

## CULINARY ARTS I

### COURSE DESCRIPTION

*Culinary Arts I* is the first level of Culinary Arts and prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Designed to introduce students to food preparation concepts, terminology and practices in the modern commercial kitchen, the content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities and by developing food preparation and service and interpersonal skills. Fundamental techniques and skills are taught with an emphasis on safety, sanitation, and proper equipment operation and maintenance. Laboratory facilities and experiences, which simulate commercial food production and service operations, offer school-based learning opportunities.

*It is strongly recommended that administration and guidance follow the scope and sequence And course recommendations as listed.*

**Recommended Credits:** 1

**Recommended Grade Levels:** 10<sup>th</sup>

**Number of Competencies:** 79

# CULINARY ARTS I

## STANDARDS

- 1.0** Students will perform safety examinations and maintain safety records.
- 2.0** Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.
- 3.0** Students will integrate reading, writing, math and science skills and understand the impact of academic achievement in the work place.
- 4.0** Students will examine and identify the history and philosophy of the food service industry.
- 5.0** Students will demonstrate and practice correct sanitation as it refers to a modern commercial kitchen.
- 6.0** Students will name and describe various fixed equipment and small wares associated with the commercial kitchen.
- 7.0** Students will examine and perform all aspects of kitchen knife use and classic knife skills.
- 8.0** Students will perform basic food preparations of poultry, meat, dairy, fruits, and vegetables using proper commercial kitchen equipment and techniques as applied in a commercial kitchen.
- 9.0** Students will examine and identify standardized recipes and their role in a commercial kitchen.
- 10.0** Students will examine an introduction to nutrition including the six major classes of nutrients, proteins, and carbohydrates: simple, complex, fats, vitamins, minerals, and water.
- 11.0** Students will identify various food products used in a commercial foodservice operation and list the proper handling and storage procedures for each.
- 12.0** Students will develop a career portfolio and establish a foundation of professionalism and ethical behavior.

## **CULINARY ARTS I**

### **STANDARD 1.0**

Students will perform safety examinations and maintain safety records.

### **LEARNING EXPECTATIONS**

The student will:

- 1.1** Demonstrate a positive attitude regarding safety practices and issues.
- 1.2** Use and inspect personal protective equipment.
- 1.3** Inspect, maintain, and employ safe operating procedures with tools and equipment, such as hand and power tools, ladders, scaffolding, and lifting equipment.
- 1.4** Demonstrate continuous awareness of potential hazards to self and others and respond appropriately.
- 1.5** Assume responsibilities under HazCom (Hazard Communication) regulations.
- 1.6** Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies to protect coworkers and bystanders from hazards.
- 1.7** Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
- 1.8** Demonstrate appropriate related safety procedures.
- 1.9** Pass with 100 % accuracy a written examination relating to safety issues
- 1.10** Pass with 100% accuracy a performance examination relating to safety.
- 1.11** Maintain a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 1.1A** Is attentive during safety discussions.
- 1.1B** Actively seeks information about safe procedures.
- 1.1C** Responds positively to instruction, advice, and correction regarding safety issues.
- 1.1D** Does not deliberately create or increase hazards, such as by horseplay, practical jokes, or creating distractions.
- 1.1E** Reports to school or work physically ready to perform to professional standards, such as rested, or not impaired by medications, drugs, alcohol, etc.
- 1.2** Selects, inspects, and uses the correct personal protective equipment for the assigned task.
- 1.3A** Inspects power equipment for intact guards, shields, insulation, and other protective devices.
- 1.3B** Inspects extension cords for the presence of a functional ground connection, prior to use.
- 1.3C** Operates and maintains tools in accordance with manufacturer's instructions and as required by regulation or company policy.
- 1.4A** Is observant of personnel and activities in the vicinity of the work area.
- 1.4B** Warns nearby personnel, prior to starting potentially hazardous actions.
- 1.5A** When asked to use a new hazardous material, retrieves MSDSs (material safety data sheets), and identifies the health hazards associated with the new material.

