Escondido Union High School District

Advanced Foods: International Cuisine

EUHSD Board Approval Date: 5/16/17
The EUHSD International Cuisine curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The course is a capstone course in a series of Food Service and Hospitality pathway courses designed to meet college and career expectations in the pathway and industry sector. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Unit
E. References to key essential design and implementation documents

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school demonstrating college and career readiness skills. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”

A key design consideration in the transition to the new California State Standards is a focus on changes to pedagogy. The English Language Arts instructional shifts guide classroom teaching and learning and the foundation of curriculum and instructional design. Key considerations of the ELA Instructional shifts can be found by visiting the following URL: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

The curriculum document is aligned to the Career Technical Education Model Curriculum Standards, the Hospitality, Tourism, and Recreation Industry Sector and the Food Service and Hospitality pathway. The curriculum serves to support learning outcomes evidenced in the College and Career Readiness Standards.

# International Cuisine Course Description

*International Cuisine* is a capstone course that students will participate in a hands-on course of study that builds upon the previous two years of Culinary Arts coursework within the EUHSD. Students will participate in both individual and group tasks that explore the preparation and production of foods from throughout the world. Students will study cuisines and cultural understandings as well as the heritage and historical context from Asia, the Mediterranean, Latin American, Europe, and regional American locations. In a lab-based environment, students learn and demonstrate culinary arts skills used within various geographic regions around the world. Students explore the traditions, customs, techniques, culinary tools, and major ingredients within specific cuisines. This course is aligned to the CA Career Technical Education Standards and students will also complete a variety of reading, writing, speaking/listening tasks during the course.

## International Cuisine Course Requirements

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>One Year</th>
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<tbody>
<tr>
<td>Grade Level:</td>
<td>10-12</td>
</tr>
<tr>
<td>UC/CSU Requirement:</td>
<td>Meets UC/CSU “g” requirement</td>
</tr>
<tr>
<td>Graduation Requirement:</td>
<td>EUHSD CTE Requirement or Elective Credit</td>
</tr>
<tr>
<td>Course Numbers (Semester A):</td>
<td>3516</td>
</tr>
<tr>
<td>Transcript Abbreviation (Semester A):</td>
<td>INTRNTL CUISINE A</td>
</tr>
<tr>
<td>Course Numbers (Semester B):</td>
<td>3517</td>
</tr>
<tr>
<td>Transcript Abbreviation (Semester B):</td>
<td>INTRNTL CUISINE B</td>
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<tr>
<td>Credits:</td>
<td>5 per semester</td>
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<tr>
<td>Required Prerequisite/s:</td>
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<tr>
<td>Algebra 1 or Math 1 (completed)</td>
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<tr>
<td>Biology (completed)</td>
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<tr>
<td>Culinary Arts and Food Science (completed)</td>
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<tr>
<td>Recommended Prerequisite/s:</td>
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<tr>
<td>Advanced Culinary Arts and Restaurant Management Completed or Teacher Recommendation</td>
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<tr>
<td>Industry Sector:</td>
<td>Hospitality, Tourism and Recreation</td>
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<tr>
<td>Career Pathway:</td>
<td>Food Service and Hospitality</td>
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<tr>
<td>Board Approval Date (Curriculum):</td>
<td>5/16/17</td>
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<tr>
<td>Core Instructional Material/s:</td>
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<tr>
<td>Supplemental Instructional Material/s:</td>
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<tr>
<td>Teachers will utilize a variety of supplemental instructional resources such as websites, manuals, and other print and digital materials as outlined within each unit of study.</td>
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<tr>
<td>Technology Resource/</td>
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<tr>
<td>Teachers will utilize a variety of lab equipment in the work/lab space</td>
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<tr>
<td>Access to a computer lab and/or a set of personal computers</td>
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<tr>
<td>Assessment/s:</td>
<td>This course is designed as a project based curriculum. Each unit of study outlines specific skills and/or performance tasks which serve as unit and course assessments of and for learning.</td>
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</table>
The Scope and Sequence Guide is a California standards based document that delineates the standards based skills students are expected to know and do in order to meet College and Career Readiness expectations outlined within the California Model Career Technical Education Standards. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit learning objectives.

In coursework requiring reading and writing, the following standards are not specifically stated in any one unit of study, but are the result of implementation throughout the curriculum as students participate in reading, writing, and speaking/listening standards based activities.

• By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11-CCR text completely and proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)

• Students will write routinely over extending time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. (Writing Standard 10)

• “To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Standards for ELA Anchor Standards for Speaking/Listening).
International Cuisine - Scope and Sequence
Unit 1 – Workplace Safety & Sanitation
Length: 1-2 weeks

Unit Description: Students will learn to appreciate the importance of proper food handling and the prevention of food borne illness in a professional industry grade setting. The students will draw upon the science of food knowledge acquired in their first year of coursework – Culinary Arts and Food Science. Students pursuing a career in the food service industry receive an in-depth, hands-on experience that emphasize industry awareness; sanitation and safe food handling; food and beverage production; nutrition; food service management; and customer service. Unit one serves as a review of the industry health and safety specifications through hands-on demonstrations of learning utilizing a variety of industry related equipment and safety procedures and processes. Students will complete a safety test as part of the unit and course requirements. Aspects of the safety test will be repeated in each unit of study as students prepare to utilize new industry equipment. Prior to handling any piece of new equipment, students will be expected to complete basic performance tasks and quizzes that are designed to demonstrate safety knowledge and equipment mastery at 100% competency. This assures for the safety and well-being of all those working in the industry grade kitchen and/or serving workspaces.

