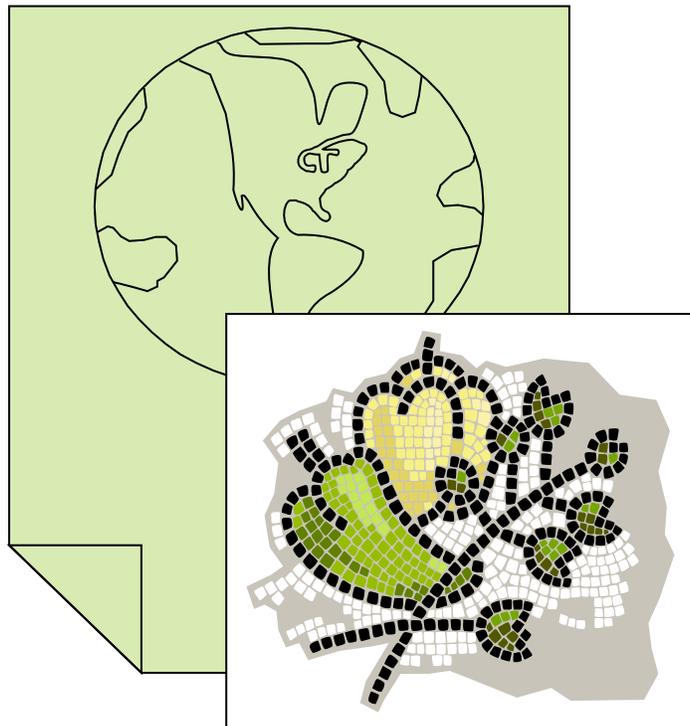


**Family and Consumer Sciences**  
Grades 9-12

# GLOBAL AND GOURMET FOODS



The University of the State of New York  
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## Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original *Gourmet Foods* and *Culture and Foods* curriculum guides. Many efforts have been made to maintain the integrity of those two courses while updating and combining them into a single course: Global and Gourmet Foods. This revision brings Global and Gourmet Foods into alignment with all educational requirements and recommendations at the state and national levels. A special thank you goes to the writing team for their vision in updating this document, as we acknowledge the time, talents, and expertise of all who contributed to the development of this course.

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## Foreword

This publication provides guidance to those responsible for planning, implementing, and assessing the commencement level Family and Consumer Sciences Global and Gourmet Foods course. Family and Consumer Sciences courses are designed to help students become competent, confident, and caring in managing their work, family and community lives. Global and Gourmet Foods is a cluster level course in the Food and Nutrition content area. All Family and Consumer Sciences courses allow students to apply the process skills of communication, leadership, management, and thinking course in an experiential setting. Commencement level Family and Consumer Sciences courses offer minimal duplication among courses and integration of content in an applied context.

### Family and Consumer Sciences Core Courses:

- Lifespan Studies
- Food and Nutrition
- Clothing and Textiles
- Housing and Environment

### Food and Nutrition Cluster Courses:

- Food Preparation and Nutrition
- Nutrition, Health and Fitness
- Global and Gourmet Foods
- Commercial Food Program
- Food Science (may be used for 1 science credit)

Each Family and Consumer Sciences course promotes student attainment of the commencement level New York State Learning Standards in Family and Consumer Sciences and New York State Learning Standards in Career Development and Occupational Studies. Performance objectives and supporting competencies are based on the National Learning Standards in Family and Consumer Sciences.

Family and Consumer Sciences education is one of the disciplines covered by the Career and Technical Education (CTE) umbrella. As such, Commissioner's Regulations and NYSED policies developed for CTE programs and students apply to Family and Consumer Sciences.

## **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 process skills of communication, leadership, management, and thinking. The integration of these process skills into each of the content topics is a fundamental component of the Global and Gourmet Foods course. The content topics in the Global and Gourmet Foods course are aligned with the commencement level New York State Learning Standards for Family and Consumer Sciences and Career Development and Occupational Studies. In addition, they are aligned with the National Learning Standards for Family and Consumer Sciences.