- 1.5B** Reports hazards found on the job site to the supervisor.
- 1.6A** Erects shields, barriers, and signage to protect coworkers and bystanders prior to starting potentially hazardous tasks.
- 1.6B** Provides and activates adequate ventilation equipment as required by the task.
- 1.7A** Reports all injuries to self to the immediate supervisor.
- 1.7B** Reports observed unguarded hazards to their immediate supervisor.
- 1.8A** Complies with personal assignments regarding emergency assignments.
- 1.9A** Passes with 100% accuracy a written examination relating specifically to content area.
- 1.10A** Passes with 100% accuracy a performance examination relating specifically to welding tools, equipment and supplies.
- 1.11A** Maintains a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.

### **SAMPLE PERFORMANCE TASKS**

These are sample projects of the type and scale recommended to address one or more of the learning expectations for this standard. Other projects can be used at the instructor's discretion.

- Conduct a practice drill simulating a hazardous solvent spill in which an emergency action plan is to be implemented.
- Instruct a visitor to obviously approach the vicinity of a student conducting a hazardous activity and note the level of awareness demonstrated by the student.
- For a project requiring the use of ladders and/or scaffolding, note the proper placement and securing procedures followed by students.

### **INTEGRATION LINKAGES**

Language Arts, Mathematics, Algebra, Geometry English IV, SkillsUSA Technical Championships, American Welding Society (AWS), Guide for Training and Qualification of Entry Level Welder, National Center for Construction Education Research (NCCER), Secretary's Commission on Achieving Necessary Skills (SCANS), Professional Development Program, SkillsUSA

## **CULINARY ARTS I**

### **STANDARD 2.0**

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

### **LEARNING EXPECTATIONS**

The student will:

- 2.1** Cultivate positive leadership skills.
- 2.2** Participate in the student organization directly related to their program of study as an integral part of classroom instruction.
- 2.3** Assess situations, apply problem-solving techniques and decision-making skills within the school, community, and workplace.
- 2.4** Participate as a team member in a learning environment.
- 2.5** Respect the opinions, customs, and individual differences of others.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 2.1A** Demonstrates character and leadership using creative-and critical-thinking skills.
- 2.1B** Uses creative thought process by “thinking outside the box.”
- 2.2A** Relates the creed, purposes, motto, and emblem of their student organization, directly related to personal and professional development.
- 2.2B** Plans and conducts meetings and other business according to accepted rules of parliamentary procedure.
- 2.3A** Makes decisions and assumes responsibilities.
- 2.3B** Analyzes a situation and uses the Professional Development Program or career technical student organization materials directly related to the student’s program of study to develop resolution.
- 2.3C** Understands the importance of learning new information for both current and future problem solving and decision making.
- 2.4A** Organizes committees and participates in functions.
- 2.4B** Cooperates with peers to select and organize a community service project.
- 2.5A** Researches different customs and individual differences of others.
- 2.5B** Interacts respectfully with individuals of different cultures, gender, and backgrounds.
- 2.5C** Resolves conflicts and differences to maintain a smooth workflow and classroom environment.  
goals.

### **SAMPLE PERFORMANCE TASKS**

- Create a leadership inventory and use it to conduct a personal assessment.
- Participate in various career technical student organizations’ programs and/or competitive events.
- Implement an annual program of work.

- Prepare a meeting agenda for a specific career technical student organization monthly meeting.
- Attend a professional organization meeting.
- Develop a program of study within their career opportunities.

### **INTEGRATION LINKAGES**

SkillsUSA, *Professional Development Program*; SkillsUSA; Communications and Writing Skills; Teambuilding Skills; Research; Language Arts; Sociology; Psychology; Math; English IV, Social Studies; Problem Solving; Interpersonal Skills; Employability Skills; Critical-Thinking Skills; Secretary's Commission on Achieving Necessary Skills (SCANS); Chamber of Commerce; Colleges; Universities; Technology Centers; Secretary's Commission on Achieving Necessary Skills (SCANS)

## CULINARY ARTS I

### **STANDARD 3.0**

Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the work place.