The CTE Standards are broken down into two parts: Anchor Standards & Pathway Standards. Specific CTE Anchor Standards in Unit 1 are repeated throughout each unit of study.

Hospitality, Tourism, and Recreation (Knowledge and Performance Anchor Standards):

2.0 Communications: Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (used throughout all units of study)

4.0 Technology: Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (used throughout all units of study)

5.0 Problem Solving and Critical Thinking: (used throughout all units of study)
   - 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
   - 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety: Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (used throughout all units of study)

Learning Objectives:
 Students will be able to…

- Identify the key safety features of working in a bakery/lab based setting.
- Use, demonstrate, and cite health and safety practices for storing, cleaning, and maintaining bakery equipment and supplies.
- Utilize industry related terminology during class discussions.
- Demonstrate safe work habits and safety responses to basic first-aid situations.
- Participate individually and work collaboratively with others.
- Utilize the WWW and other technology to conduct short and more sustained research on a specific topic.
- Identify both primary and secondary sources and cite appropriately utilizing a citation manual such as APA.
- Demonstrate leadership and teamwork.
- Know the standards of personal grooming and hygiene required by local, state, and federal health and safety.

Unit Assignments:
- Safety and Work Habits Assignment - In order to demonstrate the basics of safe work habits and emergency procedures required in the food service and hospitality industry, students will review a PowerPoint (created by the teacher) and visit a variety of websites, including those prepared by the FDA that illustrate the specific safety procedures for working with industry grade equipment and within a lab based workspace. Students will conduct a guided tour of the bakeshop facilities and will review all of the equipment protocols. They will add this content to their interactive notebook and use it as a key reference throughout the course. Students will conduct demonstrations designed by the teacher outlining all of the basics of safe work habits, emergency procedures, and causes and prevention of basic accidents and injuries. Students will review safety protocols and will take a safety test where they will need to demonstrate 100% accuracy before participating in the use of any kitchen/hands on lab related activities. This Safety and Work Habits assignment will be repeated throughout each...

Unit Assessments:
- Equipment Demonstrations Proficiency Tests
- Written Safety Exam
- Set up of Digital Portfolio
<table>
<thead>
<tr>
<th>7.0 <strong>Responsibility and Flexibility</strong>: (used throughout all units of study)</th>
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<th>9.0 <strong>Leadership and Teamwork</strong>: Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, teamwork and individual decision-making, benefits of workforce diversity, and conflict resolution as practices in the career technical student organization. (FHA-HERO, the California Affiliate of FCCLA). (used throughout all units of study)</th>
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<td>- 10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.</td>
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<td>- 10.9 Identify the aspects of science related to food preparation, product development, and nutrition.</td>
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<td>- 10.11 Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.</td>
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<th>11.0 <strong>Demonstration and Application</strong> (used throughout all units of study)</th>
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<td>- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practice.</td>
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<td>- 11.5 Create a portfolio or similar collection of work that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.</td>
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<td>- Know types of food contamination, the potential causes, including cross-contamination, and methods of prevention.</td>
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<td>- Digital Portfolio Set Up Assignment - Students are required to keep a digital or hard copy portfolio that will serve to showcase their work. The portfolio will include class notes, performance task reflections, key recipes, nutritional information/guidelines, photographs of all prepared international cuisine performance tasks, career and educational information relative to the international cuisine industry, and lab notes that outline key industry terminology and equipment utilized in each unit of study.</td>
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<td>- Mini Research Task on Food Borne Illnesses - Using technology resources, students will find at least two current primary source websites and/or informational text articles focusing on the topic of food borne illnesses or outbreaks. Students will summarize the source information in their notes. They will then present their findings to the class in large and/or small group settings. Students will submit their writing task to their digital portfolio and cite all sources using correct APA or other style manual formatting.</td>
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• 11.5 Create a portfolio or similar collection of work that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

Hospitality, Tourism, and Recreation Pathway Standards (Food Service and Hospitality Pathway):

• B2.1 Identify the causes, prevention, and treatment of common accidents and the reporting procedures involved.
• B2.2 Practice the basic procedures for the safety of employees and guests, including the procedures for emergency situations.
• B3.1 Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.
• B3.2 Understand basic local, state, and federal sanitation regulations as they pertain to food production and service.
• B3.3 Explain the types of food contamination, the potential causes, including cross-contamination, and methods of prevention.
• B3.4 Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
• B5.1 Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventive maintenance and the use of nontoxic and less toxic materials.
• B5.2 Recognize the types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous environmental and physical properties of chemicals and the use of Material Safety Data Sheets (MSDS).
• B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.
<table>
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<tr>
<th>Meeting the Needs of ELs:</th>
<th>Instructional Resources:</th>
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<tr>
<td>• In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: <a href="http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf">http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</a></td>
<td>• <a href="https://www.americanbakers.org/">https://www.americanbakers.org/</a> - (Teacher resource American Bakers Association)</td>
</tr>
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<td>• In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: <a href="http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf">http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf</a></td>
<td>• <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a> - (Teacher and Student Resource for writing support)</td>
</tr>
</tbody>
</table>
International Cuisine - Scope and Sequence
Unit 2 - Exploring Cuisines from US Geographic Regions
Length: 5-6 weeks

