

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY**

COURSE TITLE: Food Service and Hospitality: International Cuisine
COURSE NUMBER: (Aeries)
CBEDS NUMBER: (Aeries)
DEPARTMENT: CTE
LENGTH OF COURSE: Year
CREDITS PER SEMESTER: 5
GRADE LEVEL(S): 10th
REQUIRED OR ELECTIVE: Elective (“g”)

PREREQUISITES:

Required: Enrollment in a California Partnership Academy
Recommended: Algebra, Integrated Math I or higher level mathematics course
Biology or Chemistry

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION: Foods and Hospitality: International Cuisine introduces fundamental concepts related to the implementation of food and culture and how they are interrelated. The study of International Cuisine engages students in a focus on indigenous foods, cultural and religious influences and historical events. After successfully completing this course, students gain a broad exposure and intimate knowledge of global foods from the Americas, the Mediterranean, Africa and the Middle East, Europe, and Asia. Students build a professional palate through sensory experience of new ingredients and flavor combinations and by utilizing cooking methods practiced by each ethnic cuisine studied. Students also attain the college and career readiness skills such as professionalism; teamwork and collaboration, communication, critical thinking and decision-making, organization, interpersonal skills, positive work habits, productivity, precision, sanitary habits, and habits of the mind.

COURSE PURPOSE: Students acquire greater understanding of their world and the cultural diversity that exists in their own community. Students explore the social and cultural heritage within historical and cultural context. Students increase their understanding of the differences and commonalities we have with other cultures around world. In studying the cuisine of a people or a region, we learn about a country’s geography and climate, traditions, taboos and social mores, unique adaptations caused by environment on a food supply, pressure on a population to trade, export, import, permit a closed or open society, and cultural values. This course also provides high quality career technical education in the instruction of traditional and international culinary knowledge and skills. In a lab environment of a professional kitchen, students learn and demonstrate culinary skills used within various ethnic populations based on traditions, techniques, culinary tools, and ingredients.

COURSE OUTLINE:

Unit One: Introduction to International Cuisine

This unit introduces the course, establishes the common threads to be explored in the course, and the guidelines for lab practices, safe food handling, and course procedures. Students will be introduced to cuisines from countries with a focus on geographic cultural and historic influences that shaped food patterns. In these units, students explore and define culture including: housing, language, lifestyle, the arts, literature, architecture, ethnicity, and customary beliefs, social mores, and religious beliefs. Students will discuss the significance of the phrase: “You are what you eat” and “You eat where you are”. In a class discussion, students will brainstorm how the availability of food ingredients is a determining factor in what we, or a culture consumes. Students will

discuss the phrase: “A bizarre food to you is just another everyday snack food for someone else living on another part of the planet.” In setting up guidelines for this course, students will develop an appreciation for valuing cultures that are different than their own experiences

Unit Two: Africa and the Middle East

In this unit students will focus on the impact and significance of cultural interaction. Once the significance of Africa became apparent, first to slavery and then as a supply ground to feed an industrializing Europe and America, the African continent quickly became colonized. As Imperialism fed on Africa, so too did the Middle East as the Ottoman Empire crumbled. Students begin the unit reviewing the historical significance of both the Middle East and Africa. Students investigate and research the similarities and differences between the religious cultures of this region by defining and explaining a Kosher (Jewish) diet, Halal (Muslim) diet, and Christian diet. Students also explore the African diet. Students will be able to identify and explain the Saharan or North African diet, East African diet, West African diet, and South African diet. (It is, of course, possible to be flexible and include another African or Middle Eastern region or recipe of interest to your students.

Students write a cost analysis and prepare the following foods using traditional ingredients and techniques demonstrated in this class: Moroccan chicken, Hamantashen, Matzo soup, Latke, Taboouleh and hummus, Falafel, African peanut stew, Ethiopian injera, mashed plantains and chicken stew, and South African shutney (Indian influences).

Unit Three: Asia

Students will learn about various cultures throughout Asia including: Chinese, Japanese, Philippine, Vietnamese, Thai, Cambodian, Indonesian and Indian cultures. Students will learn about the histories of each culture's cuisine and how each culture views their cuisine in relation to family and religion. Students will learn descriptions of a variety of foods found in India. Students will learn the historical importance of the Indian Spice trade and the impact religion plays of the foods of India as well as how to prepare foods from India (grains, meats, fruits, and sauces). Students will learn to how the extreme contrasts and similarities of foods found in the Rice Bowl of Asia-China and Japan are defined. Students will also learn the descriptions of a variety of foods found in China and Japan and how they are prepared. Students will learn to evaluate foods prepared for flavor profiles, quality and authenticity.