### **LEARNING EXPECTATIONS**

The student will:

- 3.1** Assume responsibility for accomplishing classroom assignments and workplace goals within accepted time frames.
- 3.2** Develop advanced study skills.
- 3.3** Demonstrate and use written and verbal communication skills.
- 3.4** Read and understand technical documents such as regulations, manuals, reports, forms, graphs, charts, and tables.
- 3.5** Apply the foundations of mathematical principles such as algebra, geometry, and advanced math to solve problems.
- 3.6** Apply basic scientific principles and methods to solve problems and complete tasks.
- 3.7** Understand computer operations and related applications to input, store, retrieve, and output information as it relates to the course.
- 3.8** Research, recognize, and understand the interactions of the environment and *green* issues as they relate to the course work and to a global economy.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 3.1A** Uses appropriate time management to achieve goals.
- 3.1B** Arrives at school on time each day.
- 3.1C** Completes assignments and meets deadlines.
- 3.2A** Assesses current personal study skills.
- 3.2B** Demonstrates advanced note-taking ability.
- 3.2C** Formulates appropriate study strategies for given tasks.
- 3.3A** Communicates ideas, information, and messages in a logical manner.
- 3.3B** Fills out forms, reports, logs, and documents to comply with class and project requirements.
- 3.4A** Reads and understands technical documents and uses industry jargon, acronyms, and terminology appropriately.
- 3.4B** Recognizes the meaning of specialized words or phrases unique to the career and industry.
- 3.5A** Utilizes computation in adding, subtracting, multiplying, and dividing of whole numbers, fractions, decimals, and percents.
- 3.5B** Chooses the right mathematical method or formula to solve a problem.
- 3.5C** Performs math operations accurately to complete classroom and lab tasks.
- 3.6A** Understands scientific principles critical to the course.
- 3.6B** Applies scientific principles and technology to solve problems and complete tasks.
- 3.6C** Has knowledge of the scientific method (e.g., identifies the problem, collects information, forms opinions, and draws conclusions).

- 3.7A** Uses basic computer hardware (e.g., PCs, printers) and software to perform tasks as required for the course work.
- 3.7B** Understands capabilities of computers and common computer terminology (e.g., program, operating system).
- 3.7C** Applies the appropriate technical solution to complete tasks.
- 3.7D** Inputs data and information accurately for the course requirements.
- 3.8A** Researches and recognizes *green* trends in career area and industry.
- 3.8B** Examines current environmentally friendly trends.
- 3.8C** Applies sustainability practices by understanding processes that are non-polluting, conserving of energy and natural resources, and economically efficient.

### **SAMPLE PERFORMANCE TASKS**

- Examine and compile different learning styles for portfolios.
- Create calendars containing all activities and obligations for one month. Discusses how to handle conflicting or competing obligations then complete daily and weekly plans showing tasks, priorities, and scheduling.
- Complete self-assessments of study habits.
- Compute precise and exact measurements.
- Explore study strategies for different subjects and tasks then analyze two homework assignments and select the best strategies for completing them.
- Create “life maps” showing necessary steps or “landmarks” along the path to personal, financial, educational, and career goals.
- Take notes during counselor classroom visits and work in small groups to create flow charts of the path options.
- List attitudes that lead to success then rate individually in these areas. Work together to suggest strategies for overcoming the weaknesses identified own and partners’ self-assessments then share with the class the strategies developed.
- Research the Inter
- net and other technology to collect and analyze data concerning climate change.
- Keep a data file of alternative energy sources and the sources’ impact on the environment.
- Develop a recycling project at home or for the school environment.

### **INTEGRATION LINKAGES**

SkillsUSA, *Professional Development Program*; SkillsUSA; Communications and Writing Skills; Teambuilding Skills; Research; Language Arts; Sociology; Psychology; Math, , English IV, Social Studies; Problem Solving; Interpersonal Skills; Employability Skills; Critical-Thinking Skills; Secretary’s Commission on Achieving Necessary Skills (SCANS); Chamber of Commerce; Colleges; Universities; Technology Centers; Secretary’s Commission on Achieving Necessary Skills (SCANS)

## CULINARY ARTS I

### **STANDARD 4.0**

Students will examine and identify the history and philosophy of the food service industry.

