


**ASIGNATURA DE COCINA MEXICANA II BIS**

<b>1. Competences</b>	To develop and manage a gastronomic concept through the diagnosis of culinary potential, menu engineering, representative Mexican and international cuisine, financial and strategic management tools, and applicable regulations to strengthen the gastronomic sector and contribute to the economic development of the area.
<b>1. Term</b>	Eighth
<b>2. Theory hours</b>	20
<b>3. Practical hours</b>	70
<b>4. Total hours</b>	90
<b>5. Weekly hours</b>	6
<b>6. Objective</b>	The student will prepare menus of representative dishes of the gastronomic zone of the South and Regional Cuisine of Mexico, considering the antecedents of traditional Mexican cuisine and the methods and techniques of each region for the preservation and dissemination of the gastronomic culture of Mexico

LEARNING UNITS	Horas		
	Theoretical	Practical	Total
<b>I. Gastronomic zone: South</b>	10	35	45
<b>II. Regional Cuisine</b>	10	35	45
<b>Total</b>	<b>20</b>	<b>70</b>	<b>90</b>


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## LEARNING UNITS

<b>1. Learning Unit</b>	<b>I. Gastronomic zone: South</b>
<b>2. Theoretical Hours</b>	10
<b>3. Practical Hours</b>	35
<b>4. Total</b>	45
<b>5. Objective</b>	The student will prepare dishes and drinks representative of the South zone to contribute to the culinary culture

Topic	knowledge	Skills	Values
South zone	<p>Identify the states that make up the south zone:</p> <ul style="list-style-type: none"> <li>- Oaxaca</li> <li>- Chiapas</li> <li>- Veracruz</li> </ul> <p>Identify from the South zone:</p> <ul style="list-style-type: none"> <li>- Dishes</li> <li>- Drinks</li> <li>-Ingredients</li> </ul> <p>Explain the process, methods, and techniques of making dishes and beverages in the South zone.</p> <p>Recognize the structure of the standard recipe</p>	<p>Prepare a standard recipe for dishes and drinks representative of the south zone.</p> <p>Prepare representative dishes of the traditional cuisine of the South zone.</p> <p>Prepare representative drinks of the traditional cuisine of the South zone.</p>	<p>Systematic</p> <p>Responsibility</p> <p>Discipline</p> <p>Organized</p> <p>Proactive</p> <p>Honest</p> <p>Ethical</p> <p>Assertive</p> <p>Modesty</p> <p>Teamwork</p> <p>Punctuality</p> <p>work under pressure</p> <p>Self-control</p> <p>Efficient</p> <p>Motivation</p> <p>Leadership</p> <p>Neatness</p>

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Topic	knowledge	Skills	Values
Southeast zone	<p>Identify the states that make up the Southeast zone:</p> <ul style="list-style-type: none"> <li>- Q. Roo</li> <li>- Yucatán</li> <li>- Tabasco</li> </ul> <p>Identify from the Southeast zone:</p> <ul style="list-style-type: none"> <li>- Dishes</li> <li>- Drinks</li> <li>-Ingredients</li> </ul> <p>Explain the process, methods, and techniques of making dishes and beverages in the Southeast zone.</p> <p>Recognize the structure of the standard recipe</p>	<p>Prepare a standard recipe for dishes and drinks representative of the Southeast zone.</p> <p>Prepare representative dishes of the traditional cuisine of the Southeast zone.</p> <p>Prepare representative drinks of the traditional cuisine of the Southeast zone.</p>	<p>Systematic</p> <p>Responsibility</p> <p>Discipline</p> <p>Organized</p> <p>Proactive</p> <p>Honest</p> <p>Ethical</p> <p>Assertive</p> <p>Modesty</p> <p>Teamwork</p> <p>Punctuality</p> <p>work under pressure</p> <p>Self-control</p> <p>Efficient</p> <p>Motivation</p> <p>Leadership</p> <p>Neatness</p>