Unit Four: Europe

Students will research the history of Europe and identify what foods are able to grow and produce in the various types of climate. This will be done through Internet searches. After having an understanding on how the climate can effect what type of foods can be produced in Europe, students will have to describe the variety of foods either through oral or written report. Students will work together in a group planning, cooking and plating a dish from the early European era. Finally students will be given an evaluation sheet so they can demonstrate their initial understanding of the complexities of flavor, texture, visual and olfactory senses.

In this unit, students will focus on France. In the 1700's the court of King Louis XIV set the standard of culture, fashion, court etiquette, the French language became the International language of courts and diplomacy. As the country that was emulated throughout Europe and other part of the world, France established the standards of haute cuisine that are in use today. This includes the restaurant model, the use of a la carte service, the kitchen brigade (chef, sous chef, cook, and garde manger), and dominate the industry with the use industry standard culinary terms used throughout the world. Students will explore the historic beginnings of the culinary model established by the French courts that set the standards for haute cuisine today. The class will study this model and work in groups to explore and report back to the class about the other European Cuisines. Students will be introduced to classical French techniques, terminology and knife cuts that are part of the culinary world. The French model is attributed to the work and contributions of three leaders and innovators that established the 20th century restaurant model:

- o Marie-Antoine Carême – students will examine the contribution of this “Chef of Kings” who created haute cuisine, the high art of French cooking. He is credited with *service à la russe* (serving each

dish in the order printed on the menu), and most significantly the five class mother sauces from which nearly all classical sauces are derived.

- o • Georges Auguste Escoffier – students will examine this iconic French chef, restaurateur and culinary writer who popularized and updated traditional French cooking methods. He is a legendary figure among chefs and gourmets, and was one of the most important leaders in the development of modern French cuisine. Much of Escoffier's technique was based on that of Antoine Carême, one of the codifiers of French *haute cuisine*, but Escoffier's achievement was to simplify and modernize Carême's elaborate and ornate style.
- o • Francois Pierre de la Varenne – students will examine La Varenne's work as he is credited as being the first to set down in writing the culinary innovations achieved in France in the seventeenth century, while codifying food preparation in a systematic manner, according to rules and principles, i.e., the first “how to cookbook.”

Unit Five: The Americas

The Americas are responsible for many of the staple foods consumed around the world that owe their origins to the age of exploration. The Peruvian potato, the tomato, coffee, corn, chocolate are just a few of common foods now consumed worldwide. The theme for this unit will focus on the migration of foods from one culture to another. Students will examine how foreign foods initially introduced from the “new world” were received with caution and took time to gain acceptance. These foods, like the potato, which was initially thought to be poisonous, would later become the food staple that saved millions from starvation in Russia and Ireland. While other foods from the new world, like the tomatoes become adopted and inseparable from Italian cuisine. Students will examine how food crops and grains like the potato, quinoa and maize were instrumental in building and sustaining empires like the Inca, Mayan and Aztecs. Using geography and map activities students will explore and identify the origins of foods that migrated out of the new world. Students will be reading case studies that compare and contrast the diet of American Indians within the United States and those of the same tribe, but living in Mexico to determine why the American Indian tribes on reservations suffer great health problems (i.e., diabetes and health disease) then their counterpart living in Mexico. In the second part of this unit, students will examine how the foods that have left the new world have integrated into other countries and become part of their traditional cultures, such as the Swiss, Belgians, and Dutch with Cocoa and Chocolate, potatoes to Irish cuisine, the tomato to Italian foods or how rice has become part of the Latin cultures. Students will explore what cooking tools, equipment, styles and culinary styles are representative of Latin cuisine.

Unit Six: Fusion of International Cuisine: Student Portfolios and Exhibitions of Learning

In this final unit students will apply what they have learned in their global journey of cuisines and culture to create their own nation. Students will give their nation the significant elements that identify a nation: flag, language, customs, holidays, economy, religion, traditions, physical location, climate and finally, create a national dish.

The students will use the theme of their nation to create a unique new recipe in the form of fusion cuisine. Students will be encouraged to use a blending of the techniques and ingredients from one culture with the goal of creating a recipe that is new and different. Students will present their project, which includes a cooking demonstration to the class.

KEY ASSIGNMENTS: Common threads throughout the course for all units will include: lab assignments (with culminating lab evaluation forms), food cost analysis, country worksheets, reading from the text, geography assignments, film critiques, and international cuisine notebooks and journal/blog.

Unit One: Introduction to International Cuisine

Lab Assignments and Lab Assignment Review: Each unit is accompanied with a required “hands-on” food/cooking lab/labs. The labs include completion of evaluation form and peer review based on the following criteria: Texture, Appearance, Flavor, Ingredients measured correctly, Ingredients added in the correct order, Correct techniques and cookware used.