### **LEARNING EXPECTATIONS**

The student will:

- 4.1** Explore career opportunities and pathways in the foodservice industry and identify specific jobs and positions, such as chef, dietician, food stylist, food demonstrators, research and development workers, food service workers, nutritionist, food service manager, and health inspector.
- 4.2** Identify key historical persons and summarize their contributions to the evolution and development of modern day foodservice industry.
- 4.3** Identify and describe various foodservice restaurant styles, such as fast food, casual, family dining, institutional, and formal dining.
- 4.4** Identify and explain formal dining etiquette from both service and customer perspectives and be able to demonstrate both.
- 4.5** Define cuisine and compare/contrast the differences between American Regional, French, Italian, and Asian cuisine.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 4.1** Explores career opportunities and pathways in the foodservice industry and identifies specific jobs and positions, such as chef, dietician, food stylist, food demonstrators, research and development workers, food service workers, nutritionist, food service manager, and health inspector.
- 4.2** Identifies key historical persons and summarizes their contributions to the evolution and development of modern day foodservice industry.
- 4.3** Identifies and describes various foodservice restaurant styles, such as fast food, casual, family dining, institutional, and formal dining.
- 4.4** Identifies and explains formal dining etiquette from both service and customer perspectives and is able to demonstrate both.
- 4.5** Defines cuisine and compares/contrasts the differences between American Regional, French, Italian, and Asian cuisine.

### **SAMPLE PERFORMANCE TASKS**

- Research industry history, trends, and food service pioneers from the Internet, media research interviews, and other research sources.
- Conduct interviews and gather data from individuals concerning the growth and development of the food production and service industry.

## **INTEGRATION/LINKAGES**

Language Arts, Foreign Language, Science, Math, Social Studies and Government, History, Criminal Justice, Computer Skills, Research and Writing Skills, Communication Skills, Teamwork Skills, Leadership Skills, SCANS (Secretary's Commission on Achieving Necessary Skills), Skills USA-VICA, Family, Career and Community Leaders of America, American Culinary Federation, American Hotel and Motel Association, Hospitality Business Alliance, Tennessee Hospitality Education Center

## CULINARY ARTS I

### **STANDARD 5.0**

Students will demonstrate and practice correct sanitation as it refers to a modern commercial kitchen.

### **LEARNING EXPECTATIONS**

The student will:

- 5.1 Identify and demonstrate personal hygiene and hand washing procedures as defined in ServSafe handbook.
- 5.2 Identify the biological, physical, and chemical contaminants and prevention measures.
- 5.3 Practice proper contaminant prevention measures as they relate to food preparation in the commercial kitchen.
- 5.4 Discuss and practice cleanliness of kitchen and facilities.
- 5.5 Identify and examine pot and pan washing with four-compartment sinks and the use of sanitizers and cleaning chemicals for manual and automatic dishwashing.
- 5.6 Demonstrate the proper use and cleaning of an automatic dishwasher.
- 5.7 Discuss pest control and management of infestations, Health Department inspections, and facility requirements of commercial foodservice establishments.
- 5.8 Identify and demonstrate proper receiving and storage principles, such as FIFO, rotating inventory, and receiving temperatures.
- 5.9 Identify the factors that affect the growth of food borne pathogens (i.e., FATTOM) and explain how time and temperature guidelines can reduce growth of microorganisms.
- 5.10 List and demonstrate food handling, preparation, and storage techniques that prevent cross-contamination between raw and ready-to-eat foods and between animal and seafood, including sources of other potentially hazardous food products.
- 5.11 Discuss the concept of HACCP and the flow of food in a variety of foodservice establishments.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 5.1 Identifies and demonstrates personal hygiene and hand washing procedures as defined in ServSafe handbook.
- 5.2 Identifies the biological, physical, and chemical contaminants and prevention measures.
- 5.3 Practices proper contaminant prevention measures as it relates to food preparation in the commercial kitchen.
- 5.4 Discusses and practices cleanliness of kitchen and facilities.
- 5.5 Identifies and examines pot and pan washing with four-compartment sinks and the use of sanitizers and cleaning chemicals for the manual and automatic dishwashing.
- 5.6 Demonstrates the proper use and cleaning of an automatic dishwasher.
- 5.7 Discusses pest control and management of infestations, Health Department inspections, and facility requirements of commercial foodservice establishments.
- 5.8 Identifies and demonstrates proper receiving and storage principles such as FIFO, rotating inventory, and receiving temperatures.
- 5.9 Identifies the factors that affect the growth of food borne pathogens (i.e. FATTOM) and

- explains how time and temperature guidelines can reduce growth of microorganisms.
- 5.10** Lists and demonstrates food handling, preparation, and storage techniques that prevent cross-contamination between raw and ready-to-eat foods and between animal and seafood, including sources of other potentially hazardous food products.
- 5.11** Discusses the concept of HACCP and the flow of food in a variety of foodservice establishments.