This document serves as curricular guidance for Global and Gourmet Foods courses delivered statewide. This course was designed as a 20-week course, though schools may wish to extend the time to 40 weeks. If Global and Gourmet Foods is offered without initial completion of the Food and Nutrition Core course, the breadth of content topics included may be addressed best in a 40-week time frame. No matter how many courses a school offers in the Food and Nutrition cluster, it is strongly recommended that students have the opportunity to work frequently in a foods laboratory setting. Learning experiences must be hands-on, engaging, and involve application of information and skills to real-life situations.

Students live in a rapidly changing and increasingly complex world. Our students are future family, community and career leaders, and citizens. As citizens of tomorrow, they need to be able to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they progress along their divergent paths. As Family and Consumer Sciences teachers our charge is to empower students by engaging them in experiential activities that will guide them into the future.

# Curriculum Overview — Global and Gourmet Foods

## 1. What is the prerequisite?

The Food and Nutrition Core course is a suggested prerequisite for all cluster-level courses in Food and Nutrition. Global and Gourmet Foods was designed as a 20-week course, though schools may wish to expand the time to 40 weeks. If Global and Gourmet Foods is offered without initial completion of the Food and Nutrition Core course, the breadth of content topics included may be addressed best in a 40-week time frame.

## 2. Who can teach the Global and Gourmet Foods course?

All Family and Consumer Sciences courses must be taught by a certified Family and Consumer Sciences teacher. Certified Family and Consumer Sciences educators may also teach the Careers and Financial Management course required for Career and Technical Education majors.

## 3. How is the Global and Gourmet Foods course organized?

The Global and Gourmet Foods course is divided into 6 content topics:

- Regional Cuisine of the United States (RC)
- International Cuisine (IC)
- Advanced Culinary Techniques (ACT)
- Current Issues Related to Food in a Global Society (CIR)
- The Future of the Food Supply in a Global Society (FF)
- Career Pathways in Gourmet and Global Foods

Each content topic is introduced with an Essential Question which will allow the students to focus on the process skills involved. This is followed by:

- The Standards Connections
- Key Ideas
- A Rationale
- Performance Objectives and Supporting Competencies

The process skills of communication, leadership, management, and thinking which have been studied in depth in Home and Career Skills are not to be taught separately but rather applied throughout the course using the focus of essential questions.

#### **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 many opportunities for employment. This course will help students explore careers related to global and gourmet foods and help them develop skills needed for employment.

#### **6. What instructional strategies best support student learning in Global and Gourmet Foods?**

The purpose of instructional strategies is to deliver the New York State Learning Standards in Family and Consumer Sciences and Career Development and Occupational Studies. Teachers should select strategies and sample tasks that are aligned with the key ideas and performance indicators for each standard.

Global and Gourmet Foods should be taught using an experiential approach. So that students may realize the benefits of this course, it is strongly recommended that they have regularly scheduled time to work in the foods laboratory setting. Guidelines for laboratory facilities and equipment can be accessed in the Family and Consumer Sciences Facilities Guide at <http://www.p12.nysed.gov/cte/facse/guide.html> .

#### **7. How can special needs students succeed in Global and Gourmet Foods?**

Family and Consumer Sciences educators acknowledge the need to differentiate instruction, recognize multiple intelligences, and maximize the strengths of varied learning styles to accommodate all students. This can be accomplished through a variety of alternative instructional and assessment strategies. Information on adapting space and equipment for special needs students can be found in the Family and Consumer Sciences Facilities Guide at <http://www.p12.nysed.gov/cte/facse/guide.html> .

