

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
June 11, 2020

OFFICE OF CAREER AND TECHNICAL EDUCATION

- J. Action: Approval to begin the Administrative Procedures Act process: To revise Mississippi Secondary Curriculum Framework for Culinary Arts

Executive Summary

Culinary arts is a pathway in the hospitality and tourism career cluster. This program is designed for students who wish to pursue a career or higher education in the foodservice industry. Through this program, students will learn safety and sanitation in the workplace, basic culinary skills and knowledge, and basic management and financial operations for various parts of the foodservice industry.

Recommendation: Approval

Back-up material attached



2020 Culinary Arts

Program CIP: 12.0500 — Culinary Arts

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The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Standards

Standards and alignment crosswalks are referenced in the appendices. Mississippi's CTE culinary arts curriculum is aligned to the following standards:

National Restaurant Association

National Restaurant Association Education Foundation

ProStart is an industry-supported program that empowers students to achieve successful careers in the restaurant and foodservice sector. *Foundations of Restaurant Management and Culinary Arts*, 2nd Ed. (2018). All Rights reserved.

chooseresaurants.org/Educators/Curriculum

ServSafe

ServSafe is the restaurant industry's leading association and premier provider of educational resources, materials, and programs. *ServSafe Food Handler*, 6th Ed. (2016). *ServSafe Manager*, 7th Ed. (2017).

servsafe.com/access/ss/catalog/productlist/22

servsafe.com/servsafe-manager/buy-manager-products

College- and Career-Ready Standards

College- and career-ready standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted *Mississippi College and Career Ready Standards (MCCRS)* to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

mdek12.org/oea/college-and-career-readiness-standards

International Society for Technology in Education Standards (ISTE)

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Permission does not constitute an endorsement by ISTE.

iste.org

Framework for 21st Century Learning

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. *21 Framework Definitions* (2019).

battelleforkids.org/networks/p21/frameworks-resources

Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 (Perkins V); and Every Student Succeeds Act, 2015).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

Program resources can be found at the RCU's website, rcu.msstate.edu.

Learning Management System: An Online Resource

Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, call 662.325.2510.

Executive Summary

Pathway Description

Culinary arts is a pathway in the hospitality and tourism career cluster. This program is designed for students who wish to pursue a career or higher education in the foodservice industry.

Through this program, students will learn safety and sanitation in the workplace, basic culinary skills and knowledge, and basic management and financial operations for various parts of the foodservice industry.

College, Career, and Certifications

This program is aligned to postsecondary culinary arts programs, latest industry needs, and two ServSafe certifications. At the completion of this program, students will have had the opportunity to earn both the ServSafe Food Handler and ServSafe Manager certifications. Also, districts are encouraged to contact the postsecondary culinary arts programs in Mississippi to see what sort of articulation agreement could be created.

Grade Level and Class Size Recommendations

It is recommended that students enter this program as a 10th grader. Exceptions to this are a district-level decision based on class size, enrollment numbers, and student maturity. A maximum of 25 students is recommended for classroom-based courses, while a maximum of 15 students is recommended for lab-based courses.

Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
 2. C or higher in high school-level math (last course taken or the instructor can specify the level of math instruction needed)
 3. Instructor approval and TABE reading score (eighth grade or higher)
- or**
1. TABE reading and math score (eighth grade or higher)
 2. Instructor approval
- or**
1. Instructor approval

Assessment

The latest assessment blueprint for the curriculum can be found at rcu.msstate.edu/curriculum/curriculumdownload.

Applied Academic Credit

The latest academic credit information can be found at mdek12.org/ese/approved-course-for-the-secondary-schools.

Teacher Licensure

The latest CTE teacher licensure information can be found at <https://mdek12.org/licensure>.

Professional Learning

If you have specific questions about the content of any of training sessions provided, please contact the RCU at 662.325.2510.

Course Outlines

Option 1—Four 1-Carnegie Unit Courses

This curriculum consists of four 1-credit courses, which should be completed in the following sequence:

1. **Orientation to Culinary Arts—Course Code: 996002**
2. **Theory and Application of Culinary Arts I—Course Code: 996004**
3. **Theory and Application of Culinary Arts II—Course Code: 996005**
4. **Advanced Studies in Culinary Arts—Course Code: 996006**

Course Description: Orientation to Culinary Arts

This course identifies the foundational skills necessary in the foodservice industry. Content includes the history and overview of the industry, safety and sanitation, standardized recipes, culinary math, equipment, and popular techniques used in the foodservice industry. Students who adequately master the competencies in this course will be well prepared to earn the ServSafe Food Handler certification.

Course Description: Theory and Application of Culinary Arts I

This course emphasizes various food preparation techniques and the knowledge needed to properly do these skills safely and efficiently. Foods included in this course are stocks, sauces, soups, basic baked goods, fruits, vegetables, potatoes, and grains. This course concludes with basic communication and customer service skills, management essentials, and a career readiness section to prepare students for their next step in life.

Course Description: Theory and Application of Culinary Arts II

This course begins with the ServSafe Manager certification material, followed by basic nutrition and beginner-level skills related to preparing dishes with eggs, dairy products, breakfast foods, sandwiches, salads, and garnishes. Students who adequately master this course content will be well prepared to earn their ServSafe Manager certification.

Course Description: Advanced Studies in Culinary Arts

This course finishes up the food prep material with meat, poultry, seafood, desserts, and more complex baked goods. It concludes with a detailed overview and hands-on practice of some basic culinary business skills, followed by some employability preparation requiring the students to put together job applications, résumés and more.

Orientation to Culinary Arts—Course Code: 996002

| Unit | Unit Name | Hours |
|-------|--|-------|
| 1 | Orientation | 10.5 |
| 2 | History and Overview of the Foodservice and Hospitality Industries | 10.5 |
| 3 | Safety in the Workplace | 22.5 |
| 4 | ServSafe Food Handler | 25.5 |
| 5 | Utilizing Standardized Recipes and Culinary Math | 22.5 |
| 6 | Equipment and Techniques | 30 |
| Total | | 121.5 |

Theory and Application of Culinary Arts I—Course Code: 996004

| Unit | Unit Title | Hours |
|-------|------------------------------------|-------|
| 7 | Stocks, Sauces, and Soups | 25.5 |
| 8 | Introduction to Baking | 15 |
| 9 | Fruits and Vegetables | 22.5 |
| 10 | Potatoes and Grains | 22.5 |
| 11 | Communication and Customer Service | 12 |
| 12 | Management Essentials | 4.5 |
| 13 | Career Readiness and Exploration | 10.5 |
| Total | | 112.5 |

Theory and Application of Culinary Arts II—Course Code: 996005

| Unit | Unit Title | Hours |
|-------|--|-------|
| 14 | Safety and Student Organization Review | 7.5 |
| 15 | ServSafe Manager | 45 |
| 16 | Nutrition | 18 |
| 17 | Eggs and Dairy Products | 18 |
| 18 | Breakfast Foods | 22.5 |
| 19 | Sandwiches, Salads, and Garnishes | 22.5 |
| Total | | 133.5 |

Advanced Studies in Culinary Arts—Course Code: 996006

| Unit | Unit Title | Hours |
|-------|--|-------|
| 20 | Meat, Poultry, and Seafood | 33 |
| 21 | Desserts and Baked Goods | 15 |
| 22 | Culinary Business Principles | 37.5 |
| 23 | Employment Opportunities in the Foodservice and Hospitality Industry | 10.5 |
| Total | | 96 |

Option 2—Two 2-Carnegie Unit Courses

This curriculum consists of two 2-credit courses, which should be completed in the following sequence:

1. **Culinary Arts I—Course Code: 996000**
2. **Culinary Arts II—Course Code: 996001**

Course Description: Culinary Arts I

This course identifies the foundational skills necessary in the foodservice industry. The first portion of the content includes the history and overview of the industry, safety and sanitation, standardized recipes, culinary math, equipment, and popular techniques used in the foodservice industry. Students who adequately master the competencies in this course will be well prepared to earn the ServSafe Food Handler certification. After this, preparation techniques for various foods are covered, along with the information needed to properly do these skills safely and efficiently. Foods included in this course are stocks, sauces, soups, basic baked goods, fruits, vegetables, potatoes, and grains. This course concludes with basic communication and customer service skills, management essentials, and a career readiness section to prepare students for their next step in life.