### **SAMPLE PERFORMANCE TASKS**

- Creates a cleanup checklist.
- Practices using paper towels to turn door handles.
- Uses digital and analog thermometers to measure food temperatures.

### **INTEGRATION/LINKAGES**

Research, Writing, and Communication Skills, Teamwork and Leadership Skills, Language Arts, Math, Applied Communications, Social Studies, SCANS (Secretary's Commission on Achieving Necessary Skills), National Restaurant Association, American Culinary Federation, Chamber of Commerce, Tennessee Hospitality Education Center, Colleges and Universities, SkillsUSA, Family, Career, and Community Leaders of America, Employment Agencies, *Career Connections* (Family, Career and Community Leaders of America), *Leaders at Work* (Family, Career and Community Leaders of America), American Hotel and Motel Association, Hospitality Business Alliance

## **CULINARY ARTS I**

### **STANDARD 6.0**

Students will name and describe various fixed equipment and small wares associated with the commercial kitchen.

### **LEARNING EXPECTATIONS**

The student will:

- 6.1** List and describe the tools used for commercial food preparation, cooking, and serving and demonstrate proper use.
- 6.2** Identify and distinguish between a standard and convection oven, stoves, ranges, steamers, fryers, refrigerators, freezers, slicers, food processors, coffee and tea brewing equipment, and food storage equipment. Demonstrate proper use and cleaning of each.
- 6.3** Identify and distinguish between the various mixers and small wares, demonstrating proper use and cleaning.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 6.1** Lists and describes the tools used for commercial food preparation, cooking, and serving and demonstrates proper use.
- 6.2** Identifies and distinguishes between a standard and a convection oven, stoves, ranges, steamers, fryers, refrigerators, freezers, slicers, food processors, coffee and tea brewing equipment, and food storage equipment. Demonstrates proper use and cleaning of each.
- 6.3** Identifies and distinguishes between the various mixers and small wares, demonstrating proper use and cleaning.

### **SAMPLE PERFORMANCE TASKS**

- Makes a list of equipment and tools needed to prepare a specific recipe.
- Explains the differences in oven types and cooking surfaces.
- Properly uses a mixer to prepare cookie dough.

### **INTEGRATIONS/LINKAGES**

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary's Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA, and Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Hospitality Education Center.

## **CULINARY ARTS I**

### **STANDARD 7.0**

Students will examine and perform all aspects of kitchen knife use and classic knife skills.

### **LEARNING EXPECTATIONS**

The student will:

- 7.1** Identify the different types of knives, their use, parts, and components.
- 7.2** Identify and practice proper knife safety procedures and rules.
- 7.3** Demonstrate correct knife sharpening.
- 7.4** Define and demonstrate the concept of “mise en place” in setting up a work cutting station.
- 7.5** Demonstrate proper knife safety, cleaning, and storage.
- 7.6** Demonstrate proper knife techniques for cuts as julienne, batonnet, small, medium, and large dice.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 7.1** Identifies the different types of knives, their uses, parts, and components.
- 7.2** Identifies and practices proper knife safety procedures and rules.
- 7.3** Demonstrates correct knife sharpening.
- 7.4** Defines and demonstrates the concept of “mise en place” in setting up a work cutting station.
- 7.5** Demonstrates proper knife safety, cleaning, and storage.
- 7.6** Demonstrates proper knife techniques for cuts as julienne, batonnet, small, medium, and large dice.

### **SAMPLE PERFORMANCE TASKS**

- Properly select, use, and clean each type of knife.
- Analyze case studies or video vignettes and describe any unsafe or improper uses of knives.
- Prepare a flow chart detailing the appropriate steps for cleaning, sanitizing, and storing specific knives.

### **INTEGRATION/LINKAGES**

Math, Language Arts, Applied Communication, OSHA (Occupational Safety and Health Administration) Standards, National Sanitation Foundation Standards, SkillsUSA, Family, Career and Community Leaders of America, Serve Safe Standards, Tennessee Department of Health, American Culinary Federation, Family and Consumer Sciences Education National Standards, National Restaurant Association, SCANS (Secretary’s Commission on Achieving Necessary Skills), Tennessee Hospitality Education Center.

