

Curriculum Standard One: The student will understand food safety and sanitation rules and guidelines for food preparation.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will identify how kitchen accidents might be avoided or prevented.</p> <p>2. The student will identify appropriate procedures during an emergency or accident.</p> <p>3. The student will identify common types of food-borne illnesses and the sources of contamination and the conditions required for growth.</p> <p>4. The student describe techniques and practices that will prevent transfer of food-borne illness.</p>	<p>A. Can the student describe how to maintain a safe kitchen?</p> <p>A. Can the student identify ways to deal with an emergency in the kitchen?</p> <p>A. Can the student distinguish between the following bacteria: botulism, salmonella, and staphylococcus?</p> <p>B. Can the student describe the bacteria danger zone?</p> <p>C. Can the student list the rules for keeping food safe?</p> <p>A. Can the student list personal, kitchen equipment, and food sanitation practices?</p>	<ul style="list-style-type: none"> • The student will role-play different hazardous kitchen situations using props. • The student will evaluate emergency situations and describe solutions for them on a worksheet. • The student will view a sanitation video on food-borne illnesses. • The student will quiz each member of his/her small group on sanitation practices in the kitchen. • The student will use cooking and food preparation techniques that demonstrate proper sanitation.

Curriculum Standard Two: The student will demonstrate the use of specialty equipment and terminology specific to culture and food.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<ol style="list-style-type: none"> 1. The student will understand a variety of food terminology specific to foods of various cultures. 2. The student will identify and demonstrate use of specialty equipment and tools. 	<ol style="list-style-type: none"> A. Can the student define the meanings of food terminology? A. Can the student use specialty equipment and tools effectively? 	<ul style="list-style-type: none"> • The student will match the names of common cultural food terminology to their specific definitions. • The student will demonstrate the use of specialty equipment and tools while preparing various recipes. • The student will match names and usage of specialty cooking equipment.

Curriculum Standard Three: The student will understand concepts of world hunger.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<ol style="list-style-type: none"> 1. The student will identify causes of world hunger. 2. The student will evaluate what hunger can do to an individual and his/her family. 3. The student will identify possible solutions to world hunger. 	<ol style="list-style-type: none"> A. Can the student identify reasons for world hunger? A. Can the student describe the effects of hunger? A. Can the student evaluate world hunger situations for possible solutions? 	<ul style="list-style-type: none"> • The student will list possible reasons for world hunger. • The student will experience and evaluate a mock hunger simulation. • The student will identify solutions to a typical family who suffers from hunger.

Curriculum Standard Four: The student will demonstrate knowledge of food choices and habits.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will identify how personal food choices are made.</p> <p>2. The student will investigate his/her family heritage and traditions.</p>	<p>A. Can the student list social, psychological, and personal reasons for food choices?</p> <p>A. Can the student discover his/her ethnic heritage and describe some personal family traditions?</p>	<ul style="list-style-type: none"> • The student will create a poster describing reasons for personal food choices. • The student will complete a family tree. • The student will orally describe personal family traditions. • The student will prepare food that demonstrates family heritage and/or traditions. • The student will share ingredients and recipe ideas that are specifically from student’s family heritage.

Curriculum Standard Five: The student will understand nutritional needs of individuals in various cultures.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will demonstrate an understanding of reasons for the varied nutritional needs of different cultures.</p> <p>2. The student will recognize differences in ethnic food guide pyramids.</p>	<p>A. Can the student identify five differences in a culture which would influence nutritional needs?</p> <p>A. Can the student evaluate various food guide pyramids?</p>	<ul style="list-style-type: none"> • The student will view videos describing the culture of a country and compare nutritional differences. • The student will make a comparison of three ethnic food pyramids. • The student will create a daily menu based on one of the ethnic food pyramids.

Curriculum Standard Six: The student will demonstrate knowledge and preparation techniques specific to cultural foods.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will identify major ingredients and flavor principles used in dishes from various cultures.</p> <p>2. The student will identify differences and similarities of foods used across cultures.</p>	<p>A. Can the student describe flavor principles and ingredients used in ethnic recipes?</p> <p>A. Can the student distinguish between cultural food differences?</p>	<ul style="list-style-type: none"> • The student will study various ingredients used in cultural recipes. • The student will smell spices and herbs used in the cuisine studied. • The student will prepare recipes using cultural flavor principles. • The student will distinguish the different tastes and textures from various cultural foods. • The student will list differences/similarities of cultural recipes. • The student will prepare dishes from a variety of cultures. • The student will participate with a variety of guest speakers that are fluent in a variety of food preparations from various cultures. • The student will identify careers in food preparation for a variety of cultural foods.

Curriculum Standard Seven: The student will prepare and evaluate menus across world cultures.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will demonstrate preparation of authentic cultural dishes from the following cultural regions:</p> <ul style="list-style-type: none"> a) Latin and South America b) Europe c) Asia d) Middle East e) Africa 	<p>A. Can the student successfully read and follow a variety of recipes?</p>	<ul style="list-style-type: none"> • The student will prepare cultural dishes from each region studied. • The student will try and evaluate the final product. • The student will identify common herbs and spices used in each of the cultural regions.