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## EVALUATION PROCESS

Learning Outcome	Learning Process	Evaluation tools and instruments
<p>From a project, you will integrate a portfolio of evidence that includes:</p> <ul style="list-style-type: none"> <li>- States that make up the gastronomic zone.</li> <li>- Catalog of representative dishes of the area.</li> <li>- Standard recipe of the dishes of the zone.</li> <li>- Menu preparation checklist: presentation, texture, flavor, temperature, and cooking.</li> <li>- Procedure checklist: mise en place, hygiene and safety standards, and follow-up to the standard recipe.</li> <li>- Observations</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the states that make up the South zone.</li> <li>2. Identify the ingredients of the cuisine of the South zone.</li> <li>3. Analyze dishes and drinks from the South zone.</li> <li>4. Understand the food and beverage methods and techniques of the South zone.</li> </ol>	<p>Practical exercises Rubric</p>

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## TEACHING-LEARNING PROCESS

Methods and teaching techniques	Media and teaching materials
Collaborative teams Investigation work Group discussion	Computer Multimedia Equipment Photographic camera Printed material

## LEARNING SPACE

Classroom/virtual classroom	Languages Lab/Work shop	Company
	X	


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## LEARNING UNITS

<b>1. Learning Unit</b>	<b>II. Regional cuisine</b>
<b>2. Theoretical Hours</b>	10
<b>3. Practical Hours</b>	35
<b>4. Total</b>	45
<b>5. Objective</b>	The student will prepare dishes and drinks representative of the his/her area, to contribute to the culinary culture.

Topic	knowledge	Skills	Values
Regional Cuisine Background	Identify the following elements: - Culinary history - Ingredients - Methods and techniques - Dishes - Drinks	Document the background of the gastronomy of your region.	Systematic Responsibility Discipline Organized Proactive Honest Ethical Assertive Modesty Teamwork Punctuality Work under pressure Self-control Efficient Motivation Leadership Neatness

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Topic	knowledge	Skills	Values
Regional cuisine	<p>Explain the process, methods, and techniques for making dishes and beverages in his/her area.</p> <p>Recognize the structure of the standard recipe.</p>	<p>Elaborate a standard recipe for dishes and drinks representative of his/her area.</p> <p>Prepare representative dishes of the traditional cuisine of his/her area.</p> <p>Prepare representative drinks of the traditional cuisine of his/her area.</p>	<p>Systematic Responsibility Discipline Organized Proactive Honest Ethical Assertive Modesty Teamwork Punctuality Work under pressure Self-control Efficient Motivation Leadership Neatness</p>

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## EVALUATION PROCESS

Learning Outcome	Learning Process	Assessment Instruments
<p>From a project, you will integrate a portfolio of evidence that includes:</p> <ul style="list-style-type: none"> <li>- Culinary history of your region.</li> <li>- Catalog of representative dishes of the area.</li> <li>- Standard recipe of local dishes.</li> <li>- Menu preparation checklist: presentation, texture, flavor, temperature, and cooking.</li> <li>- Procedure checklist: mise en place, hygiene and safety standards, and follow-up to the standard recipe.</li> <li>- Observations</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the ingredients of the cuisine of your region.</li> <li>2. Analyze dishes and drinks from your region.</li> <li>3. Understand the food and beverage methods and techniques of your region.</li> </ol>	<p>Practical exercises Rubric</p>

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## TEACHING-LEARNING PROCESS

Methods and teaching techniques	Teaching aids and materials
Collaborative work Investigation Laboratory practices	Specialized equipment Computer Multimedia Equipment Photographic camera Printed material

## LEARNING SPACE


Classroom/virtual classroom	Languages Lab/Work shop	Company
	X	

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### CAPABILITIES DERIVED FROM THE PROFESSIONAL COMPETENCES WHICH CONTRIBUTE TO THE SUBJECT