Course Description: Culinary Arts II

This course begins with the ServSafe Manager certification material, giving those students who have adequately mastered the competencies the knowledge and skills necessary to earn their ServSafe Manager certification. This is followed by basic nutrition and food preparation skills for dishes with eggs, dairy products, breakfast foods, sandwiches, salads, garnishes, meat, poultry, seafood, desserts, and more complex baked goods. It concludes with a detailed overview and hands-on practice of some culinary business skills, followed by employability preparation requiring the students to put together job applications, résumés, and more.

Culinary Arts I—Course Code: 996000

| Unit | Unit Title | Hours |
|--------------|--|-------|
| 1 | Orientation | 10.5 |
| 2 | History and Overview of the Foodservice and Hospitality Industries | 10.5 |
| 3 | Safety in the Workplace | 22.5 |
| 4 | ServSafe Food Handler | 25.5 |
| 5 | Utilizing Standardized Recipes and Culinary Math | 22.5 |
| 6 | Equipment and Techniques | 30 |
| 7 | Stocks, Sauces, and Soups | 25.5 |
| 8 | Introduction to Baking | 15 |
| 9 | Fruits and Vegetables | 22.5 |
| 10 | Potatoes and Grains | 22.5 |
| 11 | Communication and Customer Service | 12 |
| 12 | Management Essentials | 4.5 |
| 13 | Career Readiness and Exploration | 10.5 |
| Total | | 234 |

Culinary Arts II—Course Code: 996001

| Unit | Unit Title | Hours |
|--------------|--|--------------|
| 14 | Safety and Student Organization Review | 7.5 |
| 15 | ServSafe Manager | 45 |
| 16 | Nutrition | 18 |
| 17 | Eggs and Dairy Products | 18 |
| 18 | Breakfast Foods | 22.5 |
| 19 | Sandwiches, Salads, and Garnishes | 22.5 |
| 20 | Meat, Poultry, and Seafood | 33 |
| 21 | Desserts and Baked Goods | 15 |
| 22 | Culinary Business Principles | 37.5 |
| 23 | Employment Opportunities in the Foodservice and Hospitality Industries | 10.5 |
| Total | | 229.5 |

Research Synopsis

Overview

Culinary arts is a broad term that refers to the numerous careers that engage with the preparation, cooking, and presentation of food. Employment in culinary-related occupations is growing at a much faster rate compared to other occupations in the United States. Success in this field requires knowledge of proper culinary techniques; knowledge of safe food handling practices, good communication, customer service, and time-management skills; and the ability to manage others. In the culinary arts program, students master the skills required to take the National Restaurant Association’s exam, which is based on industry-validated performance indicators. Also, students should be prepared to complete the requirements and take the certification test to become ServSafe-certified on a national level as well as pass the Mississippi Culinary Arts exams approved by the MDE.

Needs of the Future Workforce

Data for this synopsis were compiled from employment projections prepared by the U.S. Census Bureau, the U.S. Bureau of Labor Statistics (2019), and the Mississippi Department of Employment Security (2019).

Table 1.1: Current and Projected Occupation Report

| Description | Jobs, 2016 | Projected Jobs, 2026 | Change (Number) | Change (Percent) | Average Hourly Earning (2019) |
|--|------------|----------------------|-----------------|------------------|-------------------------------|
| Chefs and Head Cooks | 750 | 840 | 90 | 12.0 | \$23.24 |
| First-Line Supervisors of Food Preparation and Serving Workers | 8,440 | 9,660 | 1,220 | 14.5 | \$14.51 |
| Cooks, Restaurant | 9,690 | 11,330 | 1,640 | 16.9 | \$10.74 |
| Food Preparation Workers | 7,330 | 8,260 | 930 | 12.7 | \$9.28 |
| Waiters and Waitresses | 18,370 | 20,610 | 2,240 | 12.2 | \$9.89 |
| Foodservice Managers | 1,570 | 1,790 | 220 | 14.0 | \$23.35 |
| Bakers | 970 | 1,100 | 130 | 13.4 | \$11.22 |

Source: Mississippi Department of Employment Security; mdes.ms.gov

Perkins V Requirements and Academic Infusion

The culinary arts curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in culinary fields. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for culinary careers. Additionally, this curriculum is integrated with academic college- and career-ready standards. Lastly, the curriculum focuses on ongoing and meaningful professional development for teachers, as well as relationships with industry.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices

Innovative Instructional Technologies

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The culinary arts educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools (e.g., wikis, blogs, podcasts, and social media platforms, etc.), the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways, and numerous factors—students' backgrounds, emotional health, circumstances, etc.—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunities to succeed.

CTE Student Organizations

Teachers should investigate opportunities to sponsor a student organization. There are several here in Mississippi that will foster the types of learning expected from the culinary arts curriculum. FCCLA and SkillsUSA are examples of student organizations with many opportunities for culinary arts students. Student organizations provide participants and members with growth opportunities and competitive events, and they open the doors to the world of culinary careers and scholarship opportunities.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the culinary arts curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The culinary arts curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences in the culinary arts curriculum that will allow and encourage collaboration with professionals in the culinary arts field.

Work-Based Learning

Work-based learning is an extension of understanding competencies taught in the culinary arts classroom. This curriculum is designed in a way that necessitates active involvement by the students in the community around them and the global environment. These real-world connections and applications link all types of students to knowledge, skills, and professional dispositions. Work-based learning should encompass ongoing and increasingly more complex involvement with local companies and culinary professionals. Thus, supervised collaboration and immersion into industries around the students are keys to students' success, knowledge, and skills development.

Professional Organizations

American Association of Family and Consumer Sciences (AAFCS)

aafcs.org/home

American Culinary Federation (ACF)

acfchefs.org

Association for Career and Technical Education (ACTE)

acteonline.org

Family, Career, and Community Leaders of America (FCCLA)

fcclainc.org

Mississippi Association for Career and Technical Education (MSACTE)

mississippiacte.com

Mississippi Association of Family and Consumer Sciences

msafcs.org

National Restaurant Association Educational Foundation (NRAEF)

choosereaurants.org

SkillsUSA Inc.

skillsusa.org

Using This Document

Suggested Time on Task

This section indicates an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75-80% of the time in the course. The remaining percentage of class time will include instruction in non-tested material, review for end-of-course testing, and special projects.

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Integrated Academic Topics, 21st Century Skills and Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students

This section identifies related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the unit. Research-based teaching strategies also incorporate ACT College Readiness standards. This section also identifies the 21st century skills and information and communication technology literacy skills. In addition, national technology standards for students associated with the competencies and suggested objectives for the unit are also identified.