Unit Description: In Unit 2, students will begin to develop an understanding of the international cuisine through a study of the various geographic regions within the United States. Students will be provided with a list of geographic regions for an in-depth study and exploration of various recipes for their geographical point of origin, the cultural underpinnings of the recipe, traditions and values behind preparation and serving, holiday and religious beliefs and values of the recipe, ingredient choice (including those ingredients origin in the geographic region), cost analysis of recipes, and career and educational requirements of the international cuisine industry.

The students are expected to showcase their food/recipe selection items in a variety of ways throughout each performance task. The school site/s have industry restaurant style serving centers that afford students an opportunity to showcase their international cuisine products to patrons in a real-life industry standard environment or to share their products with others through a key community service or other project.

Anchor Standards:

2.0 Communications: Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (used throughout all units of study)

4.0 Technology: Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (used throughout all units of study)

5.0 Problem Solving and Critical Thinking: (used throughout all units of study)
   - 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
   - 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety: Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (used throughout all units of study)

7.0 Responsibility and Flexibility: (used throughout all units of study)
   - 7.4 Practice time management and efficiency to fulfill responsibilities.

8.0 Ethics and Legal Responsibilities: (used throughout all units of study)
   - 8.1 Access, analyze, and implement quality assurance standards of practice.

Learning Objectives:

Students will be able to…
- Apply principles of safe food handling and personal hygiene.
- Prioritize tasks and complete work according to schedule.
- Maintain a safe and orderly working environment, including applying procedures for equipment maintenance and sanitation.
- Select appropriate tools for preparing a variety of items.
- Select appropriate ingredients for a variety of food items and prepare according to specifications.
- Create a cost analysis of a recipe.
- Identify the historical significance of key international cuisine food items.

Unit Assignments/Performance Tasks:

Teacher Note: Prior to beginning Part 1 of the Concepts and Fundamentals of Baking and Pastry, the teacher will introduce and review the end of semester culminating international cuisine showcase requirements. These requirements (as outlined below) will be the guiding force behind each student performance task conducted throughout the first semester of the course.

* Introduction to Final End of Semester Project: As an end of semester culminating final exam assessment of learning, students will:
- Select one menu item from the entire first semester and will conduct a hands-on demonstration lab that will serve as their Capstone Final Exam. Students will follow all industry specifications in preparation and will be assessed utilizing a common teacher created rubric. Criteria for success include:
  - Clarifying all essential ingredients, including the nutritional value of each ingredient from the recipe.
  - Research the name of the dish; including the historical significance, geographical region, etc.
  - Identify the key plating techniques for the dish; according to industry standards.
  - Identify the key equipment and/or utensils utilized in the preparation and any safety features.

Unit Assessments:

- Historical or Presentation Reflection Summary
- Metacognitive Review of the process paper (up to one page)
- Notes from the History of the Performance Task items
- Digital Image
- Peer to Peer Review
- Career Exploration paper
### 9.0 Leadership and Teamwork:
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, teamwork and individual decision-making, benefits of workforce diversity, and conflict resolution as practices in the career technical student organization. (FHA-HERO, the California Affiliate of FCCLA).

### 10.0 Technical Knowledge and Skills:

- **10.1** Interpret and explain terminology and practices specific to industry.
- **10.5** Define the principles of nutrition and their relationship to good health through the life cycle.
- **10.7** Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.
- **10.9** Identify the aspects of science related to food preparation, product development, and nutrition.
- **10.11** Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.

### 11.0 Demonstration and Application:

- **11.1** Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practice.
- **11.5** Create a portfolio or similar collection of work that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

### Hospitality, Tourism, and Recreation Pathway Standards (Food Service and Hospitality Pathway):

- **B3.0** Interpret the basic principles of sanitation and safe food handling.
- **B3.1** Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.
- **B3.3** Explain the types of food contamination, the potential causes, including cross contamination, and methods of prevention.

- **Assess food items based on industry specifications.**
- **Work collaboratively and independently.**
- **Utilize technology.**
- **Cite sources utilizing a style manual.**
- **Utilize appropriate speaking/listening skills and vary according to audience.**
- **Follow multi-step directions by interpreting informational documents – such as recipes.**
- **Write routinely over time – summarizing key informational text, paraphrasing text (such as video or lecture), and respond to text based questions.**
- **Use grade appropriate writing techniques and industry terminology.**
- **Conduct short and more sustained research on a specific topic.**
- **Utilize industry standards when serving international cuisine items.**

- **Throughout the unit, students will examine each performance task menu item as a career exploration. The research will include the history of the career, the educational requirements, local industry establishments, etc. They will write a 1-3-page summary of their findings and will submit as part of their final exam. The information will be added to the student’s digital portfolio and can be used as part of their Career Exploration and Industry Showcase.**

### Regions of the United States Performance Task

- **Utilizing a variety of teacher provided and WWW resources, in groups of 4 or 5, students will review the various regions of the United States through the lens of food preparation and recipes of the region. Specific regions will be provided by the instructor. Groups will be assigned roles such as leader, presenter, etc., and portions of the task will be completed individually, while other portions of the task will be completed as a group task.**

Each group participant will explore at least one food item from the geographic region. The food item must be indigenous to that region and/or include the historical significance as to how that particular item came to be associated with the geographic region. The individual will explore the item and identify key criteria (such as those cited below) from a teacher generated criterion based list. Each student will individually summarize his/her findings to share with his/her group.

