COURSE TITLE: Culinary Arts II

Course Description:

Culinary Arts II builds on concepts presented in Culinary Arts I to provide expanded experiences in food production, management, and service. Topics include food safety and sanitation, foodservice operations, advanced food production, and international, regional, and cultural cuisine. Skills in mathematics, communication, creative thinking, and entrepreneurship are reinforced in this course. This course requires a fully-equipped, school-based commercial kitchen with food service and dining areas.

Potential Certifications/Credentials:

Alabama Certified Employee (ACE) / Certified Front Desk Representative / Certified Guest Service Professional / Food and Beverage – Skills for Success / Meat Cutter – Skills for Success / ProStart National Certificate of Achievement – COA (must pass the final exam for Level 1 and Level 2 and complete 400 hours of mentored work experience and then apply for credential) / ServSafe Manager

Course Scope and Sequence

Topic #	Topic Title	Estimated Hours
1	Foundational Standards	10
2	Food Safety and Sanitation	40
3	Food Service Operations	30
4	Advanced Food Production	30
5	International, Regional and Cultural Cuisines	30

Plans of Instruction

Foundational Standards

Supporting–will be taught throughout the course as needed for the unit.

F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

F6. Investigate various applicable professional organizations within the hospitality and tourism industry.

Topic 2 Title: Food Safety and Sanitation

Content Standards

1. Research and report information on foodborne illnesses, food allergens, and food contamination in food production and service.
2. Complete food safety training according to industry-recognized principles.
3. Describe methods for the effective installation, use, and upkeep of facilities and equipment, including pest management.

Unpacked Learning Objectives

Students know:

- Common foodborne illnesses and their symptoms, sources of food contamination in food production and service, and methods for preventing food contamination.
- Major food allergens and their potential effects on consumers, procedures for handling and preparing food to avoid allergen cross-contact, and regulatory requirements related to food safety in food production and service.
- Proper food storage and handling practices to prevent foodborne illnesses, protocols for responding to food safety incidents in a food service setting, and the importance of maintaining personal hygiene and cleanliness in food handling.
- The importance of food safety training in the food service industry.
- Of industry-recognized principles and standards for food safety, including proper hygiene practices such as handwashing and personal cleanliness.
- Methods for preventing cross-contamination of food, temperature control measures for safe food handling, procedures for cleaning and sanitizing food contact surfaces and equipment, guidelines for proper storage and handling of perishable foods, steps to follow in the event of a foodborne illness outbreak or contamination incident, regulatory requirements and standards for food safety compliance, and ongoing training and certification requirements for food service professionals.
- Various methods for the effective installation of facilities and equipment in a food service establishment, as well as proper procedures for their safe and efficient use.
- Techniques for regular upkeep and maintenance, strategies for routine inspections, and best practices for pest management, including prevention, detection, and control measures.
- Of regulatory requirements, cleanliness standards, and the importance of continuous monitoring to uphold safety and hygiene in the establishment.

Students are able to:

- Conduct comprehensive research on common foodborne illnesses, including their causes, symptoms, and prevention measures.
- Identify and analyze major food allergens that can trigger allergic reactions in individuals, such as peanuts, tree nuts, dairy, eggs, soy, wheat,

fish, shellfish, and sesame seeds.
- Investigate various sources and types of food contamination in food production and service settings, including biological, chemical, and physical contaminants, and gather relevant data to compile accurate reports on these topics.
- Identify the core principles and guidelines of food safety training established by industry standards.
- Participate in food safety training sessions conducted by qualified instructors or online platforms and demonstrate understanding of key concepts related to food safety.
- Apply food safety principles in practical scenarios and pass assessments or examinations to validate their knowledge and competence in food safety practices according to industry-recognized standards.
- Identify appropriate methods for the installation of kitchen facilities and equipment based on industry standards and regulations.
- Demonstrate the correct use of various equipment and implement regular maintenance schedules, including cleaning, servicing, and repairs.
- Recognize common pests, understand prevention and control methods, and collaborate with pest management professionals to maintain a pest-free environment in accordance with health and safety regulations.

Students understand:
- Foodborne illnesses can result from consuming contaminated food and may cause various symptoms ranging from mild discomfort to severe illness.
- They comprehend that food allergens are substances that trigger allergic reactions in certain individuals when ingested and must be carefully identified and managed to prevent adverse reactions.
- Food contamination can occur at various stages of food production and service, including handling, storage, preparation, and serving, posing risks to consumer health if not addressed.
- Food safety training is essential for ensuring the safe handling, preparation, and serving of food in various food service establishments.
- Industry-recognized principles of food safety training encompass a comprehensive set of guidelines and protocols designed to prevent foodborne illnesses and ensure food hygiene.
- Completing food safety training equips individuals with the knowledge and skills necessary to identify potential hazards, implement preventive measures, and maintain hygiene standards in food handling and preparation.
- Effective installation of facilities and equipment is crucial for ensuring smooth operations and optimal performance in food service establishments.
- Proper use involves following manufacturer guidelines, operating procedures, and safety protocols, while regular upkeep is essential for maintaining functionality, longevity, and sanitation standards.
- Proactive pest management is vital for maintaining a clean, sanitary environment, protecting food safety, and ensuring regulatory compliance.

Driving/Essential Question	How can the food industry ensure the safety and quality of food from production to service, while effectively managing facilities and equipment to prevent contamination and foodborne illnesses?

Exemplar High Quality Task	Students will research and report on foodborne illnesses, food allergens, and food contamination; complete an industry-recognized food safety training program; and describe methods for the effective installation, use, and upkeep of kitchen facilities and equipment, including pest management, culminating in a comprehensive presentation of their findings and training results.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Research reputable sources to gather information on common foodborne illnesses, prevalent food allergens, and various forms of food contamination.	**Formative**: Quizzes, Discussions, Exit Tickets, Numbers walks, Foodborne Illness Scavenger Hunts **Summative**: Labs where students utilize knowledge using a thermometer, proper cutting boards, etc. Exam	**Foodborne Illness Case Study Analysis**: Students work in groups to analyze real-world case studies of foodborne illness outbreaks, identifying causes, affected foods, and prevention strategies. **Guest Speaker Session**: Invite a local health inspector or food safety expert to discuss the importance of food safety protocols and	**Math:** Students will create a presentation that analyzes real-world case studies and create graphs to represent the different illnesses, outbreaks. Students will research the correct temperatures that prevent foodborne illness. Students will use correct temperature measuring devices to prevent foodborne illnesses.	computers, display monitors, printers, kitchens for labs

		answer student questions about foodborne illnesses and contamination. **Role-Playing Scenarios**: Students role-play different roles in a food service setting (e.g., chef, server, manager) to practice identifying and responding to potential food safety hazards. **Research Project Presentations**: Each student researches a specific foodborne illness, allergen, or contamination issue and present their findings to the class, including symptoms, prevention, and recent outbreaks. **Food Safety Poster Campaign**: Students create and distribute posters around the school that provide tips on preventing foodborne illnesses and managing food allergies. **Field Trip to a Food Production Facility**:	**Social Studies:** Timeline the events that led to these practices being implemented. **Science:** Develop a chart that models the following: Common foodborne illnesses, prevalent food allergens, forms of food contamination as well as works cited for each. **ELA:** Choose one common food borne illness and write a research paper on the topic. Include the cause of the illness and potential treatments.	

		Arrange a visit to a local food production facility or restaurant where students can observe food safety practices in action and ask questions about protocols to prevent contamination and foodborne illnesses. **Power of One: A Better You - FCCLA National Program:** Students research foodborne illnesses, food allergens, and food contamination, then create a comprehensive presentation for their peers and community to raise awareness and promote food safety. **STAR Events:** In the following STAR Events, students can apply their research on foodborne illnesses, food safety, food allergens - Food Innovations, Nutrition and Wellness, Culinary Arts, Entrepreneurship **Cooking Labs**: Students participate in food labs that reinforce food safety principles such as		

		Chicken Salad - Cross-contamination, Hamburgers - using thermometers, Chocolate Chip vs White Chip Cookies to practice cross-contact.		
Analyze and compile data to create comprehensive reports detailing the causes, symptoms, and potential consequences of foodborne illnesses.	**Formative**: Quizzes, Discussions, Exit Tickets, Numbers walks, Foodborne Illness Scavenger Hunts **Summative**: Labs where students utilize knowledge using a thermometer, proper cutting boards, etc. Exam	**Foodborne Illness Case Study Analysis**: Students work in groups to analyze real-world case studies of foodborne illness outbreaks, identifying causes, affected foods, and prevention strategies. **Food Safety Infographic**: Students design informative infographics that highlight key facts about foodborne illnesses, allergens, and contamination prevention, which will be displayed around the school or shared online. **Student Body FCCLA National Program:** Students develop an educational campaign that identifies common food allergens and types of food contamination.	**Social Studies:** In your report include information about how these illnesses were handled before federal and state regulations were put in place. **Science:** After determining what to use as evidence from multiple sources of data, develop a claim report that details causes, symptoms and consequences of foodborne illnesses. **ELA:** Write a research paper with findings on their comprehensive reports detailing the causes, symptoms, and potential consequences of foodborne illnesses. **Math:** Create a spreadsheet to compile and analyze data.	computers, display monitors, printers, kitchens for labs

