



Prepares Students for College and Careers

▲ International Cuisine (g)

COURSE CODES:

▲ROP 64036 ▲WUHSD 0000 ▲ERUSD AT503 ▲State (CALPADS) 8021

Course Leads to: Post-Secondary Education, Certification, and Employment

Industry Sector: Hospitality, Tourism, and Recreation

Career Pathway: Food Service and Hospitality

Classroom Hours: 180

Course Level: Capstone

Work Based Learning: 180 (optional)

Approved Textbook/Curriculum:

Guide to Good Food Velda L. Largen, Deborah L. Bence Goodheart-Willcox Company, Inc. 11th Edition

POST-SECONDARY EDUCATION	INDUSTRY CERTIFICATIONS	EMPLOYMENT
Articulation No Dual Enrollment with College No UC Approved a-g elective credit Yes, g	CA Food Handler's Card	Related Careers (O*NET) 11-9051.00 Food Service Manager 29-1031.00 Dietitians and Nutritionists 35-2012.00 Cooks, Institution and Cafeteria 35-9011.00 Dining Room and Cafeteria Attendants and Bartender Helpers 35-1011.00 Chefs and Head Cooks 35-2021.00 Food Preparation 35-9099 Serving related workers 35-9000 All Others
POST-SECONDARY MAJORS Culinary Arts Professional Chefs Training Certificate of Achievement or A.A Degree Associate in Science Degree Program Food Science Foods, Nutrition, and Wellness Studies Hospitality Administration and Management Nutrition Sciences Culinary Arts	NEXT STEPS Post-Secondary Education Employment	

Prerequisites:

Successful completion of ROP Culinary Arts I with 80% or better and CA Food Handler's Card is required.

Course Description:

International Cuisine is the advanced course in a comprehensive standards-based culinary arts sequence. This course focuses on understanding the differences and commonalities we have with other cultures around the world. A common denominator in studying world cultures is cuisine. In studying the cuisines of a people or a region, we learn about a country's geography and climate, traditions, taboos, and social mores, unique conditions caused by environment of a food supply, pressures on a population to trade, export, import, permit a closed or open society, and cultural values. Students will acquire a greater understanding of their world and the cultural diversity that exists in their own community.

Integrated throughout the course are standards for Career Ready Practice and Academic Content Standards which include: appropriate technical skills and academic knowledge; communication skills; career planning; applied technology; critical thinking and problem solving; personal health and financial literacy; citizenship, integrity, ethical leadership and effective management; work

productively while integrating cultural and global competence; creativity and innovation; reliable research strategies, and environment, social and economic impacts of decisions.

COURSE OUTLINE

I. ORIENTATION

- A. Introduce course and facilities
- B. Discuss syllabus and major objectives
- C. Explain attendance, grading, classroom procedures, code of conduct
- D. Complete course safety requirements/exam & sexual harassment lessons & exam

II. CAREERS IN HOSPITALITY, TOURISM, AND RECREATION

- A. Research and understand various occupations within the food service industry sector
- B. Identify the personal qualifications necessary to work in the food service/hospitality industry sector
- C. Explore the advantages and disadvantages of food service/hospitality employment
- D. Examine future trends in the industry sector
- E. Discuss environmentally-sound practices and sustainability within the industry sector
- F. Safety regulations and emergency procedures
- G. Sanitation and food handling
- H. Tools, utensils, appliances, and equipment in food service

III. PREPARING FOR COLLEGE AND CAREERS

- A. Review and Discuss California CTE Model Curriculum Standards for Career Ready Practice
- B. Create an Education Plan and a Career Plan aligned with personal goals
- C. Create a Resumé
- D. Create a Career Portfolio
- E. Complete a handwritten/hand-printed Job Application neatly, legibly and with no corrections or mistakes
- F. Practice a professional job interview
- G. Write Evening of Excellence Essay
- H. International cuisine notebook/journal

IV. ASIAN CUISINE AND CULTURE

- A. Dim Sum, Stir Fry, Soups, Chinese noodles, Miang Kum Thai, Thai/Vietnamese spring rolls, Pad Thai, Indonesian Rice
- B. Identify the geography and impact being an island economy has on the food supply and availability of ingredients
- C. Identify the geography and regions of Chinese cuisine (Hunan, Cantonese, Szechuan, Beijing, and Shanghai)
- D. Review geography and identify how geography influences and impacts the food supply and availability of ingredients

ASSIGNMENT

Writing Assignment: Students will write a 500 word essay based on the videos and computer lab research on the topic: “Foods that are considered Bizarre” are always those foods and ingredients in someone else’s culture, why?