- **Geographic location – including a map of the region**
- **Historical underpinnings of the region (people, place, etc.)**
- **Specific cultural significance of the food item (may include religious significance, ceremonial significance, calendar significance, etc. of the item)**
- **Specialty vocabulary or terminology commonly associated with the receipt/food item choice & any history of naming convention used**

### Regions of the United States Criteria List:
- Geographic location – including a map of the region
- Historical underpinnings of the region (people, place, etc.)
- Specific cultural significance of the food item (may include religious significance, ceremonial significance, calendar significance, etc. of the item)
- Specialty vocabulary or terminology commonly associated with the receipt/food item choice & any history of naming convention used
• B3.4 Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
• B4.0 Analyze the basics of food service and hospitality management.
• B5.1 Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventive maintenance and the use of nontoxic and less toxic materials.
• B5.6 Prioritize tasks and plan work schedules based on budget and personnel.
• B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.
• B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.
• B6.2 Apply the principle of mise en place, including the placement and order of use of ingredients, equipment, tools, and supplies.
• B6.3 Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.
• B6.4 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.
• B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.
• B6.6 Design plating techniques, including accurate portioning and aesthetic presentation skills.
• B8.0 Apply the knowledge and skills essential for effective customer service.
• B10.2 Interpret nutritional or ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals.
• B11.6 Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost.

**ELA CTE Writing Standards (Grade 11/12)**

• 9. Draw evidence from informational texts to support analysis, reflection, and research.
• 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess

**Recipe ingredients, quantities, and any specific significance of key ingredients, such as climate for growth for specific items natural to the region**

• Nutritional value of each ingredient and the recipe as a whole
• Cost analysis for recipe and all ingredients
• Preparation requirements – including time for preparation from start to finish.
• Mise en place specifications
• Storage and safe handling specifications

• When each student in the group completes his/her research, student groups will utilize a Web 2.0 technology such as PPNT or Prezi and will prepare a 5-minute group presentation on at least two of their regional recipes as key food items and will present their findings to the class. Each student shares his/her item choice with the group and the group will make a determination as to which food items will be showcased in their presentation.

The student groups will then select one recipe from their group and will prepare the item according to industry specifications. Prior to preparation, students will submit their recipe of choice along with a complete list of all ingredients and the service size needed, a complete cost analysis of all recipe ingredients, and requirement equipment and length of time for preparation (preparation proposal) to their teacher for approval.

Student teams will then prepare their item according to industry specifications. Students will demonstrate their ability to work as a team in the work place environment, to adhere to a schedule, to work collaboratively to solve real world problems, and to evaluate their group and individual strengths and areas of growth.

Student groups will be assessed using industry standard rubrics for quality and presentation. Students will write a reflection summary of the entire process.
the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 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.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

ELA CTE Reading Standards (Grade 11/12)

- Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

This summary will include strengths and areas of growth both individually and as a member of the preparation team.
- Students will also be required to conduct a peer review of at least two other student group food items and submit those evaluations along with their own reflection summary.
- Students will take a digital image of their final product and upload into their portfolio. The digital image will be submitted along with the complete recipe.
- Key considerations for this task are the historical and cultural significance of the item and an historical and geographical representation of the region of choice.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Meeting the Needs of ELs:

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaedfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaedfwchapter11.pdf)

Instructional Resources:

- [https://www.theguardian.com/lifeandstyle/wordofmouth/2013/sep/03/geography-taste-how-food-preferences-formed](https://www.theguardian.com/lifeandstyle/wordofmouth/2013/sep/03/geography-taste-how-food-preferences-formed) (teacher resource, article on how our tastes are informed)
- [http://www.gov.pe.ca/photos/original/4hsask_IC_RB.pdf](http://www.gov.pe.ca/photos/original/4hsask_IC_RB.pdf) (teacher resource on exploring international cuisine)
- [http://www.foodtimeline.org/usa.html](http://www.foodtimeline.org/usa.html) (teacher resource)
- [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/) - (Teacher and Student Resource for writing support)
International Cuisine - Scope and Sequence
Unit 3 - Exploring Cuisines from Asian Countries & Geographic Regions
Length: 5-6 weeks

Unit Description: In Unit 3, students will begin to develop an understanding of the international cuisine through a study of the various geographic regions within the Asian Countries. Students will be provided with a list of geographic regions for an in-depth study and exploration of various recipes for their geographical point of origin, the cultural underpinnings of the recipe, traditions and values behind preparation and serving, holiday and religious beliefs and values of the recipe, ingredient choice (including those ingredients origin in the geographic region), cost analysis of recipes, and career and educational requirements of the international cuisine industry.

