## Course Description

ProStart 2 is a continuation of ProStart 1 which focuses on more advanced food preparation techniques and an introduction to the hospitality industry. Demonstrations, DVDs, and group preparations of various recipes are utilized throughout the course. Students work in groups to research, present, and prepare a variety of foods. Nationally recognized certification is available upon successful completion of test. (This is a course offered on the high school campus; and should not be confused with the Culinary Arts program at the Northland Career Center.)

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<th>Unit</th>
<th>Instructional Topics</th>
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2. Breakfast Foods and Drinks  
3. Sandwiches |
| 7 Day(s)  | Nutrition | 1. The Basics of Nutrition  
2. Making Menu Items More Nutritious |
| 7 Day(s)  | Cost Control | 1. Introduction to Cost Control  
2. Controlling Food Costs  
3. Controlling Labor Costs  
4. Controlling Quality Standards |
| 7 Day(s)  | Salads And Garnishes | 1. Salads  
2. Salad Dressings and Dips  
3. Garnishes |
| 7 Day(s)  | Purchasing And Inventory | 1. Introduction to Purchasing  
2. Making Purchasing Decisions  
3. Managing Purchases |
| 7 Day(s)  | Meat, Poultry, And Seafood | 1. Meat  
2. Poultry  
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4. Charcuterie and Garde Manger |
| 7 Day(s)  | Marketing | 1. Introduction to Marketing  
2. Market Analysis, Identity, and Communication  
3. The Menu as Marketing Tool |
| 7 Day(s)  | Desserts And Baked Goods | 1. Bakeshop Basics  
2. Yeast Breads  
3. Quick Breads and Cakes  
4. Pies, Pastries, and Cookies  
5. Chocolate  
6. Specialty Desserts |
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2. Energy Conservation  
3. Waste Management  
4. Sustainable Food Practices |
| 7 Day(s)  | Global Cuisine 1 | 1. North America  
2. Central America and the Caribbean  
3. South America |
| 7 Day(s)  | Global Cuisine 2 | 1. Europe  
2. The Mediterranean  
3. The Middle East  
4. Asia |
Course Rationale
The Family and Consumer Science Department courses use hands-on activities to assist young adults in obtaining the knowledge and skills required to meet the challenges of living and working in a diverse, global society. Our unique focus is on the interrelationship of individuals, families and work.

Enduring Understandings
• Safety and sanitation practices are essential guidelines to follow in foodservice establishments.
• Proper measurement techniques, mise en place, reading, and following directions are all essential skills to executing a recipe.
• Working with others, communication, and customer service skills are essential for success in the workplace.
• Knowledge of proper nutrition is necessary for preparing nutritious meals and practicing lifelong healthy habits.

Key Resources
Foundations of Restaurant Management & Culinary Arts Level Two

Board Approval Date
May 24, 2012

Course Details
Unit: Breakfast Food And Sandwiches

Unit Overview
This unit presents dairy products and eggs; breakfast food and drinks; and sandwiches.

Enduring Understandings
There are many varieties of dairy products used in breakfast foods.
Breakfast foods consist of a variety of hot beverages, meats and starches.
There are many types of basic sandwiches.

Essential Questions
How can a variety of dairy products be used to create different breakfast foods?
Why would one want their breakfast to consist of a variety of foods?
How many different sandwiches can one create?

Example Assessment Items
Pasteurization
Homogenization
Caffeine
Mise en place

Academic Vocabulary

Topic: Dairy Products and Eggs

Learning Targets
The student will list the characteristics of milk and identify ways to keep it safe.
The student will identify the different forms of cream and their fat contents.
The student will differentiate between butter and butter substitutes and recognize the characteristics of each.
The student will identify the different types of cheese and give examples of each.
The student will list the characteristics of eggs and identify ways to keep them safe.
The student will prepare and serve eggs using a variety of cooking methods.

Topic: Breakfast Foods and Drinks

Learning Targets
The student will prepare pancakes, crêpes, waffles, and French toast.
The student will prepare ham, hash, grits, cold cereals, oatmeal, and sausage.
The student will prepare coffee, tea, and cocoa.

Topic: Sandwiches

Learning Targets
The student will give examples of different types of sandwiches, including simple hot, open-faced, hors d’oeuvres, grilled, deep-fried, and simple cold.
The student will explain the roles of the three components of a sandwich: bread, spread, and filling.
The student will prepare common sandwich spreads and fillings.
The student will list the necessary tools and equipment to make sandwiches at a sandwich station.
The student will demonstrate preparation of several types of sandwiches.

