

Culinary Arts I

Primary Career Cluster:	Hospitality & Tourism
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C16H06
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality & Tourism courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the first course in the <i>Culinary Arts</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ SkillsUSA: http://tnskillsusa.com/
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	(050 and 060), (050 and 453), (051 and 060), (051 and 453), (154 and 155), (450 and 060), (450 and 453), 562, 563, 564, 566, 730
Required Teacher Certifications/Training:	ServSafe Food Manager, National Registry of Food Safety Professionals, Certified Culinary Educator (CCE) Certification, or Certified Secondary Culinary Educator (CSCE) Certification
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html Best for All Central: https://bestforall.tnedu.gov/

Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, DECA and FCCLA Fall Leadership Camps, FCCLA District STAR Events, SkillsUSA State Leadership and Skills Conference, and the DECA Emerging Leader Summit to engage with peers, demonstrate logical thought processes, and develop industry specific skills that involve teamwork and project management
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences
- Participate in FCCLA and SkillsUSA career competitive events that highlight career development, including career investigation, interviewing, job skills demonstrations, career pathways showcases, and employment application process (ADA)
- Participate in DECA competitive events such as Food Marketing, Quick Serve Restaurant Management Series, Restaurant and Food Service Management, and Virtual Business Challenge – Restaurant
- Participate in FCCLA and SkillsUSA competitive events such as Applied Math for Culinary Management, Baking and Pastry, Culinary Arts, Food Innovations, Nutrition and Wellness, Commercial Baking, and Culinary Arts

For more ideas and information, visit Tennessee DECA at <https://www.decatn.org/>, Tennessee FCCLA at <https://www.tennesseefccla.org/>, and Tennessee SkillsUSA at [skillsusatn.org](https://www.skillsusatn.org/).

Using Work-based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-3** | Workplace tours and job shadowing of local restaurants and other commercial kitchen facilities to facilitate students' understanding of safety and sanitation in the foodservice industry and provide students with hands-on experience.
- **Standard 7** | Panel with representatives from various occupations in the foodservice industry to talk about their educational background, previous work experience, and relevant certifications.
- **Standard 8** | Workplace tour of a kitchen workstation from a locally owned restaurant or the school's cafeteria kitchen.

- **Standard 9** | Guest speakers from foodservice industry to discuss current issues and challenges within this industry.
- **Standard 10** | Integrated project with multiple interactions with foodservice industry professionals to facilitate peer collaboration and mastery of culinary skills.
- **Standards 11-12** | Guest speakers from foodservice industry (including nutritionists) to help students master their understanding of nutrition and health standards.
- **Standards 13-15** | On-the-job training as part of recommended 30 hours in commercial kitchen laboratory.
- **Standards 16-18** | Workplace tour of local restaurant and/or school cafeteria kitchen. During tour, conduct informational interviews with workers. Use information gathered during tours and interviews to create guides.
- **Standards 19-25** | On-the-job training as part of recommended 30 hours in commercial kitchen laboratory to demonstrate mastery of knife cuts, use of kitchen staples, and cooking principles.
- **Standards 26-27** | Workplace tours and job shadowing to develop students' mastery of Garde Manager skills, including salad and sandwich preparation.

Course Description

Culinary Arts I equips students with the foundational knowledge and skills to pursue careers in the culinary field as competent entry-level quick service and fast food employees. Upon completion of this course, proficient students will have knowledge in the components of commercial kitchen safety and sanitation, history of the foodservice industry, hospitality careers, nutritional concepts, recipe basics, proper kitchen tools and equipment, and kitchen staples. Throughout the course students will gain experience in commercial food production and service operations, while preparing for further training in the culinary arts program of study at the secondary and postsecondary levels. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. **In addition to implementing the following standards, the course should include a suggested 30 hours spent in a commercial kitchen laboratory.**

Program of Study Application

This is the first course in the *Culinary Arts* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Hospitality & Tourism website: <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html>.

Course Standards

Safety & Sanitation

- 1) Synthesize research from government publications such as Food and Drug Administration (FDA) Food Codes to identify the pathogens found in foods. Create an alphabetical index of pathogens, citing the research, which illustrates the required environmental factors for transmission, symptoms, and categories.
- 2) Summarize the requirements for proper disposal and storage of chemicals used in the commercial foodservice laboratory and adhere to laboratory work requirements throughout

the course. Create or update an existing binder of Material Safety Data Sheets (MSDS) outlining how to work with chemicals and potential hazards. Develop a list of, and demonstrate, procedures to schedule when cleaning and sanitizing the commercial foodservice laboratory using the proper chemicals and disposal of waste; include the list in the student portfolio.

