### Course Title

Culinary Arts III (Course #H6223)

### Board Approval Date

July 21, 2016

### Course Rationale

The hospitality and foodservice industry is one of the largest, fastest-growing industries in the nation, employing more people than any other private-sector industry in the United States. The ProStart Program is a School-to-Career program. It is a nationally recognized program designed by the Educational Foundation of the National Restaurant Association available to students. The Culinary III course is the third level in a sequence leading to an industry recognized certification. Students will gain a deeper understanding of the food industry, more advanced food preparation skills and hospitality and foodservice industry practices. Students: a) construct meaning to related nutrition and food economics; b) communicate effectively about food and nutrition products and services; c) use critical thinking skills to solve problems related to health and wellness; d) make educated decisions regarding the purchasing, safety, sanitation and preparation of food products; e) investigate career options in the hospitality and foodservice industry.

### Course Description

Culinary Arts III is the culminating course for the ProStart program. Culinary I and II information will be reviewed and additional material will be covered including the following: food service cost and purchasing, salads and garnishes, meat, poultry, and seafood, marketing, baking, sustainability and global cuisine. Lab experiences will be provided throughout the semester in order to reinforce these skills. Science, math, technology, resource management and communication skills are reinforced in this course. Students will be introduced to Family Career and Community Leaders of America (FCCLA) which is the co-curricular career and technical student organization (CTSO) associated with Family & Consumer Sciences (FACS). This course is the third course of a three course sequence leading to a Technical Skills Assessment.

Careers include: dietician, hotel and restaurant manager, food photographer or writer, server, culinologist, food stylist, event planner, food scientist, pastry chef, food scientist, etc.

*The ProStart Program is a School-to-Career program. It is a nationally recognized program designed by the Educational Foundation of the National Restaurant Association available to students.
<table>
<thead>
<tr>
<th>WSD Overarching Essential Questions</th>
<th>WSD Overarching Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will consider…</strong></td>
<td><strong>Students will understand that…</strong></td>
</tr>
<tr>
<td>• What are careers that interest me?</td>
<td>• Critical and creative thinking skills are used to address problems in families, communities, and career environments.</td>
</tr>
<tr>
<td>• What employability skills do I possess?</td>
<td>• Solving practical problems requires knowledge of core content, knowing how and when to use the knowledge and exploring innovative ways to extend the content.</td>
</tr>
<tr>
<td>• How do I utilize critical thinking to assess, analyze and answer questions or solve a problem?</td>
<td>• Life and resource management, employability skills, and career development are critical for personal success.</td>
</tr>
<tr>
<td>• How does the course content, that I am learning in the classroom, relate to the real-world?</td>
<td>• Accepting responsibility for one’s actions is important for success in family and work life.</td>
</tr>
<tr>
<td>• What does a good problem solver do?</td>
<td>• A variety of resources are used to analyze data to solve problems, support scientific arguments and explore concepts.</td>
</tr>
<tr>
<td>• How do I effectively communicate with others in verbal, nonverbal and/or written forms?</td>
<td>• Authentic experiences are used to develop deeper understanding of the concepts under study.</td>
</tr>
<tr>
<td>• How do I make a positive impact in my family, community, and career?</td>
<td>• Information is obtained and shared through verbal, nonverbal and written communication.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overarching Course Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know or be able to…</strong></td>
</tr>
<tr>
<td>• Use appropriate communication skills.</td>
</tr>
<tr>
<td>• Use critical thinking skills to solve practical problems related to food preparation.</td>
</tr>
</tbody>
</table>

Link to Culinary Arts III Overarching Learning Goals and Scales
<table>
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<th>Units</th>
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<tr>
<td>Unit 1: Sustainability of Foods</td>
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<tr>
<td>Unit 2: Culinary Business Functions</td>
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<tr>
<td>Unit 3: Salads and Garnishings</td>
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<td>Unit 4: Meat, Poultry and Seafood</td>
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<td>Unit 5: Desserts and Baked Goods</td>
</tr>
<tr>
<td>Unit 6: Global Cuisines: American, European, Mediterranean and Eastern</td>
</tr>
</tbody>
</table>

[Link to Culinary Arts III Unit Learning Goals and Scales]
## Unit 1

### Unit Title:
Sustainability of Foods

### Course:
Culinary Arts III

### Brief Summary of Unit:
Students research, analyze and explain the importance of resource conservation and sustainability in the foodservice industry (water, soil, energy, conservation and sustainable food practices). (Level 2 - CH 9)

### Approximate Time Frame:
2 weeks

## Transfer Goal

*Students will be able to independently use their learning to…*

- think critically and use employability skills to communicate and problem solve within a team setting.

