



**Shamokin Secondary  
Course Overview**



**Course:** International Cooking

**Teacher:** Certified Family and Consumer Sciences Teacher

**Course Introduction:**

International Cooking is a course designed to introduce students to different cultures and cuisines from around the world. Over the course, students will study different countries and their geography, culture, customs, food traditions, and history. All of the information learned will be meant to present students with awareness and appreciation of different cultures, while allowing them to practice basic cooking skills.

**Course Text or Student Materials:**

- World Map
- International Cooking Binder
- Recipes and Ingredients for each Unit
- Teacher-created Notes and Worksheets for each Unit
- Kitchen Cooking and Cleaning Supplies
- School-provided Laptops for internet access
- Country Worksheets & Recipes

**Units of Study:**

**Culture**

- Government & International Relations
- Resources & Economics
- Religion & Spiritual Beliefs
- Education & Technology
- Family Life, Community, & Society
- Practical & Fine Arts

**Student Objectives:**

The student will be able to:

- Discuss aspects of culture
- Compare and contrast different cultural values to their own

**Standards/Anchors:**

- 6.2.1** Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
- 6.2.2** Analyze the effects of social and cultural diversity on individuals and families.
- 6.2.5** Analyze the effects of globalization and increasing diversity on individuals, families, and society.
- 14.1.2:** Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
- 14.1.3:** Analyze the governmental, economic, and technological influences on food choices and practices.

**14.1.4:** Analyze the effects of global and local events and conditions on food choices and practices.

**Units of Study:**

**Country Study**

- Characteristics of a country (ex. history, attractions, spoken languages, climate, etc.)
- Geographical Influences on Cuisine
- Cultural Specific Cooking Equipment & Techniques
- Foods, Cooking Styles & Influences
- Parts of a Meal
- Traditional Recipes & Preparation

**Student Objectives:**

The student will be able to:

- Describe the location, culture, and characteristics of a chosen country and discuss how these have an influence on food choices
- Recognize how food preparation techniques and methods differ from country to country
- Research the foods, cooking styles, and the influences on cuisine in a chosen country
- Describe basic ingredients in traditional recipes
- Differentiate between the different parts of a meal - Appetizer, Side Dish, Main Entree, Beverage, and Dessert
- Design and create menus from different recipes
- Prepare foods from a variety of cultures
- Practice basic kitchen safety, sanitation, and cooking skills

**Standards/Anchors:**

**8.1.9 D:** Analyze and interpret historical research

- Facts, folklore, and fiction

**8.5.1:** Demonstrate professional skills in safe handling of knives, tools, and equipment.

**8.5.2:** Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

**11.3.9 F:** Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).

**11.3.12 F:** Evaluate the application of nutrition and meal planning and principles in the selection, planning, preparation and serving of meals that meets the specific nutritional needs of individuals across their lifespan.