Unit: Nutrition  Duration: 7 Day(s)

Unit Overview
In this unit, students will learn that food provides the body with essential nutrients. Proper nutrition helps the body and mind work effectively and efficiently, so it's important for students to learn how to create more nutritious menus.

Enduring Understandings
Having a basic knowledge of proper nutrition and its importance is essential to one's health. Healthy menus require techniques that keep as many nutrients as possible.

Essential Questions
Why is it important to have a basic knowledge of proper nutrition?
How can one alter menus to be more nutritious?

Example Assessment Items
Given a MyPlate template students will design a plate that meets the dietary requirements.

Academic Vocabulary
Nutrition
MyPlate
GMOs (genetically modified organisms)

Topic: The Basics of Nutrition  Duration: 0 Day(s)

Learning Targets
The student will explain why nutrition is important to the foodservice industry.
The student will list the six basic types of nutrients found in food.
The student will describe how phytochemicals and fiber function in the body.
The student will name the types of carbohydrates and fats and describe their function in the body.
The student will identify food sources of carbohydrates and fats.
The student will describe cholesterol and identify its food sources.
The student will describe the makeup of proteins and their function in the body.
The student will identify food sources of proteins.
The student will describe the three major vegetarian diets.
The student will list the functions of vitamins, minerals, and water in the body.
The student will identify food sources of vitamins, minerals, and water.
The student will explain what food additives are and how they function in food.
The student will explain the role of digestion in nutrition and health.

Topic: Making Menu Items More Nutritious  Duration: 0 Day(s)

Learning Targets
The student will list and describe techniques for food preparation that preserve nutrients.
The student will suggest ways to make menus and recipes more healthful.
The student will suggest healthful substitutes for high-fat items.
The student will list and define recent developments in food production that may affect nutrition.

Unit: Cost Control  Duration: 7 Day(s)
Unit Overview
This unit introduces the student to basic notions of foodservice costing mechanisms, explaining basic economic and financial concepts that are critical to understanding business in the restaurant and foodservice industry.

Enduring Understandings
A successful operation must keep costs down to stay in business.
There are various elements that go into figuring out the price of food.
People and their productivity levels can vary greatly with regard to experience, motivations, personalities, and overall work ethics.
An operation's demand for high quality standards is the surest way to reduce costs across all facets of foodservice.

Essential Questions
Why is it important to keep costs down in a business?
How do you figure the price of food?
How can productivity levels effect labor cost?
Why are high quality standards important?

Example Assessment Items
Given a cost problem scenario students will address the above Essential Questions.

Academic Vocabulary
Profit-and-loss report
Standardized recipe
Recipe yield
Operational standards

<table>
<thead>
<tr>
<th>Topic: Introduction to Cost Control</th>
<th>Duration: 0 Day(s)</th>
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<tbody>
<tr>
<td><strong>Learning Targets</strong></td>
<td></td>
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<tr>
<td>The student will identify the types of costs incurred by a foodservice business and give examples of each.</td>
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<tr>
<td>The student will explain the purposes of a budget.</td>
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<tr>
<td>The student will explain the purpose of a profit-and-loss report.</td>
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<tr>
<td>The student will identify methods for analyzing profit-and-loss reports.</td>
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<tr>
<td>The student will explain the purpose of invoices in a foodservice business.</td>
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<tr>
<td>The student will identify tools to help control costs.</td>
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<table>
<thead>
<tr>
<th>Topic: Controlling Food Costs</th>
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<tbody>
<tr>
<td><strong>Learning Targets</strong></td>
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<tr>
<td>The student will define and calculate food cost and food cost percentage.</td>
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<tr>
<td>The student will be given a problem, calculate as purchased (AP) and edible portion (EP) amounts.</td>
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<tr>
<td>The student will calculate the total cost and portion costs of a standardized recipe.</td>
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<tr>
<td>The student will develop a recipe cost card for a standardized recipe.</td>
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<tr>
<td>The student will explain the importance of portion control to food cost.</td>
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<tr>
<td>The student will give examples of portion-control devices used in foodservice operations.</td>
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<tr>
<td>The student will list the steps in the process to control food costs.</td>
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<tr>
<td>The student will forecast sales by analyzing and evaluating sales histories, popularity indices, and production sheets.</td>
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<td>The student will calculate a recipe's yield and the number of portions it will produce.</td>
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<td>The student will use a conversion factor to calculate a new yield for an existing recipe.</td>
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<tr>
<td>The student will explain the importance of standards for controlling production volume.</td>
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<tr>
<td>The student will list and describe standard procedures used for controlling production volume.</td>
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<tr>
<td>The student will list and explain the various methods for menu pricing.</td>
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<tr>
<th>Topic: Controlling Labor Costs</th>
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<tr>
<td><strong>Learning Targets</strong></td>
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<tr>
<td>The student will explain the importance of standard labor costs to a business's success.</td>
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<tr>
<td>The student will list factors that affect labor costs.</td>
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<tr>
<td>The student will describe the relationship between sales volume and labor costs.</td>
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<tr>
<td>The student will explain the difference between a master schedule and a crew schedule.</td>
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</table>
The student will describe the components and factors to consider when developing labor schedules.