## Meaning

### Essential Questions

*Students will consider…*

- Why is it important to conserve resources?
- What are different types of sustainability?
- Why is it important to reduce a carbon footprint?
- Should we ban GMO’s?

### Understandings

*Students will understand that…*

- The food and hospitality industry plays an important role by being sustainable by reducing, reusing, and recycling and using renewable energy sources efficiently because of the great amount of resources used in this enormous industry.
## Acquisition

### Key Knowledge

**Students will know…**
- **Vocabulary**
  - aquaculture
  - bottom trawling
  - brownfield site
  - bycatch
  - closed systems
  - composting
  - conservation
  - controlled environment
  - dead zones
  - Environmental Protection Agency (EPA)
  - food miles
  - fossil fuels
  - genetically modified organism (GMO)
  - green building
  - local source
  - open systems
  - organic
  - overfishing
  - renewable energy source
  - repurposed food
  - shade-grown
  - sun coffee
  - sustainability
  - trawlers

### Key Skills

**Students will be able to…**
- Use the characteristics of renewable and nonrenewable energy sources to classify resources.
- Analyze operations that reduce total waste by reducing, reusing, and recycling.
- Explain how using a variety of food resources increases sustainability.
- Explain how the food industry is developing smarter technology, more environmentally friendly practices, and sustainable, profitable operations.
- Research and explain (e.g., research paper, PSA, video, debate, FCCLA Environmental Ambassador, etc.) how the food industry is developing smarter technology, more environmentally friendly practices, and sustainable, profitable operations.

## Standards Alignment

**Show-Me Standards:**

Content Standards - CA1, M1, S3, S8, HPE3

Process Standards - 1.1, 1.10, 3.3, 3.8, 4.1, 4.5, 4.6
DESE Curriculum Profile for Culinary Arts ProStart:

Competencies -
5.4.3, 8.2.9, 8.2.10, 10.2.4
# Wentzville School District
## Stage 1 – Desired Results

### Unit 2

**Unit Title:** Culinary Business Functions  
**Course:** Culinary Arts III  
**Brief Summary of Unit:** Students discover the interrelationship between food costs, labor costs, and quality standards. The student practices marketing, purchasing, and inventory strategies. (Level 2 - CH 3, 5, and 7 )  
**Approximate Time Frame:** 7 weeks

### Transfer Goal

*Students will be able to independently use their learning to…*
- think critically and use employability skills to communicate and problem solve within a team setting.

### Meaning

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Understandings</th>
</tr>
</thead>
</table>
| **Students will consider…**  
- Why does money drive everything in a business?  
- How is a price of an item determined?  
- How do I choose what to purchase?  
- Why would someone come to my restaurant?  
- Why do 4 out of 5 restaurants fail?  
- What happens if a restaurant purchases too much perishable food? | **Students will understand that…**  
- There are a variety of ways to control cost related to food, beverage, labor, and overhead.  
- If you cannot control your costs, you will not make money.  
- There are many external economic factors that influence the success of a business (e.g., flood, drought, diseases, etc.). |
# Acquisition

