


## Culinary Techniques

Teacher: Christie Larson

September 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b>  <b>• WHAT ARE THE ESSENTIAL SKILLS FOR SUCCESS IN THE RESTAURANT AND FOODSERVICE INDUSTRY?</b> </p> <p>•<i>UEQ: What techniques are used in the preparation of breakfast foods and sandwiches?</i></p> <p><b>A. Chapter 1: Breakfast Foods and Sandwiches</b></p> <p>A1. Safety and sanitation of milk products.  A2. Difference between butter and margarine.  A3. Different types of cheeses.  A4. Characteristics of eggs.  A5. Egg preparation  A6. Safety and</p>	<p><b>A. Chapter 1: Breakfast Foods and Sandwiches</b></p> <p>A1. Explain and demonstrate how to keep milk products safe and sanitary.  A2. Differentiate between butter and margarine by listing the characteristic of each.  A3. Distinguish among several different types of cheese and give examples of each.  A4. List the characteristics of eggs and include size and grade.  A5. Prepare and serve eggs using a variety of cooking methods.  A6. Describe the ways to keep eggs and egg products safe and sanitary.  A7. Prepare pancakes, crepes, waffles, and French toast.</p>	<p><b>Course Learning Targets:</b></p> <p>1. I will use safe food handling practices to prevent cross contamination.  2. I can demonstrate proper techniques for hand washing, hygiene and kitchen sanitation.  3. I will work to maintain a positive and respectful lab group environment.</p> <p><b>H. Chapter 1: Breakfast Foods and Sandwiches</b></p> <p>LTA1. I understand how to safely handle dairy products.  LTA2. I can identify the different types of cheeses.  LTA3. I know how to prepare a variety of eggs.  LTA4. I can identify different types of sandwiches.</p>	<p><b>A. Chapter 1: Breakfast Foods and Sandwiches</b></p> <p>A1. Ch. 1 Transparency notes  A2. Ch. 1 Review Your Learning - CF  A3. Ch. 1 Activity Packet - CF</p> <p>A4. Omelet Lab - CF  A5. Cheese sampling lab  A6. Quiche lab - 1+ day - CF  A7. Crepe Lab  A8. Sandwich demonstration lab - 2-3 days - CS</p> <p>A9. Chapter 1 Test - CS</p>	<p><b>A. Chapter 1: Breakfast Foods and Sandwiches</b></p> <p>A1. <u>Foundations of restaurant management &amp; culinary arts - Level Two</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p> <p><u>Vocabulary:</u>  pasteurization  homogenization  clarified butter  smoke point  margarine  curdling  ripened cheese  unripened cheese  albumen  chalazae  shocking  shirred eggs  poach  souffles  quiche</p>

<p>sanitation of eggs.</p> <p>A7. Preparation of pancakes, crepes, waffles and French toast.</p> <p>A8. Preparation of breakfast meats and cereals.</p> <p>A9. Preparation of breakfast beverages.</p> <p>A10. Types of sandwiches.</p> <p>A11. Three components of sandwiches.</p> <p>A12. Sanitation procedures for sandwich preparation.</p> <p>A13. Tools and equipment for sandwich preparation.</p> <p>A14. Sandwich spreads and fillings.</p> <p>A15. Preparation of different types of sandwiches.</p> <p>National FCS Standards: 8.5</p> <p>Minnesota Frameworks/Benchmarks MCAH 6.1</p>	<p>A8. Prepare ham, grits, cold cereals, oatmeal, and sausage.</p> <p>A9. Prepare coffee, tea, and cocoa.</p> <p>A10. Give examples of different types of sandwiches, including simple, hot, open-faced, hors d'oeuvres, grilled, deep-fried and simple cold.</p> <p>A11. Explain the roles of the three components of a sandwich: bread, spread, and filling.</p> <p>A12. Develop a list of sanitation procedures for preparing sandwiches.</p> <p>A13. List the necessary tools and equipment to make sandwiches at a sandwich station.</p> <p>A14. Prepare common sandwich spreads and fillings.</p> <p>A15. Demonstrate preparation of several types of sandwiches.</p>	<p>LTA5. I can demonstrate preparation of a sandwich to my class.</p>		<p>pooled eggs crepes hors 'oeuvres Pullman loaves mise en place</p>