		They then create and distribute informative materials such as pamphlets, posters, and social media content to help peers and community members understand and mitigate risks associated with food allergens and contamination. **Cooking Labs**: Students participate in food labs that reinforce food safety principles such as Chicken Salad - Cross-contamination, Hamburgers - using thermometers,	Use appropriate programs to create charts and graphs from collected data.	
Identify common sources of food allergens and investigate different types of food contamination, such as biological, chemical, and physical contaminants, and their impact on food safety.	**Formative**: Quizzes, Discussions, Exit Tickets, Numbers walks, Foodborne Illness Scavenger Hunts **Summative**: Labs where students utilize knowledge using a thermometer, proper cutting boards, etc. Exam	**Guest Speaker Session**: Invite a local health inspector or food safety expert to discuss the importance of food safety protocols and answer student questions about foodborne illnesses and contamination. **Allergen Identification and Labeling Exercise:** Students examine food labels to identify common allergens and create a labeling system	**Social Studies:** Research the prevalence of food allergens in other countries and how it compares with that of the US. Determine the evolution of food allergens in the United States and any contributing factors to their increase or decrease. **Science:** Conduct interviews with family and friends concerning common food allergens. Compile the data and	computers, display monitors, printers, kitchens for labs

		to highlight allergen information for various food products **Food Safety Quiz Bowl**: Organize a quiz bowl competition where students answer questions about foodborne illnesses, allergens, and contamination to reinforce their knowledge in a fun, interactive way. **Cooking Labs**: Students participate in food labs that reinforce food safety principles such as Chocolate Chip vs White Chip Cookies to practice cross-contact.	create a bar graph of findings. **ELA:** Research different types of food contamination and discuss them in a group. As a group write an essay about their specific impact on food safety. **Math:** Use appropriate measuring devices to prevent food contamination.	
Enroll in and successfully complete food safety courses accredited by reputable organizations or institutions.	**Formative**: Feedback on various hands-on activities, exit tickets, daily debriefing quizzes. **Summative**: Exam	**Interactive Food Safety Training Modules**: Use interactive online food safety training modules that include videos, quizzes, and simulations, allowing students to engage with the material and test their knowledge in a hands-on manner. These can be found on kahoot, quizlet, etc. **Food Safety Certification Test**	**Social Studies:** Explore how and why these organizations were created. Determine the impact they have had on the food service industry. **Science:** Determine success rate of at least three different food safety courses by researching number of students enrolled vs completers.	computers, display monitors, printers, kitchens for labs

		Preparation: Provide study materials and practice tests for students to prepare for an industry-recognized food safety certification exam, followed by a review session to reinforce key principles.		
Study industry-recognized principles and guidelines related to food safety, including those established by regulatory agencies such as the FDA (Food and Drug Administration) or USDA (United States Department of Agriculture).	**Formative**: Feedback on various hands-on activities, exit tickets, daily debriefing quizzes. **Summative**: Exam	**Food Safety Jeopardy**: Organize a Jeopardy-style game with categories covering different aspects of food safety training, such as personal hygiene, cross-contamination, cooking temperatures, and cleaning protocols, to test and reinforce their knowledge. **Research Assignment**: Students research specific food safety guidelines from the FDA and USDA, focusing on areas such as HACCP, food storage, and cooking temperatures. Students create posters with their findings to post in the classroom and around the school. **Case Study Analysis**: Students analyze real-life	**Social Studies:** Explore how and why these organizations were created. Determine the impact they have had on the food service industry. Research similar agencies in other countries and record the similarities and differences. Make recommendations for changes to the US regulations based on your research. **Science:** Develop a Venn Diagram that compares and contrasts guidelines from FDA and USDA. **ELA:** Create a guideline for a restaurant to follow using the FDA and USDA guidelines and provide examples of how those policies will be followed.	computers, display monitors, printers, kitchens for labs

		foodborne illness outbreaks, identify what went wrong, and suggest measures that could have prevented them.		
Participate in hands-on training sessions to learn practical skills and techniques for ensuring food safety in various food preparation and handling scenarios.	**Formative**: Feedback on various hands-on activities, exit tickets, daily debriefing quizzes. **Summative**: Exam	**Temperature Control Challenge**: Provide students with various food items and thermometers, challenging them to correctly measure and record the temperatures, ensuring they understand the temperature danger zone and safe cooking temperatures. **Hand Washing Experiment**: Conduct a handwashing experiment where students use a special lotion or powder that glows under UV light to visualize how well they wash their hands and understand the importance of thorough handwashing. **Kitchen Lab Activity**: Students practice preparing dishes while strictly adhering to food safety protocols,	**Social Studies:** Compare and contrast the techniques used in other countries. Research countries that are lacking good food safety guidelines and make recommendations for how they can improve them. **ELA:** Create a script of various scenarios that students will encounter and reenact them for the class. **Math:** Use thermometers to correctly measure temperatures. Understand the temperature danger zone and safe cooking temperatures. **Science:** With a group, design a food safety video presentation. Other groups will peer review the video to identify inaccuracies.	computers, display monitors, printers, kitchens for labs

		including proper handwashing, avoiding cross-contamination, and cooking to safe temperatures.		
Demonstrate understanding of key concepts such as proper handwashing, safe food storage, temperature control, cross-contamination prevention, and sanitation practices, passing examinations or assessments to validate their comprehension and obtaining certification or credentials recognized within the foodservice industry.	**Formative**: Feedback on various hands-on activities, exit tickets, daily debriefing quizzes. **Summative**: Exam	**Food Safety Role-Playing Scenarios**: Students act out different food safety scenarios, such as handling a foodborne illness complaint or correctly using a thermometer to check food temperatures, to practice industry-recognized principles in a realistic setting. **Sanitation Station Rotation**: Set up multiple stations with different sanitation tasks (e.g., hand washing, surface sanitizing, utensil cleaning) where students rotate and perform each task according to industry standards, with instructor feedback. **Mock Health Inspection:** Set up a mock kitchen with intentional food safety violations for students to	**Math:** Students use a thermometer to check food temperatures. Students create a spreadsheet to collect food temperatures and compare them to the correct cooking temperatures. **Social Studies:** Research countries that are lacking good food safety guidelines and make recommendations for how they can improve them. **ELA:** In groups, research one of the topics: proper handwashing, safe food storage, temperature control, cross-contamination prevention, and sanitation practices and create a presentation on the topic. **Science:** Construct a peer review task checklist to use as practice in preparation for actual skills assessment.	computers, display monitors, printers, kitchens for labs

		identify, record, and correct, simulating the process of a health inspection and emphasizing attention to detail. **Safe Food Handling Relay Race**: Organize a relay race where teams must properly complete a series of food safety tasks (e.g., proper glove use, sanitizing surfaces, storing food correctly) as quickly and accurately as possible. **Cross-Contamination Demonstration**: Use colored powders or gels to simulate germs, showing how easily cross-contamination can occur in a kitchen. Students will then develop and practice strategies to prevent it.		
Research and identify methods for installing various types of equipment in food service establishments, ensuring optimal placement for functionality and safety.	**Formative**: Feedback on various hands-on activities, exit tickets, daily debriefing quizzes. **Summative**: Exam	**Effective Installation -** Small groups will receive manuals for various kitchen appliances. They will research the proper installation procedures and create a flowchart to	**Social Studies:** Research the economic impact that the most up to date equipment can have on the food industry. **ELA:** Write an instruction manual for installing a	computers, display monitors, printers, kitchens for labs

		present their findings to the class.	certain type of equipment in a food service establishment. **Science:** Choose a type of equipment. Design a manual for installation of chosen equipment making sure to include proper metric measurement units.	
Learn about pest management equipment and procedures, emphasizing preventative measures and proper maintenance to ensure a clean and efficient work environment.	**Formative**: Feedback on various hands-on activities, exit tickets, daily debriefing quizzes. **Summative**: Exam	**Pest Management Simulation**: Set up a mock kitchen with hidden "pests" (e.g., toy insects) and signs of pest activity. Students perform an inspection, identify potential entry points and food sources, and propose pest management strategies. **Cleaning and Sanitizing Drills**: Assign different pieces of equipment to clean and sanitize following proper procedures to groups. Students then use checklists to ensure all steps are completed and discuss the importance of each step in maintaining equipment.	**Social Studies:** Examine the financial consequences that can occur when this equipment is not used and maintained. **ELA:** Pretend you are the manager of a restaurant, write a plan to ensure preventative measures are put in place for pest management. **Science:** Research and identify common kitchen pests. Create a graphic representation of approved pest management.	computers, display monitors, printers, kitchens for labs

Develop schedules for routine maintenance, troubleshoot common issues, and understand the importance of teamwork and communication in facility upkeep and pest control.	**Formative**: Feedback on various hands-on activities, exit tickets, daily debriefing quizzes. **Summative**: Exam	**Maintenance Schedule Creation**:Begin with a brief overview of the importance of routine maintenance and keeping logs of all maintenance tasks, as well as providing examples from local restaurants. Next, in groups, students develop a maintenance schedule for a variety of kitchen equipment, including daily, weekly, and monthly tasks. They will present their schedules and explain the importance of each maintenance activity. **Facility Layout Design**: Design a kitchen layout that maximizes efficiency and meets health and safety standards. Students will consider equipment placement, workflow, and areas prone to pests. Each group will present their design and justify their choices. **Upkeep Role-Playing Scenarios**: Role-play scenarios where	**Social Studies:** Identify ways that you can build teamwork and communication skills with a group of individuals. Use a personality assessment to determine the strengths of the team and how you would use those results to assign responsibilities. **Math:** Students will research the cost of maintaining various kitchen appliances and create a spreadsheet to track the necessary repair costs. **Science:** As a team, develop a mock schedule for routine maintenance. Have other teams run the schedule and rank it for errors and communication. Compile team data to determine the most effective schedule.	computers, display monitors, printers, kitchens for labs

		students must address equipment failures, schedule maintenance, and respond to pest infestations. They will practice communication and decision-making skills in these simulated situations. **Facility Inspection Walkthrough**: Conduct a walkthrough of the school's kitchen or a local restaurant, focusing on equipment installation, use, and upkeep. Students will take notes on best practices and identify areas for improvement, then discuss their findings.		

