

BAA Culinary Arts International 11

District Name: Coquitlam

District Number: SD #43

Developed by: Judy Gillan

Date Developed: March 2004

School Name: Pinetree Secondary

Principal's Name: JohnMcCullough

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature: _____

Course Name: Culinary Arts International

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120 Hrs. (Semester or year)

Prerequisite(s): none

Special Training, Facilities or Equipment Required:

- Training
- Knowledge and skills in the principles and techniques of food preparation
- "Food Safe" certification
- Knowledge of multicultural eating patterns, celebrations, and food related taboos
- Knowledge of the Principles and Elements of Design
- Experience in a laboratory setting
- Home Economics - Foods Speciality

Special Equipment that may be needed

cookware, for example: grills, woks, tortilla presses, flan pans, decorating bags and tips, electric frying pans, variety of serving dishes and utensils, music, and table decorations, international cookbooks and videos.

Course Synopsis:

Culinary Arts International 11 provides an opportunity for students to express their creativity through presentation and demonstration of food preparation techniques and skills found in the study of international cuisines. This course emphasises the personal, social, cultural, and historical contexts of food habits. Students will develop food preparation skills/techniques similar to the Food Studies 11 course. Global diversity is celebrated and respected throughout this course.

Rationale:

This course has been developed to promote tolerance of cultural differences in our school through the study of food and traditions as an expression of culture. Culinary Arts provides experiences for the students who wish to further their creative skills with regard to preparing and serving international foods. Our intent is to foster a high level of understanding and interest in the differences and similarities that exist in the food habits of various cultures. By respecting and celebrating this diversity we hope it will encourage multiculturalism and a respect for differences at Pinetree Secondary and in turn the surrounding community.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Introduction/ Principles of Food Design/Presentation/ Evaluation and Critiquing Food Presentations	10hrs
Unit 2	You Eat What You Are	10hrs
Unit 3	Passport on a Plate	35 hrs
Unit 4	Celebrations	20 hrs
Unit 5	Original Food Presentations - Signature Dishes	30 hrs
Unit 6	Final Project - Menus and/or Multicultural Cookbook	15 hrs
Total Hours		120 hrs

Unit/Topic/Module Descriptions:

**Unit I: Introduction/ Principles of Food Design/Presentation/ Evaluation and Critiquing
Food Presentations Time: 10 hrs**

Students become familiar with broad concepts that will be covered in this international foods course. This unit will serve as an introduction to food safety practices, lab routines and course expectations. As well students will be introduced to basic presentation techniques considering the elements of design as they apply to food.

Curriculum Organizer	Learning Outcomes It is expected that students will:
Food Preparation Principles	<ul style="list-style-type: none">• apply safe food handling practices• demonstrate an understanding of the vocabulary used for the discipline studied
Food Preparation Techniques	<ul style="list-style-type: none">• demonstrate basic food preparation and food handling techniques
Elements and Principles Creating/Performing/Communicating	<ul style="list-style-type: none">• create a food presentation for a specific public need• evaluate and critique food presentations• identify and discuss the elements and principles of design as they apply to arrangement, garnishing, and plating of food

Unit 2: You Eat What You Are**Time: 10 hrs**

This unit will help the students become aware of the cultural influences on their food habits and others around them. The students will gather information about their family's history as it applies to the foods they eat. By interviewing parents and grandparents students can discover the origins of some of the "special dishes" served in their own homes and share their discoveries with other students.

Curriculum Organizers	Learning Outcomes It is expected that students will:
Personal, Social, Cultural and Historical Contexts/Creating /Performing/Reflecting	<ul style="list-style-type: none">• compare the relationship between culture and food habits• identify and discuss why the study of food habits and culture is beneficial• identify and discuss the links between traditions, celebrations, ethnicity, symbolism and food
Food Products	<ul style="list-style-type: none">• create food presentations that communicate specific beliefs/traditions in response to historical/contemporary issues.

Unit 3: Passport on a Plate**Time: 35 hrs**

In unit 3 the students will study cuisine to include Asia (eg. China), Europe (eg. Italy, France), and the New World (eg. Canada and Mexico) in order to practice food preparation techniques, skills, and prepare traditional foods for serving and tasting. To complement their practical work the students will learn about historical factors influencing the cuisine as well as some of the unique cooking utensils and ingredients. Skills and techniques are developed to familiarize students with the handling of rice, vegetables, fish, pasta, and yeast breads.