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<p>•UEQ: What is the role of nutrition in foodservice operations?</p> <p><b>B. Chapter 2: Nutrition</b></p> <p>B1. Role of various nutrients          B2. Cholesterol          B3. Incomplete vs. complete proteins          B4. RDA's and MyPyramid          B5. Healthy diet          B6. Nutrition labels          B7. Preserving nutrients          B8. Making recipes more healthful.          B9. Healthful substitutes</p> <p>National FCS Standards: 14.2 and 14.3</p> <p>Minnesota FCS Frameworks/Benchmarks: MNW 3.1-3.7</p>	<p><b>B. Chapter 2: Nutrition</b></p> <p>B1. Characterize the role of a carbohydrate, hormone, fiber, starch, and fat in people's diets and identify foods that contain these nutrients.          B2. Describe cholesterol and food in which it is found.          B3. Characterize the roles of proteins, water, vitamins, and minerals in people's diets and identify foods that contain these nutrients          B4. Differentiate between complete proteins and incomplete proteins.          B5. Use Recommended Dietary Allowances (RDAs) and the Food Guide Pyramid to plan meals.          B6. Describe a healthy diet.          B7. Interpret information on a nutrition label.          B8. Identify recipes that</p>	<p><b>B. Chapter 2: Nutrition</b></p> <p>LTB1. I can characterize the role of different nutrients in people's diets and which foods contain these nutrients.          LTB2. I know what cholesterol is where it is found.          LTB3. I know what it means to eat a healthy diet.          LTB4. I know how to read and interpret the information on a nutrition label.          LTB5. I can make recipes more healthful.</p>	<p><b>B. Chapter 2: Nutrition</b></p> <p>B1. Chapter 6 Activity packet          - 2.1 The ABCs of Nutrition Puzzle          - 2.2 Nutrition labels analysis          - 2.3 Vegetarian Diets Research          - 2.4 - Video Viewing Guide - Nutrition and Your Menu          - 2.5 Complete the statements - Nutritious Menus          B2. Chapter 6 Review Your Learning          B3. Chapter 6 notes          B3. Vegetarian Research project and presentations.          B4. Various food labs - Vegetarian Entree Lab, Veggie Fajitas          B8. Recipe Nutrition Makeover activity          B8-B9. Healthy menu choices</p>	<p><b>B. Chapter 6: Nutrition</b></p> <p>B1. <u>Foundations of restaurant management &amp; culinary arts - Level Two</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p> <p>B2. Video: Making the Most of Your Menu, NRAEF</p> <p>Vocabulary:          nutrients          phytochemicals          kilocalorie          hormones          glucose          simple carbohydrates          insulin          complex carbohydrates          lipids          fiber          fat          essential fatty acids          oxidation</p>
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	<p>preserve nutrients in quantity cooking.</p> <p>B9. Suggest ways to make recipes more healthful.</p> <p>B10. Suggest healthful substitutes for high-fat ingredients.</p>		B5. Chapter 6 Test	<p>hydrogenation</p> <p>amino acids</p> <p>complete proteins</p> <p>incomplete proteins</p> <p>complementary proteins</p> <p>food additive</p> <p>vegetarian</p> <p>malnutrition</p> <p>osteoporosis</p> <p>diabetes mellitus</p> <p>portion control</p> <p>GMO's</p> <p>organic</p>
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**October 2020**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p><i>UEQ: How do foodservice establishments control costs?</i></p> <p><b>C. Chapter 3: Cost Control</b></p> <p>C1. Types of costs</p> <p>C2. Controlling food costs</p> <p>C3. Controlling labor costs</p> <p>C4. Quality</p>	<p><b>C. Chapter 3: Cost Control</b></p> <p>C1. Identify the different types of costs.</p> <p>C2. Understand an operating budget.</p> <p>C3. Identify the steps in controlling food costs.</p> <p>C4. Budgeting labor costs.</p> <p>C5. Controlling quality standards.</p>	<p><b>C. Chapter 3: Cost Control</b></p> <p>C1. I can identify the different types of costs.</p> <p>C2. I can read and understand an operational budget.