

**UR East Overview of Year**  
**Grades: 10-12 Curriculum: Gourmet Foods**



This course is aimed for students who would like to learn about cooking without committing to the Culinary Arts pathway. An introduction to the fundamentals of cooking methods and techniques that can be applied to home cooking. Topics to be covered include: Italian cooking beyond chicken Parmesan, thinking Chinese food “out of the takeout box”, and the ever emerging food scene of the “ROC”. Scholars will research, and develop menus and recipes. Preparing “gourmet foods” from around the world and around the corner using kitchen utensils that are available in the home kitchen.

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	
Unit 1		Unit 2		Unit 3		Unit 4		Unit 5		Unit 6
Cuisine of the ROC “What’s cooking in your neighborhood”		Regional Cuisine of the United States		International Cuisine		Molecular Gastronomy The Science of Food		Farm to table Food and food supply in a Global Society		Career Pathways in Gourmet Foods

Unit 1	Understanding	Essential Question
<p><b>Mission/Vision Alignment</b></p> <p><b>Be Tenacious:</b> Recognizes and takes advantages of opportunities (can do attitude) to discover passions/interests</p> <p><b>Think Purposely:</b> Reflects on one’s own thinking and the thinking of others to inform future actions</p> <p><b>Advocate for Self and Others:</b> Identifies and utilizes skills to support self and others globally</p> <hr/> <p>NYS CDOS Standards                      1, 2, and                      3a1 - Basic Skills                      3a2 - Thinking Skills                      3a3 - Personal Qualities</p>	<p><u>Enduring Understandings</u>                      Scholars will understand that...</p> <ol style="list-style-type: none"> <li>1. Food is cultural from its ingredients to how it’s prepared, served and eaten</li> <li>2. How local culture influences food choices, eating habits, and etiquette</li> <li>3. Assess how family and religion influence the personal food choices of individuals, families, and small communities.</li> <li>4. They can compare the nutritional information of their personal food choices to standard recommended daily allowances for nutrition</li> </ol>	<p><u>Essential Questions</u>                      Scholars will consider such questions as...</p> <ol style="list-style-type: none"> <li>1. How does my ethnic background influence personal eating habits</li> <li>2. What foods do I eat that are unique to the Rochester area?</li> <li>3. How does religion affect dining habits of my family and community?</li> <li>4. How does my diet compare to recommended daily allowances for nutrition?</li> </ol>



3a4 - Interpersonal Skills 3a5 - Technology 3a6 - Managing Information 3a7 - Managing Resources 3a8 - Systems		
<b>Performance Task:</b>		
Students should be assessed on a regular basis. All students can demonstrate the acquisition of skills learned and apply those to real-world situations through the use of:  Authentic assessments   Laboratories   Tests and quizzes   Projects   Observations   Public speaking   Written reflections Portfolios   Nationally-recognized technical assessments		

Unit 2: Regional Cuisine of the United States	Understanding	Essential Question
<p><b>Be Tenacious:</b> Learns from mistakes; picks up and keeps going</p> <p><b>Think Purposely:</b> Thinks creatively and critically to solve problems, make decisions or take action</p> <p><b>Advocate for Self and Others:</b> Identifies and utilizes skills to support self and others globally</p> <hr/> <p>NYS CDOS Standards                      1, 2, and                      3a1 - Basic Skills                      3a2 - Thinking Skills</p>	<p><u>Enduring Understandings</u>                      Scholars will understand that...</p> <ol style="list-style-type: none"> <li>1. There are seven regions of the United States, each of them has a distinct style of cuisine.</li> <li>2. There are unique factors that have influenced the development of the food traditions of each region</li> <li>3. There are different nutritional values and components of the foods of each region</li> </ol>	<p><u>Essential Questions</u>                      Scholars will consider such questions as...</p> <ol style="list-style-type: none"> <li>1. What are the styles of cuisine associated with these regions of the United States: New England, Mid-Atlantic, South, Midwest, West and Southwest, Pacific Coast, Hawaiian Islands?</li> <li>2. What unique factors have influenced the regional cuisine of the United States?</li> <li>3. Why is proper nutrition important?</li> </ol>



3a3 - Personal Qualities 3a4 - Interpersonal Skills 3a5 - Technology 3a6 - Managing Information 3a7 - Managing Resources 3a8 - Systems		
<b>Performance Task:</b>		

Unit 3: International Cuisine	Understanding	Essential Question
<p><b>Be Tenacious:</b> Learns from mistakes; picks up and keeps going, Uses feedback to refine thinking or actions</p> <p><b>Think Purposely:</b> Thinks creatively and critically to solve problems, make decisions or take action</p> <p><b>Advocate for Self and Others:</b> Identifies and utilizes skills to support self and others globally</p>	<p><u>Enduring Understandings</u>                      Scholars will understand that...</p> <ol style="list-style-type: none"> <li>1. There are different cultures that influence the food choices, eating habits, and etiquette in different countries</li> <li>2. There are different skills and techniques commonly used in the food preparation in different countries</li> <li>3. There are different herbs, spices, and flavorings used to enhance foods in international (and all) cuisines</li> </ol>	<p><u>Essential Questions</u>                      Scholars will consider such questions as...</p> <ol style="list-style-type: none"> <li>1. How does local culture influence food choices in different cultures?</li> <li>2. What food preparation skills and techniques are unique to different cultures?</li> <li>3. How can I use flavoring ingredients to enhance different foods?</li> </ol>
NYS CDOS Standards 1, 2, and 3a1 - Basic Skills 3a2 - Thinking Skills 3a3 - Personal Qualities 3a4 - Interpersonal Skills 3a5 - Technology 3a6 - Managing Information 3a7 - Managing Resources 3a8 - Systems		