**Topic:** Controlling Quality Standards  
**Duration:** 0 Day(s)

**Learning Targets**
- The student will list and describe purchasing, receiving, and storage procedures that help to preserve quality and control costs.
- The student will list ways to evaluate a finished product for quality.
- The student will describe the process for identifying quality problems in the kitchen.
- The student will determine the dollar value of inventory.
- The student will list and explain the various methods of inventory pricing.

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**Unit:** Salads And Garnishes  
**Duration:** 7 Day(s)

**Unit Overview**
This unit presents salads, dressings and dips, and garnishes.

**Enduring Understandings**
Most salads consist of a lettuce base, but a wide variety of ingredients can go into a salad.
- There are four primary salad dressings.
- A dip is a flavorful mixture that accompanies certain food items.
- Enjoyment of a meal depends greatly on how it looks.

**Essential Questions**
- How is a salad made?
- How many primary salad dressings exist?
- How are dips made?
- Why is the appearance of a meal important?

**Example Assessment Items**
Given a lab students will address the essential questions above.

**Academic Vocabulary**
- Garnish
- Suspension
- Emulsifier
- Napping

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**Topic:** Salads  
**Duration:** 0 Day(s)

**Learning Targets**
- The student will identify and describe the various ingredients used to make salads.
- The student will list the four parts of a salad and explain the role of each.
- The student will identify various types of salad and explain how to prepare them.
- The student will explain the roles of salads on the menu.
- The student will design attractive salads.
- The student will identify proper procedures for cleaning salad greens.
- The student will identify proper procedures for storing salads.

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**Topic:** Salad Dressings and Dips  
**Duration:** 0 Day(s)

**Learning Targets**
- The student will differentiate among various oils and vinegars.
- The student will prepare vinaigrettes and other emulsions.
- The student will match dressings to salad ingredients.
- The student will give examples of ingredients used to make dips.
- The student will prepare several dips.
### Garnishes

#### Learning Targets
- The student will give examples of garnishes.
- The student will describe and prepare ingredients commonly used as garnishes.
- The student will garnish various items, including plates, desserts, and soups.

### Purchasing And Inventory

#### Unit Overview
This unit follows from the material addressed in the cost control unit, focusing on purchasing and inventory management as a means of controlling costs.

#### Enduring Understandings
- The purchasing process is everything involved in buying products and services for an operation.
- Everyone makes purchasing decisions every day.
- Making smart purchases is very important.

#### Essential Questions
- How can the purchasing process effect an operation?
- How often do we make purchases?
- Why is it important to make smart purchases?

#### Example Assessment Items
Given an exam students will address the essential questions above.

#### Academic Vocabulary
- Specifications
- Quality standards
- Purchase order
- Vermin
- Pilfering

#### Introduction to Purchasing

#### Learning Targets
- The student will define the terms purchasing, selection, and procurement.
- The student will outline the objectives of the purchasing function in a foodservice operation.
- The student will explain the relationship between primary and intermediary sources and retailers.
- The student will explain the differences between formal and informal buying and the formal bidding process.
- The student will list the types of goods and service that a foodservice operation might buy.
- The student will describe the buyer's role in a foodservice operation and explain the importance of ethical behavior to a buyer.