Teacher Resource Document

The teacher resource document contains references, lesson ideas, websites, teaching and assessment strategies, scenarios, skills to master, and other resources divided up by unit. This document will be updated periodically by the RCU staff. Please check it regularly for new information in each unit. If you have something you would like to add, or a question about something in the document, simply contact the RCU and ask for the instructional design specialist (IDS) for your program or email the IDS directly. The teacher resource document can be downloaded at rcu.msstate.edu/curriculum/curriculumdownload.aspx.

Enrichment Material

Many of the units include an enrichment section at the end. This section of material will not be tested on the Mississippi Career Planning and Assessment System (MS-CPAS), however it will greatly enhance the learning experiences for the students. It is suggested to use the enrichment material when needed or desired by the teacher and if time allows in the class.

Unit 1: Orientation

| Competencies and Suggested Objectives | |
|--|---|
| 1. | Identify house and program policies and procedures, and compare/contrast them with industry policies and procedures. ^{DOK1} <ol style="list-style-type: none">Discuss the school/district handbook and all safety procedures for classroom and building levels.Preview local program and building/center policies and procedures, including dress code, attendance, acceptable use of technology (including personal devices in the school and workplace), academic requirements, discipline, lab rules and regulations, and transportation regulations.Preview course objectives and the industry standards, and discuss the importance of students knowing the content of the course and how it will be delivered. |
| 2. | Explore opportunities provided by student organizations, including SkillsUSA, DECA, and FCCLA. ^{DOK2} <ol style="list-style-type: none">Discuss leadership and personal development in accordance with student organization guidelines, and provide the opportunity for all students to participate in leadership roles and/or develop as a student.Work as a team to brainstorm ideas for a community service project according to student organization guidelines in which the knowledge and skills learned throughout the course can be used to improve the lives of others. |
| 3. | Identify career opportunities in the culinary and hospitality industry. ^{DOK2} <ol style="list-style-type: none">Identify career opportunities in the culinary industry, including but not limited to communication writers, food stylists, marketers, research and development, food science, sales, dietitians, food production, food processing, accounting, entrepreneurs, trainers, and grocery store and deli managers.Utilizing online resources, such as the U.S. Department of Labor Bureau of Labor Statistics' Occupational Outlook Handbook, research and develop a brief presentation on a specific career.Identify and discuss examples of current local culinarians and entrepreneurs. |

Unit 2: History and Overview of the Foodservice and Hospitality Industry

| Competencies and Suggested Objectives |
|---|
| <p>1. Research the history of the foodservice industry. ^{DOK1}</p> <ul style="list-style-type: none">a. Differentiate between commercial and noncommercial restaurant industries.b. Associate the influential culinarians below with their contributions.<ul style="list-style-type: none">• Escoffier (kitchen brigade and mother sauces)• Boulanger (origin of “restaurant”)• Catherine de Medici (use of a fork)• Caremé (father of grande/hauté cuisine)• Paul Bocuse (chef education and Nouvelle cuisine)c. Associate the entrepreneurs below with their contribution to the foodservice industry.<ul style="list-style-type: none">• Julia Child (popularized French cuisine in the United States)• Fred Harvey (Harvey House)• Delmonico Brothers (Delmonico’s Steak House)• Alice Waters (sustainability, local/farm-to-table) |
| <p>2. Identify the attributes and duties of a culinary professional. ^{DOK1}</p> <ul style="list-style-type: none">a. List the attributes of a professional culinarian, including work ethic, knowledge, skill, flavor, aroma, taste, judgment, dedication, pride, respect, personal responsibility, and education.b. Identify the positions and responsibilities of the kitchen (back-of-the-house) and dining room (front-of-the-house) brigade systems. |

Unit 3: Safety in the Workplace

| Competencies and Suggested Objectives | |
|---|--|
| 1. Discuss the importance of workplace safety to customers and employees. ^{DOK2} | |
| a. Discuss the legal responsibility of the Occupational Safety and Health Administration (OSHA) and its importance in the safety and protection of employees. | |
| b. Describe the Hazard Communication Standard (HCS) requirements for employers. | |
| c. Identify and utilize safety data sheets (SDS). | |
| d. Evaluate procedures to implement emergency plans in the foodservice industry. | |
| 2. Implement safe work habits to prevent injuries. ^{DOK2} | |
| a. Demonstrate ways to use Personal Protection Equipment (PPE) to prevent injuries. | |
| b. Classify the types of fires (A, B, C) and the procedures to extinguish a fire (PASS). | |
| c. Describe hazards that contribute to injury due to slips, trips, or falls and the procedures for cleaning up spills. | |
| d. Demonstrate the proper use of ladders, proper lifting and carrying procedures to avoid injury, and the correct and safe use of knives, including handling, walking, passing, washing, and storing. | |
| 3. Demonstrate proper emergency techniques and procedures utilized in the foodservice industry. ^{DOK2} | |
| a. Demonstrate basic first-aid procedures for choking, cuts, burns, sprains, strains, and allergic reactions. | |

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 4: ServSafe Food Handler

| Competencies and Suggested Objectives |
|---|
| <ol style="list-style-type: none">1. Discuss the importance of food safety. ^{DOK1}<ol style="list-style-type: none">a. Define foodborne illness.b. Identify and define biological, chemical, and physical hazards that can contaminate food.c. Determine personal behaviors that can contaminate food.<ul style="list-style-type: none">• Poor personal hygiene• Cross-contamination• Time-temperature abuse• Poor cleaning and sanitizing |
| <ol style="list-style-type: none">2. Describe the importance of good personal hygiene. ^{DOK2}<ol style="list-style-type: none">a. Demonstrate how, when, and where to properly wash hands.b. Identify other hand care guidelines such as nail care, wound care, glove usage, and allowed jewelry.c. Describe the appropriate work attire and personal grooming for the foodservice industry.d. List the reasons why an employee would be prevented from working with food or in food operations. |
| <ol style="list-style-type: none">3. Identify the proper methods for controlling time and temperature for food safety. ^{DOK2}<ol style="list-style-type: none">a. Identify foods that need time and temperature control for safety (TCS foods).b. Identify and discuss the temperature danger zone.c. Demonstrate the proper use and care of thermometers, including calibration.d. Outline the proper procedures for receiving, storing, thawing, prepping, cooking (minimal internal temperature), holding, cooling, reheating, and serving food, including the proper tools and equipment used to perform these tasks.e. Identify populations at higher risk for foodborne illness.<ul style="list-style-type: none">• Elderly people• Preschool-age children• People with compromised immune systems |
| <ol style="list-style-type: none">4. Discuss and demonstrate the proper methods for preventing cross-contamination. ^{DOK2}<ol style="list-style-type: none">a. Discuss the prevention of cross-contamination when receiving, storing, prepping, and serving food, as well as in self-service areas.b. Identify and demonstrate the proper storage of utensils, equipment, chemicals, and cleaning supplies.c. Discuss the proper procedures for when cross-contamination occurs.d. List common food allergens, including peanuts, tree nuts, eggs, shellfish, milk, wheat, soy, and fish.e. Discuss the proper procedures for serving and prepping food to prevent cross-contact.f. Discuss the proper procedures for when cross-contact occurs. |