<table>
<thead>
<tr>
<th>Key Knowledge</th>
<th>Key Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>Students will know…</strong></td>
<td><strong>Students will be able to…</strong></td>
</tr>
<tr>
<td>● Vocabulary</td>
<td>● Explain and analyze the basic principles of sales, revenue and cost of running a food service industry.</td>
</tr>
<tr>
<td>○ As-purchased (AP) Method</td>
<td>○ Create a menu that could be used as a primary sales tool in a restaurant that maximizes profit.</td>
</tr>
<tr>
<td>○ Average Check Method</td>
<td>○ Develop a business plan or budget through the completion of an FCCLA STAR event (e.g., Applied Math for Culinary Management, Hospitality, Tourism &amp; Recreation, Life Event Planning, etc.)</td>
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<tr>
<td>○ Average Sales Per Customer</td>
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<td>○ business volume</td>
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<td>○ closing inventory</td>
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<td>○ Contribution Margin Method</td>
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<td>○ contribution margin</td>
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<td>○ controllable costs</td>
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<td>○ conversion factor</td>
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<td>○ cost control</td>
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<td>○ Edible-portion (EP) Method</td>
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<td>○ fixed costs</td>
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<td>○ food costs</td>
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<td>○ food production chart</td>
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<td>○ forecast</td>
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<td>○ inventory</td>
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<td>○ invoice</td>
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<td>○ labor costs</td>
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<td>○ master schedule</td>
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<td>○ non controllable costs</td>
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<td>○ opening inventory</td>
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<td>○ overhead costs</td>
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<td>○ point-of-sale (POS) systems</td>
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<td>○ price point</td>
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<td>○ production sheet</td>
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<td>○ profit-and-loss report</td>
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<td>○ recipe cost card</td>
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<td>○ recipe yield</td>
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<td>○ revenue</td>
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<td>○ standard portion cost</td>
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<td>○ Straight Markup Pricing Method</td>
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<td>○ total food cost percentage</td>
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</table>
- variable costs
- capital
- channel of distribution
- competitive position
- daily food cost sheets
- form value
- Formal Purchasing Method
- franchise
- gross profit
- Informal Purchasing Method
- inventory
- investment
- invoice
- leaders
- nonperishable products
- par stock
- perishable products
- Perpetual Inventory Method
- Physical Inventory Method
- production sheet
- purchase order
- receiving
- requisition form
- retailers
- sales mix records
- service value
- specifications
- staples
- stockouts
- supply and demand
- a la carte menu
- advertising
- aesthetic
- Average Check Method
- average contribution margin
- California menu
- carryout and door hanger menus
- communication mix
- community relations
- contemporary marketing mix
- Contribution Margin Method
- cooperative sales promotions
- customer driven
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<td>frequent shopper program</td>
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<td>market trends</td>
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<td>sales mix analysis</td>
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<td>sales promotions</td>
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<td>sales volume</td>
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<td>sales volume percentage</td>
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<td>set dollar amount markup</td>
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<tr>
<td>Set Percentage Increase Method</td>
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<tr>
<td>special pricing</td>
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<tr>
<td>straight markup pricing</td>
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<tr>
<td>SWOT analysis</td>
</tr>
<tr>
<td>Standards Alignment</td>
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<tr>
<td>---------------------</td>
</tr>
</tbody>
</table>

**Show-Me Standards:**

- Content Standards -
  - CA 1, M1, M3

- Process Standards -
  - 1.1, 1.10, 2.2, 2.5, 3.6, 3.8, 4.1, 4.6, 4.8

**DESE Curriculum Profile for Culinary Arts ProStart:**

- Competencies -
  - 8.1.1, 8.6.1, 8.6.2, 8.6.3, 8.6.4, 8.6.10
Unit 3

Unit Title: Salads and Garnishings
Course: Culinary Arts III

Brief Summary of Unit: Students demonstrate knowledge of salads, dressings, dips and garnishes including preparation techniques. (Level 2 - CH4)

Approximate Time Frame: 4 weeks

Transfer Goal

Students will be able to independently use their learning to...
- think critically and use employability skills to communicate and problem solve within a team setting.

Meaning

<table>
<thead>
<tr>
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<th>Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will consider…</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>● What can I put into a salad?</td>
<td>● Salad categories are based on the ingredients and preparation methods.</td>
</tr>
<tr>
<td>● How do I make a salad dressing or dip?</td>
<td>● Salad dressings are made for specific salads to pair with the base ingredients.</td>
</tr>
<tr>
<td>● Why is a garnish important for a meal?</td>
<td>● Garnishes add to the visual appeal of a plate or dish.</td>
</tr>
</tbody>
</table>
## Acquisition

### Key Knowledge

**Students will know…**

- **Vocabulary**
  - accompaniment salad
  - base
  - body
  - bound salad
  - brunoise
  - combination salad
  - composed
  - consommes
  - dessert salads
  - dollop
  - emulsion
  - fruit salad
  - garnish
  - Qourgeres (gourgeres)
  - guacamole
  - hummus
  - intermezzo salad
  - main course salads
  - mayonnaise-based dressings/salads
  - starter salad
  - suspension
  - tossed
  - tourner
  - vegetable salad
  - vinaigrette dressing

### Key Skills

**Students will be able to…**

- Identify and describe various ingredients used to make salads.
- List the four parts of a salad and the various types of salads.
- Explain the role of salads on the menu.
- Design attractive salads.
- Identify proper procedures for cleaning and storing salads.
- Differentiate between the different types of oils and vinegars.
- Prepare vinaigrettes and emulsions.
- Identify different types of dips and ingredients used within them.
- Describe and prepare ingredients commonly used as garnishes.