Key Vocabulary:

foodborne illnesses, food allergens, food contamination, temperature control measures, regulatory requirements, pest management, routine inspections, manufacturers guidelines, regulatory compliance

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speakers, Field trips, Lab experiences

CTSO Connection:

FCCLA STAR Events - Food Innovations, Nutrition and Wellness, Hospitality, Tourism, & Recreation, Culinary Arts; FCCLA National Programs - Career Connection, Community Service, Power of One

Certification/Credential Connection:

Alabama Certified Employee (ACE) / Certified Guest Service Professional / Food and Beverage – Skills for Success / Meat Cutter – Skills for Success / ProStart National Certificate of Achievement – COA (must pass the final exam for Level 1 and Level 2 and complete 400 hours of mentored work experience and then apply for credential) / ServSafe Manager

Topic 3 Title: Food Service Operations

Content Standards

4. Outline and explain a manager's role in decision-making, problem-solving, and delegation of duties for the front and back of the house.

5. Summarize best practices of human resource management in food service environments.
   Examples: job descriptions, employee motivation, employee scheduling, work ethic, laws, mission statement, vision statement, discipline

6. Explore and summarize fiscally and environmentally sustainable practices for the foodservice industry.
   Examples: community outreach, stewardship, seasonality, social responsibility

Unpacked Learning Objectives

Students know:

- The key responsibilities of a manager in a food service establishment, including decision-making, problem-solving, and delegation of duties.
- The importance of effective decision-making in areas like menu planning, staffing, and customer service, as well as techniques for identifying and addressing issues in both front-of-house and back-of-house operations.
- The significance of clear communication, task delegation, and providing staff support to ensure smooth workflow and customer satisfaction, while continuously improving managerial effectiveness to contribute to the establishment's success.
- The importance of human resource management in maintaining a productive workforce in food service environments, including recruiting and selecting qualified candidates.
- Best practices for onboarding, training, and promoting employee engagement and satisfaction.
- Are familiar with legal compliance requirements, performance management techniques, and strategies for workforce scheduling and creating a positive work environment.
- The concept of fiscal sustainability and its importance in financial management within the foodservice industry, understanding principles like budgeting and profit maximization.
- Strategies for reducing costs while maintaining quality and profitability, along with analyzing financial metrics to evaluate performance.
- Environmental sustainability, knowing strategies like waste reduction and sustainable sourcing, alongside the ethical considerations and benefits of adopting eco-friendly practices.

Students are able to:

- Define the responsibilities of a manager in a food service establishment, including decision-making, problem-solving, and delegation of tasks.
- Identify key decisions managers must make regarding menu planning, staffing, budgeting, and customer service, and analyze common challenges such as customer complaints, staffing issues, and equipment malfunctions.

- Develop strategies for problem-solving and effective task delegation, ensuring clear communication and accountability to optimize operational efficiency and customer satisfaction.
- Identify key components of human resource management in the food service industry, such as recruitment and training.
- Can explain the significance of communication and teamwork for creating a positive workplace culture.
- Outline strategies for employee retention, summarize legal requirements, and analyze case studies to apply HRM principles effectively.
- Investigate various fiscally sustainable practices in the foodservice industry, including cost-effective ingredient sourcing and waste reduction.
- Summarize the economic benefits of sustainability, such as reduced costs and enhanced brand reputation.
- Analyze case studies to understand the financial implications and explore environmentally sustainable practices to minimize environmental impact.

Students understand:

- The role of a manager in a food service establishment encompasses decision-making, problem-solving, and delegation of duties to ensure efficient operations.
- They recognize that managers make strategic decisions regarding menu planning, pricing, inventory management, staffing, and customer service to meet organizational goals and customer needs.
- They grasp that effective communication, teamwork, and leadership are essential traits for managers to address issues, oversee both front-of-house and back-of-house activities, and ensure a positive dining experience for customers.
- Human resource management in food service environments encompasses practices like recruitment, training, and retention.
- They grasp that effective recruitment involves sourcing candidates and assessing qualifications to find individuals fitting the organization's culture.
- They comprehend that training programs provide necessary skills in areas such as food safety and customer service, while development initiatives encourage career growth.
- Fiscally sustainable practices in the foodservice industry involve managing resources efficiently to minimize costs while maintaining quality and profitability.
- These practices include optimizing inventory management, implementing energy-efficient technologies, and negotiating favorable contracts with suppliers.
- Environmental sustainability focuses on reducing waste, conserving resources, and supporting sustainable sourcing practices to minimize the ecological footprint of operations.

Driving/Essential Question	How do effective management practices in decision-making, problem-solving, delegation, human resource management, and sustainable practices contribute to the overall success of a food service establishment?
Exemplar High Quality Task	Students will outline and explain a manager’s role in decision-making, problem-solving, and delegation of duties for both the front and back of the house; summarize best practices in human resource management, including job descriptions, employee motivation, and scheduling; and explore fiscally and environmentally sustainable practices, presenting their findings in a comprehensive report.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Research and identify the key responsibilities of a manager in both the front of the house (FOH) and back of the house (BOH) of a food service establishment.	**Formative:** Discussion responses, case study responses, exit tickets **Summative:** Game simulation reflection and participation.	**Discussion** on the importance of management in food service. Present a brief overview of managerial roles and responsibilities. **FOH/BOH Olympics**: Create an Olympic style game with activities such as Table Setting Relay, Order Accuracy Challenge, Speedy Plate Service, Prep and Cook Off, Inventory Management, Customary Complaint Resolution, Sanitation Scramble, Menu Planning and Costing. Students compete for the highest points in each category.	**Social Studies:** Research how different countries handle these positions and if there are differences. **ELA:** Create a presentation with a group about the responsibilities of the FOH and BOH managers in a food service establishment. **ELA:** Create various scenarios that you could encounter as a FOH or BOH manager and act it out. **Science:** Design a map of an establishment indicating FOH and BOH responsibilities for the manager.	computers, display monitors, printers

Understand the importance of decision-making in areas like menu planning, staffing, customer service, and financial management, and learn the steps involved in problem-solving and delegation to enhance operational efficiency.	**Formative:** Discussion responses, case study responses, exit tickets **Summative:** Game simulation reflection and participation.	**Guest Speaker:** Invite a local restaurant manager to speak to the class about real-world decision-making, problem-solving, and delegation.	**Social Studies:** Use psychology to explore the different personality types and share how each type can grow in their decision-making capabilities. **ELA:** Create a menu for seasonal restaurants in various climates. **ELA:** Create a list of roles for various positions in the restaurant industry and create a gallery walk for students to be able to observe. **Science:** Research local failed establishments. With peers, argue from evidence to determine the primary cause of failure. Develop a claim relating to one of the following areas: menu planning, customer service, staffing, financial management. **Math:** Create a spreadsheet with the cost of food for the menu and staffing. Create a budget to help keep costs at a minimum.	computers, display monitors, printers
Through case studies, role-playing exercises, and	**Formative:** Discussion responses,	**Case Studies**: Divide students into small groups	**Math:** Students will create a budget and track the cost	computers, display monitors, printers

presentations, students practice and demonstrate their understanding of the manager's role in navigating various operational challenges and ensuring smooth restaurant operations.	case study responses, exit tickets **Summative:** Game simulation reflection and participation.	and hand out different case studies related to managerial decision-making, problem-solving, and delegation. Each group reads their case study and discusses the challenges faced by the manager in the scenario. Groups present their findings and proposed solutions to the class. **Simulation restaurant game:** Students develop entrepreneurship skills by creating and managing a restaurant concept, gain hands-on experience in menu planning, food preparation, and customer service, understand the importance of financial management and budgeting in restaurant operations, and enhance teamwork, communication, and problem-solving abilities. This could be incorporated into FCCLA STAR Events - Hospitality and Tourism and Entrepreneurship.	of running a restaurant to stay with that budget. Students will use spreadsheets to help them track the data. **Social Studies:** Create a guidebook for employees explaining the manager's role and responsibilities. **ELA:** Act out various scenarios that a manager may encounter at a restaurant. **Science:** As a group, create an operational challenge for a peer group to "run through" and provide feedback.	
Conduct research on human resource management (HRM)	**Formative:** Participation in group work and discussions,	Discuss the importance of human resource management in the	**Math:** When creating a schedule the students will calculate the cost for	computers, display monitors, printers

practices tailored to the food service industry, identifying key principles such as recruitment, training, and performance management.	worksheets, exit tickets **Summative:** Reflective essay. Exam	culinary industry. Include a presentation highlighting key aspects such as job descriptions, employee motivation, and scheduling. Provide a worksheet for students to respond to. **Job Description Creation**: Provide students with job description templates. In pairs, students create detailed job descriptions for various roles in a restaurant (e.g., line cook, server, hostess). Discuss the created job descriptions as a class. **Scheduling Practice**: Provide students with scheduling templates. Students develop a weekly employee schedule for a hypothetical restaurant, considering factors like employee availability, peak hours, and labor laws. Review and discuss the schedules created by the students. **Field trip**: Conduct a field trip to a local restaurant to observe human resource practices in action, such as	employee compensation and determine the most cost efficient schedule. **Science:** Develop a graph that quantifies a factor (such as time involved) for human resource management practices in the fields of recruitment, training and performance management. **Social Studies:** Use personality assessments to determine what to look for when hiring individuals. Develop training practices that are accommodating to different types of learners. Determine successful recruiting practices that include social media. **ELA:** Write an essay on how HRM practices are tailored to the food service industry.	

		employee training and scheduling. **FCCLA Power of One: "Working on Working" Module:** Students create a project where they research and outline essential HRM practices, then develop a presentation to showcase their findings to peers or local business owners.		
Analyze case studies of successful HRM strategies and evaluate their importance in enhancing employee satisfaction and productivity, considering legal and regulatory aspects.	**Formative:** Participation in group work and discussions, worksheets, exit tickets **Summative:** Reflective essay. Exam	**Employee Motivation**: Distribute employee motivation worksheets with scenarios related to motivation techniques (e.g., recognition, rewards, career development). In pairs, students will analyze each scenario and brainstorm effective motivation strategies. Discuss as a class the different approaches to motivating employees in a food service environment. **Invite a guest speaker**, such as a restaurant manager or human resource professional, to share real-world experiences and insights into human resource management.	**Social Studies:** Make a step by step plan for how you will ensure employee satisfaction accounting for various cultures and backgrounds. **ELA:** Create a scenario for a specific HRM strategy, write out the plan and present it to the class. **Science:** Determine information that can be used as evidence then develop a claim related to successful HRM strategies.	computers, display monitors, printers