Labs: Students will describe the tools, equipment and techniques in Philippine and Japanese cuisines. Using two recipes as a case study that represents outside cultural influences, students will learn and prepare Lumpia and Turon which are found throughout the Philippines. These two foods demonstrate the blending of early Chinese influences on the island with those of the indigenous people. In fact, Lumpia is often referred to as the Chinese egg roll. Students will also prepare Adobo which reflects the influence and mingling of Spanish seasoning that was introduced while the Philippines were a Spanish colony.

V. JAPANESE AND PHILLIPINE CUISINE

- A. Lumpia, Turon Adobo, Hand rolls sushi, Yakisoba, Udon, Tempura Soba, Yakitoro, Teriyaki
- B. Describe the impact and influence on non-indigenous people on the Philippines and Japan
- C. Understand the history and role of Spanish and American occupation, and the Asian influence on Philippine cuisine
- D. Demonstrate the art form known as fruit and vegetable carving, an ancient form of “garde manger”

COURSE OUTLINE

ASSIGNMENT

Writing Assignments: Students each will write a 500-word essay comparing and contrasting the nutritional aspects between one region in China and the US. Region choices: Hunan, Cantonese, Sichuan, Beijing, and Shanghai.

Labs: Write a cost analysis and prepare the following foods using traditional ingredients and techniques demonstrated in class including Wok cooking; Dim Sum Lab- Pot stickers and Egg Rolls; Stir fry lab- Chow fun; Soup lab- Chicken Won Ton, Egg Drop soup; Chinese Noodle Lab- Chow Mein

VI. INDIAN SUB-CONTINENT CUISINE

- A. Breads of India (naan, doas, chapatti)
- B. Appetizers (samosas and pakoras)
- C. Tandoori or tikka style cooking
- D. Vindaloo cooking
- E. Vegetarian cooking
- F. Cheese (Paneer making)
- G. Garam masala
- H. Curry

ASSIGNMENT

Students will research and write a 500 word essay that compares and contrasts the food, ingredients, and recipes of a typical Hindu Indian family to that of an Islamic Indian family.

VII. AFRICAN AND MIDDLE EAST CUISINE

- A. Moroccan chicken
- B. Hamantashen
- C. Matzo Soup
- D. Latke
- E. Taboouleh and hummus
- F. Falafel
- G. African peanut stew
- H. Ethiopian injera
- I. Mashed plantains and chicken stew
- J. South African chutney

ASSIGNMENT

In a 3-5 page essay students will research the role of two Middle East religions on a people's customs and dining habits. Student will use the religious customs and restrictions to describe the Kosher and Muslim diet, and the reasoning behind these influences.

VIII. EUROPEAN CUISINE

- A. Knife cuts (julienne, chiffonade, brunoise, batonnet, tourney)

ASSIGNMENT

Writing: Students will choose a country, research, and write a 500-word report that describes the traditional ingredients and recipes that are representative of the country/region. Students will also prepare and present a power point presentation of this report. Each report will focus on the history of the food and culture which will cover the following topics: Tools and equipment used in food preparation, farm and food products produced, traditional methods of food preparation practiced by indigenous peoples, foods served during holidays and celebrations, maps showing political boundaries, and cultural events, why your country eats the things they do, natural products of the country, population, and native custom's, geographical location of your country, native costumes, and any other distinguishing factors you feel is of interest to the class. Explain how the country meets their nutritional requirements and review nutritional basics and provide a whole class in an educational game, dance, worksheet or crossword puzzle.

Lab: A recipe will be provided for each group representing the cuisine of the European county. Instruction will be given to classmates in the preparation of the recipe they will prepare for a banquet. Students are

COURSE OUTLINE

responsible for all the preparation, supervision, and the instruction of classmates so they successfully prepare and serve their banquet dish. Classmates will evaluate the banquet prepared by their peers.

IX. AMERICAS

- A. Latin America
- B. Brazilian Cuisine
- C. Mexican Cuisine
- D. Cuban Cuisine
- E. Caribbean Cuisine
- F. North America Fusion

ASSIGNMENT

Writing Assignment: Students will research and write a 500-word essay that traces the impact a new world food had on another part of the world, and then trace a food that was introduced to the Americas. This essay will explore how a food can transform from a “foreign” food in one culture to become acceptable and indicative of its new culture. Example: the tomato into Italian cuisines and culture.