#### Making Purchasing Decisions

#### Learning Targets
- The student will list the factors that help to determine an operation's quality standards.
- The student will identify ways to communicate quality standards and give examples of standards a foodservice operation might use.
- The student will describe buyer considerations when conducting a make-or-buy analysis.
- The student will outline the process for procuring products and services.
- The student will identify production records used to calculate buying needs.
- The student will write purchase orders for items to be purchased.
- The student will identify ways to verify that supplier services meet an operation's needs.
- The student will list factors that affect food prices.

#### Managing Purchases

#### Learning Targets
- The student will list proper procedures for receiving deliveries.
The student will list proper procedures for storing food and supplies.
The student will describe perpetual inventory and physical inventory systems.
The student will explain the difference between perishable and nonperishable food items.

Unit: Meat, Poultry, And Seafood

Unit Overview
This unit covers meat, poultry, and seafood.

Enduring Understandings
The main dish determines the success of most meals.
Poultry can be served in a variety of ways.
Seafood can be an asset to any menu.

Essential Questions
Why is the main dish so important to the success of the overall meal?
How can poultry be served?
How is seafood an asset to the menu?

Example Assessment Items
Given a lab students will address the Essential Questions above.

Academic Vocabulary
Fabrication
Offal meat
Mirepoix
Charcuterie

Topic: Meat Duration: 0 Day(s)

Learning Targets
The student will outline the federal grading systems for meat.
The student will describe the various kinds of meat.
The student will identify the proper purchasing and storing procedures for meat.
The student will list factors that affect purchasing decisions for meat.
The student will outline basic techniques for cooking meat.
The student will match various cooking methods with different forms of meat.

Topic: Poultry Duration: 0 Day(s)

Learning Targets
The student will outline the federal grading systems for poultry.
The student will describe the various kinds of poultry.
The student will identify the proper purchasing and storing procedures for poultry.
The student will list factors that affect purchasing decisions for poultry.
The student will outline basic techniques for cooking poultry.
The student will match various cooking methods with different forms of poultry.

Topic: Seafood Duration: 0 Day(s)

Learning Targets
The student will outline the federal grading systems for seafood.
The student will describe the various kinds of seafood.
The student will identify the proper purchasing and storing procedures for seafood.
The student will list factors that affect purchasing decisions for seafood.
The student will outline basic techniques for cooking seafood.
The student will match various cooking methods with different forms of seafood.
Topic: Charcuterie and Garde Manger  Duration: 0 Day(s)

Learning Targets
The student will identify and describe different types of charcuterie.
The student will explain garde manger and how it relates to charcuterie.

Unit: Marketing  Duration: 7 Day(s)

Unit Overview
This unit builds on the other management principles addressed throughout the program, explaining how to create and manage a marketing plan and conduct a market analysis. It also discusses the role of the menu in marketing a restaurant or foodservice operation.

Enduring Understandings
Marketing is the process by which people and operations communicate their message.
An operation must know how to conduct accurate and productive research.
The menu serves to help plan the goals of an operation as well as being a means to communicate those goals to the operation’s target market.

Essential Questions
How do operations communicate their message?
Why does an operation need to know how to conduct research?
How does the menu help an operation communicate with their target market?

Example Assessment Items
Given an exam students will address the Essential Questions above.

Academic Vocabulary
Aesthetic
SWOT analysis (strengths, weaknesses, opportunities and threats)
Focus group
Dog

Topic: Introduction to Marketing  Duration: 0 Day(s)

Learning Targets
The student will define marketing, and list the steps in the marketing process.
The student will explain the role that marketing plays in determining products and services.
The student will list factors that affect a market environment.
The student will define target market, and explain why it is important to a business.
The student will identify the parts of a SWOT analysis.
The student will list ways to attract and keep customers.

Topic: Market Analysis, Identity, and Communication  Duration: 0 Day(s)

Learning Targets
The student will list reasons why promotions are important.
The student will identify the steps in developing a promotion mix and a promotion plan.
The student will explain the importance of training to promotions.
The student will recognize different types of sales promotions.
The student will list the benefits of public relations.
The student will identify opportunities for public relations.

Topic: The Menu as Marketing Tool  Duration: 0 Day(s)

Learning Targets
The student will explain the importance of the menu to a foodservice operation.
The student will describe à la carte, table d'hôte, California, limited, du jour, and cycle menus.
The student will organize the information on a menu.
The student will explain principles of menu layout and design.
The student will identify ways to test new menu items.
The student will explain the purposes of a menu sales mix analysis.
The student will define profitability and target margin.
The student will classify menu items according to their popularity.
The student will list and compare basic pricing methods.