### Standards Alignment

**Show-Me Standards:**

Content Standards - CA1, M1, FA1, HPE3
Process Standards -
1.1, 1.10, 2.2, 2.5, 3.6, 3.8, 4.1, 4.6, 4.8

DESE Curriculum Profile for Culinary Arts ProStart:

Competencies -
8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.7, 8.5.8, 8.5.12, 8.5.13, 8.5.14
### Unit 4

**Unit Title:** Meat, Poultry and Seafood  
**Course:** Culinary Arts III  
**Brief Summary of Unit:** Students categorize types, cuts and grades of meats. Students examine the purchasing, storage, and preparation of meat, poultry, and seafood. (Level 2 - CH 6)  
**Approximate Time Frame:** 5 weeks

### Transfer Goal

*Students will be able to independently use their learning to…*

- think critically and use employability skills to communicate and problem solve within a team setting.

### Meaning

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Understandings</th>
</tr>
</thead>
</table>
| *Students will consider…*  
  - How do I choose what protein to use?  
  - What are the different varieties of meat, poultry, and seafood?  
  - What are the guidelines for purchasing, fabricating and storing meat?  
  - What are the cooking techniques used to prepare meat? Poultry? Seafood?  
  - What is a sweetbread? | *Students will understand that…*  
  - Different cuts of meat and meat choices are better for different recipes/applications.  
  - The varieties of meat, poultry, and seafood are varied and must have different preparation methods based on the age of the animal, size, and category. |
## Acquisition

<table>
<thead>
<tr>
<th>Key Knowledge</th>
<th>Key Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know…</strong></td>
<td><strong>Students will be able to…</strong></td>
</tr>
<tr>
<td>● Vocabulary</td>
<td>● List factors that affect purchasing and cooking proteins (meat, poultry and seafood).</td>
</tr>
<tr>
<td>○ à point</td>
<td>● Interpret the federal grading systems of meat, poultry and seafood.</td>
</tr>
<tr>
<td>○ aging</td>
<td>● Identify and describe different types of charcuterie.</td>
</tr>
<tr>
<td>○ boning</td>
<td>● Explain garde manger and how it relates to charcuterie.</td>
</tr>
<tr>
<td>○ bouillabaisse</td>
<td>● Collaborate and use critical thinking skills when planning and preparing meats, poultry and seafood.</td>
</tr>
<tr>
<td>○ butterflying</td>
<td></td>
</tr>
</tbody>
</table>
Show-Me Standards:
Content Standards -
CA1, M1, FA1, HPE3, SS3, SS6

Process Standards -
1.1, 1.6, 1.10, 2.2, 2.5, 3.6, 3.8, 4.1, 4.6, 4.8

DESE Curriculum Profile for Culinary Arts ProStart:
Competencies -
8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5, 8.5.12, 8.5.13, 8.5.14
Unit 5

Unit Title: Desserts and Baked Goods  
Course: Culinary Arts III

Brief Summary of Unit: Students demonstrate knowledge of dessert and baked goods including preparation techniques. (Level 2 - CH 8)

Approximate Time Frame: 8 weeks

Transfer Goal

Students will be able to independently use their learning to…
- think critically and use employability skills to communicate and problem solve within a team setting.

Meaning

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will consider…</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>• What is a quick and yeast bread?</td>
<td>• Quick breads are made with baking soda or powder and yeast breads are made with yeast and use vastly different cooking methods.</td>
</tr>
<tr>
<td>• How do I make a pie from scratch?</td>
<td>• A pie is made using a crust and filling and there are many different types of pies using both sweet and savory fillings.</td>
</tr>
<tr>
<td>• How do I work with chocolates?</td>
<td>• Chocolate cookery is very specific and must follow very specific rules.</td>
</tr>
<tr>
<td>• What is a specialty dessert?</td>
<td>• Speciality desserts can include frozen desserts, poached fruits and tortes, creme brulee, and bananas foster.</td>
</tr>
<tr>
<td>• What makes one chocolate chip cookie recipe different from another?</td>
<td></td>
</tr>
<tr>
<td>• How many different types of ingredients could be used to make ice cream?</td>
<td></td>
</tr>
</tbody>
</table>
## Key Knowledge

**Students will know…**

- **Vocabulary**
  - fruit syrup
  - gluten
  - high-ratio cake
  - ice cream
  - icings
  - kneading
  - lean doughs
  - leaveners
  - liquids
  - nibs
  - pastry creams / pâtissière
  - pâte à choux
  - phyllo
  - physical leaveners
  - poached fruit
  - profiteroles
  - puff pastry/ pâte feuilletée
  - pushing up
  - quark
  - quick breads
  - rich doughs
  - roll-in dough
  - semolina flour
  - sherbets
  - shortenings
  - sifting
  - sorbet
  - soufflés
  - sourdough starter
  - sponge method
  - starter
  - steamed puddings
  - straight-dough method
  - strengtheners
  - sweeteners
  - tempering