Reading Assignment: Students will read about a case study that compares and contrasts the diet of the American Indians within the United States and those living in Mexico. The intent is to explore the reasons why the American Indian tribes on reservations suffer great health problems (i.e. diabetes and heart disease.) Class discussion will delve into the cuisine of the regions within this country in contrast with the world’s major cuisines already studied.

Labs: Students will explore the cooking tools, equipment, and culinary styles that are representative of Latin cuisine. Examples: Brazilian chicken, Chilean empanadas, Cuban black beans, Enchiladas, tacos, and tostados, salsa.

X. FUSION

- A. Understand the “Flow of Food from purchasing to receiving
- B. Identify an approved food source
- C. Identify accept and reject criteria for: meat and poultry; seafood; milk and dairy products; eggs; fruit and vegetables; canned foods and other dry food

ASSIGNMENT

Report: Each student will create and present an oral presentation based on the nation and fusion dish they created. Students will also submit to their classmates an original magazine article that describes the food from their nation, the culture, and a festival or tourist location.

KEY ASSIGNMENT

Key assignment begins with the students forming into teams and selecting a region. The 7 regions: New England, Mid Atlantic, South, Midwest, West and Southwest, Pacific Coast, Hawaiian Islands. These groups will present an oral presentation which analyzes the uniqueness of the region, based on geography, climate and food customs that developed from the culture of the immigrants, who settled in that region. They will include categorization of spices used in the regions of study, research and explore trends of food choices based on food availability. An electronic presentation will be used to teach the introduction classes/parents/friends foods they can incorporate into their daily food plans to improve health and vitality.

ESSENTIAL STANDARDS AND KEY ASSIGNMENTS INDUSTRY SECTOR: Hospitality, Tourism, and Recreation

ESSENTIAL PATHWAY STANDARD - A1.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD - A2.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD – A3.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD – A4.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARDS – A5.0

KEY ASSIGNMENT

CTE MODEL CURRICULUM STANDARDS FOR CAREER READY PRACTICE

- 1. Apply appropriate technical skills and academic knowledge.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.
- 2. Communicate clearly, effectively, and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
- 3. Develop an education and career plan aligned with personal goals.** Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
- 4. Apply technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
- 5. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.
- 6. Practice personal health and understand financial literacy.** Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.
- 7. Act as a responsible citizen in the workplace and the community.** Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.
- 8. Model integrity, ethical leadership, and effective management.** Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management’s actions and attitudes can have on productivity, morale, and organizational culture.
- 9. Work productively in teams while integrating cultural and global competence.** Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.
- 10. Demonstrate creativity and innovation.** Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.
- 11. Employ valid and reliable research strategies.** Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.
- 12. Understand the environmental, social, and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

CTE ANCHOR STANDARDS—Common Core English Language Arts Alignment

1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector Anchor Standard

2: Communications Language Standard

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6 Anchor Standard

3: Career Planning and Management Speaking and Listening Standard

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2 Anchor Standard

4: Technology Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. WS 11-12.6 Anchor Standard

5: Problem Solving and Critical Thinking Writing Standard

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7 Anchor Standard

6: Health and Safety Reading Standards for Science and Technical Subjects

Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10 11-12.4 Anchor Standard

7: Responsibility and Flexibility Speaking and Listening Standard

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10 11-12.1 Anchor Standard

8: Ethics and Legal Responsibilities Speaking and Listening Standard

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d Anchor Standard

9: Leadership and Teamwork Speaking and Listening Standard

Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b Anchor Standard

10: Technical Knowledge and Skills Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6 Anchor Standard

11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.

Eating”, Learning Seed and “Etiquette, Manners, and Rituals with Food”, Distribution Access

Europe- National Geographic, travel.nationalgeographic.com/travel/.../Europe/

European Culture Video- TeacherTube, www.teachertube.com/viewVideo

http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Travel_Guides/Episode_Ghana

http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Travel_Guides/Episode_Namibia

http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Travel_Guides/Episode_Liberia_Episode

Anthony Bourdain –“No Reservations” and Andrew Zimmerman- “Bizarre Foods”

http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Travel_Guides/Episode_Philippines

http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Travel_Guides/Episode_Japan

http://www.travelchannel.com/TV_Shows/Bizarre_Foods/Video/Andrews_Top_5_Tokyo_Moments

http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Travel_Guides/Episode_Thailand

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