**8. How can student achievement of the New York State Family and Consumer Sciences Learning Standards through the Global and Gourmet Foods course be assessed?**

Students should be assessed on a regular basis. All students can demonstrate the acquisition of skills learned and apply those to real-world situations through the use of:

- Authentic assessments
- Laboratories
- Tests and quizzes
- Projects
- Observations
- Public speaking
- Written reflections
- Portfolios
- Nationally-recognized technical assessments

**9. How does Global and Gourmet Foods support positive youth development?**

Family, Career and Community Leaders of America (FCCLA) is an integral part of Family and Consumer Sciences education and an essential element in a complete Family and Consumer Sciences program. FCCLA is chartered by New York State, and is an ideal vehicle for realizing positive youth development. FCCLA is the only student organization of its kind focusing on family issues. FCCLA in secondary education Family and Consumer Sciences programs can be organized as a co-curricular and/or extra-curricular activity. The wide range of diverse activities, projects, programs, leadership opportunities, and service learning experienced through FCCLA complement and augment the content topics of the Family and Consumer Sciences curricula.

# **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**
  
- E. The Future of Food in a Global Society (FF)**
  - 1. Biotechnology**
  - 2. Genetic Engineering**
  - 3. New Product Development**
  - 4. The Development of New Food Sources**
  
- F. Career Pathways in Gourmet or Global Foods (CP)**
  - 1. Entrepreneurial Opportunities**
  - 2. Education and Training Requirements**
  - 3. Personal Career Suitability Assessment**
  - 4. Professional Organizations within the Industry**

## **Appendices**

**Appendix A - Best Practices Rubric and Template**

**Appendix B - Compilation of Performance Objectives and Supporting Competencies**

**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

**B. International Cuisine (IC)** *What are the food traditions of various countries throughout the world and how can I demonstrate the ability to select, prepare, and serve international cuisine?*

**Standards Connections**

**International Cuisine supports the NYS Family and Consumer Sciences Learning Standard 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 various countries from around the world and allow students to explore how the culture and traditions of these countries relate to their food choices. In addition to learning the background information, the students must also identify and prepare foods from these countries. These opportunities will allow students to gain experience tasting, and comparing foods and the ingredients used, in different countries 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 cuisines of different countries.

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

**Performance Objectives and Supporting Competencies for International Cuisine**

**International Cuisine Performance Objective 1**

**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

**International Cuisine Performance Objective 2**

**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)** *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 – A Safe and Healthy Environment; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills**

**Rationale**

The purpose of this content topic is to identify, explain, and apply advanced culinary skills. Students will define food terminology, analyze recipes, select ingredients, and demonstrate the proper use of equipment from a cultural perspective. Using process skills, students will be able to prepare and evaluate an advanced culinary product. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of advanced culinary techniques.

**Key Ideas**

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS CDOS 3a1 - Basic Skills  
NYS CDOS 3a2 - Thinking Skills  
NYS CDOS 3a5 - Technology  
NYS CDOS 3a6 - Managing Information  
NYS CDOS 3a7 - Managing Resources

**Performance Objectives and Supporting Competencies for Advanced Culinary Techniques**

**Advanced Culinary Techniques Performance Objective 1**

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

- ACT.1.1. Identify herbs, spices, and flavorings used to enhance foods
- ACT.1.2. Investigate flavor profiles and complementary food pairings
- ACT.1.3. Assess the nutritional value of selected foods and how they fit into a healthy lifestyle

**Advanced Culinary Techniques Performance Objective 2**

**ACT.2 Demonstrate advanced food preparation skills**

- ACT.2.1. Prepare a variety of gourmet foods including but not limited to hors d'oeuvres, sauces, soups, entrees, accompaniments, and pastries
- ACT.2.2. Used advanced knife skills in the preparation of ingredients
- ACT.2.3. Use food plating, styling, and garnishing techniques when serving food
- ACT.2.4. Use recommended safety and sanitation procedures
- ACT.2.5. Identify and evaluate current food trends and developments in food preparation and service

**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 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 2 – Integrated Learning and 3a – Universal Foundation Skills**

**Rationale**

The purpose of this content topic is to explore 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. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of current issues related to food in a global society.