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| <p>5. Demonstrate proper cleaning and sanitizing techniques. ^{DOK2}</p> <ul style="list-style-type: none">a. Differentiate between cleaning and sanitizing.b. Identify and demonstrate the proper procedures for cleaning and sanitizing surfaces, tools and equipment, including washing, rinsing, sanitizing, and air-drying.c. Conduct the proper procedure for ensuring the effectiveness of sanitizers.d. Discuss and demonstrate the proper setup, use, and maintenance of a three-compartment sink and dishwasher.e. Discuss the proper procedure for handling garbage.f. Identify signs of pest presence in the workplace, including droppings, nests, and damage to products, packaging, and the facility. |
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| Enrichment |
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| <p>1. List the conditions under which bacteria can multiply rapidly. Use the letters FAT TOM (food, acidity, temperature, time, oxygen, and moisture).</p> |
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Unit 5: Utilizing Standardized Recipes and Culinary Math

| Competencies and Suggested Objectives |
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| 1. Discuss standardized recipes and why restaurants use them. ^{DOK2} <ol style="list-style-type: none">Identify the components of a standardized recipe.<ul style="list-style-type: none">Name/TitleYieldIngredientsPortion sizeTemperature, time, and equipmentDirectionsNutrition informationExplain why standardized recipes are used throughout the foodservice industry. |
| 2. Define and demonstrate mise en place. ^{DOK2} |
| 3. Apply basic math concepts to food preparation skills. ^{DOK2} <ol style="list-style-type: none">Identify common measuring abbreviations.List the common equivalents of weights and measures, including 3 tsp = 1 tbsp, 16 tbsp = 1 c, 8 oz = 1 c, 16 oz = 1 lb, and all gallon equivalents.Differentiate between weight and volume.Demonstrate the proper use of the measuring devices for liquid, dry, and weighed ingredients, including measuring cups, measuring spoons, and scales.Convert a standardized recipe to smaller and greater quantities using conversion factors.Explain terms such as yield, waste, as purchased (AP), and edible portion (EP).Identify the common metric units of measurement used in the kitchen. |

Unit 6: Equipment and Techniques

Competencies and Suggested Objectives

1. Demonstrate the use and maintenance of a variety of knives used in the kitchen. ^{DOK2}
 - a. Identify the different parts of a knife, including the blade, cutting edge, spine, tip, heel bolster, tang, handle, rivets, scales, and butt.
 - b. Discuss and demonstrate the special purpose of the different types of knives below.
 - Boning
 - Chef's
 - Paring
 - Serrated
 - c. Discuss the maintenance of knives, including sharpening and honing.
 - d. Demonstrate basic knife cuts, including mince, dice, and julienne.
2. Identify the use and maintenance of a variety of small equipment used in the kitchen. ^{DOK1}
 - a. Identify and discuss the use and maintenance of hand tools and small equipment.
 - Cheesecloth
 - China cap
 - Colander
 - Ladle
 - Mandolin
 - Spatula (offset and rubber)
 - Sifter
 - Skimmer
 - Tongs
 - Wire whip
 - Zester
 - b. Identify and discuss the use and maintenance of pots and pans.
 - Bain-marie
 - Cast iron
 - Chafing dishes
 - Double boiler
 - Hotel pan
 - Saucepan
 - Sauté pan
 - Sheet pan
 - Stockpot

3. Identify the use and maintenance of a variety of large food preparation equipment used in the kitchen. ^{DOK1}
- a. Identify and discuss the use and maintenance of powered food preparation equipment, including a mixer and attachments, a food processor, and a blender.
 - b. Identify and discuss the use and maintenance of the large food preparation equipment used to cook food.
 - Conventional oven
 - Convection oven
 - Deep-fat fryer
 - Griddle
 - Grill
 - Microwave oven
 - Range

4. Define and give examples of various food preparation techniques. ^{DOK1}
- a. Define and give examples of dry-heat cooking methods.
 - Baking
 - Broiling
 - Deep-frying
 - Grilling
 - Panfrying
 - Roasting
 - Sautéing
 - Stir-frying
 - b. Define and give examples of moist-heat cooking methods.
 - Blanching
 - Boiling
 - Poaching
 - Simmering
 - Steaming
 - c. Define and give examples of combination cooking methods, including braising and stewing.
 - d. Define and give examples of other cooking methods, including microwaving and sous vide.

Note: This unit can be ongoing throughout the year. Time allotted for this unit can be distributed over the entire year.

Unit 7: Stocks, Sauces, and Soups

| Competencies and Suggested Objectives | |
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| 1. Differentiate between spices and herbs. ^{DOK1} | |
| 2. Identify and prepare stocks. ^{DOK2} | <ol style="list-style-type: none">a. Identify the four essential parts of stock and the proper ingredients for each.<ul style="list-style-type: none">• Major flavor ingredients, such as meat and bones• Liquid, most often water• Mirepoix• Aromaticsb. Identify the three ways to prepare bones for stock: blanching, browning, and sweating.c. Properly prepare a stock of your choice.d. Demonstrate the ways to properly cool and degrease stocks. |
| 3. Identify and prepare sauces. ^{DOK2} | <ol style="list-style-type: none">a. Identify the grand/mother sauces, including béchamel, espagnole, tomato, hollandaise, and velouté.b. Identify common thickeners for sauces, including roux and slurry.c. Define liaison and tempering as it relates to making a sauce.d. Properly prepare a sauce of your choice.e. Identify and describe compound butter, coulis, au jus, and chutney, properly preparing at least one of these. |
| 4. Identify and prepare soups. ^{DOK2} | <ol style="list-style-type: none">a. Identify and give examples of the two basic kinds of soups, including thick and clear.b. Properly prepare one clear soup and one thick soup. |

Unit 8: Introduction to Baking

Competencies and Suggested Objectives

1. Describe bakeshop basics. ^{DOK1}
 - a. List the common categories of baking ingredients and examples of each.
 - Strengtheners: flour and eggs
 - Fats/shortenings: butter and oils
 - Sweeteners: sugars, syrups
 - Flavorings: extracts and spices
 - Leaveners: baking powder (chemical), baking soda (chemical), yeast (organic), and steam (physical)
 - Thickeners: cornstarch, flour, and eggs
 - Liquids: water, milk, cream, eggs, honey, molasses, and butter
 - Additives: food coloring
 - b. Differentiate between baking formulas and standardized recipes.
2. Identify and prepare various quick breads and cookies. ^{DOK2}
 - a. Define and give examples of quick breads, including muffins, biscuits, and scones.
 - b. Demonstrate the three methods for properly preparing quick breads: creaming, biscuit, and muffin.
 - c. Define and give examples of the most common types of cookies.
 - Bagged/piped: macarons
 - Bar: biscotti
 - Dropped: chocolate chip
 - Icebox: butterscotch or chocolate
 - Molded: peanut butter
 - Rolled: sugar
 - Sheet: brownies
 - d. Prepare at least one type of cookie of your choice.