</p> <p>C3. I can identify the steps in controlling food costs.</p> <p>C4. I can identify the factors that contribute to labor costs and budget for them.</p> <p>C5. I can control for</p>	<p><b>C. Chapter 3: Cost Control</b></p> <p>C1. Chapter 3 notes</p> <p>C2. Chapter 3 Activity packet - CF</p> <p>C3. Chapter 3 Review questions - CF</p> <p>C4. Chapter 3 Test - CS</p>	<p><b>C. Chapter 3: Cost Control</b></p> <p>C1. <u>Foundations of restaurant management &amp; culinary arts - Level Two</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p> <p><u>Vocabulary:</u></p> <p>revenue</p> <p>cost</p> <p>cost control</p>

<p>standards</p> <p>National FCS Standards: 8.6</p> <p>Minnesota Frameworks/Benchmarks MCAH 7.1 MCAH 7.1</p> <p>•<i>UEQ: What techniques are needed to prepare a variety of salads and garnishes?</i></p> <p><b>D. Chapter 4: Salads and Garnishes</b></p> <p>D1. Salad ingredients D2. Designing attractive salads D3. Types of salads D4. Cleaning salad greens</p>	<p><b>D. Chapter 4: Salads and Garnishes</b></p> <p>D1. Identify and describe the various ingredients used to make salads. D2. Demonstrate designing attractive salads. D3. Classify and compare</p>	<p>quality standards.</p> <p><b>D. Chapter 4: Salads and Garnishes</b></p> <p>LTD1. I can identify the different types of salads and when they would be served in a meal. LTD2. I can make an attractive and tasty salad. LTD3. I can make my own</p>	<p><b>D. Chapter 4: Salads and Garnishes</b></p> <p>D1. Chapter 4 notes. D2. Vegetable Salad and Dressing Labs - 1 days - CF D2. Dessert Salad Lab - 2 days - CF D3. Chapter 4 - Review</p>	<p>labor costs overhead cost controllable costs fixed or non controllable costs operating budget forecast profit-and-loss report variances price point pilfering inventory as-purchased (AP) method edible-portion (EP) method recipe yield contribution margin straight markup pricing method average check method employee turnover invoice</p> <p><b>D. Chapter 4: Salads and Garnishes</b></p> <p>D1. <u>Foundations of restaurant management &amp; culinary arts - Level Two</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p>
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<p>D5. Preparing and storing salads  D6. Oils and vinegars  D7. Preparing vinaigrette  D8. Preparing an emulsified salad dressing  D9. Mayonnaise  D10. Matching dressings to salad ingredients.  D11. Ingredients used to make dips.  D12. Garnish examples.  D13. Commonly used garnishes.  D14. Garnishing plates.  D15. Soup toppings.</p> <p>National FCS Standards:  8.5</p> <p>Minnesota Frameworks/Benchmarks  MCAH 6.1  MCAH 5.4</p>	<p>types of salads served at different points in the meal.  D4. Demonstrate appropriate methods to clean salad greens.  D5. Design a procedure to prepare and store salads properly.  D6. Differentiate among various oils and vinegars.  D7. Demonstrate the preparation of a vinaigrette.  D8. List the ingredients of and prepare an emulsified salad dressing.  D9. Select ingredients to prepare mayonnaise.  D10. Match dressings to salad greens and other ingredients.  D11. Give examples of ingredients used to make dips.  D12. Choose the ingredients and prepare several dips.  D13. Give an example of a garnish.  D14. Describe and prepare ingredients commonly used as garnishes.  D15. Demonstrate garnishing plates.</p>	<p>salad dressing.  LTD4. I match the dressing to different salad greens.  LTD5. I can make several attractive garnishes that would be appropriate for different dishes.</p>	<p>Your Learning - CF  D4. Chapter 4 Test - CS</p>	<p><u>Vocabulary:</u>  base  body  garnish  salad dressings  tossed  composed  bound salad  vegetable salad  fruit salad  combination salad  starter salad  accompaniment salad  main course salads  intermezzo salad  dessert salads  suspension  emulsion  brunoise  napping  consommés  dollop</p>
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	D16. Demonstrate the preparation of toppings for soups.			