## Key Skills

**Students will be able to…**

- Identify and use common ingredients when baking.
- Calculate ingredient weights using baker’s percentages.
- Convert baking recipes to a new yield.
- Differentiate between lean doughs, rich doughs, sponge doughs and sourdoughs.
- Mix yeast dough using the straight method.
- Proof and prepare yeast breads.
- Prepare different types of quick breads, cake batters, and icing.
- Describe and prepare steamed puddings and dessert souffles.
- Describe the procedure for preparing a pie dough, roll-in dough, phyllo dough and pâte à choux.
- Prepare cookies using various methods.
- Explain how chocolate is made, stored, and tempered.
- Explain the different types of pastry creams, ice cream and frozen desserts.
- Describe the guidelines for plating and presenting desserts.
- Collaborate and use critical thinking skills when planning and preparing desserts and baked goods.
- Develop a new dessert or baked good with the completion of an FCCLA STAR event (e.g., Food Innovations, etc.).
| thickeners | tofu | torte | two-stage method | yeast | yield | zabaglione / sabayon |

## Standards Alignment

### Show-Me Standards:
- Content Standards - CA1, M1, M3, HPE3
- Process Standards - 1.2, 1.6, 1.1, 3.3, 3.8, 4.5, 4.6

### DESE Curriculum Profile for Culinary Arts ProStart:
- Competencies - 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.10, 8.5.12, 8.5.13, 8.5.14
Wentzville School District
Stage 1 – Desired Results

Unit 6

Unit Title: Global Cuisines: American, European, Mediterranean and Eastern

Course: Culinary Arts III

Brief Summary of Unit: Students differentiate foods from the following cuisines: the Americas, European, Mediterranean, and Eastern Cuisines. Students prepare a variety of dishes from the cuisines. (Level 2 - CH 10 & 11)

Approximate Time Frame: 8 weeks

Transfer Goal

Students will be able to independently use their learning to...
- think critically and use employability skills to communicate and problem solve within a team setting.

Meaning

Essential Questions
- What is a global cuisine?
- How does the American cuisine differ from the European or Middle East cuisine?
- What is your favorite ethnic food?
- What does breakfast, lunch and dinner/supper look like around the world?
- Why should I try the foods of a different culture?
- How does climate, geography, and culture influence the cuisine?
- Why do Hawaiians eat a variety of Spam?

Understandings
- Students will understand that...
  - American cuisine is a “melting pot” that has been formed from years of immigrants that have come to America from other parts of the world.
  - European, Middle Eastern, Eastern and American cuisines are native to each specific area and are influenced by locally available foods and traditions.
  - Cultures can affect each other’s cuisines.
### Key Knowledge

**Students will know…**
- Vocabulary
  - andouille
  - barbecue
  - bisque
  - Cajun
  - comales
  - Creole
  - curtido
  - fusion cuisine
  - gallo pinto
  - gumbo
  - jambalaya
  - jerk spice
  - Low Country boil
  - Low Country cuisine
  - mole
  - New England boiled dinner
  - New England clam chowder
  - pupusa
  - quinoa
  - sofrito
  - Tidewater cuisine
  - cha kaiseki
  - couscoussiere
  - cuisine classique
  - duck confit
  - gohan
  - haute cuisine
  - jambon de Bayonne
  - lacquered meats
  - Maghreb
  - nouvelle cuisine
  - red-cooking
  - reduction
  - Saltimbocca alla Romano
  - Szechwan-Hunan
  - tagines

### Key Skills

**Students will be able to…**
- Identify the major influences, ingredients, flavors and cooking techniques of global cuisine.
- Differentiate between cooking techniques utilized in various regions.
- Collaborate and use critical thinking skills when planning and preparing global and American cuisine (e.g., European, Mediterranean Middle Eastern, Asian).
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**Standards Alignment**

**Show-Me Standards:**
Content Standards -
CA1, M1, FA1, HPE3

Process Standards -
1.2, 1.6, 1.1, 3.3, 3.8, 4.5, 4.6

**DESE Curriculum Profile for Culinary Arts ProStart:**
Competencies -
8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5, 8.5.6, 8.5.7, 8.5.8, 8.5.9, 8.5.10, 8.5.11, 8.5.12, 8.5.13, 8.5.14