Cultural Analysis: Students will write a 500 word analysis of lab including a reflective component comparing and contrasting this culture's cuisine to their own.

Food Cost Analysis Review: Each unit includes the following cost analysis activity. Students will use the cost analysis to evaluate to compare and contrast activities in subsequent units. Students will use the cost analysis to evaluate to compare and contrast activities in subsequent units. Students will use the cost analysis in the last unit of the course. Identify a recipe and complete recipe cost worksheet accounting for: recipe ingredients, amount required, price per item, amount of store container, cost computation, total ingredient cost. Formula: Total Recipe Cost + Number of Servings + Cost Per Serving will be used.

Film Critiques: Students will view and complete the film critiques for the culinary videos associated with this unit.

Journal: The purpose is for students to keep a written record and log either in a notebook or blog format. The notebook or blog is evaluated on a quarterly basis. The notebook or blog also requires the student to organize and maintain a collection of recipes that is catalogued, indexed for reference throughout the year.

Unit Two: Africa and the Middle East

Students will share opinions about their favorite ethnic dishes and then research the foods of the Africa and the Middle East with cookbooks and on-line recipes. Through the research of African and Middle Eastern cuisine, students will gain an appreciation of African and Middle Eastern cultures.

Writing Assignment: Students will research and write a 500 word essay that identifies the partition of Africa by the European powers that culminated in the Berlin Conference of 1864-1865. Students will identify and examine the positive and negative legacy of imperialism on Africa.

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

Journal: In this unit students will take notes in their journal on the aforementioned topics from instructor.

Film Critiques: In this unit students will view and complete the film critiques for the videos associated with this unit. Videos include:

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

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

Reading Assignment: Students will have required reading from class textbook and answer the unit textbook questions and worksheets. Additional reading Assignments include excerpts from periodicals.

Labs: Moroccan Chicken, Matzo Ball soup, Latke, Tabbouleh and hummus, Falafel, African Peanut Stew.

Unit Three: Asia

Writing Assignments: In groups, students will research one of the regions throughout Asia (China, Japan, Philippines, Vietnam, Thailand, Cambodia, Indonesia, or India) and write a 3-5 page paper on how religious and cultural beliefs of that region affect their cuisine. Students will need to use a minimum of 5 sources and use in-text citations and a bibliography page to cite their sources. Using their research paper, students will present their diets to the class via Power Point, Google Slide or Prezi presentation. Presentations should have at least one visual aid and must include citations. In the same groups, students will prepare a meal from their region. Students will present their dish to the class and explain which meal the dish is used for (breakfast, lunch, dinner, weddings, etc.)

Students will take notes on the Miang Kum cooking demonstration and sample the food to describe their experience. This unique recipe represents the essences of Thai Cuisine.

Students will explore the global acceptance of sushi outside of Japan. Students will write a 500-word essay analyzing the effects this has had on the local Japanese economy (supply/availability/food prices), including how worldwide popularity of sushi has had on world fish stocks, for example the dropping Blue Fin Tuna supplies.

Research Assignment: Students will research complex, aromatic, and subtle spice mixtures that characterize Asian and Indian cuisine. Looking at recipes, students will discuss the similarities and differences in cooking techniques. Students will research the role religion plays in Asian culture and cuisine.

Team Projects: Students will view two videos on traditional Filipino cuisine: Anthony Bourdain –“No Reservations” and Andrew Zimmerman- “Bizarre Foods”. Teams will create a prezi/PowerPoint presentation 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?” Teams will create a prezi that describes the flavor palette detailing why it is significant to Thai Cuisine.

Geography Assignments: Each team will research and complete geography assignments to identify the physical and political maps for the Philippines and Japan. Students will examine the physical, economic, and cultural geography of Japan and the Philippines. At the end of the first part of this unit, students will write a 500-word essay that compares and contrasts these two countries.

Film Critiques: View and complete the film critiques worksheet for the videos associated with this first half of the unit. The film critique includes two parts. Part one is a series of short answer questions prepared by the instructor for students to complete during the viewing of the film. Part two requires the student to use the information to answer an in depth essay. For example, the essay question for the film “No Reservations- Philippines”: From the information provided from the film, describe how the cuisine in the Philippines has been influenced by Spain and America?

Videos for this unit include:

“No Reservations, Anthony Bourdain” “Bizarre Foods, Andrew Zimmerman Philippines” -

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

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 Thailand:

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

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

Labs: Lumpia, Turon, Adobo, hand rolled sushi. 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.

Cost Analysis: 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

Reading Assignment: Students will have required reading from one of the class textbooks and answer the unit

textbook questions and worksheets. Additional reading assignments include excerpts from periodicals.

Other possible assignments: 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.

Unit Four: Europe

Research Assignment: Students will choose a European country, research, and write a 1,000 to 1,500-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.