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**November 2020**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<ul style="list-style-type: none"> <li>• UEQ: How are purchasing and inventory important to running a food service establishment?</li> </ul> <p><b>E. Chapter 5: Purchasing and Inventory</b></p> <p>E1. Purchasing goods and services E2. Making purchasing decisions E3. Managing purchases</p> <p>National FCS Standards: 8.6</p> <p>Minneosta FCS Framework/Benchmarks:</p>	<p><b>E. Chapter 5: Purchasing and Inventory</b></p> <p>E1. Deciding what needs to be purchased. E2. Purchasing the needed items. E3. Receiving and storing orders. E4. Taking inventory.</p>	<p><b>E. Chapter 5: Purchasing and Inventory</b></p> <p>E1. I can decide what needs to be purchased. E2. I can order and purchase any needed items. E3. I can properly receive orders. E4. I understand the importance of taking inventory.</p>	<p><b>E. Chapter 5: Purchasing and Inventory</b></p> <p>E1. Chapter 5 - notes E2. Chapter 5 activity packet (Act. 5.1, 5.2) - CF</p> <p>Oatmeal Raisin Cookie Lab</p> <p>Chapter 5 Test - CS</p>	<p><b>E. Chapter 5: Purchasing and Inventory</b></p> <p>E1. <u>Foundations of restaurant management &amp; culinary arts - Level Two</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p> <p><u>Vocabulary:</u> quality standards specifications (specs) channel of distribution capital investment buyer franchisees formal purchasing method bid quote kickbacks make-or-buy analysis par stock</p>

<p>MCAH 7.1</p> <ul style="list-style-type: none"> <li>• UEQ: How do I select grades of meat, poultry and seafood and prepare in a professional and safe manner?</li> </ul> <p><b>F. Chapter 6: Meat, Poultry and Seafood</b></p> <p>F1. Meat F2. Poultry F3. Seafood F4. Charcuterie and garde manger</p> <p>National FCS Standards: 8.5</p> <p>Minnesota Frameworks/Benchmarks MCAH 6.1</p>	<p><b>F. Chapter 6: Meat, Poultry and Seafood</b></p> <p>F1. Identify the different grades of meat. F2. Identify the different cuts of meat. F3. Select and store meat. F4. Cooking techniques for meat F5. Determine doneness. F6. Understand the different grades of poultry. F7. Identify the two forms of poultry - white and dark meat. F8. Purchasing, fabricating and storing poultry. F9. Cooking techniques for poultry.</p>	<p><b>F. Chapter 6: Meat, Poultry and Seafood</b></p> <p>LTF1. I can identify the different grades of meat and cuts of meat. LTF2. I know how to select, store and cook meat. LTF3. I can cook different types of meat with the correct technique for that type. LTF4. I can test for doneness in meat. LT5. I can identify the two forms of poultry. LT6. I can fabricated a chicken. LT7. I know how to cook poultry correctly. LT8. I know how to</p>	<p><b>F. Chapter 6: Meat, Poultry and Seafood</b></p> <p>F1. Chapter 6 notes F2. Chapter 6 activity packet - CF</p> <p>Beef Stroganoff Lab Chicken Fabrication Lab Chicken Cacciatore</p> <p>F. Chapter 6 Test - CS</p>	<p>reorder point (ROP) purchase order requisition receiving gross profit inventory shrinkage</p> <p><b>F. Chapter 6: Meat, Poultry and Seafood</b></p> <p>F1. <u>Foundations of restaurant management &amp; culinary arts - Level Two</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p> <p>Vocabulary: meat graded quality grade yield grade primal cuts aging retail cut fabrication butterfly</p>