Unit 9: Fruits and Vegetables

| Competencies and Suggested Objectives |
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| <p>1. Discuss the selection, storage and preparation of fruits. ^{DOK2}</p> <p>a. Classify and give examples of categories of fruits.</p> <ul style="list-style-type: none">• Summer: melons, berries, grapes, drupes/stone fruit• Winter: citrus, apples• Tropical: bananas, pineapples, mangoes <p>b. Identify market forms, discussing the proper storage and selection techniques for each.</p> <ul style="list-style-type: none">• Fresh• Frozen• Canned• Dried <p>c. Cook and prepare a fruit of your choice.</p> |
| <p>2. Discuss the selection, storage, and preparation of vegetables. ^{DOK2}</p> <p>a. Classify and give examples of categories of vegetables.</p> <ul style="list-style-type: none">• Flower: broccoli, Brussel sprouts, cabbage• Fruit: cucumber, tomato, squash• Green leafy: lettuce, mustard greens, spinach• Seed: corn, peas, beans• Root: carrots, onions, radishes• Tuber: potatoes, sweet potatoes, yams• Stem: asparagus, celery, mushrooms <p>b. Identify market forms, discussing the proper storage and selection techniques for each.</p> <ul style="list-style-type: none">• Fresh• Frozen• Canned• Dried <p>c. Cook and prepare a vegetable of your choice.</p> |
| <p>3. Explain proper mise en place for fruits and vegetables. ^{DOK1}</p> <p>a. Define enzymatic browning and list steps to prevent or reduce it.</p> <p>b. Explain how to rehydrate dried fruits and vegetables.</p> |

| Enrichment |
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| <p>1. Discuss other growing techniques, such as hydroponic and organic farming.</p> |

Unit 10: Potatoes and Grains

| Competencies and Suggested Objectives | |
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| 1. Discuss and demonstrate the storage and preparation of potatoes. ^{DOK2} | |
| a. Discuss the methods to select, receive, and store potatoes. | |
| b. Identify and describe a russet (Idaho) potato, chef potato, new potato, and sweet potato. | |
| c. Demonstrate the best cooking method for each of the potatoes in objective b. | |
| 2. Discuss and demonstrate the storage and preparation of legumes and grains. ^{DOK2} | |
| a. Discuss the methods to select, receive, and store legumes and grains. | |
| b. Identify the parts of a grain. | |
| c. Demonstrate pilaf and risotto preparation. | |
| 3. Discuss and demonstrate the storage and preparation of pasta and dumplings. ^{DOK2} | |
| a. Discuss the methods to select, receive, and store pasta and dumplings. | |
| b. Demonstrate the proper procedure for preparing a basic pasta (including the resting stage) and cooking it al dente. | |
| c. Identify gnocchi, fettuccini, penne, orzo, fusilli, and spaetzle. | |

Unit 11: Communication and Customer Service

| Competencies and Suggested Objectives | |
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| 1. Exhibit excellent written and verbal communication skills. ^{DOK2} | |
| a. Identify barriers to effective communication. | |
| b. Distinguish between appropriate written and verbal communication in private/public and formal/informal settings. | |
| c. Demonstrate proper etiquette with informal and formal emails, texts, social media posts, and other forms of digital communication. | |
| d. Explain and demonstrate “code switching,” the understanding of one’s environment that leads to a change in one’s speech and actions. | |
| 2. Analyze the importance of service to the culinary industry. ^{DOK1} | |
| a. Identify the characteristics of good service, including first impressions and anticipating customers’ special needs. | |
| 3. Discuss and demonstrate the measures needed to ensure a positive dining experience. ^{DOK3} | |
| a. Identify and discuss greeting, taking guests’ orders, suggestive selling techniques, and conflict resolution with customer complaints. | |
| b. In multiple role play scenarios, demonstrate the skills mentioned in objective a. | |
| c. Identify and describe effective ways to obtain feedback on customer satisfaction. | |
| 4. Identify and demonstrate service styles and proper setup in the foodservice industry. ^{DOK2} | |
| a. Identify and discuss banquet, formal/traditional, and informal/contemporary service styles. | |
| b. Demonstrate setting, serving, and clearing items properly for table service. | |

Unit 12: Management Essentials

| Competencies and Suggested Objectives |
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| <ol style="list-style-type: none">1. Analyze the importance of working together in the culinary industry. ^{DOK1}<ol style="list-style-type: none">a. Explain how stereotypes and prejudices can negatively affect how people work together.b. Explain how diversity can have a positive effect in the workplace and how diversity can be promoted.c. Define harassment in the workplace. |
| <ol style="list-style-type: none">2. Identify the attributes of a successful leader in the culinary industry. ^{DOK1}<ol style="list-style-type: none">a. Define ethics and business ethics.b. Define characteristics of good leadership.c. Discuss organizational goals and why they should be specific, measurable, achievable, relevant, and time bound (SMART). |

Unit 13: Career Readiness and Exploration

Competencies and Suggested Objectives

1. Assess personal skills, abilities, aptitudes, strengths, and weaknesses as they relate to career exploration and development. ^{DOK1}
 - a. Using a validated career interest survey (e.g., ISP, Choices, CareerOneStop's Self-Assessment Survey, etc.), develop a well-organized interest inventory.
2. Utilize career resources to develop a comprehensive class/career portfolio. ^{DOK2}
 - a. Identify and demonstrate proper file storage, sharing, and maintenance techniques.
 - b. Research and initiate a student career information portfolio with the basic elements below using ePortfolios.
 - Title page
 - Table of contents (pages numbered or hyperlinked to content)
 - Introduction/purpose (documenting mastery of each course project)
 - Valid professional email address
 - Résumé and cover letter
 - Add designated portfolio assignments (ongoing)
 - c. Develop strategies to make an effective transition from school to career

Enrichment

1. Conduct practice interviews or answer a list of possible interview questions.

Unit 14: Safety and Student Organization Review

| Competencies and Suggested Objectives |
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| <p>1. Review school and program policies and procedures and compare/contrast them with industry policies and procedures. ^{DOK 1}</p> <ul style="list-style-type: none">a. Discuss the school/district handbook and all safety procedures for classroom and building levels.b. Preview local program and building/center policies and procedures, including dress code, attendance, the acceptable use of technology (including personal devices in the school and workplace), academic requirements, discipline, lab rules and regulations, and transportation regulations.c. Preview course objectives and industry standards, and discuss why it is important for students to know the content of the course and how it will be delivered. |
| <p>2. Review opportunities provided by student organizations, including SkillsUSA, DECA, and FCCLA. ^{DOK 1}</p> <ul style="list-style-type: none">a. Discuss leadership and personal development in accordance with student organization guidelines and provide opportunity for all students to participate in leadership roles and/or develop as a student.b. Work as a team to brainstorm ideas for a community service project according to student organization guidelines in which the knowledge and skills learned throughout the course can be used to improve the lives of others. |
| <p>3. Review workplace safety procedures for school and lab.</p> |

Unit 15: ServSafe Manager

Competencies and Suggested Objectives

1. Explain foodborne illness and the best practices in providing safe food. ^{DOK2}
 - a. Define foodborne illness and what is considered an outbreak.
 - b. Identify and explain the various challenges to food safety faced by the foodservice industry.
 - Time
 - Language and culture
 - Literacy and education
 - Pathogens
 - Unapproved suppliers
 - High-risk customers
 - Staff turnover
 - c. Discuss the costs of a foodborne illness to both the operation and the victims.
 - d. List the three categories of contaminants and give examples of each.
 - e. Discuss the five most common ways that food can become unsafe.
 - f. Discuss the four main practices related to foodborne illness.
 - g. Review TCS foods and identify common TCS and ready-to-eat foods.
 - h. Identify populations at high risk for foodborne illness.
 - i. Acting as a manager, brainstorm ideas on how to best implement training and monitoring procedures for your kitchen staff.
 - j. Identify and describe the roles of the various governmental agencies that influence foodservice regulations.
2. Discuss the various forms of contamination and demonstrate how to prevent and respond to contaminated food. ^{DOK3}
 - a. Examine how contamination occurs, including the fecal-oral route and other common methods of contamination.
 - b. Discuss biological contamination and the “Big Six” pathogens, according to the Food and Drug Administration (FDA).
 - c. Identify the symptoms of foodborne illness and the variation of onset times.
 - d. Identify the basic characteristics of bacteria that cause foodborne illness, including the six conditions necessary for it to grow (FAT TOM) and how to control for these.
 - e. For the major bacteria below, describe the source, the food linked with the bacteria, and prevention methods.
 - *Salmonella* Typhi
 - Nontyphoidal *Salmonella* (NTS)
 - *Shigella* spp.
 - Shiga toxin-producing *E. coli* (STEC)
 - f. Identify the basic characteristics of viruses that cause foodborne illness.
 - g. For the major viruses below, describe the source, the food linked with the virus, and prevention methods.
 - Hepatitis A
 - Norovirus