## **CULINARY ARTS I**

### **STANDARD 8.0**

Students will perform basic food preparations of poultry, meat, dairy, fruits, and vegetables using proper commercial kitchen equipment and techniques as applied in a commercial kitchen.

### **LEARNING EXPECTATIONS**

The student will:

- 8.1** Identify basic food cooking methods, such as dry heat, moist heat, and combination cooking.
- 8.2** Demonstrate basic dry heat cooking methods, including saute, griddle, pan-fry, deep fry, baking, roasting, and grilling.
- 8.3** Demonstrate basic moist heat cooking methods, including poaching, simmering, boiling, and steaming.
- 8.4** Demonstrate basic combination cooking methods, including stewing and braising.
- 8.5** Compare and contrast a menu item using a microwave oven and conventional method.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 8.1** Identifies basic food cooking methods, such as dry heat, moist heat, and combination cooking.
- 8.2** Demonstrates basic dry heat cooking methods, including saute, griddle, pan-fry, deep fry, baking, roasting, and grilling.
- 8.3** Demonstrates basic moist heat cooking methods, including poaching, simmering, boiling, and steaming.
- 8.4** Demonstrates basic combination cooking methods, including stewing and braising.
- 8.5** Compares and contrasts a menu item using a microwave oven and conventional method.

### **SAMPLE PERFORMANCE TASKS**

- Make list of dry heat prepared dishes.
- Make a list of moist heat prepared dishes.
- Make a list of combination prepared dishes.

### **INTEGRATION/LINKAGES**

Language Arts, Science, Nutrition and Foods I and II, Family and Consumer Sciences I and II, Applied Communication, Math, Foreign Language (French), American Culinary Federation, OSHA (Occupational Safety and Health Administration) Standards, Family, Career and Community Leaders of America, Tennessee Department of Health, Family and Consumer Sciences Education National Standards, National Restaurant Association, SkillsUSA, Serve Safe Standards, Tennessee Hospitality Education Center.

## **CULINARY ARTS I**

### **STANDARD 9.0**

Students will examine and identify standardized recipes and their role in a commercial kitchen.

### **LEARNING EXPECTATIONS**

The student will:

- 9.1** Define standardized recipe, the components of the recipe, and explain the reasons for use in commercial kitchens.
- 9.2** Identify recipe terminology, including measurement abbreviations, instructions, and directions.
- 9.3** Demonstrate the concept of recipe conversions by identifying and converting recipe formulas to increase or decrease yields.
- 9.4** Demonstrate the concept of recipe “mise en place” by identifying and assembling ingredients and equipment for a specific recipe.
- 9.5** Follow the written directions to prepare the recipe.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 9.1** Defines standardized recipe, the components of the recipe, and explains the reasons for use in commercial kitchens.
- 9.2** Identifies recipe terminology including measurement abbreviations, instructions, and directions.
- 9.3** Demonstrates the concept of recipe conversions by identifying and converting recipe formulas to increase or decrease yields.
- 9.4** Demonstrates the concept of recipe “mise en place” by identifying and assembling ingredients and equipment for a specific recipe.
- 9.5** Follows the written directions to prepare the recipe.

### **SAMPLE PERFORMANCE TASKS**

- Make a batch of cookies.
- Use a calculator to do recipe conversions.

### **INTEGRATION/LINKAGES**

Wellness, Chemistry, Biology, Math, Math for Technology, Foreign Language, National Restaurant Association, OSHA, American Culinary Federation, Department of Health Regulations, Family and Consumer Sciences Education National Standards, SkillsUSA, Family, Career and Community Leaders of America, Tennessee Hospitality Education Center.

## **CULINARY ARTS I**

### **STANDARD 10.0**

Students will examine an introduction to nutrition including the six major classes of nutrients, proteins, and carbohydrates: simple, complex, fats, vitamins, minerals, and water.