The students are expected to showcase their food/recipe selection items in a variety of ways throughout each performance task. The school site/s have industry restaurant style serving centers that afford students an opportunity to showcase their international cuisine products to patrons in a real-life industry standard environment or to share their products with others through a key community service or other project.

Anchor Standards:

2.0 Communications: Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (used throughout all units of study)

4.0 Technology: Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (used throughout all units of study)

5.0 Problem Solving and Critical Thinking: (used throughout all units of study)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety: Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (used throughout all units of study)

7.0 Responsibility and Flexibility: (used throughout all units of study)

- 7.4 Practice time management and efficiency to fulfill responsibilities.

Learning Objectives:

Students will be able to...

- Apply principles of safe food handling and personal hygiene.
- Prioritize tasks and complete work according to schedule.
- Maintain a safe and orderly working environment, including applying procedures for equipment maintenance and sanitation.
- Select appropriate tools for preparing a variety of items.
- Select appropriate ingredients for a variety of food items and prepare according to specifications.
- Create a cost analysis of a recipe.
- Identify the historical significance of key international cuisine food items.
- Assess food items based on industry specifications.
- Work collaboratively and independently.
- Utilize technology.

Unit Assignments/Performance Tasks:

Regions of the Asian Countries Performance Task – In order to understand the vastness of the food contributions of Asian countries, the teacher will focus on building student’s background knowledge in the areas of India and China as major contributors to the International food landscape. Students will draw from a list of food items from the region as the focus of the geographic study and food preparation and demonstration. Using primary sources such as (http://apjjf.org/-Sidney-Mintz/3135/article.html) the teacher and students will explore the food contributions of the region. Students will also conduct an in-depth review of the geographic region and cultural underpinnings. Through use of (http://www.worldatlas.com/webimage/countrys/as.htm) world atlas and other digital and print resources, students will explore the region of the world so that they have attained a geographical understanding of the location of the region.

- The students will then select a specific recipe from a list of regional food items and will conduct more in-depth research that could include, but is not limited to items from the Regions of the Asian Criteria List.

Regions of the Asian Countries Criteria List:

- Geographic location – including a map of the region
- Historical underpinnings of the region (people, place, etc.)

Unit Assessments:

- Historical or Presentation Reflection Summary
- Metacognitive Review of the Process Paper (up to one page)
- Notes from the History of the Performance Task items
- Digital Image
- Peer to Peer Review
- Career Exploration Paper
**8.0 Ethics and Legal Responsibilities**: (used throughout all units of study)
- 8.1 Access, analyze, and implement quality assurance standards of practice.

**9.0 Leadership and Teamwork**: Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, teamwork and individual decision-making, benefits of workforce diversity, and conflict resolution as practices in the career technical student organization. (FHA-HERO, the California Affiliate of FCCLA). (used throughout all units of study)

**10.0 Technical Knowledge and Skills**: (used throughout all units of study)
- 10.1 Interpret and explain terminology and practices specific to industry.
- 10.5 Define the principles of nutrition and their relationship to good health through the life cycle.
- 10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.
- 10.9 Identify the aspects of science related to food preparation, product development, and nutrition.
- 10.11 Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.

**11.0 Demonstration and Application**: (used throughout all units of study)
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practice.
- 11.5 Create a portfolio or similar collection of work that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

**Hospitality, Tourism, and Recreation Pathway Standards (Food Service and Hospitality Pathway)**:
- B3.0 Interpret the basic principles of sanitation and safe food handling.

<table>
<thead>
<tr>
<th><strong>Hospitality, Tourism, and Recreation Pathway Standards</strong></th>
<th><strong>Food Service and Hospitality Pathway</strong></th>
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<tbody>
<tr>
<td>- Cite sources utilizing a style manual.</td>
<td>- Specific cultural significance of the food item (may include religious significance, ceremonial significance, calendar significance, etc. of the item)</td>
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<td>- Utilize appropriate speaking/listening skills and vary according to audience.</td>
<td>- Specialty vocabulary or terminology commonly associated with the receipt/food item choice &amp; any history of naming convention used</td>
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<td>- Follow multi-step directions by interpreting informational documents – such as recipes.</td>
<td>- Recipe ingredients, quantities, and any specific significance of key ingredients, such as climate for growth for specific items natural to the region</td>
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<tr>
<td>- Write routinely over time – summarizing key informational text, paraphrasing text (such as video or lecture), and respond to text based questions.</td>
<td>- Nutritional value of each ingredient and the recipe as a whole</td>
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<td>- Use grade appropriate writing techniques and industry terminology.</td>
<td>- Cost analysis for recipe and all ingredients</td>
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<td>- Conduct short and more sustained research on a specific topic.</td>
<td>- Preparation requirements – including time for preparation from start to finish.</td>
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<tr>
<td>- Utilize industry standards when serving international cuisine items.</td>
<td>- Mise en place specifications</td>
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</table>

- Student groups will then select one recipe from their group and will prepare the item according to industry specifications. Prior to preparation, students will submit their recipe of choice along with a complete list of all ingredients and the service size needed, a complete cost analysis of all recipe ingredients, and requirement equipment and length of time for preparation (preparation proposal) to their teacher for approval.