Unit: Desserts And Baked Goods

Unit Overview
This unit introduces the principles and skills needed to successfully produce quality desserts and baked goods for guests.

Enduring Understandings
Nearly all bakery products are prepared using a common list of ingredients that fall into eight categories.
Yeast breads, quick breads and cakes are staples in the American diet.
Pies, pastries and cookies should be decorative and appetizing.
There are a variety of many chocolates and they are all handled differently.

Essential Questions
How are bakery products categorized?
Why are breads and cakes a staple in the American diet?
How do you make desserts look appetizing?
How many different types of chocolate are there?

Example Assessment Items
Given a lab students will address the Essential Questions above.

Academic Vocabulary
Leaveners
Yield
Proof
Creaming method
3-2-1 dough
Profiteroles

Topic: Bakeshop Basics

Learning Targets
The student will identify and use common ingredients in baking.
The student will calculate ingredient weights using baker's percentages.
The student will convert baking recipes to a new yield.

Topic: Yeast Breads

Learning Targets
The student will differentiate between lean doughs, rich doughs, sponge doughs, and sourdoughs, and give examples.
The student will mix yeast dough using the straight-mix method.
The student will proof bake shop items.
The student will prepare yeast breads.

Topic: Quick Breads and Cakes

Learning Targets
The student will prepare different types of quick breads and cake batters.
The student will identify the functions of icings and determine which are best suited for different baked goods.
The student will describe and prepare steamed puddings and dessert soufflés.

Topic: Pies, Pastries, and Cookies

Learning Targets
The student will prepare pie dough using the 3-2-1 method.
The student will describe the procedure for baking blind.
The student will describe roll-in dough, phyllo dough, and pâte à choux.
The student will prepare cookies using various makeup methods.

### Topic: Chocolate

#### Learning Targets
- The student will explain how chocolate is made, including chocolate liquor, cocoa butter, and cocoa powder.
- The student will demonstrate how to store chocolate properly.
- The student will explain how chocolate is tempered.

### Topic: Specialty Desserts

#### Learning Targets
- The student will explain how crème anglaise, pastry creams, and Bavarian creams are made, and how they are used in desserts.
- The student will list the characteristics of ice cream and give examples of other frozen desserts.
- The student will list the steps for preparing poached fruits and tortes.
- The student will list guidelines for plating and presenting desserts.

### Unit: Sustainability In The Foodservice Industry

#### Unit Overview
This unit introduces students to sustainable practices in the restaurant and foodservice industry, as well as the challenges and opportunities involved in introducing and following them.

#### Enduring Understandings
- Environmental responsibility is an ongoing process for the foodservice and hospitality industry.
- The foodservice and hospitality industry has many options in regards to sustainable food practices.

#### Essential Questions
- How is the foodservice and hospitality industry becoming more environmentally responsible?
- How many options does the foodservice and hospitality industry have in regards to sustainable food practices?

#### Example Assessment Items
Given an exam students will address the Essential Questions above.

#### Academic Vocabulary
- EPA (Environmental Protection Agency)
- Renewable energy sources
- Repurposed food
- Food miles
- Organic

### Topic: Introduction and Water Conservation

#### Learning Targets
- The student will define the terms sustainability and conservation.
- The student will explain why water conservation is important.
- The student will list ways in which a restaurant or foodservice operation can improve the efficiency of its water usage.

### Topic: Energy Conservation

#### Learning Targets
- The student will explain the differences between renewable and nonrenewable energy sources.
- The student will explain why using energy efficiently is important.
- The student will list ways in which a restaurant or foodservice operation can improve the efficiency of its energy usage.
- The student will list ways in which a restaurant or foodservice operation can build or make structural improvements to its facility in a sustainable way.
**Topic: Waste Management**

**Duration: 0 Day(s)**

**Learning Targets**
- The student will identify ways to reduce the total amount of waste in a restaurant or foodservice operation.
- The student will list items that a restaurant or foodservice operation can reuse.
- The student will list items that a restaurant or foodservice operation can recycle.

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**Topic: Sustainable Food Practices**

**Duration: 0 Day(s)**

**Learning Targets**
- The student will define the term local sourcing.
- The student will identify the steps a restaurant or foodservice operation should take to purchase and then promote the use of sustainable food products.
- The student will identify the issues surrounding the global production of seafood, coffee, animals, and organic food.