**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 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

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 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

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a5 - Technology

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

## **Performance Objectives and Supporting Competencies for Current Issues Related to Food in a Global Society**

### **Current Issues Related to Food in a Global Society Performance Objective 1**

#### **CI.1 Investigate hunger on a global basis**

- CI.1.1. Define and explain factors which affect the food supply including but not limited to geography, climate, economics, transportation systems, farming methods, fuel supply, population density, political situation, and natural disasters
- CI.1.2. Identify countries where hunger is a major concern
- CI.1.3. Identify ways hunger impacts the social, emotional, cognitive, and physical characteristics of an individual or society
- CI.1.4. Discuss and formulate ideas for plausible solutions to world hunger

### **Current Issues Related to Food in a Global Society Performance Objective 2**

#### **C2.1 Examine foods produced by current sustainable practices**

- CI.2.1. Understand the components of sustainable food systems within the global food market
- CI.2.2. Explore the advantages and disadvantages of selecting and purchasing sustainable food products
- CI.2.3. Evaluate the quality of sustainable foods

### **Current Issues Related to Food in a Global Society Performance Objective 3**

#### **C3.1 Explain the impact of importing and exporting on the selection of food**

- CI.3.1. Define fair trade within the global food market
- CI.3.2. Evaluate the challenges fair trade imposes on the global market
- CI.3.3. Identify how current laws, regulations, and policies affect the selection and preparation of food around the world

### **Current Issues Related to Food in a Global Society Performance Objective 4**

#### **C4.1 Investigate current health concerns which affect the global consumption and selection of foods**

- CI.4.1. Investigate current food preparation practices which may affect the quality or availability of food products (e.g. pesticides, fertilizers, preservatives, food dyes, recalls, etc.)
- CI.4.2. Explore factors that create current food related health concerns around the world (e.g. diseases, tourism, availability of potable water, the risk of animal to human disease transmission, poverty, international commerce, climate change, terrorist threats to food supplies, etc.)

**E. The Future of Food in a Global Society (FF)** *What is the impact of technology on the development and availability of food around the world?*

**Standards Connections**

The Future of Food in a Global Society supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 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 to examine technological advances in the food industry as they relate to the availability and quality of food to nourish the world population. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of the future of food in a global society.

**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 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

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

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a5 - Technology

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

## **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

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a5 - Technology

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

## **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 global food industries**

- CP.1.1. Explain roles and functions of individuals engaged in gourmet or global food careers
- CP.1.2. Analyze opportunities for employment in entrepreneurial endeavors
- CP.1.3. Summarize education and training requirements and opportunities for career paths in the gourmet or global food fields
- CP.1.4. Analyze the effects of gourmet or global food careers on the local, state, national, and global economies

### **Career Pathways in Gourmet or Global Foods Performance Objective 2**

#### **CP.2 Students will integrate the knowledge, skills, and practices required for careers in the gourmet or global foods fields**

- CP.2.1. Assess personal knowledge, skills, and qualities required for careers in the gourmet or global foods fields and evaluate personal suitability for one or more of these careers
- CP.2.2. Identify skills and personal qualities that need to be acquired and/or improved to be successful in specific careers

### **Career Pathways in Gourmet or Global Foods Performance Objective 3**

#### **CP.3 Students will identify and analyze the benefits of professional organizations and professional networking on securing a job and on career success**

- CP.3.1. Analyze the role of professional organizations in the gourmet or global foods industries
- CP.3.2. Utilize professional networking in order to learn about a specific career from a professional in the field
- CP.3.3. Create an employment resume and career portfolio for applying for internships, work-based opportunities, and employment in the gourmet or global foods fields

### **Career Pathways in Gourmet and Global Foods Performance Objective 4**

#### **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. Propose educational and experiential opportunities which offer potential preparation for future careers in the gourmet or global foods fields