		FCCLA National Programs: Career Connection – "My Skills" Unit: Students analyze case studies and prepare a report or presentation on their findings, focusing on how effective HRM contributes to a positive work environment and compliance with legal standards.		
Develop recommendations for improving HRM practices, participate in discussions on HRM challenges, and create resources like training manuals, presenting their findings in various formats.	**Formative:** Participation in group work and discussions, worksheets, exit tickets **Summative:** Reflective essay. Exam	**Create a Training Manual:** Students work in groups to create a comprehensive training manual for new employees, covering workplace safety, job expectations, and customer service. Assign one section to each group. Provide examples of employee handbooks as guidance. **Develop a Recruitment Strategy:** Students design a recruitment strategy for a fictional restaurant, including job descriptions, recruitment ads, and an interview process. **Employee Feedback Survey:** Students design and administer an employee feedback survey,	**Social Studies:** In your recommendations identify how your practices accommodate different cultures and social preferences. **ELA:** Write an essay on a HRM practice you would like to improve, why you think it's important to improve this specific HRM practice, and ways you would see improvement. **Science:** Participate in a debate to argue from evidence the best HRM improvement plan then present findings orally and digitally.	computers, display monitors, printers

		analyze the results, and present recommendations based on the findings. **FCCLA National Programs: Community Service – "Educate and Advocate":** Students develop a training manual or HRM resource guide and present it to local businesses or community organizations, advocating for improved HR practices in the food service industry. **Assessment** - Reflective essay on the importance of human resource management in the culinary industry, incorporating insights gained from the activities.		
Research sustainable practices in the foodservice industry, covering ingredient sourcing, waste management, energy efficiency, and water conservation.	**Formative:** Discussion, participation, exit tickets **Summative:** Sustainability lab participation, community service participation.	**Discuss** the importance of sustainability in the culinary industry, focusing on environmental and fiscal aspects. Give a presentation highlighting key sustainable practices such as community outreach, stewardship, and seasonality. Include a worksheet and reflection for students.	**Social Studies:** Identify the financial and economic impact the sustainable practices can have on the industry. Identify the impact that failing to develop sustainable practices can have. **ELA:** Write an essay based on findings from the research about sustainable practices.	computers, display monitors, printers

		Sustainability Research: Divide students into small groups and assign each group a specific sustainable practice to research (e.g., community outreach, seasonality). Students will explore the benefits, challenges, and examples of their assigned sustainable practice and give a short presentation to the class on their findings **Waste Management Workshop**: Students participate in a workshop/field trip provided by a local restaurant or by the county to learn about food waste reduction techniques and will design a waste management plan for the school cafeteria. **Water Conservation Experiment**: Students design and implement an experiment to measure water usage during different cooking processes and suggest conservation techniques.	**Math:** Create a spreadsheet to track food usage and waste, and cost of food. Determine the most cost effective methods. **Science:** Identify biological agents used in sustainable waste management practices. Also, as a team develop a rain catch system that could irrigate crops for a vegetable garden.	
Summarize trends like farm-to-table sourcing and composting programs, and analyze successful case	**Formative:** Discussion, participation, exit tickets	**Farm-to-Table Research Assignment:** Students research the farm-to-table movement, identifying its	**Social Studies:** Research and timeline the various food trends over time in the US.	computers, display monitors, printers

studies of sustainability implementation.	**Summative:** Sustainability lab participation, community service participation.	origins, principles, and impact on the foodservice industry, and present their findings in a report. **Composting Program Development**: Students design a composting program for the school kitchen, detailing the steps needed for implementation, including types of compostable materials and how to maintain the compost. **Menu Redesign Project**: Students redesign a restaurant menu to include more farm-to-table options, explaining how each dish supports sustainable practices. **Community Outreach**: Present students with guidelines for a community outreach project, such as organizing a food drive or volunteering at a local soup kitchen. In groups, students will plan their community outreach project, including logistics, goals, and timelines.	Research current trends in other countries. **ELA:** Interview local farm-to- table sources and write 3 paragraphs about the experience. **Science:** Participate in a virtual field trip or in person field trip to McDowell Farm School	

Assess the economic, environmental, and social impacts of sustainable practices, considering factors such as cost savings and community engagement, while also exploring challenges and proposing integration strategies.	**Formative:** Discussion, participation, exit tickets **Summative:** Sustainability lab participation, community service participation.	**Recipe Development**: Provide students with a list of seasonal ingredients for the current season. In their groups, students will plan and prepare a dish using only seasonal ingredients. Each group will present their dish to the class, explaining their choice of ingredients and highlighting the benefits of cooking seasonally. **Case Studies**: Distribute stewardship case studies to students, focusing on real-world examples of restaurants implementing sustainable practices. In pairs, students will analyze the case studies and discuss the effectiveness of the stewardship practices described.	**Math:** Students will create a spreadsheet to track the cost of sustainable practices. Students will calculate the correct measurements and use those measurements to create a recipe. **Social Studies:** Research sustainable practices in other countries and make recommendations based on your research. **Science:** Develop a graphical representation of recycling centers within a 50 mile radius. Include as a variable taxpayer expense vs overall use.	computers, display monitors, printers, kitchens for cooking lab

Key Vocabulary

manager's role, decision-making, problem-solving, delegation of duties, operational efficiency, recruitment, performance management, retention strategies, sustainable practices, resource conservation, fiscal sustainability, waste reduction, locally sourced ingredients, energy efficient technologies

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Speakers, field trips, kitchen labs

CTSO Connection:

FCCLA STAR Events - Job Interview, Career Investigation, Hospitality, Tourism & Recreation, Culinary Arts, Entrepreneurship, Sustainability Challenge.

Certification/Credential Connection:

Alabama Certified Employee (ACE) / Certified Front Desk Representative / Certified Guest Service Professional / Food and Beverage – Skills for Success / Meat Cutter – Skills for Success / ProStart National Certificate of Achievement – COA (must pass the final exam for Level 1 and Level 2 and complete 400 hours of mentored work experience and then apply for credential) / ServSafe Manager

Topic 4 Title: Advanced Food Production

Content Standards

7. Demonstrate advanced food production techniques and cooking methods. Examples: smoking, curing, brining, marinating, pickling, centerpiece work, cheese making, infusions, candy making, molecular gastronomy

8. Prepare beef, poultry, and fish by applying the principles of meat identification and fabrication.

9. Refine and integrate foundational skills to create advanced baking and pastry products

10. Build flavor profiles using a variety of fresh and dried herbs, seasonings, and aromatics when preparing food products.

11. Research and prepare complex recipes using techniques that elevate the flavor, appearance, and appeal of the product.

Unpacked Learning Objectives

Students know:

- That advanced food production techniques encompass a variety of skills and methods used to create complex and refined dishes.
- That mastery of cooking methods such as grilling, roasting, sautéing, braising, and sous vide is essential for producing high-quality dishes.
- Understanding the principles of heat transfer, flavor development, and ingredient interaction is crucial for executing advanced cooking techniques effectively.
- Meat identification involves recognizing different cuts of beef, poultry, and fish, understanding their characteristics, and selecting appropriate cuts for specific dishes.
- The anatomy of animals helps in identifying primal cuts and subprimal cuts of beef, poultry, and fish.
- Meat fabrication techniques, including butchering, trimming, and portioning, is essential for preparing beef, poultry, and fish for cooking.
- Foundational baking and pastry skills encompass a range of techniques, including mixing, shaping, proofing, and baking various doughs and batters.
- Mastery of ingredient functions, such as flour, sugar, fats, leaveners, and flavorings, is essential for creating advanced baking and pastry products with desired textures, flavors, and structures.
- The principles of recipe development, including formula conversions, scaling, and adjustments, allows for the creation of customized recipes tailored to specific needs and preferences.
- How to differentiate between various types of herbs, seasonings, and aromatics commonly used in culinary applications, including their flavors, aromas, and culinary uses.
- The role of herbs, seasonings, and aromatics in building complex flavor profiles by enhancing taste, aroma, and overall sensory experience

of food products.
- The importance of balancing flavors and aromas when combining multiple herbs, seasonings, and aromatics to create harmonious and well-rounded flavor profiles.
- The importance of thorough research to understand the components, techniques, and processes involved in complex recipes.
- How to identify and source high-quality ingredients necessary for complex recipes, considering factors such as freshness, seasonality, and sustainability.
- Various cooking methods, such as braising, roasting, grilling, and sous vide, and their applications in enhancing flavors and textures in complex recipes.

Students are able to:
- Master advanced culinary techniques, including precision knife skills, specialized cooking methods, and intricate food preparation processes.
- Execute complex cooking methods such as sous vide, molecular gastronomy, and fermentation to enhance flavors, textures, and presentations of dishes.
- Apply advanced cooking techniques to a variety of ingredients, including meats, seafood, vegetables, and grains, to achieve desired culinary outcomes.
- Identify different cuts of beef, poultry, and fish based on anatomical structure, species, and quality grades.
- Utilize appropriate tools and techniques to fabricate and portion beef, poultry, and fish according to culinary specifications and menu requirements.
- Apply methods such as trimming, deboning, fileting, and portioning to prepare beef, poultry, and fish for cooking.
- Apply advanced baking and pastry techniques to create a variety of intricate and visually appealing desserts and pastries.
- Combine and balance flavors, textures, and ingredients to develop unique and innovative baked goods with complex flavor profiles.
- Execute precise measurements and ratios of ingredients to ensure consistency and quality in advanced baking and pastry production.
- Identify and select appropriate herbs, seasonings, and aromatics to enhance the flavor of food products.
- Experiment with different combinations of herbs, seasonings, and aromatics to develop unique and balanced flavor profiles.
- Understand the flavor profiles and characteristics of various herbs, seasonings, and aromatics, including their intensity, aroma, and taste.
- Conduct thorough research to identify complex recipes that align with specific culinary goals and objectives.
- Source high-quality ingredients necessary for the preparation of complex recipes and follow detailed instructions and techniques outlined in them to ensure accurate execution.
- Apply advanced cooking methods and techniques to enhance the flavor, texture, and appearance of the final product.