- 3) Compile, practice, and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify, review, and demonstrate general laboratory safety procedures including but not limited to prevention and control procedures of pest, insects, and rodents and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in course portfolio.

History & Influences on the Food Service Industry

- 4) Articulate important historical events and milestones that influenced culinary practices from ancient times to the present. Create a timeline or other graphic to illustrate the major impacts of these culinary practices on the progression of various styles of cuisine, citing specific textual evidence from research.
- 5) Research the growth and development of the foodservice industry, focusing on the influence of significant contributors. Craft an explanatory text to outline significant contributions and the impact on the modern day industry. Examples of significant contributors include, but are not limited to:
 - a. Maire-Antoine Careme
 - b. Auguste Escoffier
 - c. Catherine de Medici
 - d. Fernand Point
 - e. Alexis Soyer
- 6) Evaluate factors that influence the foodservice industry. Form a hypothesis about how specific factors may impact the foodservice industry. Develop claim(s) and counterclaim(s) fairly, supplying data and text-based evidence. Influential factors may include:
 - a. Economic climate
 - b. Social changes
 - c. Globalization of cuisines
 - d. Green technologies
 - e. Farm to Table

Foodservice Careers

- 7) Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits. Outline an educational pathway to obtain the necessary level of education and relevant certifications for a chosen occupation in the foodservice industry, review and revise throughout the program of study.

- 8) Create an organizational diagram of the kitchen workstations in the brigade system, labeling each workstation with its unique list of roles and responsibilities. Examine the licensing, certification, and credentialing requirements for each position. Craft an explanatory essay describing modern variations of the brigade system and how it enhances productivity.
- 9) Conduct research to develop a persuasive essay on contemporary issues and challenges facing the foodservice industry. Synthesize multiple perspectives and advance an original argument to address the issues. Develop claim(s) and counterclaim(s) fairly, supplying data and text-based evidence. Contemporary issues and challenges may include but are not limited to:
 - a. Living wage
 - b. Labor demands
 - c. Customer demands
 - d. Technology advances impacting labor needs
- 10) Compare and contrast the qualities of effective and ineffective teams. Work collaboratively to correct and refine the actions of team members to ensure productivity. Throughout the course, demonstrate teamwork, problem solving, and decision making skills when working collaboratively.

Nutrition and Health Overview

- 11) Identify, analyze, and visually represent the macro- and micro- nutrients required in the human diet. Include the common food sources of those nutrients, their chemical properties, and function in the body, as well as the influence upon biological systems in reference to maintenance and growth.
 - a. Macro nutrients include: carbohydrates, lipids, and proteins
 - b. Micro nutrients include: minerals, vitamins, and water
- 12) Differentiate between food allergies and food intolerances, and describe the body's reaction to each. Research the eight (8) most common food allergens. Make recommendations for food substitutes and recipe modifications to avoid foods that may cause a reaction, citing specific reasoning and evidence to justify the recommendation.

Recipe Basics

- 13) Examine the anatomy of a recipe identifying the key points and functions of each (name, yield, portion size, ingredients, quantity, and methods). Define common recipe terminology. Use the definitions to gain a proficient working understanding of terms and characteristics used in the standardized recipes.
- 14) Compare and contrast the components of a standardized recipe with a home recipe, citing evidence from each recipe format to support comparisons. Using proper formulas, apply the correct conversion factor to increase and decrease the yield according to specifications noted in recipes.

- 15) Follow recipes precisely, including defining and utilizing specific culinary and measurement terms as needed. Discuss ways to reduce waste in food products.

Kitchen Equipment

- 16) Identify, describe, and effectively demonstrate the use of hand tools and smallwares used in commercial food preparation. Using supporting evidence from a variety of equipment manuals and fact sheets, create an informational guide to differentiate the functions, cleaning procedures, storage, and examples of proper use of tools used in commercial foodservice.
- 17) Examine various pieces of large equipment employed in commercial kitchens, including refrigeration units, holding units, grills and broilers, ranges and ovens. Explain the properties of design and their relationship to functionality for each piece of equipment examined. Determine the appropriate equipment needed for various tasks performed in the commercial kitchen, properly demonstrate safe use, and outline and practice proper cleaning procedures.
- 18) Identify, and be able to select, the appropriate measuring tools (i.e. measuring cups, pitchers, spoons, scales, and thermometers) for a variety of ingredients. Execute proper measuring required for ingredients for recipes in lab settings.