**Appendix A**  
**FAMILY AND CONSUMER SCIENCES –GLOBAL AND GOURMET FOODS COURSE**  
**BEST PRACTICES RUBRIC**

<b>Indicators</b>	<b>1 Falls Below Expectations</b>	<b>2 Approaches Expectations</b>	<b>3 Meets Expectations</b>	<b>4 Exceeds Expectations</b>
<b>NYS FACS Learning Standards</b>	Does not connect to NYS FACS Learning Standards.	Has limited evidence of connection to 1 NYS FACS Learning Standard.	Adequate evidence of connection to 1 or more NYS FACS Learning Standards.	Evidence of strong connections to 2 or more NYS FACS Learning Standards
<b>NYS CDOS Learning Standards</b>	Does not connect to NYS CDOS Learning Standards.	Has limited evidence of connection to 1 NYS CDOS Learning Standard.	Adequate evidence of connection to 1 or more NYS CDOS Learning Standard including Standard 3b.	Evidence of strong connections to 2 or more NYS CDOS Learning Standards including Standard 3b.
<b>NYS Academic Learning Standards</b>	Does not connect to NYS academic Learning Standards.	Has limited evidence of connection to 1 NYS academic Learning Standard.	Adequate evidence of connection to 1 or more NYS academic Learning Standard.	Evidence of strong connections to 2 or more NYS academic Learning Standards.
<b>Course Content Topics</b>	Does not relate to Content Topics.	Addresses 1 Content Topic.	Integrates 2 Content Topics.	Integrates 3 or more Content Topics.
<b>Process Skills</b>	Does not integrate Process Skills.	Integrates 1 Process Skill.	Integrates 2 Process Skills.	Integrates 3 or more Process Skills.
<b>Strategy</b>	Instruction is dependent primarily on textbooks, lecture, paper, and pencil. Teacher driven.	Hands-on experiential learning is limited. Minimal student involvement.	Includes 75 percent hands-on experiential learning. Adequate student involvement.	Includes more than 75 percent hands-on experiential learning. Active student engagement. Teacher as facilitator.
<b>Implementation</b>	Does not flow in a logical sequence. Necessary resources would make implementation difficult.	Follows a logical sequence. Most necessary resources may make implementation difficult.	Follows a logical sequence. Some necessary resources may make implementation difficult.	Follows a logical sequence. All necessary resources make implementation easy.
<b>Assessment</b>	Cannot be assessed. Or Assessment not included.	Assessment is vaguely related to objectives and competencies.	Assessment relates to objectives and competencies.	Assessment is directly related to objectives and competencies.

## GLOBAL AND GOURMET FOODS BEST PRACTICES TEMPLATE

### **NYS LEARNING STANDARDS:**

Family & Consumer Sci 1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

CDOS 1 \_\_\_\_\_

2 \_\_\_\_\_

3a \_\_\_\_\_

### **GLOBAL FOODS**

#### **CONTENT TOPICS:**

Regional Cuisine \_\_\_\_\_

International Cuisine \_\_\_\_\_

Advanced Culinary Techniques \_\_\_\_\_

Current Issues \_\_\_\_\_

Future of Food \_\_\_\_\_

Career Pathways \_\_\_\_\_

#### **APPLIED PROCESS SKILLS:**

Communication \_\_\_\_\_

Leadership \_\_\_\_\_

Management \_\_\_\_\_

Thinking \_\_\_\_\_

#### **APPLIED ACADEMICS:**

Circle Standard Number(s)

ELA 1 2 3 4

MST 1 2 3 4 5 6

Soc St 1 2 3 4 5

The Arts 1 2 3 4

LOTE 1 2

**TITLE:** \_\_\_\_\_

#### **CONTENT TOPICS: (Complete only those that apply)**

##### **Regional Cuisine of the United States (RC)**

- Performance Objective – RC
  - Supporting Competency – RC

##### **International Cuisine (IC)**

- Performance Objective – IC
  - Supporting Competency – IC

##### **Advanced Culinary Techniques (ACT)**

- Performance Objective – ACT
  - Supporting Competency – ACT

##### **Current Issues Related to Food in a Global Society (CI)**

- Performance Objective – CI
  - Supporting Competency – CI

##### **The Future of Food in a Global Society (FF)**

- Performance Objective –FF
  - Supporting Competency –FF

##### **Career Pathways in Gourmet or Global Foods (CP)**

- Performance Objective – CP
  - Supporting Competency – CP

**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. Identify herbs, spices, and flavorings used to enhance foods
- ACT.1.2. Investigate flavor profiles and complementary food pairings
- ACT.1.3. Assess the nutritional value of selected foods and how they fit into a healthy lifestyle