### **LEARNING EXPECTATIONS**

The student will:

- 10.1** Discuss and develop knowledge of the importance of My Pyramid and examine how My Pyramid can be misleading and complex due to cultural constraints, eating disorders, and food allergies.
- 10.2** Examine the six major food groups, nutrient contributions of vitamins, minerals, and nutrient variability within a group and daily recommended intake.
- 10.3** Define serving size, portion control, recommended serving size, and balanced diet while maintaining a correct nutritional intake.
- 10.4** Examine current trends and issues in food and nutrition, fad diets, proper weight loss techniques and how these fit into healthy menu options.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 10.1** Discusses and develops knowledge of the importance of My Pyramid and examines how My Pyramid can be misleading and complex due to cultural constraints, eating disorders, and food allergies.
- 10.2** Examines the six major food groups, nutrient contributions of vitamins, minerals, and nutrient variability within a group and daily recommended intake.
- 10.3** Defines serving size, portion control, recommended serving size, and balanced diet while maintaining a correct nutritional intake.
- 10.4** Examines current trends and issues in food and nutrition, fad diets, proper weight loss techniques and how these fit into healthy menu options.

### **SAMPLE PERFORMANCE TASKS**

- Research and list eating disorders.
- List the latest trend in fast food.
- List the latest and most popular fad diet.
- Using wadded paper, demonstrate food serving sizes.

### **INTEGRATION/LINKAGES**

Language Arts, Foreign Language, Interpersonal Communication, Psychology, Sociology, SkillsUSA, Family, Career and Community Leaders of America, American Culinary Federation, National Restaurant Association, Tennessee Hospitality Education Center

## **CULINARY ARTS I**

### **STANDARD 11.0**

Students will identify various food products used in a commercial foodservice operation and list the proper handling and storage procedures for each.

### **LEARNING EXPECTATIONS**

The student will

- 11.1** Identify proteins in poultry, beef, pork, and seafood and examine the potential contaminants associated with handling procedures.
- 11.2** Identify types of fruits and vegetables and proper handling techniques.
- 11.3** Identify types of grains and milled products and proper handling techniques.
- 11.4** Identify and distinguish between herbs, spices, seasonings, and their uses.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 11.1** Identifies proteins in poultry, beef, pork, and seafood and examine the potential contaminants associated with handling procedures.
- 11.2** Identifies types of fruits and vegetables and proper handling techniques.
- 11.3** Identifies types of grains and milled products and proper handling techniques.
- 11.4** Identifies and distinguishes between herbs, spices, seasonings, and their uses.

### **SAMPLE PERFORMANCE TASKS**

- Make a list of different cuts of beef, pork, and poultry.
- Make a list of various shell fish.
- Make a list of various native spices and herbs found in America.

### **INTEGRATION/LINKAGES**

Math, Economics, Computer Skills, Communication Skills, SCANS (Secretary's Commission on Achieving Necessary Skills), American Culinary Federation, Family and Consumer Sciences National Standards, SkillsUSA, Family, Career and Community Leaders of America

## **CULINARY ARTS I**

### **STANDARD 12.0**

Students will develop a career portfolio and establish a foundation of professionalism and ethical behavior.

### **LEARNING EXPECTATIONS**

The student will:

- 12.1** Examine occupations and careers related to culinary arts and the food service industry.
- 12.2** Assess and compare personal qualifications, interests, values, and educational preparation necessary for employment in the food service and culinary industry.
- 12.3** Examine educational prerequisites and training requirements in the culinary industry.
- 12.4** Identify employment requirements and entrepreneurial opportunities in all areas of culinary arts.
- 12.5** Formulate career goals based on opportunities for career pathways in culinary arts.
- 12.6** Examine training, post-secondary education opportunities, and financial resources for culinary arts career preparation.
- 12.7** Identify professional organizations and their impact on the culinary arts field.
- 12.8** Perform a job search and recognize what qualifications employers in general are seeking.
- 12.9** Examine and apply requirements and procedures commonly followed during job procurement.
- 12.10** Examine employee rights and responsibilities.
- 12.11** Research federal, state, and local standards, policies, regulations, and laws that impact employees in the food service industry.
- 12.12** Examine the benefits of personal and professional growth relating to culinary arts.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 12.1** Examines occupations and careers related to culinary arts and the food service industry.
- 12.2** Assesses and compares personal qualifications, interests, values, and educational preparation necessary for employment in the food service and culinary industry.
- 12.3** Examines educational prerequisites and training requirements in the culinary industry.
- 12.4** Identifies employment requirements and entrepreneurial opportunities in all areas of culinary arts.
- 12.5** Formulates career goals based on opportunities for career pathways in culinary arts.
- 12.6** Examines training, post-secondary education opportunities, and financial resources for culinary arts career preparation.
- 12.7** Identifies professional organizations and their impact on the culinary arts field.
- 12.8** Performs a job search and recognizes what qualifications employers in general are seeking.
- 12.9** Examines and applies requirements and procedures commonly followed during job procurement.
- 12.10** Examines employee rights and responsibilities.