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**Unit: Global Cuisine 1**

**Duration: 7 Day(s)**

**Unit Overview**
- This unit represents North and South America, which have almost every type of climate, providing vast varieties of foods.

**Enduring Understandings**
- North American cuisine is a melting pot.
- The Caribbean has an overlapping collection of cuisine influences from past and present residents.
- South American cuisine is an international mix of concepts from Spain, Portugal, Italy, Germany and Switzerland.

**Essential Questions**
- Why is North American cuisine considered a melting pot?
- How has Caribbean cuisine overlapped with so many influences?
- How did South American cuisine become such an international mix of concepts?

**Example Assessment Items**
- Given a lab students will address the Essential Questions above.

**Academic Vocabulary**
- Bisque
- Pasties
- Fusion cuisine
- Ceviche

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**Topic: North America**

**Duration: 0 Day(s)**

**Learning Targets**
- The student will identify the major influences, ingredients, flavors, and cooking techniques of Northeastern American cuisine.
- The student will identify the major influences, ingredients, flavors, and cooking techniques of Midwestern American cuisine.
- The student will identify the major influences, ingredients, flavors, and cooking techniques of Southern American cuisine.
- The student will identify the major influences, ingredients, flavors, and cooking techniques of Southwestern American cuisine.
- The student will identify the major influences, ingredients, flavors, and cooking techniques of Pacific Coast/Rim cuisine.
- The student will identify the major influences, ingredients, flavors, and cooking techniques of Mexican cuisine.

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**Topic: Central America and the Caribbean**

**Duration: 0 Day(s)**

**Learning Targets**
- The student will identify the major influences, ingredients, flavors, and cooking techniques of Central American cuisine.
- The student will identify the major influences, ingredients, flavors, and cooking techniques of Caribbean cuisine.

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**Topic: South America**

**Duration: 0 Day(s)**

**Learning Targets**
- The student will identify the major influences, ingredients, flavors, and cooking techniques of Central American cuisine.
- The student will identify the major influences, ingredients, flavors, and cooking techniques of Caribbean cuisine.
## Learning Targets

The student will identify the major influences, ingredients, flavors, and cooking techniques of Brazilian cuisine.

The student will identify the major influences, ingredients, flavors, and cooking techniques of Bolivian cuisine.

### Unit: Global Cuisine 2

**Unit Overview**

This unit follows from the Global Cuisine 1 unit, introducing students to the cultures and cuisines of Europe, the Mediterranean, the Middle East, and Asia.

**Enduring Understandings**

In Europe, cuisine and culture vary according to the geographical region.

In the Mediterranean, cuisine and culture vary according to the geographical region.

In the Middle East, cuisine and culture vary according to the geographical region.

In Asia, cuisine and culture vary according to the geographical region.

**Essential Questions**

Why does cuisine and culture vary according to the geographical region?

### Example Assessment Items

Given a lab students will address the Essential Questions above.

### Academic Vocabulary

- Columbian Exchange
- Katteh
- Tao

### Topic: Europe

**Duration: 0 Day(s)**

**Learning Targets**

The student will identify the major influences, ingredients, flavors, and cooking techniques of French cuisine.

The student will identify the major influences, ingredients, flavors, and cooking techniques of Italian cuisine.

The student will identify the major influences, ingredients, flavors, and cooking techniques of Spanish cuisine.

### Topic: The Mediterranean

**Duration: 0 Day(s)**

**Learning Targets**

The student will identify the major influences, ingredients, flavors, and cooking techniques of Moroccan cuisine.

The student will identify the major influences, ingredients, flavors, and cooking techniques of Greek cuisine.

The student will identify the major influences, ingredients, flavors, and cooking techniques of Tunisian cuisine.

### Topic: The Middle East

**Duration: 0 Day(s)**

**Learning Targets**

The student will identify the major influences, ingredients, flavors, and cooking techniques of Egyptian cuisine.

The student will identify the major influences, ingredients, flavors, and cooking techniques of Iranian cuisine.

The student will identify the major influences, ingredients, flavors, and cooking techniques of Saudi Arabian cuisine.

### Topic: Asia

**Duration: 0 Day(s)**

**Learning Targets**

The student will identify the major influences, ingredients, flavors, and cooking techniques of Chinese cuisine.

The student will identify the major influences, ingredients, flavors, and cooking techniques of Japanese cuisine.

The student will identify the major influences, ingredients, flavors, and cooking techniques of Indian cuisine.