**Performance Task:**

Unit 4: Molecular Gastronomy and the Science of Food	Understanding	Essential Question
<p><b>Be Tenacious:</b> Learns from mistakes; picks up and keeps going, Uses feedback to refine thinking or actions</p> <p><b>Think Purposely:</b> Thinks creatively and critically to solve problems, make decisions or take action</p> <p><b>Advocate for Self and Others:</b> Identifies and utilizes skills to support self and others globally</p>	<p><u>Enduring Understandings</u>  <u>Scholars will understand that...</u></p> <ol style="list-style-type: none"> <li>1. There are characteristics of different flavor profiles and complementary food pairings</li> <li>2. Food trends and developments in food preparation and service are constantly changing and evolving</li> <li>3. There are different food plating, styling, and garnishing techniques used to make food visually appealing</li> <li>4. There is a scientific aspect in food preparation</li> <li>5. Molecular gastronomy techniques are changing the way foods are prepared and presented</li> </ol>	<p><u>Essential Questions</u>  <u>Scholars will consider such questions as...</u></p> <ol style="list-style-type: none"> <li>1. How can I recognize different flavor profiles and complementary food pairings?</li> <li>2. What are some current food trends?</li> <li>3. How can I make food look visually appealing?</li> <li>4. What is food science?</li> <li>5. What is molecular gastronomy?</li> </ol>
<p>NYS CDOS Standards                      1, 2, and                      3a1 - Basic Skills                      3a2 - Thinking Skills                      3a3 - Personal Qualities                      3a4 - Interpersonal Skills                      3a5 - Technology                      3a6 - Managing Information</p>		



3a7 - Managing Resources 3a8 - Systems		
<b>Performance Task:</b>		

<b>Unit 5: Farm to table</b>  <b>Food and food supply in a Global Society</b>	<b>Understanding</b>	<b>Essential Question</b>
<b>Be Tenacious:</b> Learns from mistakes; picks up and keeps going, Uses feedback to refine thinking or actions <b>Think Purposely:</b> Thinks creatively and critically to solve problems, make decisions or take action <b>Advocate for Self and Others:</b> Identifies and utilizes skills to support self and others globally	<u>Enduring Understandings</u> <u>Scholars will understand that...</u> <ol style="list-style-type: none"> <li>1. The majority of meat and poultry is “factory produced” by a few companies</li> <li>2. There is a significant negative environmental impact in the commercial beef industry</li> <li>3. Hunger can impact the social, emotional, cognitive, and physical characteristics of an individual or society</li> </ol>	<u>Essential Questions</u> <u>Scholars will consider such questions as...</u> <ol style="list-style-type: none"> <li>1. Where did the chicken I ate for lunch come from?</li> <li>2. What is the environmental impact of global beef production?</li> <li>3. What is food insecurity?</li> <li>4. Are there solutions to world hunger?</li> </ol>



<p>NYS CDOS Standards                  1, 2, and                  3a1 - Basic Skills                  3a2 - Thinking Skills                  3a3 - Personal Qualities                  3a4 - Interpersonal Skills                  3a5 - Technology                  3a6 - Managing Information                  3a7 - Managing Resources                  3a8 - Systems</p>	<ol style="list-style-type: none"> <li>4. World hunger is a reality</li> <li>5. There are Current Issues Related to Food in a Global Society, specifically;                         <ol style="list-style-type: none"> <li>a. the components of sustainable food systems within the global food market</li> <li>b. the advantages and disadvantages of selecting and purchasing sustainable food products</li> <li>c. the quality of sustainable foods</li> </ol> </li> <li>6. What the Future of Food in a Global Society might look like including;                         <ol style="list-style-type: none"> <li>a. The uses of biotechnology as they relate to the food supply</li> <li>b. the uses of genetic engineering as they relate to the food supply</li> <li>c. the process of developing new products to improve the food supply</li> <li>d. the process of developing new food sources to improve the food supply</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>5. What are current issues related to global food production?</li> <li>6. What does the term ethics mean in relation to food production?</li> <li>7. What does the term sustainable mean in relation to food production?</li> <li>8. What might the future of global food production look like?</li> </ol>
<p><b>Performance Task:</b></p>		



Unit 6: Career Pathways in Gourmet Foods	Understanding	Essential Question
<p><b>Be Tenacious:</b> Learns from mistakes; picks up and keeps going, Uses feedback to refine thinking or actions</p> <p><b>Think Purposely:</b> Thinks creatively and critically to solve problems, make decisions or take action</p> <p><b>Advocate for Self and Others:</b> Identifies and utilizes skills to support self and others globally</p>	<p><u>Enduring Understandings</u>            Scholars will understand that...</p> <ol style="list-style-type: none"> <li>1. There are many career opportunities for employment and entrepreneurial endeavors in gourmet or global food fields.</li> <li>2. There are educational and training requirements required for career paths in the gourmet or global food field</li> <li>3. How gourmet foods careers can affect the local, state, national, and global economies</li> </ol>	<p><u>Essential Questions</u>            Scholars will consider such questions as...</p> <ol style="list-style-type: none"> <li>1. What kind of job opportunities and careers exist in gourmet foods?</li> <li>2. What education, skills and training are required for careers in gourmet foods?</li> <li>3. How can the business of gourmet foods effect world economies?</li> </ol>
<p>NYS CDOS Standards            1, 2, and            3a1 - Basic Skills            3a2 - Thinking Skills            3a3 - Personal Qualities            3a4 - Interpersonal Skills            3a5 - Technology            3a6 - Managing Information            3a7 - Managing Resources            3a8 - Systems</p>		
<p>Performance Task:</p>		