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| <ul style="list-style-type: none"> h. Describe the locations, sources, and prevention methods common to parasites. i. Discuss the origins, symptoms, and prevention of biological toxins or poisons. j. Discuss the sources, symptoms, and prevention of chemical and physical contaminants. k. Explain the deliberate contamination of food and develop/analyze the food defense system in place in your kitchen or cafeteria using the A.L.E.R.T. tool designed by the FDA. l. Acting as a manager in a given scenario and incorporating key elements below, explain how you would respond to a specific outbreak of a foodborne illness in your restaurant. <ul style="list-style-type: none"> • Gather information • Notify the proper authorities • Segregate the product • Document information • Identify staff • Cooperate with authorities • Review procedures m. Identify the top eight allergens and discuss the various food sources for each. n. Identify the common symptoms of an allergic reaction and how to respond if one occurs. o. Explain how to prevent allergic reactions by using food labels, properly training your service and kitchen staff, and avoiding cross contact in all situations. |
| <p>3. Determine the best practices for being a safe food handler and exhibit these throughout the year. ^{DOK2}</p> <ul style="list-style-type: none"> a. Explain and give examples of how to manage a personal hygiene program, and how food handlers can contaminate food, including the situations and actions that lead to contamination. b. Describe and demonstrate proper handwashing and hand-care practices. c. Discuss the importance of single-use gloves and how to properly choose, use, and change single-use gloves on the job. d. Demonstrate proper personal hygiene practices, including personal cleanliness, following proper work attire guidelines, and eating, drinking, smoking, or chewing gum or tobacco. e. Discuss policies for reporting health issues and how to watch for and handle medical conditions among the staff. |
| <p>4. Discuss various hazards in the “flow of food” and demonstrate how to prevent these throughout the process. ^{DOK2}</p> <ul style="list-style-type: none"> a. Explain the “flow of food.” b. Identify common hazards throughout the “flow of food,” including cross-contamination and time-temperature control/abuse. c. Discuss and demonstrate guidelines for preventing cross-contamination and time-temperature abuse. d. Identify the common types of thermometers used in the foodservice industry. e. Identify and describe various types of probes (e.g., immersion, surface, penetration, air probes, etc.). f. Discuss infrared thermometers and other temperature recording devices, and the guidelines for properly using them. |

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| <p>g. Discuss general thermometer guidelines (including those for glass thermometers) for cleaning and sanitizing, calibration, accuracy, and checking temperatures.</p> <p>h. Explain the two ways to calibrate a thermometer (boiling-point and ice-point methods) and demonstrate the ice-point method.</p> |
| <p>5. Explain the “flow of food” in regard to proper processes for purchasing, receiving, and storing food. ^{DOK2}</p> <p>a. Review general purchasing principals, such as using approved, reputable suppliers and handling deliveries properly.</p> <p>b. Discuss the proper methods for receiving and inspecting food.</p> <ul style="list-style-type: none"> • Key drop deliveries • Rejecting items • Recalls • Temperature (receiving criteria for various foods) • Packaging • Documents • Food quality <p>c. Explain and demonstrate proper storage techniques, including labeling, date marking, temperatures, rotation, and preventing cross-contamination.</p> |
| <p>6. Discuss and exhibit safe and appropriate methods for preparing food. ^{DOK2}</p> <p>a. Discuss general preparation practices in regard to equipment, quantity, storage, additives, presentation, and corrective actions.</p> <p>b. Explain the methods and guidelines for thawing various types of foods.</p> <p>c. Demonstrate the proper procedures for preparing specific foods, including produce, eggs and egg mixtures, salads containing TCS foods, and ice.</p> <p>d. Describe a variance and the situations in which an operation may need one.</p> <p>e. Demonstrate the proper procedure for cooking various foods to the correct internal temperature and how to check for this.</p> <p>f. Discuss how consumer advisories, children’s menus, and high risk populations factor into how an operation cooks food.</p> <p>g. Explain and demonstrate the proper procedures for cooling and reheating foods.</p> |
| <p>7. Explain the safe, sanitary, and effective methods for serving food in various ways. ^{DOK2}</p> <p>a. Discuss the guidelines for holding food, including cold and hot food, and food without temperature control.</p> <p>b. Identify and demonstrate the guidelines for the kitchen staff when serving food.</p> <p>c. Identify and demonstrate the guidelines for the service staff when serving food.</p> <p>d. Discuss the proper guidelines for serving food in self-service areas, off-site locations, and in vending machines.</p> |
| <p>8. Discuss food safety management systems and how they can be applied. ^{DOK1}</p> <p>a. Define what a food safety management system is and give examples of the programs each operation needs to have.</p> <p>b. Discuss active managerial control and explain the steps necessary for implementation.</p> <p>c. Discuss how the FDA intervenes in public health with specific recommendations for protecting against foodborne illnesses.</p> <p>d. Describe a Hazard Analysis Critical Control Point (HACCP) program.</p> |

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| <p>9. Discuss safe facility management and pest control within the foodservice industry. ^{DOK1}</p> <ul style="list-style-type: none">a. Explain the interior requirements for a safe operation, including those for floors, walls, ceilings, utilities, building systems, and maintenance of the facility.b. Discuss how emergencies can affect the facility, including threats such as temperature control, physical security, and a drinkable water supply.c. Explain pest prevention and pest control within a pest management system. |
| <p>10. Demonstrate the proper procedures for cleaning and sanitizing. ^{DOK3}</p> <ul style="list-style-type: none">a. Discuss safe and appropriate cleaners and sanitizers, including how to ensure the effectiveness of a sanitizer.b. Identify the general guidelines for the effective use of chlorine, iodine, and “quats.”c. Explain how and when to clean and sanitize surfaces and equipment.d. Demonstrate the proper procedure for dishwashing by machine and manually in a three-compartment sink.e. Demonstrate how to properly store tableware and equipment.f. Demonstrate the proper procedure for using wiping clothes, cleaning the premises, cleaning up after people who get sick, and using and storing cleaning tools and supplies.g. Acting as manager, develop a cleaning plan for your kitchen or school cafeteria. |

Unit 16: Nutrition

Competencies and Suggested Objectives

1. Discuss the components of a healthy diet. ^{DOK1}
 - a. Identify and discuss the role of the nutrients below.
 - Carbohydrates (the body's preferred energy source)
 - Lipids/fats (insulates and cushions the body)
 - Proteins (builds and repairs cells)
 - Vitamins (regulates metabolic processes)
 - Minerals (regulates metabolic processes)
 - Water (hydrates the body and aids in digestion)
 - b. Identify food sources for the nutrients below.
 - Simple carbohydrates (sugar, fruit, milk)
 - Complex carbohydrates (grains, pasta, potatoes)
 - Lipids/fats (oils, butter)
 - Proteins (meats, nuts, legumes)
 - c. Discuss how fiber promotes digestive regularity and name a food source rich in fiber.
 - d. Differentiate between vegan and vegetarian.
2. Describe the components of a nutritious menu. ^{DOK2}
 - a. Research and discuss the latest federal guidelines for nutrition (ChooseMyPlate.gov).
 - b. Develop a three-day food journal and use online resources or current nutritional apps (e.g., MyFitnessPal) to analyze daily caloric intake, compare to the recommended daily allowances, and discuss ways to eat a healthier diet.
 - c. Demonstrate how to properly read a nutrition label.
 - d. Identify and discuss the preventable health conditions related to nutrition.
 - Obesity
 - Cardiovascular disease
 - Diabetes

Enrichment

1. Differentiate between organic and nonorganic, as well GMO and non-GMO ingredients.
2. Differentiate between food allergies and food sensitivities.
3. Discuss common food additives.
4. Discuss how to make various meals healthier, demonstrating this with one or two popular meals.
5. Calculate BMI (and body fat percentage if equipment is available).