Students understand:
- Advanced food production techniques involve mastering complex culinary skills beyond the basics, such as advanced knife cuts, precision cooking methods, and intricate plating techniques.
- These techniques require a deeper understanding of ingredient properties, flavor profiles, and cooking principles to create dishes that are visually appealing, flavorful, and technically proficient.
- Advanced cooking methods may include sous vide cooking, molecular gastronomy techniques, and specialized cooking techniques like smoking, curing, and fermenting.
- Meat identification involves the ability to recognize different cuts of beef, poultry, and fish, understanding their characteristics, quality

indicators, and appropriate cooking methods.

- Fabrication refers to the process of breaking down larger cuts of meat into smaller portions suitable for cooking, such as steaks, filets, and chops.
- Principles of meat identification and fabrication encompass knowledge of anatomy, muscle structure, and meat grading standards to select, handle, and prepare meat effectively.
- Advanced baking and pastry products require a combination of refined techniques, creative innovation, and a deep understanding of foundational baking principles.
- Refining skills involves honing techniques such as mixing, shaping, proofing, baking, and decorating to achieve precision and consistency in baked goods.
- Integration of foundational skills encompasses incorporating knowledge of ingredient functionality, recipe ratios, temperature control, and timing to produce high-quality baked items.
- Building flavor profiles involves the strategic use of a diverse range of fresh and dried herbs, seasonings, and aromatics to enhance the taste, aroma, and overall sensory experience of food products.
- Fresh herbs, such as basil, parsley, cilantro, and thyme, contribute vibrant and nuanced flavors, while dried herbs like rosemary, oregano, sage, and bay leaves offer concentrated notes suitable for prolonged cooking.
- The foundational role of seasonings like salt, pepper, garlic powder, onion powder, and paprika, along with aromatics such as onions, garlic, ginger, shallots, and leeks, in building aromatic depth and richness in dishes.
- Researching complex recipes involves thorough investigation and understanding of intricate culinary techniques, ingredient combinations, and cooking methods employed in advanced culinary preparations.
- Preparation of complex recipes requires meticulous attention to detail, including precise measurements, cooking temperatures, and timing to achieve optimal results.
- Techniques utilized in complex recipes aim to elevate the flavor profile of the dish by layering complimentary tastes, textures, and aromas to create a harmonious culinary experience

Driving/Essential Question	How do advanced food production techniques, meat preparation principles, and refined baking skills combine to create sophisticated and appealing culinary dishes?
Exemplar High Quality Task	Students will develop and execute a multi-course meal plan that showcases advanced food production techniques, precise meat fabrication, refined baking and pastry skills, and complex recipes utilizing diverse flavor profiles, demonstrating a comprehensive understanding of culinary excellence.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Participate in hands-on cooking workshops or labs, where they practice advanced culinary techniques guided by experienced chefs or instructors.	**Formative:** Journals, Demonstration and discussion participation **Summative:** Individual and Group labs, Centerpiece	Invite a professional chef to conduct a master class on advanced techniques such as sous vide, molecular gastronomy, or smoking. Schedule weekly lab sessions where students practice advanced techniques, focusing on different methods each week (e.g., one week for sous vide, another for molecular gastronomy).	**Math:** Students will research the correct temperatures that are needed to use various cooking methods. **Social Studies:** Include workshops that address other cultures and cuisines. **ELA:** Meet with local chefs and learn their favorite culinary technique, write a 2 paragraph summary of the technique. **Science:** Attend an in house farm to table experience at Camp McDowell	Smokers, curing salts, brining equipment, marinades, pickling jars, cheese-making kits, infusion tools, candy-making supplies, molecular gastronomy kits Cooking utensils and appliances (stoves, ovens, mixers, etc.) Computer, display monitors, journals
Research various advanced cooking methods like sous vide, molecular gastronomy, smoking,	**Formative:** Journals, Demonstration and discussion participation	Assign students to research a specific advanced cooking method, create a comprehensive	**Social Studies:** Explore the origins of these advanced techniques and	Smokers, curing salts, brining equipment, marinades, pickling jars,

braising, and fermenting through literature, online resources, or culinary courses.	**Summative:** Individual and Group labs, Centerpiece	report, and present their findings to the class. **FCCLA STAR Event** - Use this research to create a foundation for the event "Professional Presentation". Have students create presentations or posters on the history, science, and applications of advanced cooking methods, and present them during a culinary showcase.	their use/prevalence in other cuisines. **ELA:** Write an essay on the most popular cooking method in the county you reside in. **Science:** Distinguish physical and chemical changes that occur with food that is prepared according to one of the advanced cooking methods.	cheese-making kits, infusion tools, candy-making supplies, molecular gastronomy kits Cooking utensils and appliances (stoves, ovens, mixers, etc.) Computer, display monitors, journals
Applying these techniques, they prepare diverse dishes, including appetizers, entrees, desserts, and garnishes, demonstrating their proficiency and creativity in culinary skills.	**Formative:** Journals, Demonstration and discussion participation **Summative:** Individual and Group labs, Centerpiece	Organize an in-class competition where students use advanced techniques to prepare a three-course meal, with each course featuring a different technique (e.g., sous vide appetizer, braised entrée, molecular gastronomy dessert). Students plan and execute a themed pop-up restaurant event at school, using advanced culinary techniques to prepare the menu items. They handle everything from menu	**Social Studies:** Include dishes that highlight other cultures and explain to consumers the origins. **ELA:** Write a background paragraph about the certain dish and the details behind the work that went into the preparation. Present to a panel of judges. **Science:** Delegate a peer review board based on agreed requirements that will conduct a peer review following a demonstration of culinary skills.	Smokers, curing salts, brining equipment, marinades, pickling jars, cheese-making kits, infusion tools, candy-making supplies, molecular gastronomy kits Cooking utensils and appliances (stoves, ovens, mixers, etc.) Computer, display monitors, journals

		planning to execution and service. Students create a portfolio documenting the advanced techniques they have learned and the dishes they have prepared. This includes recipes, photos, and reflections on their learning process.		
Identify different cuts of beef, poultry, and fish using industry-standard terminology and classification systems.	**Formative:** Journaling, discussion participation, peer reviews **Summative:** Practical cooking exam, written exams	Set up a lab where students examine and identify various cuts of beef, poultry, and fish. Provide them with industry-standard terminology and classification systems to label each cut accurately. Organize a quiz or scavenger hunt where students identify different cuts of meat and fish from provided samples or images, using industry-standard terminology.	**Social Studies:** Compare the most popular cuts in American culture to those in different cultures. **ELA:** Design a poster to display in a restaurant setting that will identify different cuts of beef, poultry, and fish. **Science:** Create an infographic that models different cuts of meat along with industry standard terminology. (Using a platform of choice such as Canva.)	Boning knives, fillet knives, cutting boards, gloves Butcher paper, scales, and labels Cooking utensils and appliances (stoves, ovens, grills, etc.)
Demonstrate proper knife skills to fabricate various cuts of beef, poultry, and fish, including butchering, trimming, and portioning.	**Formative:** Journaling, discussion participation, peer reviews **Summative:** Practical cooking exam, written exams	Conduct a hands-on workshop focusing on knife skills, where students practice fabricating cuts of beef, poultry, and fish under the guidance of a	**Social Studies:** Share how knife skills are different in Asian cultures and their origins. **Science:** Prepare a short educational video that	Boning knives, fillet knives, cutting boards, gloves Butcher paper, scales, and labels Cooking utensils and appliances (stoves, ovens, grills, etc.)

		professional chef or instructor. Organize a timed butchery challenge where students demonstrate their knife skills by fabricating various cuts of meat and fish. Judges can evaluate their precision and speed.	teaches proper knife handling. Video must include a graphic that details cut angles for proper butchering, trimming and portioning.	
Practice safety and sanitation protocols when handling raw meat and seafood to prevent cross-contamination and ensure food safety.	**Formative:** Journaling, discussion participation, peer reviews **Summative:** Practical cooking exam, written exams	Conduct a drill in which students practice and demonstrate proper safety and sanitation protocols, including the correct use of gloves, cleaning tools, and workspaces when handling raw meat and seafood. Have students create informational posters on safety and sanitation protocols for handling raw meat and seafood. These posters can be displayed in the classroom or shared during a school health fair. Organize a comprehensive showcase where students demonstrate their knowledge and skills across all three objectives. Each student prepares a presentation that includes: **Identification of Meat Cuts**: Presenting labeled	**Social Studies:** Research the origins of these protocols and the reasons they were implemented. Identify similar protocols in various countries. **ELA:** Write a five paragraph essay of the side effects of cross-contamination with raw meat and seafood. **Science:** Participate in glo germ activity then develop a protocol checklist for a classmate to peer review.	Boning knives, fillet knives, cutting boards, gloves Butcher paper, scales, and labels Cooking utensils and appliances (stoves, ovens, grills, etc.)