Labs: Students will organize class into work groups to prepare foods based on their country presentation. 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 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.

Culinary techniques: Following teacher instruction and related demonstrations and videos, students will practice standard culinary techniques. Students will demonstrate through lab activities and assessment the following knife cuts: Julienne, Chiffonade, Brunoise, Batonnet, and Tourne.

Journal: In this unit students will take notes in their journal on the aforementioned topics from instructor.

Reading Assignment: Students will have required reading from class textbook and answer the unit textbook questions and worksheets. Additional reading assignments include excerpts from periodicals.

Film Critiques: Students will view and complete the film critiques for the videos associated with this unit. Videos include:

Europe-National Geographic: travel.nationalgeographic.com/travel/.../Europe/
European Culture Video – Teacher Tube: www.teachertube.com/viewVideo

Unit Five: The Americas

Writing Assignment: Students will research the points of origin of various food eaten in North America. Students will select a geographical region of North America and the cultural influences for the food in that region (i.e. Creole influence in the South or Mexican influence in the West). Using their research, students will create a menu for a restaurant in that region that must include at least two times of day for meals (i.e. lunch and dinner). Students will need to write a brief (1-2 page) paper with the rationale for creating their menu and cite their sources using in-text citations and a Bibliography page.

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.

Cultural Analysis: Students will learn about the impact of the foods the Americas gave the rest of the world and the impact of cultural exchange brought about by Explorers and immigration of the 15th-18th centuries. Students will be able to: describe a variety of foods found in South America, prepare an assortment of foods from South America and evaluate foods prepared for flavor profiles, quality and authenticity. Students will work together in a group planning, cooking and plating a dish from the early

South American era. Finally students will be given an evaluation sheet so they can begin to understand the complexities of flavor texture, visual and olfactory senses

Geographic Assignment: Students will identify and label areas of settlements of distinct ethnic groups in the Americas. Students will label a map of modern day Central America (including the Caribbean Islands). Using the Internet, students will map dishes that are indicative of the Central American culture and the Caribbean culture. Individually, students will choose one dish they have never heard of before and using the Internet locate three recipes for that dish. Students will share their recipes with the class to create a class cook book for this region.

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.

Students will have required reading from class textbook and answer the unit textbook questions and worksheets. Additional reading assignments include excerpts from periodicals.

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. (Again, depending on your school community, greater emphasis might be placed on a particular cuisine, such as Mexican, Brazilian, Haitian, etc.)

Team Assignment: United States of America cuisine begins with the students forming into teams and taking 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.

Suggested labs for each region: New England Clam Chowder or pumpkin pie, Chicken noodle soup, Gumbo and buttermilk biscuits and gravy, Apple pie or caramel apples, Chili and Cornbread, Broiled salmon and peach cobbler, Pineapple upside down cake.

Film Critiques: Students will view and complete the film critiques for the video associated with this unit. Video includes: "History of American Cuisine", Learning Zone.

Unit Six: Fusion of International Cuisine: Student Portfolios and Exhibitions of Learning

Report and Exhibition of Original Fusion Cuisine: 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.

Portfolio and Exhibition of Learning: Each student will also prepare and refine her/his professional College and Career Portfolio of work and present accomplishments and reflections on learning from Foods and Hospitality: International Cuisine to a panel of Culinary professionals.

INSTRUCTIONS METHODS and/or STRATEGIES:

Instructional strategies will include: direct instruction, project based learning, collaborative learning, research and industry based instructional methods.

ASSESSMENTS INCLUDING METHODS and/or TOOLS

Assessment methods for all units will include: lab assignments (with culminating lab evaluation forms), food cost analysis, country worksheets, reading from the text, geography assignments, film critiques, and international cuisine notebooks and journal/blog.

INSTRUCTIONAL MATERIALS:

Textbooks

Title	Author	Publisher	Edition	Website	Primary
International Cuisine	The International Culinary School at the Art Institute	Wiley	First		Yes
Culinary Essentials	Johnson & Wales	McGraw-Hill/Glencoe	Second Edition		Yes
Hospitality Today: An Introduction	Rocco M. Angelo and Andy N. Vladimir	American Hotel and Lodging Educational Institute	Seventh Edition	http://shop.ahlei.org/Hospitality-Today-An-Introduction-Seventh-Edition_p_2120.html	Yes
Guide to Good Food	Velda L. Largen and Deborah L. Bence	Goodheart-Wilcox	Thirteenth Edition		Yes

Other

Title	Authors	Date	Course material type	Website
clips from various Food Network shows including celebrity chefs and food-travel shows such as "No Reservations" (Anthony Bourdain) and "Bizarre Foods" (Andrew Zimmerman)			Supplemental Materials	

Committee Members:

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