- 12.11** Researches federal, state, and local standards, policies, regulations, and laws that impact employees in the food service industry.
- 12.12** Examines the benefits of personal and professional growth relating to culinary arts.

### **SAMPLE PERFORMANCE TASKS**

- Create “life maps” showing necessary steps or “landmarks” along the path to personal, financial, educational, and career goals.
- Take notes during counselor classroom visits and work in small groups to create flow charts of the path options.
- List attitudes that lead to success then rate individually in these areas. Work together to suggest strategies for overcoming the weaknesses identified own and partners’ self-assessments then share with the class the strategies developed.
- Create a resume that reflects student’s skills abilities and interests.
- Plan personal education path based on available courses and current career goals.
- Identify opportunities for career development and certification requirements.
- Creates personal career development by identifying career interests, strengths, and opportunities.

### **INTEGRATION/LINKAGES**

Math, Economics, Computer Skills, Communication Skills, SCANS (Secretary’s Commission on Achieving Necessary Skills), American Culinary Federation, Family and Consumer Sciences National Standards, SkillsUSA, Family, Career and Community Leaders of America

## CULINARY ARTS I

### **SAMPLING OF AVAILABLE RESOURCES**

#### **Industry Associations, Web Sites, and Publications**

- *ACCESS, Knowledge and Skill Competencies*, American Culinary Federation
- American Culinary Federation
- *Bread & Butter: The Bottom Line Running Restaurants*, National Restaurant Association
- National and Tennessee Restaurant Associations
- *Restaurant Info Abstracts*, National Restaurant Association
- *Restaurant USA Magazine*, National Restaurant Association
- The Tennessee Hospitality Education Center
- Web Sites:
  - [www.restaurant.org](http://www.restaurant.org)
  - [www.info@dineout.org](mailto:www.info@dineout.org)
  - [www.edfound.org](http://www.edfound.org)
  - [www.foodsafetycouncil.org/](http://www.foodsafetycouncil.org/)
  - [www.h-b-a.org](http://www.h-b-a.org)
  - [www.hbainfo@foodtrain.org](mailto:www.hbainfo@foodtrain.org)
  - [www.nsf.org](http://www.nsf.org)
  - [www.fujitsu.co.jp/](http://www.fujitsu.co.jp/)
  - <http://foodnet.fic.ca/>
  - <http://www.fenpublishing.com/>
  - [www.cfbe.org](http://www.cfbe.org)
  - <http://fse.tamu.edu/>

#### **Vocational Student Organizations, Web Sites, and Publications**

*Career Connections Manual*, Family, Career and Community Leaders of America  
*Families First Manual*, Family, Career and Community Leaders of America  
Family, Career and Community Leaders of America  
*Leaders At Work*, Family, Career and Community Leaders of America  
*Leadership Handbook*, SkillsUSA, Inc.  
*Parliamentary Procedure at a Glance*, National SkillsUSA  
*Power of One Manual*, Family, Career and Community Leaders of America  
*Professional Development Program*, National SkillsUSA  
*Public Speaking: A Guide for Local, State, and National Officers*, National SkillsUSA  
*SkillsUSA Championships Technical Standards*, SkillsUSA  
SkillsUSA  
*STAR Events Manual*, Family, Career and Community Leaders of America

*Teacher's Tool Kit*, SkillsUSA, Inc.  
*The Meeting Kit*, National SkillsUSA

Web Sites:

[www.fcclainc.org](http://www.fcclainc.org)

[www.skillsusa.org](http://www.skillsusa.org)

**Additional Resources:**

College Representatives

Robert's Rules of Order, *Robert, et al.*, *Perseus Books Newly Revised*, 9<sup>th</sup> Edition