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	<p>F10. Inspecting and grading seafood.</p> <p>F11. Forms of seafood.</p> <p>F12. Purchasing, fabricating and storing seafood.</p> <p>F13. Cooking techniques for seafood</p> <p>F14. Determining doneness.</p> <p>F15. Define charcuterie and garde manger.</p>	<p>prepare and cook seafood properly.</p> <p>LT9. I can define charcuterie and garde manger.</p>		<p>noisettes</p> <p>scallops</p> <p>eminence</p> <p>medallions</p> <p>marbling</p> <p>mirepoix</p> <p>bard</p> <p>carryover cooking</p> <p>boning</p> <p>a point</p> <p>truss</p> <p>opaque</p> <p>mole poblano</p> <p>fin fish</p> <p>flat fish</p> <p>round fish</p> <p>shellfish</p> <p>crustaceans</p> <p>mollusks</p> <p>cephalopods</p> <p>fumet</p> <p>en papillote</p> <p>bouillabaisse</p> <p>charcuterie</p> <p>garde manger</p> <p>forcemeat</p> <p>farce</p> <p>pate</p> <p>terrine</p> <p>mousseline</p>
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**December 2020**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<ul style="list-style-type: none"> <li>● <i>UEQ: How can a marketing plan help a foodservice establishment?</i></li> <li>● <i>UEQ: How can a business research and market to a new area?</i></li> <li>● <i>UEQ: How can the menu serve as a marketing tool?</i></li> </ul> <p><b>G. Chapter 7: Marketing</b></p> <p>G1. Marketing concepts and plan.  G2. Market analysis  G3. Market communications  G4. Types of sales promotions  G5. Public relations  G6. Menu</p> <p>Minnesota FCS Frameworks/Benchmarks: MCAH 4.1-4.4</p>	<p><b>G. Chapter 7: Marketing</b></p> <p>G1. Marketing concepts.  G2. Marketing plan.  G3. Performing a SWOT analysis.  G4. Analyze market.  G5. Communication  G6. Usage of sales promotions  G7. Using a menu for marketing.</p>	<p><b>G. Chapter 7: Marketing</b></p> <p>G1. I can define marketing concepts.  G2. I know the importance of a market plan.  G3. I know how to perform a SWOT analysis.  G4. I can use research methods to gather information on a market.  G5. I can use market analysis to create a communication plan.  G6. I can use sales promotions to market a business.  G7. I know how to use the menu to market a restaurant.</p>	<p><b>G. Chapter 7: Marketing</b></p> <p>G1. Chapter 7 notes  G2. Chapter 7 activity packet - CF  G3. Chapter 7 Review questions - CF    G4. Chapter 7 Test - CS</p>	<p><b>G. Chapter 7: Marketing</b></p> <p>G1. <u>Foundations of restaurant management &amp; culinary arts - Level Two</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p> <p><u>Vocabulary:</u>  market  marketing  market trends  marketing plan  SWOT analysis  sampling  focus group  demographics  positioning  media relations  press release  media vehicles  a la carte menu  du jour menu  cyclical menu  limited menu  California menu  prix fixe menu  fixed menu  table d'hote menu</p>

<ul style="list-style-type: none"> <li>• <i>UEQ: Why are baked goods important in food service establishments?</i></li> <li>• <i>UEQ: What are the primary ingredients needed for baking?</i></li> </ul> <p><b>H. Chapter 8: Desserts and Baked Goods</b></p> <p>H1. Baker's ingredients. H2. Baker's measurements. H3. Yeast breads. H4. Quick breads and Cakes H5. Pies, pastries and cookies H6. Chocolate H7. Specialty desserts</p> <p>National FCS Standards: 8.5</p> <p>Minnesota Frameworks/Benchmarks MCAH 6.1</p>	<p><b>H. Chapter 8: Desserts and Baked Goods</b></p> <p>H1. Identify baker's ingredients. H2. Understand how to properly measure. H3. Prepare yeast breads. H4. Prepare quick breads and cakes. H5. Prepare pies, pastries and cookies. H6. Prepare and use chocolate. H7. Prepare specialty desserts.</p>	<p><b>H. Chapter 8: Desserts and Baked Goods</b></p> <p>H1. I can identify baker's ingredients. H2. I can properly measure ingredients in baking. H3. I can prepare a variety of baked goods.