		cuts of beef, poultry, and fish. **Knife Skills Demonstration**: A live or recorded demonstration of fabricating various cuts. **Safety and Sanitation Protocols**: Describing and demonstrating proper handling techniques to prevent cross-contamination.		
Experiment with various types of dough, such as laminated dough, enriched dough, and sourdough, to create a range of baked goods including croissants, brioche, and artisan bread.	**Formative:** Journals, peer reviews, participation, instructor observations **Summative:** Practical cooking exam, written exams	Set up labs where students prepare and experiment with different types of dough. They will make laminated dough for croissants, enriched dough for brioche, and sourdough for artisan bread, noting the differences in ingredients, preparation methods, and fermentation processes. Have students create a detailed comparison chart that outlines the ingredients, preparation steps, fermentation times, and baking techniques for laminated, enriched, and sourdough. Organize a baking day where students use their prepared doughs to bake croissants, brioche, and	**Social Studies:** Compare the types of dough in countries where breads are a meal staple such as France. Explore how they are made differently than they are in the US. **Math:** Students will use the correct measurement techniques to create various types of dough. **Science:** Develop a claim that tests a change in amount of yeast when baking various types of bread. Conduct an experiment based on your claim. Share results with peers.	Baking equipment (mixers, ovens, scales, rolling pins, piping bags, molds, etc.) Decorating tools (pastry brushes, icing tips, offset spatulas, etc.)

		artisan bread. Students will document the process, from mixing and fermenting to shaping and baking, and evaluate the final products based on texture, flavor, and appearance.		
Master advanced techniques in shaping and scoring bread dough to achieve desired textures, shapes, and crusts	**Formative:** Journals, peer reviews, participation, instructor observations **Summative:** Practical cooking exam, written exams	Conduct a workshop focusing on advanced bread shaping and scoring techniques. Students practice creating various shapes like baguettes, boules, and batards, and learn scoring patterns to enhance the aesthetic and crust of their bread. Provide students with dough to practice scoring patterns on. Each student will create several loaves with different scoring designs and observe how the patterns affect the final baked product. Have students create a display of their best-shaped and scored breads, explaining the techniques they used and the effects on the final product. Include a tasting and comparison portion for	**Social Studies:** Compare these techniques in countries where breads are a meal staple such as France. Explore how they are made differently than they are in the US. **ELA:** Create a presentation about how different countries score bread and which types of scoring are used in different environments. **Science:** Identify physical changes that occur in order for bread to achieve desired textures, shapes and crusts.	Baking equipment (mixers, ovens, scales, rolling pins, piping bags, molds, etc.) Decorating tools (pastry brushes, icing tips, offset spatulas, etc.)

		students to enjoy each other's work.		
Explore the art of viennoiserie, including techniques for layering butter and dough to create flaky pastries like danishes and puff pastry.	**Formative:** Journals, peer reviews, participation, instructor observations **Summative:** Practical cooking exam, written exams	Organize a workshop in which students learn the techniques of laminating dough with butter to create pastries like danishes and puff pastry. They will practice rolling, folding, and layering to achieve the perfect flakiness. Conduct a challenge where students create their own viennoiserie pastries, experimenting with different fillings and shapes. They will present their pastries to the class, explaining their techniques and the outcomes. Host a tasting panel where students present their viennoiserie creations to peers and instructors. They will receive feedback on flavor, texture, and appearance, and discuss the techniques and challenges they faced.	**Social Studies:** Compare these techniques in countries where breads are a meal staple such as France. Explore how they are made differently than they are in the US. **Science:** Create a demonstration to model the difference between viennoiserie flour and regular flour in terms of its artistic use/presentation.	Baking equipment (mixers, ovens, scales, rolling pins, piping bags, molds, etc.) Decorating tools (pastry brushes, icing tips, offset spatulas, etc.)
Experiment with different combinations of herbs, spices, and aromatics to develop unique and balanced flavor profiles for various dishes.	**Formative:** Journals, peer reviews, participation, instructor observations **Summative:**	**Taste test activity:** Students sample different dishes with varying herb and seasoning combinations. Discuss: How do different herbs and	**Social Studies:** Identify the most popular herbs used in dishes from different cuisines.	Cooking equipment (knives, cutting boards, pans, pots, mixers, etc.

	Practical cooking exam, written exams	seasonings impact the overall taste of a dish? **Flavor Challenge -** Organize a challenge where students receive a mystery box of ingredients, including a variety of herbs and spices. They must create a dish using the provided ingredients, focusing on developing a balanced flavor profile. Prepare Your Own: Students work in pairs to prepare a simple herb seasoning blend and aromatic mix, tasting and discussing their creations Dried Herbs and Seasonings -Discussion on the use of dried herbs and seasonings.. **Journaling -** Have students maintain a journal where they document different herb, spice, and aromatic combinations they try. They should note the ingredients used, the dishes they seasoned, and the resulting flavors.	Research the most common and uncommon combinations of herbs and explain the flavor profile based on cuisine. **Math:** Students will measure the amount of the different herbs, spices, and aromatics that produce the balanced flavor profiles for various dishes. Students will create a spreadsheet to track the measurements of each herb, spice, and aromatic. **Science:** Research local herbs then create a unique dish featuring the variety of local herbs. In describing the dish, note any health benefits provided by the herbs.	

Research the flavor profiles of different cuisines and culinary traditions to understand how herbs and seasonings are used in different cultural contexts.	**Formative:** Journals, peer reviews, participation, instructor observations **Summative:** Practical cooking exam, written exams	Introduction to Flavor Building - Present an overview of common fresh and dried herbs, seasonings, and aromatics, and their flavor profiles. Creating Complex Flavor Profiles - Discussion on integrating multiple herbs, seasonings, and aromatics to create complex flavor profiles. **Cultural Research -** Assign each student a different cuisine to research. They will create a presentation on the key herbs, spices, and seasonings used in that cuisine, including common flavor profiles and typical dishes. **International Flavor Tasting -** Set up tasting stations with small samples of dishes from various cuisines, highlighting the herbs and spices used. Students will taste and analyze the flavor profiles, noting the key ingredients and their impact on the dish.	**Social Studies:** Create a menu that incorporates at least 3 different cuisines and be able to explain how each dish represents that cuisine. **ELA:** Create a menu from one specific culture. Share with the class and create a pamphlet. **Science:** Identify any changes in climate, moon phases, etc to culinary traditions. Relate environmental influences to cuisines in different cultures.	Cooking equipment (knives, cutting boards, pans, pots, mixers, etc.

Practice proper techniques for handling and preparing fresh herbs, such as chiffonading basil or mincing garlic, to maximize their flavor impact.	**Formative:** Journals, peer reviews, participation, instructor observations **Summative:** Practical cooking exam, written exams	Fresh Herbs and Aromatics in Cooking: Discussion on the use of fresh herbs and aromatics in cooking. **Herb Presentation Lab:** Conduct a lab session focused on proper herb preparation techniques. Students will practice chiffonading basil, mincing garlic, finely chopping parsley, and other methods to maximize flavor extraction. **Fresh Herb Lab:** Students prepare a dish using fresh herbs, such as herb-marinated chicken or a fresh herb salad, and share their dishes with the class for tasting and feedback. **Dried Herb Lab:** Students prepare a dish using dried herbs and seasonings, such as a spiced vegetable stew or a dry-rubbed roast, and share their dishes with the class for tasting and feedback. **Prepare a Complex Flavor Dish:** Students prepare a dish that	**Math:** Students will use the correct measurement techniques to use different combinations of herbs. **Social Studies:** Research the origins of each technique and be able to explain as you serve. **ELA:** Divide students into groups, assign each group a different fresh herb. Students will create a poster regarding the handling and preparing techniques of that herb. **Science:** Identify chemical components that give maximum flavor impact in reference to herb anatomy .	Cooking equipment (knives, cutting boards, pans, pots, mixers, etc.)

		integrates multiple flavor components, such as a curry or a seasoned roast with herb-infused vegetables. **Project:** Students choose a recipe that incorporates multiple herbs, seasonings, and aromatics to build a complex flavor profile and prepare the dish. **Tasting and Feedback:** Classmates taste each other's dishes and provide constructive feedback. **Reflection:** Students write a brief reflection on their learning experience and personal growth in building flavor profiles		
Research and select complex recipes from reputable sources such as cookbooks, culinary websites, or professional chef resources.	**Formative:** Journals, peer reviews, participation, instructor observations **Summative:** Practical cooking exam, written exams	**Recipe Research and Selection:** Students research various complex recipes from different cuisines. **Ingredient Analysis:** Students analyze the ingredients of their chosen recipe, discussing their flavor profiles, sourcing, and any possible substitutions.	**Math:** Students will use the correct measurement techniques to create different recipes. **Science:** Identify one complex recipe from each of two popular reality tv chef series. Compare and contrast the two recipes in terms of complexity of ingredients, time,	Cooking equipment (knives, cutting boards, pans, pots, mixers, etc.)

		Recipe Swap and Review: Students bring in a complex recipe they have researched and share it with a partner. Each student will review their partner's recipe, discussing the complexity and the steps involved.	preparation and presentation. **Social Studies:** Make sure to include recipes from different cuisines across the world. **ELA:** Write an essay on the history of the cookbook or professional chef that the recipes were chosen from.	
Study and understand the techniques involved in each recipe, including advanced cooking methods, ingredient preparation, and plating presentation.	**Formative:** Journals, peer reviews, participation, instructor observations **Summative:** Practical cooking exam, written exams	**Technique Breakdown Workshop:** Students break down a selected recipe into key techniques. They will present their findings to the class, demonstrating or explaining the advanced cooking methods, ingredient preparation, and plating presentation involved. **Technique Video Analysis:** Students watch video tutorials or chef demonstrations that showcase the techniques involved in their recipes. They will take notes and discuss how these techniques are applied in their selected recipes.	**Social Studies:** Explain how each recipe represents the culture of it's origin, either within the United States or not. Such as, if you chose a Cajun recipe you might discover it's origin from New Orleans and you can explain the roots of the cajun cuisine there. **Science:** Design an infographic to illustrate recipe techniques for cooking method, ingredient prep and plating.	Cooking equipment (knives, cutting boards, pans, pots, mixers, etc.)