**14.1.2:** Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices

		<p><b>14.1.3:</b> Investigate the governmental, economic, and technological influences on food choices and practices</p> <p><b>14.1.4:</b> Analyze the effects of global and local events and conditions on food choices and practices</p> <p><b>14.3.3:</b> Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product</p> <p><b>14.4.1:</b> Analyze conditions and practices that promote safe food handling.</p>
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<p><b>Units of Study:</b></p> <p><b>Herbs &amp; Spices</b></p> <ul style="list-style-type: none"> <li>● Definitions</li> <li>● Origins</li> <li>● Blends &amp; Mixtures</li> <li>● Presence in Traditional Recipes</li> </ul>	<p><b>Student Objectives:</b></p> <p>The student will be able to:</p> <ul style="list-style-type: none"> <li>● Differentiate between herbs, spices, and seasonings</li> <li>● Identify the origin of herbs &amp; spices</li> <li>● Explore the passage of herbs &amp; spices throughout history</li> <li>● Analyze different tastes, aroma, textures, and uses of herbs &amp; spices in historical and modern day cuisine</li> </ul>	<p><b>Standards/Anchors:</b></p> <p><b>14.1.2:</b> Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices</p> <p><b>14.1.4:</b> Analyze the effects of global and local events and conditions on food choices and practices</p> <p><b>14.3.3:</b> Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product</p>
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<p><b>Units of Study:</b></p> <p><b>Holiday Foods &amp; Cultural Traditions</b></p> <ul style="list-style-type: none"> <li>● Cultural &amp; Family Celebrations</li> </ul>	<p><b>Student Objectives:</b></p> <p>The student will be able to:</p>	<p><b>Standards/Anchors:</b></p> <p><b>8.5.1:</b> Demonstrate professional skills in safe handling of knives, tools, and equipment.</p>
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	<ul style="list-style-type: none"> <li>• Compare and contrast their own holiday traditions with those of other cultures and families</li> <li>• Discuss popular cultural celebrations from around the world (ex. Day of the Dead, Chinese New Year, etc.)</li> <li>• Create common holiday recipes and replicate their celebrations</li> </ul>	<p><b>8.5.2:</b> Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> <p><b>14.1.2:</b> Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices</p> <p><b>14.1.4:</b> Analyze the effects of global and local events and conditions on food choices and practices</p> <p><b>14.3.3:</b> Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product</p>
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<p><b>Units of Study:</b></p> <p><b>International Buffet</b></p> <ul style="list-style-type: none"> <li>• Final Project/Assessment</li> </ul>	<p><b>Student Objectives:</b></p> <p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Design a menu that includes dishes representing at least 4 different countries</li> <li>• Demonstrate knowledge of information learned throughout international cooking course (cooking techniques &amp; equipment, influences of foods, addition of herbs &amp; spices, etc.)</li> </ul>	<p><b>Standards/Anchors:</b></p> <p><b>8.5.1:</b> Demonstrate professional skills in safe handling of knives, tools, and equipment.</p> <p><b>8.5.2:</b> Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> <p><b>11.3.9 F:</b> Hypothesize the effectiveness of the use of meal management principles (e.g., time</p>
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		<p>management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p><b>11.3.12 F:</b> Evaluate the application of nutrition and meal planning and principles in the selection, planning, preparation and serving of meals that meets the specific nutritional needs of individuals across their lifespan.</p>
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**Instructional Plan:**

A typical class will begin with the completion of the Bell Ringer, and then a review of the classwork that was covered in previous class periods. The majority of each class period will be devoted to either lecture, group or independent work, and/or laboratory and computer activities. The instructor will be utilizing a variety of instructional resources to reinforce and differentiate the instruction for the varying levels of students in the class.

Students will be guided through problem-solving and adaptive strategies for each unit, and will then spend the majority of the unit working in small groups on various research activities and cooking labs.

Students will be assessed regularly through quizzes and exams. In addition, students will be assessed through regular, in-formal observation by the classroom teacher based on their ability to both participate in a group setting and to practice basic cooking and sanitation strategies. A comprehensive project/lab will be administered upon completion of the course.

**Student Assistance:**

Teacher will be available for additional tutoring or instruction before/and or after school, as well as during class time and study hall. Students may utilize teacher websites as well as Google Classroom for accessing resources. In addition, supplemental reinforcement exercises may be assigned at the discretion of the instructor.

<p><b>Assessments and Evaluation:</b></p> <p>Formal and Informal Assessments:</p> <ul style="list-style-type: none"> <li>● Cooking Lab Activities</li> <li>● Group Participation</li> <li>● Quizzes</li> <li>● Unit Tests</li> <li>● Unit Notes</li> <li>● Class Discussions</li> <li>● Unit Projects</li> <li>● Computer activities</li> <li>● Checking for understanding</li> </ul>	<p><b>Grading:</b></p> <p>Numerical percentages will be calculated by using a point system.</p> <p>Progress reports will be issued twice each marking period.</p> <p>Report cards will be issued quarterly.</p>	<p><b>Homework/Procedures:</b></p> <p>Homework will be assigned on an as needed basis.</p> <p>Students will be able to seek help either before or after school if necessary to complete the homework.</p>
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**Student and Parent Communication:**

A course syllabus will be reviewed at the beginning of the course. Teachers will make a minimum of three parent communications each week. Grades will be issued every three weeks via progress reports, and quarterly via report cards.

Student Expectations and Classroom Rules of Conduct

Students will appropriately participate and follow all policies as outlined in the Shamokin Student Handbook, which contains procedures regarding absences, classroom behavior, make-up of work, academic integrity and all other student conduct guidelines.