Prepare foods from the country that is being studied
- IC.2.3. Demonstrate the skills and techniques commonly used in the food preparation of the country
- IC.2.4. Recognize commonly used ingredients within the country including but not limited to flavoring and seasonings
- IC.2.5. Practice recommended safety and sanitation practices and procedures in the preparation of the foods from the country
- IC.2.6. Apply the principles of nutrition to the food products selected for preparation

C. Advanced Culinary Techniques (ACT)

ACT.1 Select and combine foods for maximum nutritional value, quality, and palatability

ACT.1.1.

C4.1

CP.4 Based on current global and technological trends students will attempt to predict possible future careers in the gourmet and global foods fields

CP.4.1. Investigate research methods for predicting future careers in the gourmet or global foods fields

CP.4.2. Conduct research to predict future careers in the gourmet or global foods fields

CP.4.3.