Utilizing mise en place to ensure they have everything they need before starting and following the recipe instructions carefully, paying close attention to measurements, cooking times, and temperature settings to achieve optimal results.	**Formative:** Journals, peer reviews, participation, instructor observations **Summative:** Practical cooking exam, written exams	**Flavor Building Lab:** Students participate in a lap focused on building complex flavor profiles using layering, balancing, and contrasting techniques. **Plating and Presentation:** Students practice plating their dishes, focusing on aesthetics, color balance, and texture contrast. **Peer Review and Tasting:** Students present their completed dishes to the class for tasting and feedback. **Recipe Modification Challenge:** Students modify their chosen recipe to cater to dietary restrictions or to enhance flavor and presentation. **Cooking Competition:** Students participate in a timed cooking competition where they must prepare a complex dish using a mystery basket of ingredients. **Reflective Journal:** Students keep a journal	**Social Studies:** Convert those measurements, temperature, and times to the metric system used in other countries. **ELA:** Write out specific instructions for a classmate to follow. Present the script to the class. **Science:** Create a chart that serves as a template checklist model giving detailed itemizing to measurements, times and temperature.	Cooking equipment (knives, cutting boards, pans, pots, mixers, etc.)

		documenting their research, preparation process, challenges faced, and lessons learned.		

Key Vocabulary

sous vide, precision cooking methods, molecular gastronomy, classification system, fabricate, primal cuts, subprimal cuts, grading standards, viennoiserie, recipe ratios, aromatics, complex flavors, flavor profiles, reputable sources, mise en place, seasonality, sustainability

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Lab experiences, field trips, guest speakers

CTSO Connection:

FCCLA STAR Events - Career Investigation, Culinary, Baking, Community Service: FCCLA National Programs - Career Connections, Community Service

Certification/Credential Connection:

Alabama Certified Employee (ACE) / Certified Front Desk Representative / Certified Guest Service Professional / Food and Beverage – Skills for Success / Meat Cutter – Skills for Success / ProStart National Certificate of Achievement – COA (must pass the final exam for Level 1 and Level 2 and complete 400 hours of mentored work experience and then apply for credential) / ServSafe Manager

Topic 5 Title: International, Regional, and Cultural Cuisines

Content Standards

12. Examine the impact of history, culture, geography, and religion on cuisines in various international regions.
    Examples: Latin American, regional Asian, European, regional African

13. Research and describe American regional and cultural cuisines.
    Examples: New England, Cajun/Creole, Tex-Mex, California, South, Pacific Northwest, Hawaiian Islands, Mid-Atlantic, Central Plains, Southwest, Rocky Mountains

14. Prepare regional, international, and cultural foods using applicable cooking methods, tools, and techniques.

Unpacked Learning Objectives

Students know:

- The historical events and developments that have influenced the culinary traditions and practices of different regions around the world.
- How cultural beliefs, traditions, and customs shape the ingredients, cooking methods, and flavor profiles of regional cuisines.
- The geographical factors that contribute to the availability of certain ingredients and the development of distinct culinary styles in different regions.
- The diverse culinary traditions and regional cuisines that exist across the United States, including those influenced by various cultural and ethnic groups.
- The historical and geographical factors that have shaped the development of American regional cuisines, such as settlement patterns, immigration, and indigenous foodways.
- The distinctive ingredients, flavors, cooking techniques, and signature dishes associated with different American regions, such as New England, the South, the Midwest, the Southwest, and the Pacific Northwest.
- The diverse array of regional, international, and cultural cuisines represented in the culinary landscape, understanding the unique ingredients, flavor profiles, and cooking techniques associated with each.
- The importance of cultural traditions, culinary heritage, and food customs when preparing regional and international dishes, emphasizing the significance of using authentic ingredients and following traditional cooking methods.
- The necessity of adapting cooking techniques to accommodate dietary restrictions and cultural preferences while ensuring proper food handling, sanitation, and safety practices to maintain food quality and safety.

Students are able to:

- Analyze historical events and cultural traditions that have influenced the development of cuisines in different international regions.
- Explore geographical factors such as climate, terrain, and natural resources that shape culinary practices and ingredient availability.

- Investigate the role of religion and dietary customs in shaping food habits, ingredient selection, and meal preparation techniques.
- Conduct research to explore the culinary history and cultural influences of various American regions.
- Describe the unique characteristics and ingredients defining each American regional cuisine, such as Southern, Tex-Mex, Cajun, Creole, New England, and Midwestern.
- Identify the historical and cultural factors that have shaped the development of American regional cuisines, including immigration, indigenous foodways, and agricultural practices.
- Identify and select appropriate ingredients for preparing regional, international, and cultural dishes, considering factors such as authenticity, availability, and quality.
- They demonstrate proficiency in using a variety of cooking methods, including sautéing, braising, grilling, roasting, steaming, and frying, to prepare diverse culinary creations. Utilizing specialized cooking tools and equipment specific to regional and cultural cuisines, such as woks, tagines, tandoors, paella pans, and bamboo steamers, they apply traditional cooking techniques and culinary practices characteristic of different cultural and regional cuisines, ensuring authenticity while accommodating dietary restrictions and preferences.

Students understand:

- Culinary traditions are deeply influenced by historical events, cultural practices, and societal norms, shaping the development and evolution of cuisines over time.
- Cultural diversity plays a significant role in defining regional cuisines, with distinct flavor profiles, ingredients, and cooking techniques reflecting the unique heritage and traditions of each community.
- Geography plays a pivotal role in determining the availability of local ingredients, climate conditions, and agricultural practices, which contribute to the distinctive flavors and culinary styles of different regions.
- American regional cuisines are characterized by diverse culinary traditions and flavor profiles that reflect the cultural heritage and geographical landscapes of different regions across the United States.
- Each American region has its own unique culinary identity, shaped by factors such as historical influences, immigration patterns, local ingredients, and indigenous foodways.
- Southern cuisine is known for its emphasis on comfort foods like fried chicken, cornbread, and collard greens, influenced by African, Native American, and European culinary traditions.
- Regional, international, and cultural foods encompass a wide range of culinary traditions, ingredients, and flavors from different geographical regions and cultural backgrounds.
- To prepare these foods effectively, they must be familiar with a variety of cooking methods such as grilling, roasting, braising, steaming, and frying, each suited to specific types of dishes and ingredients.
- The importance of being knowledgeable about the appropriate tools and equipment required for each cooking method, including but not limited to knives, cutting boards, pots, pans, ovens, grills, and steamers, to ensure authentic preparation of diverse culinary dishes.

Driving/Essential Question	How do history, culture, geography, and religion shape the cuisines of various international and American regional cultures, and how can we effectively prepare and present these diverse foods using appropriate cooking methods and techniques?

Exemplar High Quality Task	Students will research and present a report on the historical, cultural, geographical, and religious influences on a chosen international or American regional cuisine, and then prepare a dish from that cuisine using traditional cooking methods, tools, and techniques.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Research and analyze historical texts, cultural artifacts, and culinary traditions from different international regions.	**Formative:** Discussions, peer reviews, exit tickets **Summative:** Lab participation, project rubrics.	**Timeline Activity:** Students create a timeline that highlights key historical events and their impacts on various cultural cuisines. **Mapping:** Students create a cultural map showing the diversity of various cultural cuisines and their origins. **Recipe Reconstruction:** Students find historical recipes from their chosen region and recreate them in the kitchen, discussing the historical context and the ingredients used.	**Math:** Students create charts and diagrams to analyze how various cultures influence food practices. Students will use the correct measurement techniques to create a recipe. **Social Studies:** Create an international food fair to share your findings. **ELA**: Create a presentation on one specific region, including the different culinary traditions and specific recipes that are well known from there. **Science:** Participate in a scavenger hunt at a local	Kitchens and equipment Computers and display monitors

			art center to find cultural links to culinary traditions.	
Explore how geographical factors such as climate, topography, and natural resources influence food production and consumption patterns	**Formative:** Discussions, peer reviews, exit tickets **Summative:** Lab participation, project rubrics.	**Research and Presentation:** Students research and present how geography and climate influence various cultural food practices and ingredients. **Ingredient Origin Exploration:** Students trace the origins of key ingredients from their chosen region, explaining how geography affects their availability and use in local cuisines.	**Math:** Students create charts and diagrams to analyze how various cultures influence food practices. Students will use the correct measurement techniques to create a recipe. **Social Studies:** Choose three regions to highlight in a brochure. Create a recipe book with popular recipes from each region. **ELA**: Create a map of the various geographical regions and the items that grow from those locations. Write a poem about that area. **Science:** Conduct an investigation into variables such as climate, soil type, etc influence plant growth.	Kitchens and equipment Computers and display monitors
Investigate the role of religion and cultural practices in shaping dietary restrictions, food taboos, and culinary customs.	**Formative:** Discussions, peer reviews, exit tickets **Summative:**	**Analysis and Charts:** Students analyze and create charts, venn diagrams, infographics on how religious practices	**Math:** Students create charts and diagrams to analyze how various cultures influence food practices.	Kitchens and equipment Computers and display monitors