Curriculum Organizers	Learning Outcomes It is expected that students will:
Food Preparation Techniques	ate a food presentation for a specific public need
Social and Economic Issues	scuss and create food presentations that communicate specific beliefs/traditions in response to historical/contemporary issues
Expressing Our Humanity/ Creating/Performing/Communicating	scuss and create a menu and food presentation that expresses the students own ideas, thoughts or feelings about a multicultural issue

Unit 4: Celebrations**Time: 20 hrs**

Unit 4 introduces the students to different holiday celebrations through special foods that are prepared and shared. Again specific techniques and skills are practiced in the preparation of foods such as cakes, cookies, and specialty desserts. The celebratory atmosphere is also explored through music and table decorations.

Curriculum Organizers	Learning Outcomes It is expected that students will:
Elements and Principles/ Creating/Performing/Communicating	design and create an atmosphere for food presentations
Social and Economic Issues	demonstrate an appreciation of multicultural influences on eating habits <ul style="list-style-type: none"> • identify factors that affect the food supply discuss and create food presentations that communicate specific beliefs/traditions in response to historical/contemporary issues
Expressing Our Humanity/ Creating/Performing/Communicating	<ul style="list-style-type: none"> • identify and discuss the links between traditions, celebrations, ethnicity, symbolism and food
Food Products	create food presentations that communicate specific beliefs/traditions in response to historical/contemporary issues

Unit 5: Original Food Presentations - Signature Dishes**Time: 30 hrs**

This unit allows the students to expand on the cuisines presented by doing a research project which involves food preparation and presentations, and sharing of their research with the class in the form of an oral presentation. The opportunity to display their signature dishes in a class buffet allows them to create an atmosphere and decorate for this special event. The students choose recipes, create market orders, prepare and serve the foods they have selected to represent the country they have chosen.

Curriculum Organizers	Learning Outcomes It is expected that students will:
Food Products	<ul style="list-style-type: none">• create food presentations that communicate specific beliefs/traditions in response to historical/contemporary issues
Food Preparation Techniques	<ul style="list-style-type: none">• demonstrate basic food preparation and food handling techniques• apply safe food handling practices
Nutritional Issues	<ul style="list-style-type: none">• identify nutritional issues around the world and how they relate to the well being of the culture

Unit 6: Final Project - Menus and/or Multicultural Cookbook

Time: 15hrs.

The students will present a menu created and decorated to reflect cultural influences, staple foods, and typical ingredients from their country. Vocabulary related to cooking terms will be explored in creating a menu and/or a cookbook. Reflecting on the course contents students may put together an International cookbook using the recipes presented and others recipes which they have found or created.

Curriculum Organizers	Learning Outcomes It is expected that students will:
Personal, Social, Cultural and Historical Contexts/Creating /Performing/Reflecting	<ul style="list-style-type: none">• discuss and create a menu and food presentation that expresses the students own ideas, thoughts or feelings about a multicultural issue
Food Products	<ul style="list-style-type: none">• demonstrate an understanding of the vocabulary used for the discipline studied• create a food presentation for a specific public need

Instructional Component:

Teacher led Food Preparation/Demonstration
Food Preparation/Lab work
Research project
Student demonstrations/presentations
Field Trips
Video
Group work
Guest presentations
Discussion
Lecture

Assessment Component:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Learning Resources:

Textbooks

- *Food for Today*, Michelyn Putignano, Karen Wilson, McGraw-Hill Ryerson, 2004
- *Food for Today*, YteXexi Kowtaluk, Glencoe McGraw-Hill, 1997
- *Food for Life*, Myrtle Seibert, Evelyn Kerr, McGraw-Hill Ryerson, 1994

Teacher reference

- *You Eat What You Are, People Culture and Food Traditions*, Thelma Barer-Stein Ph.D., Firefly Books Ltd. 1999

Video Resources

- Kitchen and Food safety series
 - o *Food Safety*
 - o *Multicultural Foods - Japanese, 1st Nations, Lebanese, Italian*
 - o *Tour of the Italian Food Store*
 - o *Sushi at Home Made Easy*
 - o *Death by Chocolate*
 - o *Sauteing*
 - o *Common Ground*
 - o *The Story of Bread*
 - o *World Class Cuisine*

Access to the Internet for research/resources

Classroom resources such as cookbooks, and picture books which visually demonstrate a variety of international dishes as well as a variety of recipe styles.

Additional Information:

This course has been offered in the school district since 2000 and currently meets learning outcomes for both Applied Skills and Fine Arts Curriculum.