Unit 17: Eggs and Dairy Products

Competencies and Suggested Objectives

1. Discuss and demonstrate the proper preparation and handling of dairy products. ^{DOK2}
 - a. Explain and properly demonstrate how to keep dairy products safe and sanitary.
 - b. Define homogenization and pasteurization.
 - c. Identify the role of fat in milk products, including flavor, body, and mouth feel.
 - d. Define lactose intolerance.
 - e. Identify various dairy alternatives, including almond, soy, and coconut.
 - f. Differentiate between butter, butter substitutes, and margarine.
 - g. Define and give examples of ripened and unripened cheeses.
 - Ripened: cheddar, parmesan, bleu
 - Unripened: ricotta, cottage, cream cheese
2. Discuss and demonstrate the proper preparation of eggs. ^{DOK2}
 - a. Identify the sizes of eggs and the parts of an egg (white, yolk, shell, and chalazae).
 - b. Define a hard-cooked egg, a poached egg, a soufflé, and an omelet.
 - c. Differentiate between a quiche and frittata.
 - d. Properly prepare a poached egg, a fried egg, an omelet, and your choice of a quiche or frittata.

Unit 18: Breakfast Foods

| Competencies and Suggested Objectives |
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| 1. Differentiate between and prepare various breakfast foods. ^{DOK2} a. Differentiate between pancakes, waffles, French toast, and crepes. b. Properly prepare pancakes and crepes and discuss the difference. |
| 2. Identify and prepare various breakfast meats. ^{DOK2} a. Identify the following breakfast meats: ham, sausage, bacon, turkey bacon, and hash. b. Properly prepare a breakfast meat of your choice and the accompanying pan gravy. |
| 3. Identify and prepare various breakfast starches. ^{DOK2} a. Identify the following breakfast starches: fruits, pastries, breads, grits, cereals (hot and cold), and breakfast potatoes (home fries vs. hash brown potatoes). b. Properly prepare a breakfast starch of your choice. |

| Enrichment |
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| 1. Identify and prepare breakfast drinks such as coffee and tea. Discuss brewing and holding temperatures for each. |

Unit 19: Sandwiches, Salads, and Garnishing

| Competencies and Suggested Objectives | |
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| 1. | Describe various aspects of hot and cold sandwiches and demonstrate the proper procedures for preparing each. ^{DOK2} <ol style="list-style-type: none">Identify the three components of a sandwich (bread, spread, and filling).Identify and discuss the following types of sandwiches: open-faced, hors d'oeuvres, grilled, deep fried, multi-decker, tea sandwiches, and wraps.Prepare both a hot and a cold sandwich. |
| 2. | Describe salads and demonstrate the proper procedures for cleaning, storing, and preparing salads. ^{DOK2} <ol style="list-style-type: none">Identify the four parts of a salad and their primary roles.<ul style="list-style-type: none">Base (line the plate/bowl)Body (main ingredients)Dressing (flavor)Garnish (appearance)List and give examples of the five types of salads.<ul style="list-style-type: none">Green (tossed and composed)Bound (potato, pasta, egg)Vegetable (coleslaw, broccoli, or any cooked/raw vegetable)Fruit (tropical)Combination (Any combination of the previous four types)List the five ways a salad can be offered on a menu (as a starter, accompaniment, main course, intermezzo/palate cleanser, and dessert).Describe how to properly clean and store salad ingredients.Prepare one or more salads of your choice. |
| 3. | Identify and prepare salad dressings and dips. ^{DOK2} <ol style="list-style-type: none">Define vinaigrette, suspension, emulsifier, and mayonnaise-based dressings.Prepare one or more salad dressings of your choice.Identify dips and their main ingredients.<ul style="list-style-type: none">Guacamole (avocado, cilantro)Salsa (peppers, onions, tomatoes)Hummus (chickpeas, garlic, tahini)Prepare one or more dips of your choice. |
| 4. | Identify appropriate garnishing techniques. ^{DOK2} <ol style="list-style-type: none">Describe the importance of a garnish and how it is used.List common ingredients used for garnishing, including fresh herbs, fruits, vegetables, fried items, and sauces.Define and demonstrate napping and dolloping. |
| 5. | Identify garde manger and discuss the four duties required of this station. <ol style="list-style-type: none">Salad preparationCold food preparationSandwich stationShowpiece preparation (fruit, vegetable, and ice carving) |

Unit 20: Meat, Poultry, and Seafood

| Competencies and Suggested Objectives |
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| <p>1. Identify quality meat products and demonstrate the proper procedures for preparing meat.^{DOK2}</p> <ol style="list-style-type: none">Identify the grading systems for meat (prime, choice, and select).Define marbling and discuss how it affects the grade of meat.Identify the following meats: beef, veal, lamb, pork, game meat, and offal.Differentiate between primal and retail cuts.Discuss how aging and fabrication (e.g., butterflying) affect cost.Differentiate between marinating and using dry rubs.Properly prepare a meat of your choice. |
| <p>2. Identify a quality poultry product and demonstrate the proper procedures for preparing poultry.^{DOK2}</p> <ol style="list-style-type: none">List types of poultry (chicken, turkey, duck, goose, pigeon, quail, and dove).Differentiate between white and dark meat.Define trussing and fabricating.Properly prepare a poultry product of your choice. |
| <p>3. Identify a quality seafood product and demonstrate the proper procedures for preparing seafood.^{DOK2}</p> <ol style="list-style-type: none">Differentiate between the two categories of seafood (fin fish and shellfish).Differentiate between flat fish and round fish, giving examples of each.<ul style="list-style-type: none">Flat fish (halibut, flounder)Round fish (grouper, bass)Define and give examples of shellfish.<ul style="list-style-type: none">Crustaceans (shrimp, lobster, crab, crawfish)Mollusks (clams, oysters, mussels)Cephalopods (squid, octopus)Define the market forms of fin fish (whole, drawn, dressed, fillet, butterfly fillet, and steak).Properly prepare a seafood product of your choice. |

| Enrichment |
|--|
| <ol style="list-style-type: none">Properly truss and fabricate a protein of your choice.Define charcuterie. |