- Student teams will then prepare their item according to industry specifications. Students will demonstrate their ability to work as a team in the workplace environment, to adhere to a schedule, to work collaboratively to solve real world problems, and to evaluate their group and individual strengths and areas of growth.

- Student groups will be assessed using industry standard rubrics for quality and presentation. Students will write a reflection summary of the entire process. This summary will include strengths and areas of growth both individually and as a member of the preparation team.
- B3.1 Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.
- B3.3 Explain the types of food contamination, the potential causes, including cross contamination, and methods of prevention.
- B3.4 Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
- B4.0 Analyze the basics of food service and hospitality management.
- B5.1 Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventive maintenance and the use of nontoxic and less toxic materials.
- B5.6 Prioritize tasks and plan work schedules based on budget and personnel.
- B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.
- B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.
- B6.2 Apply the principle of mise en place, including the placement and order of use of ingredients, equipment, tools, and supplies.
- B6.3 Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.
- B6.4 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.
- B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.
- B6.6 Design plating techniques, including accurate portioning and aesthetic presentation skills.
- B8.0 Apply the knowledge and skills essential for effective customer service.
- B10.2 Interpret nutritional or ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals.

- Students will also be required to conduct a peer review of at least two other student group food items and submit those evaluations along with their own reflection summary.
- Students will take a digital image of their final product and upload into their portfolio. The digital image will be submitted along with the complete recipe.
- Key considerations for this task are the historical and cultural significance of the item and an historical and geographical representation of the region of choice.
- As an extension activity, students will then select a second region of the Asian countries and will, in groups, prepare a second dish utilizes all of the components outlined above.
• B11.6 Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost.

ELA CTE Writing Standards (Grade 11/12)
• 9. Draw evidence from informational texts to support analysis, reflection, and research.
• 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
• 7. 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
• 6. 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.
• 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  o Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

ELA CTE Reading Standards (Grade 11/12)
• 1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the
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<td>author makes and to any gaps or inconsistencies in the account.</td>
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<td>3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</td>
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<td>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</td>
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<td>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</td>
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<td>8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</td>
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<td>9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</td>
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**Meeting the Needs of ELs:**

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublcat14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublcat14.pdf)
- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

**Instructional Resources:**

- [https://www.theguardian.com/lifeandstyle/wordofmouth/2013/sep/03/geography-taste-how-food-preferences-formed](https://www.theguardian.com/lifeandstyle/wordofmouth/2013/sep/03/geography-taste-how-food-preferences-formed) (teacher resource, article on how our tastes are informed)
- [http://www.gov.pe.ca/photos/original/4hsask_IC_RB.pdf](http://www.gov.pe.ca/photos/original/4hsask_IC_RB.pdf) (teacher resource on exploring international cuisine)
- [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/) - (Teacher and Student Resource for writing support)
International Cuisine - Scope and Sequence
Unit 4 - Exploring Cuisines from The Americas Geographic Regions
Length: 8-10 weeks

Unit Description: In Unit 4, students will begin to develop an understanding of the international cuisine through a study of the various geographic regions within The Americas. Students will be provided with a list of geographic regions for an in-depth study and exploration of various recipes for their geographical point of origin, the cultural underpinnings of the recipe, traditions and values behind preparation and serving, holiday and religious beliefs and values of the recipe, ingredient choice (including those ingredients origin in the geographic region), cost analysis of recipes, and career and educational requirements of the international cuisine industry.

The students are expected to showcase their food/recipe selection items in a variety of ways throughout each performance task. The school site/s have industry restaurant style serving centers that afford students an opportunity to showcase their baking and pastry products to patrons in a real-life industry standard environment or to share their products with others through a key community service or other project.

Anchor Standards:

2.0 Communications: Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (used throughout all units of study)

4.0 Technology: Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (used throughout all units of study)

5.0 Problem Solving and Critical Thinking: (used throughout all units of study)
   - 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
   - 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety: Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (used throughout all units of study)

7.0 Responsibility and Flexibility: (used throughout all units of study)
   - 7.4 Practice time management and efficiency to fulfill responsibilities.

8.0 Ethics and Legal Responsibilities: (used throughout all units of study)
   - 8.1 Access, analyze, and implement quality assurance standards of practice.

Learning Objectives:

Students will be able to:

- Apply principles of safe food handling and personal hygiene.
- Prioritize tasks and complete work according to schedule.
- Maintain a safe and orderly working environment, including applying procedures for equipment maintenance and sanitation.
- Select appropriate tools for preparing a variety of items.
- Select appropriate ingredients for a variety of food items and prepare according to specifications.
- Create a cost analysis of a recipe.
- Identify the historical significance of key items.