	Lab participation, project rubrics.	shape food traditions in various countries. **Cultural Food Taboos Presentation;** Students prepare a presentation on various food taboos around the world, explaining their origins and cultural significance. **Festival Foods Investigation:** Students investigate the traditional foods associated with major religious or cultural festivals in a chosen region and prepare one such dish, discussing its significance and preparation methods. **Menu Creation:** Design a menu that would be appropriate for an international restaurant. **Lab:** Students prepare a traditional dish from a chosen international region and explain the cultural significance of its ingredients and preparation methods.	Students will use the correct measurement techniques to create a recipe. **Social Studies:** Share your findings in an international food fair. Create a recipe book focusing on one culture and share information from your studies along with the recipes. **ELA:** Write a research paper on the cultural practices regarding diet in a single country. **Science:** Determine if this resource could be used as evidence to build a claim concerning dietary restrictions in a public school cafeteria menu plan.	
Analyze historical documents, literature, and artifacts to understand the	**Formative:** Discussions, peer reviews, exit tickets	**Leading Discussion:** Show images of iconic dishes from different	**Math:** Students will use the correct measurement	Cooking equipment and utensils

culinary evolution of American regional cuisines.	**Summative:** Lab participation, project rubrics.	American regions and ask students: "Why do you think different regions in the United States have unique cuisines? How does geography influence food culture?" **Pair and Share** ideas **Historical Recipe Research:** Students research and select historical recipes from different American regions, analyzing the documents to understand the evolution of ingredients and cooking methods. **Culinary Timeline Creation:** Students create a timeline showcasing the culinary evolution of a specific American region, highlighting key historical events, literature, and artifacts that influenced regional cuisines. **Artifact Analysis Project:** Students examine culinary artifacts, such as old cookbooks, kitchen tools, and food advertisements, to analyze their role in the	techniques to create different recipes **Social Studies:** On a map, show the areas for each cuisine and explain the origins based on migration, immigration, etc. **ELA:** Create a script as if you were to go back in history and meet world leaders. Ask questions regarding the food they eat, and their dietary practices. **Science:** Visit Anniston Museum of Natural History in person, via zoom or through outreach to develop questions concerning culinary practices after viewing artifacts.	Computers, display monitors

		development of regional cuisines.		
Investigate the cultural influences shaping American cooking, including Native American, European, African, Asian, and Latin American contributions	**Formative:** Discussions, peer reviews, exit tickets **Summative:** Lab participation, project rubrics.	**Cultural Influence Presentations:** Students choose a cultural group (e.g., Native American, European, African, Asian, Latin American) and prepare a presentation on its contributions to American cooking. **Fusion Cuisine Creation:** Students create dishes that blend ingredients and techniques from different cultural influences, demonstrating how these contributions have shaped modern American cuisine. **Cultural Cooking Demonstrations:** Students research and demonstrate cooking techniques or dishes specific to a cultural influence on American cuisine, explaining their historical and cultural significance. Examples are Soul Food, Creole vs Cajun, Tex-Mex, Asian Fusion (ramen bowls), German influences (in some places in the South, potato salad is eaten with	**Math:** Students will use the correct measurement techniques to create different recipes. **Social Studies:** Choose one culture and develop a timeline of events leading to its influence in American cooking. **ELA:** Create a podcast episode with a partner about various cultural influences in American cooking. **Science:** As a group, present information from a researched culture then as a class identify analogies across cultures.	Cooking equipment and utensils Computers, display monitors

		gumbo instead of rice - German influence), and Jewish influences (deli meats such as pastrami)		
Explore the geographical diversity of the United States and its impact on regional ingredients, cooking techniques, and flavor profiles.	**Formative:** Discussions, peer reviews, exit tickets **Summative:** Lab participation, project rubrics.	**Research Activity:** Students conduct research on an assigned regional cuisine, focusing on historical, geographical, and cultural influences. They will document their findings and gather recipe ideas. Create a detailed presentation of the research, including key points and interesting facts about the regional cuisine. **Recipe Activity:** Groups will select a traditional recipe from their assigned region to prepare in class. Have students create a preparation plan, including a list of ingredients and necessary equipment. Examples for regions and recipes can include: **New England**:traditional New England clam chowder **Cajun/Creole**: classic jambalaya **Tex-Mex**: enchiladas and chili con carne, **California**: Develop a menu using	**Math:** Students will use the correct measurement techniques to create different recipes. **Social Studies:** Identify on a map of the United States, the items that grow best in different areas. **ELA**: Interview various restaurant owners about the impact of regional ingredients in Alabama. Write a three-paragraph paper regarding your findings**.** **Science:** Rank the states from most to least biodiverse then develop a claim that correlates species richness and ingredient variety.	Cooking equipment and utensils Computers, display monitors

		fresh, local ingredients to reflect the farm-to-table movement prevalent in California cuisine. **South**:buttermilk biscuits, **Pacific Northwest**: salmon and wild mushrooms, **Hawaiian Islands**: traditional Hawaiian poke bowl, **Mid-Atlantic**: crab cakes, **Central Plains**: hearty meat-and-potatoes dish, **Southwest**: green chili stew, **Rocky Mountains**: bison burger. **Presentations and Tastings:** Groups present their findings and the prepared dish to the class. Presentations should include information about the region, the cultural significance of the dish, and the cooking process. **Menu Creation:** Design a menu that would be appropriate for an American regional restaurant. **Journal:** Throughout the process, students may journal about what they did, what they learned,		

		positives and growing moments.		
Research recipes from different regions and cultures around the world, identifying appropriate cooking methods, tools, and techniques for each dish.	**Formative:** Discussions, peer reviews, journals, costing, lab participation **Summative:** Practical cooking exam, written exams	**Leading Discussion:** Discuss the importance of cultural diversity in cuisine. Show a brief presentation on different cooking methods and tools that are used in various regions and countries. **Global Recipe Research Project:** Students choose a country or region, research its traditional recipes, and identify the cooking methods, tools, and techniques used. **Regional Cooking Method Presentations:** Students prepare presentations on the cooking methods and tools specific to their chosen region, demonstrating how they are used in traditional recipes.	**Math:** Students will use the correct measurement techniques to create different recipes. Students will calculate the cost of the ingredients and equipment usage for a specific recipe. **Social Studies:** Make a video of you preparing the recipe and explain the cultural influences on each step. **ELA:** Pick a recipe from one specific culture and Write three paragraphs about the popularity of the dish. **Science:** Identify a recipe endemic to a particular culture then list the tools and cooking methods.	Kitchens with cooking equipment as needed
Gather region-specific ingredients and follow recipes meticulously, practicing knife skills, food handling, and safety protocols throughout	**Formative:** Discussions, peer reviews, journals, costing, lab participation **Summative:**	**Ingredient Sourcing Field Trip:** Organize a field trip to local markets or specialty stores where students can source	**Math:** Students will use the correct measurement techniques to create different recipes. Students will calculate the cost of the ingredients and	Kitchens with cooking equipment as needed

preparation.	Practical cooking exam, written exams	region-specific ingredients for their chosen recipes. **Lab Experience:** Groups may choose a recipe from an assigned region/country to prepare. Have students cost out the recipe, mise en place the ingredients and equipment, and cook. Each group shares their food for a tasting. Provide a reflection worksheet for students to evaluate and give peer review.	equipment usage for a specific recipe. . **Social Studies:** Make a video where you explain each ingredient and how/why it is specific to that particular region. **Science:** Interview family, friends and community members to gather at least five “Local Legend” recipes including preparation techniques, tools and measurements.	
Experimenting with traditional spices and flavors, they adjust techniques to achieve authentic tastes and textures, presenting dishes in culturally appropriate, visually appealing ways while sharing their cultural significance with others	**Formative:** Discussions, peer reviews, journals, costing, lab participation **Summative:** Practical cooking exam, written exams	**Flavor Profiling Workshop:** Students participate in a workshop where they experiment with traditional spices and flavors from their chosen regions, adjusting techniques to achieve authentic tastes. **Cultural Cuisine Presentation:** Students present their dishes in culturally appropriate, visually appealing ways and explain their cultural significance to the class.	**Math:** Students will use the correct measurement techniques to create different recipes. Students will calculate the cost of the ingredients and equipment usage for a specific recipe. **Science:** Identify environmental influences on local traditional spices and flavors to determine if factors such as climate, soil type, etc affect the cultural authenticity of the dish. Include this information in the presentation.	Kitchens with cooking equipment as needed

			Social Studies: Make an infographic listing the most prevalent spices in at least five different cuisines. **ELA:** Write a description of various spices and create a matching card game to play with classmates.	
Reflect on their culinary creations, evaluating their success in capturing the essence of regional or cultural cuisines.	**Formative:** Discussions, peer reviews, journals, costing, lab participation **Summative:** Practical cooking exam, written exams	**Reflective Journaling:** Students keep a reflective journal documenting their experiences with each recipe, evaluating their success in capturing the essence of the cuisine. **FCCLA Connection**: This activity ties into the "Financial Fitness" program by encouraging students to consider the economic aspects of sourcing ingredients and preparing meals**.** **Cultural Fair:** Create a cultural food fair where students can showcase their dishes to the school community. To make this cross-curricular, invite the Foreign Language Department and the English as Second Language Department to help with the planning, recipe selection, and	**Math:** Students will use the correct measurement techniques to create different recipes. Students will calculate the cost of the ingredients and equipment usage for a specific recipe. **Social Studies:** Develop a survey to give to your consumer to gather information about how well you represented a region or culture. **Science:** Create a rubric for each group to peer review presentations then argue from evidence which group gave the best representation.	Kitchens with cooking equipment as needed.

		implementation of the event. **Fusion Cuisine Project:** Explore how different regional, international, and cultural cuisines can be combined to create fusion dishes, incorporating elements and techniques from multiple culinary traditions. Create a menu for a fusion cuisine restaurant.		

Key Vocabulary:

topography, cultural practices, food taboos, culinary traditions, cultural heritage, culinary landscape, authenticity

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speakers, lab experiences, field trips

CTSO Connection:

FCCLA STAR Events - Event Planning; Hospitality.Tourism, and Recreation; Culinary Arts, Professional Presentation. FCCLA National Programs - Families First

Certification/Credential Connection:

Alabama Certified Employee (ACE) / Certified Guest Service Professional / Food and Beverage – Skills for Success / Meat Cutter – Skills for Success / ProStart National Certificate of Achievement – COA (must pass the final exam for Level 1 and Level 2 and complete 400 hours of mentored work experience and then apply for credential) / ServSafe Manager