

COMMUNITY UNIT SCHOOL DISTRICT 200

International Cuisine High School – One Semester Level - Intermediate

1. Subject Expectation (State Goal 22) The student will understand principles of health promotion and the prevention and treatment of illness and injury.

**Essential Learning 1 (Learning Standard B) Define and explain the factors that influence health among us
Use acceptable sanitary standards for handling food products and equipment**

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| Critical Content | 22.B.5 | a. explain how public health policies, law and the media function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations) |
| | * | b. implement standards of FATTOM (food, acid, time, temperature, oxygen and moisture) in prevention of food poisoning |
| | 22.A.5a | c. demonstrate and maintain standards of personal grooming and hygiene |
| | 22.A.5b* | d. differentiate between food spoilage and food poisoning e. identify illnesses resulting from unsanitary food practices f. demonstrate sanitation procedures for a clean and safe environment |
| | 22.A.4b* | g. analyze factors that affect food safety, from production through consumption |

Essential Learning 2* Use acceptable safety procedures for equipment applications and procedures

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| Critical Content | 22.A.3c | a. recognize and apply safety procedures to avoid safety hazards in a kitchen setting |
| | 22.A.4c | b. demonstrate selecting, using, and maintaining food production equipment c. demonstrate good work habits by performing tasks and responsibilities efficiently |

2. Subject Expectation The student will understand and demonstrate nutrition and wellness practices that enhance individual and family well-being.

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| Essential Learning 1* | Understand the <i>Food Guide Pyramid</i> and the nutrients upon which this system is based |
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| Critical Content | 23.A.4 | a. integrate knowledge, skills, and practices required for the use of seasonings in food preparation |
| | * | b. use nutritional information in preparing and serving food |
| | | <ul style="list-style-type: none"> • regional United States foods • Latin American foods • European foods • Mediterranean foods • Middle Eastern and African foods • Asian foods |

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| Essential Learning 2* | Understand the principles of <i>The Dietary Guidelines for Americans</i> |
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| Critical Content | * | a. analyze diets based on special needs |
| | * | b. explore international food choices and the effect on health and well-being of individuals |
| | 22.B.4 | c. analyze factors that influence planning and designing of international menus |
| | | d. use nutritional information in preparing and serving food |
| | 22.B.4 | e. identify the cultural, economic and social influences related to food |

3. Subject Expectation The student will demonstrate principles of cooking.

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| Essential Learning 1* | Understand menu and culinary terminology |
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| Critical Content | 1.B.4c* | a. use information to form, explain, and support questions |
| | * | b. recognize words and determine word meanings efficiently |
| | * | c. apply appropriate techniques for a variety of food production processes |
| | * | d. explain terminology used to describe the physical properties desired in end-products |
| | * | e. design menu illustrating regional and international cuisine |

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| Essential Learning 2* | Demonstrate equipment needed for efficient, safe, and economical food production |
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| Critical Content | 22.A.3c | a. demonstrate safety procedures and requirements for using and maintaining food production tools |
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- b. identify and use the appropriate utensil or equipment for required task

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| Essential Learning 3* | Apply knowledge and skills necessary to produce basic recipes |
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| Critical Content | 1.C.4c * | <ul style="list-style-type: none"> a. comprehend written directions regarding tasks and processes b. learn specific nutritional, storing, and purchasing facts associated with international recipes c. understand food safety and sanitation requirements d. demonstrate planning menu items based on standardized recipes |
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4. Subject Expectation (State Goal 6) **The student will demonstrate and apply a knowledge and sense of numbers, including numeration and operations, (addition, subtraction, multiplication, division), patterns, ratios, and proportions.**

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| Essential Learning 1 (Learning Standard D) | Solve problems using comparison of quantities and ratios |
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| Critical Content | 6.D.4 | <ul style="list-style-type: none"> a. solve problems involving recipes or mixtures, financial calculations and geometric similarity using ratios, proportions and percents |
| | 7.A.3a | <ul style="list-style-type: none"> • make and use measurements in both tradition and metric units to measure volumes, weights, temperatures and times • understand differences of volume <ul style="list-style-type: none"> - US standard measuring devices standards of measurement accuracy |
| | 7.A.3a | <ul style="list-style-type: none"> b. demonstrate the ability to select an appropriate measuring device and unit to perform a task |
| | 7.B.3c | <ul style="list-style-type: none"> c. compute and justify the reasonableness of results d. use math vocabulary to communicate understanding |

5. Subject Expectation **The student will demonstrate skills necessary for successful teamwork experience**

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| Essential Learning 1* | Demonstrate the relationship of individual tasks to overall work flow and food production |
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| Critical Content | 21.A.3a * | <ul style="list-style-type: none"> a. demonstrate appropriate interpersonal skills during food labs b. demonstrate a work environment that provides safety and security |
| | 21.A.5 | <ul style="list-style-type: none"> c. demonstrate teamwork and leadership skills |
| | 21.B.5 | <ul style="list-style-type: none"> d. evaluate time and sequential skills necessary to both plan and complete lab experience |
| | * | <ul style="list-style-type: none"> e. demonstrate cooperative responsibility for the food product, |

- 21.A.4c f. safety and sanitation, and cleanup
 demonstrate good work habits by performing tasks and responsibilities efficiently
- 21.A.5 g. recognize the importance of individual responsibilities related to group or teamwork

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| Essential Learning 2* | Demonstrate appropriate etiquette for a variety of situations |
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- Critical Content 21.A.5 a. demonstrate standards that guide behavior in interpersonal relationships
- formal
 - informal
 - casual

6. Subject Expectation (State Goal 4) The student will listen and speak effectively in a variety of situations

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| Essential Learning 2 (Learning Standard B) | Speak effectively using language appropriate to the situation and audience |
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- Critical Content 4.B.4d a. use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict
- b. communicate clearly and fluently while speaking
- 4.A.3c c. respond to oral directions including vocabulary and concepts
- d. demonstrate communication skills that contribute to positive relationships
- 4.A.3a e. listen attentively and courteously
- 4.A.5a f. present information relative to local culture and history