Unit Assignments/Performance Tasks:

Regions of The Americas Performance Task – In order to understand the vastness of the food contributions of the Americas. The teacher will focus on building student’s background knowledge of the Americas as major contributors to the International food landscape. Through resources such as (http://lavidacomida.com/note-latin-american-cuisine/), students will draw from a list of food items from the region as the focus of the geographic study and food preparation and demonstration. Using primary and secondary sources, students will explore the food contributions of the region. Students will also conduct an in-depth review of the geographic region and cultural underpinnings. Through use of (http://www.worldatlas.com/webimage/countrys/as.htm) world atlas and other digital and print resources, students will explore the region of the world so that they have attained a geographical understanding of the location of the region.

Students will then select a specific recipe from a list of regional food items and will conduct more in-depth research on the global impact of that food item. They will write a research paper on the food item and how that particular item has migrated to other regions of the world. Through use of resources such as (https://www.nps.gov/heritageinitiatives/latino/latinothemestudy/food.htm) and other sources, students will examine food items for their contribution to the local area, to local and

Unit Assessments:

- Historical or Presentation Reflection Summary
- Metacognitive Review of the Process Paper (up to one page)
- Notes from the History of the Performance Task items
- Digital Image
- Peer to Peer Review
- Career Exploration Paper
9.0 Leadership and Teamwork: Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, teamwork and individual decision-making, benefits of workforce diversity, and conflict resolution as practices in the career technical student organization. (FHA-HERO, the California Affiliate of FCCLA).

10.0 Technical Knowledge and Skills: (used throughout all units of study)

- 10.1 Interpret and explain terminology and practices specific to industry.
- 10.5 Define the principles of nutrition and their relationship to good health through the life cycle.
- 10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.
- 10.9 Identify the aspects of science related to food preparation, product development, and nutrition.

11.0 Demonstration and Application: (used throughout all units of study)

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practice.
- 11.5 Create a portfolio or similar collection of work that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

Hospitality, Tourism, and Recreation Pathway Standards (Food Service and Hospitality Pathway):

- B3.0 Interpret the basic principles of sanitation and safe food handling.
- B3.1 Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.
- B3.3 Explain the types of food contamination, the potential causes, including cross contamination, and methods of prevention.

International Cuisine

- international cuisine food items.
- Assess food items based on industry specifications.
- Work collaboratively and independently.
- Utilize technology.
- Cite sources utilizing a style manual.
- Utilize appropriate speaking/listening skills and vary according to audience.
- Follow multi-step directions by interpreting informational documents – such as recipes.
- Write routinely over time – summarizing key informational text, paraphrasing text (such as video or lecture), and respond to text based questions.
- Use grade appropriate writing techniques and industry terminology.
- Conduct short and more sustained research on a specific topic.
- Utilize industry standards when serving international cuisine items.

Regional Cuisine

- regional food items, and to a deepening understanding of the ingredient and/or food item to that of a broader range of recipes and to migration to other geographic regions of the world. Research will include:

Regions of the Americas Criteria List:
- Geographic location – including a map of the region
- Historical underpinnings of the region (people, place, etc.)
- Specific cultural significance of the food item (may include religious significance, ceremonial significance, calendar significance, etc. of the item)
- Specialty vocabulary or terminology commonly associated with the receipt/food item choice & any history of naming convention used
- Recipe ingredients, quantities, and any specific significance of key ingredients, such as climate for growth for specific items natural to the region
- Nutritional value of each ingredient and the recipe as a whole
- Cost analysis for recipe and all ingredients
- Preparation requirements – including time for preparation from start to finish.
- Mise en place specifications
- Storage and safe handling specifications

- The student groups will then break into groups of 4 and will share a recipe from The Americas with their group. The group will select one recipe from their regions and will prepare the item according to industry specifications. Prior to preparation, students will submit their recipe of choice along with a complete list of all ingredients and the service size needed, a complete cost analysis of all recipe ingredients, and requirement equipment and length of time for preparation (preparation proposal) to their teacher for approval.
- Student teams will then prepare their item according to industry specifications. Students will demonstrate their ability to work as a team in the work place.
- B3.4 Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
- B4.0 Analyze the basics of food service and hospitality management.
- B5.1 Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventive maintenance and the use of nontoxic and less toxic materials.
- B5.6 Prioritize tasks and plan work schedules based on budget and personnel.
- B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.
- B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.
- B6.2 Apply the principle of mise en place, including the placement and order of use of ingredients, equipment, tools, and supplies.
- B6.3 Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.
- B6.4 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.
- B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.
- B6.6 Design plating techniques, including accurate portioning and aesthetic presentation skills.
- B8.0 Apply the knowledge and skills essential for effective customer service.
- B10.2 Interpret nutritional or ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals.
- B11.6 Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost.