</p>	<p><b>H. Chapter 8: Desserts and Baked Goods</b></p> <p>H1. Chapter 8 notes H2. Chapter 8 worksheets - CF H3. Chapter 8 REview your learning H4. Yeast bread lab - CF H5. Quick breads and/or cake lab - CF H6. Pie, pastry and/or cookie lab - CF H7. Chocolate lab - CF H8. Specialty dessert lab - CF  H9. Chapter 8 Test - CS</p>	<p>sales volume sales mix analysis menu engineering</p> <p><b>H. Chapter 8: Desserts and Baked Goods</b></p> <p>H1. <u>Foundations of restaurant management &amp; culinary arts - Level Two</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p> <p>Vocabulary: strengtheners sweeteners fats/shortenings chemical leaveners thickeners liquids lean doughs rich doughs kneading straight dough method sponge method starter proof rounding 3-2-1 dough baking blind</p>
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**January 2021**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<ul style="list-style-type: none"> <li><i>UEQ: Why is sustainability important in the restaurant and foodservice industry?</i></li> </ul> <b>I. Chapter 9: Sustainability in the Restaurant and Foodservice Industry</b>	<b>I. Chapter 9: Sustainability in the Restaurant and Foodservice Industry</b>  I1. Understand the need to conserve water. I2. Identify ways to conserve energy. I3. Understand and identify ways to reduce waste, reuse and recycle.	<b>I. Chapter 9: Sustainability in the Restaurant and Foodservice Industry</b>  I1. I can understand the need to conserve natural resources. I2. I can follow practices to conserve water. I3. I can follow practices to conserve energy.	<b>I. Chapter 9: Sustainability in the Restaurant and Foodservice Industry</b>  I1. Chapter 9 notes I2. Chapter 9 Activity packet - CF I3. Guest speaker from an organic farm or co-op farm.	<b>I. Chapter 9: Sustainability in the Restaurant and Foodservice Industry</b>  I1. <u>Foundations of restaurant management &amp; culinary arts - Level Two</u> , 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson

<p>I1. Water Conservation I2. Energy conservation I3. Waste management I4. Sustainable Food Practices</p> <p>Minnesota FCS Frameworks/Standards:</p> <p>MGF 2.1</p> <p>MGF 2.2</p> <p>MGF 2.3</p> <p>UEQ: How does the restaurant industry incorporate global cuisine from the Americas into it's menus?</p> <p><b>J. Chapter 10: Global Cuisine 1: The Americas</b></p> <p>J1. North America J2. Central America and Caribbean J3. South America</p> <p>National FCS Standards:</p>	<p>I4. Follow sustainable food practices.</p> <p><b>J. Chapter 10: Global Cuisine 1: The Americas</b></p> <p>J1. Identify the cultural influences and flavor profiles of different areas of the United States and Mexico. J2. Identify the cultural influences and flavor profiles of Central America</p>	<p>I4. I can follow practices to reduce waste. I5. I can follow sustainable food practices including local sourcing.</p> <p><b>J. Chapter 10: Global Cuisine 1: The Americas</b></p> <p>J1. I can identify the cultural influences and flavor profiles of different areas of the United States and Mexico. J2. I can identify the cultural influences and flavor profiles of different</p>	<p>I4. Chapter 9 Test - CS</p> <p><b>J. Chapter 10: Global Cuisine 1: The Americas</b></p> <p>J1. Chapter 10 notes J2. Chapter 10 activity packet - CF J3. Global Cuisine project - CS J4. North American food lab - CF</p>	<p><u>Vocabulary:</u> sustainability conservation fossil fuels renewable energy sources "green" building repurposed food composting local source food miles aquaculture open systems closed systems sun coffee shade-grown coffee organic</p> <p><b>J. Chapter 10: Global Cuisine 1: The Americas</b></p> <p>J1. <u>Foundations of restaurant management &amp; culinary arts - Level Two</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p> <p>Vocabulary:</p>