Preparation Techniques

- 19) Distinguish among the different types of knives (i.e. paring, serrated, slicers, utility, and chef's) and explain their elements of construction. Identify and demonstrate the correct use, sharpening techniques, and storage options for each type of knife examined. Create a how-to graphic outlining the proper safety handling techniques when using knives in the kitchen, citing evidence.
- 20) Categorize the different types of cuts by justifying how they should be used for a given recipe or presentation. Prepare a workstation for knife work. Practice and execute the three basic knife cuts (slice, stick, and dice) using the correct safety methods. Upload either a picture or video into the student portfolio documenting correct use.

Cooking Principles

- 21) Using culinary resources, such as textbooks or industry magazines, compare and contrast dry, moist, and combination cooking methods in a class discussion. Create an informational artifact that describes each method, locate an example recipe for each, and demonstrate effective use of the technique in a laboratory setting. Examples may include:
 - a. Blanching
 - b. Baking
 - c. Grilling
 - d. Frying
 - e. Poaching
 - f. Boiling

g. Broiling

Kitchen Staples

- 22) Create an index of basic seasonings, herbs, and spices used in professional kitchens. Research and cite evidence from digital text resources and culinary guides that describes the sources, varied forms, and uses in professional kitchens. Assess the cost of using fresh herbs or substituting dried herbs without affecting the quality of the final product. Provide an example of a recipe for which the substitution may be made successfully.
- 23) Distinguish the differences in form and flavor between the variety of sweeteners (i.e. sugar, molasses, honey, brown sugar, maple syrup, corn syrup, and agave nectar) from a taste test/observation in the lab setting. Discuss common substitutions for sweeteners in recipes without compromising quality, citing culinary research.
- 24) Compare and contrast the different types of starches used in commercial kitchens and describe the physical properties of each:
- Flour (all-purpose, semolina, rice flour)
 - Cornmeal
 - Cornstarch
 - Arrowroot
 - Breadcrumbs (panko, dried, and fresh breadcrumbs)
- Create a chart that describes which starch is best suited for each function in the kitchen, citing an example dish.
- 25) Research the roles of acids as ingredients in the kitchen using culinary journals and text. Form a hypothesis and design and conduct an experiment to identify the role of the acid ingredients in relations to food preparation techniques. Summarize experiment results into an argument making a claim about the impact of a selected acid ingredient on food composition. Compare results to findings in news media and note when findings support or contradict previous explanations or accounts. Acid ingredients may include but are not limited to vinegars, lemon juice, and lime juice.

Garde Manger

Salads

- 26) Compare and contrast the different types of salads (i.e. simple, composed, and bound) and the role of the ingredients in each, citing evidence from culinary textbooks. Using print or digital resources, discuss the qualities of simple and emulsified dressings, citing examples of each. Evaluate a salad recipe, analyzing the choice of ingredients, and any proposed modifications, or substitute ingredients. Draft the recipe with modification and prepare the salad. Include the recipe and a photo of the salad in the student portfolio.

Sandwiches

- 27) Categorize the different types of sandwiches, discussing the roles of ingredients, assembly methods, and attributes. Create a recipe for a cold sandwich that reflects the local taste of your region and culinary trends. The recipe should reflect the use of local products, taste of

consumers, and connections to the region. Craft an accompanying explanatory text discussing the use of the local products, connection to the region, and description of the sandwich.

The following artifacts will reside in the student portfolio:

- Index of pathogens
- List of procedures for cleaning and sanitizing
- Safety Exam
- History events and milestones timeline
- Contributor paper
- Educational Pathway Assignment
- Organizational diagram of work sessions
- Persuasive contemporary issues essay
- Allergy Substitution Recommendation
- Knife how-to-graphic
- Documentation of knife cuts
- Cooking Principle artifact
- Seasoning Index
- Common Substitution
- Starch chart
- Sandwich Recipe
- Salad Recipe

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.