**ELA CTE Writing Standards (Grade 11/12)**

- 9. Draw evidence from informational texts to support analysis, reflection, and research.
- 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess environment, to adhere to a schedule, to work collaboratively to solve real world problems, and to evaluate their group and individual strengths and areas of growth.
- Student groups will be assessed using industry standard rubrics for quality and presentation. Students will write a reflection summary of the entire process. This summary will include strengths and areas of growth both individually and as a member of the preparation team.
- Students will also be required to conduct a peer review of at least two other student group food items and submit those evaluations along with their own reflection summary.
- Students will take a digital image of their final product and upload into their portfolio. The digital image will be submitted along with the complete recipe.
- Key considerations for this task are the historical and cultural significance of the item and an historical and geographical representation of the region of choice.
- As an extension activity, students will then select a second region of The Americas and will, in groups, prepare a second dish utilizes all of the components outlined above.
the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- 7. 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 6. 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.
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

ELA CTE Reading Standards (Grade 11/12)

- 1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Meeting the Needs of ELs:

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaelfvwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaelfvwchapter11.pdf)

Instructional Resources:

- [https://www.theguardian.com/lifeandstyle/wordofmouth/2013/sep/03/geography-taste-how-food-preferences-formed](https://www.theguardian.com/lifeandstyle/wordofmouth/2013/sep/03/geography-taste-how-food-preferences-formed) (teacher resource, article on how our tastes are informed)
- [https://www.nps.gov/heritageinitiatives/latino/latinothemestudy/food.htm](https://www.nps.gov/heritageinitiatives/latino/latinothemestudy/food.htm)
- [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/) (Teacher and Student Resource for writing support)
International Cuisine - Scope and Sequence
Unit 5 - Career Exploration and Industry Showcase
Length: 4-6 weeks

Unit Description: Students will showcase products from a unit of study from the International Cuisine course to an industry professional in an International Cuisine Showcase Café. Students will review their portfolio and will choose a unit focus to present to a panel of industry experts in an end of year showcase. Components of the showcase will include emphasis on applying appropriate technical skills and academic knowledge as well as communicating connections between the application process during the performance tasks and industry expectations. Students will also develop a career profile and cover letter that includes an educational plan in an industry related area.

Anchor Standards:
3.0 Career Planning and Management: Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

Learning Objectives:
- Create a business plan utilizing industry standards.
- Create a resume and cover letter showcasing experiencing in the International Cuisine course as well as throughout their experience in the Culinary Arts pathway.
- Utilize grade level appropriate written and oral communication skills.
- Conduct research, analyzing primary source documents, synthesizing documents, and highlighting key ideas and details.
- Examine a variety of charts and graphs.
- Utilize key industry specific terminology.
- Use rubrics to evaluate their own and others’ presentations and performance tasks based on success criteria.

Unit Assignments:
The students will spend about one-month preparing for their end of year showcase. The showcase will include a presentation by each students showcasing one or two of their personal performance based task items from throughout the year. Students will select at least two performance tasks completed throughout the semester as the focus of their presentation and career exploration. The students will use their student portfolio to assist them in narrowing their choice. They will follow the same steps as used throughout the course to prepare and plate their choices for industry expert showcase. In addition to the food preparation portion of the final, students will be expected to research local eateries to find an establishment that specializes in the type of items they selected. They will examine the business for all facets of career exploration – from geographic location, to menu choices, cost analysis, personnel requirements, educational expectations (including, if possible, an interview with an establishment person/s). They will then examine the educational requirements for positions within the establishment, focusing on local educational opportunities from culinary arts schools to college/university degree programs. Students will create a Resume and Cover letter and will be prepared to share this with industry partners as a part of their culminating showcase.

Presentation Requirements:
- Students will plate their item according to industry specifications.
- Students will present their item/s to industry professionals utilizing key industry terminology.

Unit Assessments:
Teacher generated rubrics to grade the following:
- Students Presentations (rubric)
- Student Reflection
- Career Exploration Paper
- Product Development
- Industry Feedback Form
When industry professionals visit the student’s showcase station, students will be expected to respond to a variety of questions around the course and food item preparation, which will include a resume that they can provide to the industry partners.

**Key Presentation Components:**
1. Historical and cultural origin of the products
2. Costing including labor, ingredients, overhead and profit
3. Careers- Local restaurants that carry this product, what career are related to this product
4. Marketing- how would this product be marketed through sakes, menu and description?
5. Platting and garnishing- individual versus whole? Garnishing? Sauces?
6. Science/Nutritional Information
7. Menu Design- How would your product fit into a menu? What type of restaurant would your product be showcased in?

At the end of the experience, each student will write a one-page reflection of the entire experience highlighting areas of strength and areas of growth. **Presentation will include the following:** (Presentation can be in electronic format or a display board)
Meeting the Needs of ELs:

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfivechapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfivechapter11.pdf)

Instructional Resources:

- Students will utilize a variety of web-based resources in completion of this career exploration and showcase demonstration task.
- [https://www.internationalstudent.com/study-culinary-arts/careers-in-culinary-arts/](https://www.internationalstudent.com/study-culinary-arts/careers-in-culinary-arts/) (website with careers in culinary arts industry – Teacher/Student resource)
- [https://resumegenius.com/cover-letters-the-how-to-guide](https://resumegenius.com/cover-letters-the-how-to-guide) (student/teacher resource for resume and cover letter design)
- [https://www.entrepreneur.com/article/247575](https://www.entrepreneur.com/article/247575) (Teacher resource, articles on writing an effective business plan)
- [http://www.aafcs.org/CredentialingCenter/culinary.asp](http://www.aafcs.org/CredentialingCenter/culinary.asp) (teacher resource for industry standard specifications in culinary arts)
- [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/) (Teacher and Student Resource for writing support)