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14.1-14.3 Minnesota FCS Framework/Benchmarks:  Minnesota Global Foods 1.2  MGF 3.2  MGF 3.3  MGF 3.4  MGF 3.5  MGF 3.6  MGF 5.1-5.5	and Caribbean. J3. Identify the cultural influences and flavor profiles of different areas of South America.	areas of Central America and Caribbean. J3. I can identify the cultural influences and flavor profiles in different areas of South America - specifically Brazil and Peru.	J5. Central America and Caribbean lab - CF J6. South America food lab - CF  Chapter 10 Test - CS	New England boiled dinner pasties lefse Tidewater cuisine Low Country cuisine creole cajun low country boil trinity gumbo jambalaya Andouille salsa masa mole cacao Curtido Gallo pinto pupusa jerk spice sofrito quinoa ceviche
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**February 2020**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
UEQ: How does the restaurant industry incorporate global cuisine from the Europe, the Mediterranean, the Middle East and Asia into its	<b>K. Chapter 11: Global Cuisine 2: Europe, the Mediterranean, the Middle East, and Asia</b>  K1. Identify the cultural	<b>K. Chapter 11: Global Cuisine 2: Europe, the Mediterranean, the Middle East, and Asia</b>  J1. I can identify the	<b>K. Chapter 11: Global Cuisine 2: Europe, the Mediterranean, the Middle East, and Asia</b>  J1. Chapter 10 notes	<b>K. Chapter 11: Global Cuisine 2: Europe, the Mediterranean, the Middle East, and Asia</b>  J1. <u>Foundations of</u>

<p>menus?</p> <p><b>K. Chapter 11: Global Cuisine 2: Europe, the Mediterranean, the Middle East, and Asia</b></p> <p>K1. Europe K2. The Mediterranean K3. The Middle East K4. Asia</p> <p>National FCS Standards:</p> <p>14.1-14.3</p> <p>Minnesota FCS Framework/Benchmarks:</p> <p>Minnesota Global Foods 1.2</p> <p>MGF 3.2</p> <p>MGF 3.3</p> <p>MGF 3.4</p> <p>MGF 3.5</p> <p>MGF 3.6</p>	<p>influences and flavor profiles of different areas of Europe.</p> <p>J2. Identify the cultural influences and flavor profiles of the Mediterranean.</p> <p>J3. Identify the cultural influences and flavor profiles of different areas of the Middle East.</p> <p>J4. Identify the cultural influences and flavor profiles of different areas of Asia.</p>	<p>cultural influences and flavor profiles of different areas of Europe.</p> <p>J2. I can identify the cultural influences and flavor profiles of different areas of the Mediterranean.</p> <p>J3. I can identify the cultural influences and flavor profiles in different areas of the Middle East.</p> <p>J4. Identify the cultural influences and flavor profiles of different areas of Asia.</p>	<p>J2. Chapter 10 activity packet - CF</p> <p>J3. Global Cuisine 2 project - CS</p> <p>J4. European food lab - CF</p> <p>J5. Mediterranean lab - CF</p> <p>J6. Middle East food lab - CF</p> <p>J7. Asia food lab - CF</p> <p>Chapter 10 Test - CS</p>	<p><u>restaurant management &amp; culinary arts - Level Two</u>, 1st Ed., National Restaurant Association Educational Foundation and Prentice Hall/Pearson</p> <p><u>Vocabulary:</u> haute cuisine cuisine classique nouvelle cuisine foie gras cassoulet duck confit bollito misto bagna cauda paella maghreb pastilla tagines moussaka hummus baklava chakchouka harissa tabil chermoula dukkah shawarma katteh tao tan ts'ai</p>
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MGF 4.1-4.5

gohan  
masalas  
garam masala  
dum