Capability	Performance Criteria
<p>Design a gastronomic proposal considering the diagnosis of the gastronomic potential of the area, the types of cuisines, the engineering of food menus, as well as the applicable regulations, to satisfy market needs and promote gastronomic culture.</p>	<p>Present a gastronomic proposal that integrates the following:</p> <ul style="list-style-type: none"> <li>- Justification of the selected gastronomic trends and current.</li> </ul> <p>B) Engineering of international cuisine food menus:</p> <ul style="list-style-type: none"> <li>- By Course meal: entrees, soups, main dishes, desserts.</li> <li>- By type of food: poultry, meat, fish and shellfish.</li> <li>- By techniques: fatty and non-fatty</li> </ul> <p>C) Standard menu recipes</p>
<p>Develop gastronomic proposals for international cuisine through the methods and techniques of preparing food and culinary beverages, representative international cuisine, service protocols, and dish assembly techniques. Considering the safety and hygiene regulations to contribute to the achievement of the established goals.</p>	<p>Present a gastronomic proposal of representative international cuisine that integrates the following:</p> <p>*) Present the dishes and drinks of international cuisine:</p> <p>a) Dishes:</p> <ul style="list-style-type: none"> <li>- culinary food and beverage preparation methods and techniques</li> <li>- Supplies</li> <li>- Traditional presentation</li> <li>- Organoleptic characteristics</li> </ul> <p>b) Service in the dining room: quality of service, food and beverage service to diners and assembly.</p> <p>.. *) Safety and hygiene regulation checklist</p>

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Capability	Performance Criteria
<p>Evaluate the gastronomic proposal based on menu engineering, preparation of dishes, customer service and supervision and control tools to establish corrective actions and comply with quality standards.</p>	<p>Evaluate the gastronomic proposal and integrate a report:</p> <p>A) Engineering of international cuisine food menus:</p> <ul style="list-style-type: none"> <li>- Presentation of the menu: concept attached to the culinary trend</li> <li>- Conformation of the menu</li> <li>- Content: dishes according to the proposed trend.</li> <li>- Standard recipes.</li> </ul> <p>B) Preparation of international cuisine dishes:</p> <p>Dishes:</p> <ul style="list-style-type: none"> <li>- culinary food and beverage preparation methods and techniques</li> <li>- Ingredients: according to the organoleptic characteristics and quality standards</li> <li>- Presentation</li> <li>- Organoleptic characteristics</li> </ul> <p>C) Customer service:</p> <ul style="list-style-type: none"> <li>- Quality in the service</li> <li>- Food service to diners</li> <li>- Assembly.</li> </ul> <p>D) Checklists on the hygienic preparation of food and beverages.</p>

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### REFERENCES

Author	Year	Title	City	Country	Editorial
García Rivas Heriberto	(2010)	Cocina prehispánica mexicana	D.F.	México	Panorama
Novo, salvador	(2010)	<i>Historia gastronómica de la ciudad de México</i>	D.F.	México	Porrúa
Aguilar, S. A. de Ediciones	(2008)	<i>La gran cocina Mexicana: 200 platillos tradicionales</i>	D.F.	México	Santillana
Barros C, Buenrostro M.	(2003)	<i>Arqueología Mexicana: tomo 12 especial, recetario de la cocina prehispánica</i>	México	México	Raíces
Kennedy, Diana	(2014)	<i>México: una odisea culinaria</i>	México	México	Océano
Marilyn Tausend Ignacio Urquiza Ricardo Muñoz Zurita	(2012)	<i>La Cocina Mexicana: Many Cultures, One Cuisine</i>	California	U.S.A.	University of California Press
Diana Kennedy	(2010)	<i>Oaxaca Al Gusto: An Infinite Gastronomy</i>	Texas	U.S.A.	University of Texas Press,
Ricardo Muñoz Zurita	(2013)	<i>Diccionario enciclopédico de la gastronomía mexicana</i>	D.F	México	Larousse
Iturriaga, José N.; Lavalle, Aline	(2013)	<i>Elogio de la cocina Mexicana. Patrimonio cultural de la Humanidad</i>	Cd. De México	México	Artes de México
Escalante, Alejandro	(2015)	<i>La tacopedia</i>	México	México	Trilce
García Curado,	(2015)	<i>Diccionario ilustrado</i>	Cd. De	México	Planeta

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Author	Year	Title	City	Country	Editorial
Anselmo		<i>de la cocina mexicana</i>	México		
Juárez López, José Luis	(2013)	<i>Nacionalismo culinario. La cocina mexicana en el siglo XX</i>	Cd. De México	México	CONACULTA
Fernández, Adela	(2015)	<i>La tradicional cocina mexicana y sus mejores recetas</i>	Cd. De México	México	Panorama Editorial
Carrillo Arronte, Margarita	(2015)	<i>México Gastronomía</i>	Cd. De México	México	Phaidon Español

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