### **ACT.2 Demonstrate advanced food preparation skills**

- ACT.2.1. Prepare a variety of gourmet foods including but not limited to hors d'oeuvres, sauces, soups, entrees, accompaniments, and pastries
- ACT.2.2. Used advanced knife skills in the preparation of ingredients
- ACT.2.3. Use food plating, styling, and garnishing techniques when serving food
- ACT.2.4. Use recommended safety and sanitation procedures
- ACT.2.5. Identify and evaluate current food trends and developments in food preparation and service

## **D. Current Issues Related to Food in a Global Society (CI)**

### **CI.1 Investigate hunger on a global basis**

- CI.1.1. Define and explain factors which affect the food supply including but not limited to geography, climate, economics, transportation systems, farming methods, fuel supply, population density, political situation, and natural disasters
- CI.1.2. Identify countries where hunger is a major concern
- CI.1.3. Identify ways hunger impacts the social, emotional, cognitive, and physical characteristics of an individual or society
- CI.1.4. Discuss and formulate ideas for plausible solutions to world hunger

### **CI.2 Examine foods produced by current sustainable practices**

- CI.2.1. Understand the components of sustainable food systems within the global food market
- CI.2.2. Explore the advantages and disadvantages of selecting and purchasing sustainable food products
- CI.2.3. Evaluate the quality of sustainable foods

### **CI.3 Explain the impact of importing and exporting on the selection of food**

- CI.3.1. Define fair trade within the global food market
- CI.3.2. Evaluate the challenges fair trade imposes on the global market
- CI.3.3. Identify how current laws, regulations, and policies affect the selection and preparation of food around the world

**C4.1 Investigate current health concerns which affect the global consumption and selection of foods**

- CI.4.1. Investigate current food preparation practices which may affect the quality or availability of food products (e.g. pesticides, fertilizers, preservatives, food dyes, recalls, etc.)
- CI.4.2. Explore factors that create current food related health concerns around the world (e.g. diseases, tourism, availability of potable water, the risk of animal to human disease transmission, poverty, international commerce, climate change, terrorist threats to food supplies, etc.)

**E. The Future of Food in a Global Society (FF)**

**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 and Global Foods (CP)**

**CP.1 Analyze career paths within the gourmet or global food industries**

- CP.1.1. Explain roles and functions of individuals engaged in gourmet or global food careers
- CP.1.2. Analyze opportunities for employment in entrepreneurial endeavors
- CP.1.3. Summarize education and training requirements and opportunities for career paths in the gourmet or global food fields
- CP.1.4. Analyze the effects of gourmet or global food careers on the local, state, national, and global economies

**CP.2 Students will integrate the knowledge, skills, and practices required for careers in the gourmet or global foods fields**

- CP.2.1. Assess personal knowledge, skills, and qualities required for careers in the gourmet or global foods fields and evaluate personal suitability for one or more of these careers
- CP.2.2. Identify skills and personal qualities that need to be acquired and/or improved to be successful in specific careers

**CP.3 Students will identify and analyze the benefits of professional organizations and professional networking on securing a job and on career success**

- CP.3.1. Analyze the role of professional organizations in the gourmet or global foods industries
- CP.3.2. Utilize professional networking in order to learn about a specific career from a professional in the field
- CP.3.3. Create an employment resume and career portfolio for applying for internships, work-based opportunities, and employment in the gourmet or global foods fields

**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. Propose educational and experiential opportunities which offer potential preparation for future careers in the gourmet or global foods fields