Unit 21: Desserts and Baked Goods

| Competencies and Suggested Objectives | |
|--|--|
| 1. Describe working with yeast breads. ^{DOK2} | |
| a. Identify the types of yeast bread dough. | <ul style="list-style-type: none">• Lean• Rich• Sour dough |
| b. Properly prepare a yeast dough product. | |
| 2. Describe the characteristics of cake batters and icings. ^{DOK2} | |
| a. Discuss the methods for preparing cake batters. | <ul style="list-style-type: none">• Creaming• Foaming• Two-stage |
| b. Identify the three basic purposes for icing (improving and keeping quality, flavor and richness, and appearance). | |
| c. Prepare a cake of your choice. | |
| 3. Describe the methods of making pies. ^{DOK2} | |
| a. Describe the 3-2-1 method. | |
| b. Explain the purpose for baking blind. | |
| c. Properly prepare a pie using the 3-2-1 method. | |

| Enrichment | |
|---|--|
| 1. Describe characteristics of working with chocolate, including tempering and bloom. | |
| 2. Define torte, phyllo, and pate a choux. | |
| 3. Identify steamed puddings and soufflés. | |
| 4. Identify the various types of icing. | |
| 5. Prepare a frozen dessert. | |

Unit 22: Culinary Business Principles

Competencies and Suggested Objectives

1. Examine the purchasing process. ^{DOK2}
 - a. Explain the importance of dealing with ethical suppliers, including approved suppliers, kickbacks, and the bid and quote processes.
 - b. Define the below terms related to purchasing.
 - Product specifications
 - Make-or-buy analysis
 - Purchase orders
 - Credit memos
 - Requisitions
 - Perishable products
 - Inventory
 - Staples
 - Pilfering
 - Par stock
 - c. Perform a make-or-buy analysis.
 - d. Identify factors that affect food costs when purchasing.
 - Growing season
 - Quantity (bulk)
 - Market form (fresh, frozen, canned, dried)
 - Location (transportation costs)
2. Demonstrate how to control food costs. ^{DOK2}
 - a. List the types of costs in foodservice (including food costs, beverage costs, labor costs, and overhead costs).
 - b. Define the below terms related to food costs.
 - Revenue
 - Profit
 - Loss
 - Invoices
 - c. Calculate food-cost percentage (total food cost ÷ sales = food cost %).
 - d. Calculate Edible-portion (EP) and As-purchased (AP) portion amounts.
 - e. Explain how portion control directly affects food costs, and give examples of portion control devices (e.g., scoops, ladles, and portion scales).
 - f. Calculate recipe cost, including total cost and cost per serving.
3. Discuss how to control labor costs. ^{DOK1}
 - a. List the factors that affect labor costs, including business volume, employee turnover, quality standards, and operational standards.
 - b. Define master schedule and crew schedule.
4. Identify marketing principles. ^{DOK1}
 - a. Define marketing as the method of communicating a business's message to its market.
 - b. Define target market and discuss how it affects menu development, restaurant design, and marketing strategies.

5. Utilize the menu as a marketing tool. ^{DOK3}
- a. Define the types of menus below and give examples of each.
 - À la carte
 - Du jour
 - Cyclical
 - Fixed
 - California
 - b. Organize a menu in the order below.
 - Appetizers
 - Entrees
 - Desserts
 - Beverages
 - c. Develop a small menu (at least five items) and price it using the food-cost percentage method (item food cost ÷ food cost % = menu price).

Unit 23: Employment Opportunities in the Culinary and Hospitality Industry

| Competencies and Suggested Objectives |
|--|
| 1. Research current available jobs across the culinary and hospitality industry to develop a chart that compares the important elements of each job. ^{DOK2} <ol style="list-style-type: none">Minimum educationCertificationsMinimum experienceJob description/responsibilitiesSalary |
| 2. Through a real job search, analyze differences in the online application requirements of various job postings. ^{DOK1} |
| 3. Research and select a real job advertisement, then create a cover letter and résumé tailored to that specific job. ^{DOK2} <ol style="list-style-type: none">Develop a cover letter to fit the job advertisement using terminology that reflects the culture and values specific to that company.Create a résumé with fabricated elements to fit the real job advertisement. <i>Note: This résumé is NOT to be used for a real job application, but for learning purposes ONLY. Delete any fabricated elements before using it for a real job application.</i> |
| 4. Demonstrate real-world interview skills in interviews led by the instructor and/or advisory/craft committee members. ^{DOK2} <ol style="list-style-type: none">Ensure the interview aligns to a specific industry/job advertisement.Dress in the proper professional attire for the interview.Create and submit a copy of your cover letter and résumé to the interviewers.Completely fill out the accompanying application if available. |
| 5. Depending on appropriateness, handwrite or email customized thank you letters to each member of the interview committee. ^{DOK1} |
| 6. Document project or activity artifacts in the ePortfolio according to the teacher-generated rubric. ^{DOK1} |

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

| | | |
|---|----|---|
| Unit 1: Orientation | | |
| | 1. | Identify house and program policies and procedures and compare/contrast them with industry policies and procedures. |
| | 2. | Explore opportunities provided by student organizations, including SkillsUSA, DECA, and FCCLA. |
| | 3. | Identify career opportunities in the culinary and hospitality industry. |
| Unit 2: History and Overview of the Foodservice and Hospitality Industry | | |
| | 1. | Research the history of the foodservice industry. |
| | 2. | Identify the attributes and duties of a culinary professional. |
| Unit 3: Safety in the Workplace | | |
| | 1. | Discuss the importance of workplace safety to customers and employees. |
| | 2. | Implement safe work habits to prevent injuries. |
| | 3. | Demonstrate proper emergency techniques and procedures utilized in the foodservice industry. |
| Unit 4: ServSafe Food Handler | | |
| | 1. | Discuss the importance of food safety. |
| | 2. | Describe the importance of good personal hygiene. |
| | 3. | Identify the proper methods for controlling time and temperature for food safety. |
| | 4. | Discuss and demonstrate the proper methods for preventing cross-contamination. |
| | 5. | Demonstrate proper cleaning and sanitizing techniques. |
| Unit 5: Utilizing Standardized Recipes and Culinary Math | | |
| | 1. | Discuss standardized recipes and why restaurants use them. |
| | 2. | Define and demonstrate mise en place. |
| | 3. | Apply basic math concepts to food preparation skills. |

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| Unit 6: Equipment and Techniques | | |
| | 1. | Demonstrate the use and maintenance of a variety of knives used in the kitchen. |
| | 2. | Identify the use and maintenance of a variety of small equipment used in the kitchen. |
| | 3. | Identify the use and maintenance of a variety of large food preparation equipment used in the kitchen. |
| | 4. | Define and give examples of various food preparation techniques. |
| Unit 7: Stocks, Sauces, and Soups | | |
| | 1. | Differentiate between spices and herbs. |
| | 2. | Identify and prepare stocks. |
| | 3. | Identify and prepare sauces. |
| | 4. | Identify and prepare soups. |
| Unit 8: Introduction to Baking | | |
| | 1. | Describe bakeshop basics. |
| | 2. | Identify and prepare various quick breads and cookies. |
| Unit 9: Fruits and Vegetables | | |
| | 1. | Discuss the selection, storage, and preparation of fruits. |
| | 2. | Discuss the selection, storage, and preparation of vegetables. |
| | 3. | Explain proper mise en place for fruits and vegetables. |
| Unit 10: Potatoes and Grains | | |
| | 1. | Discuss and demonstrate the storage and preparation of potatoes. |
| | 2. | Discuss and demonstrate the storage and preparation of legumes and grains. |
| | 3. | Discuss and demonstrate the storage and preparation of pasta and dumplings. |
| Unit 11: Communication and Customer Service | | |
| | 1. | Exhibit excellent written and verbal communication skills. |
| | 2. | Analyze the importance of service to the culinary industry. |
| | 3. | Discuss and demonstrate the measures needed to ensure a positive dining experience. |
| | 4. | Identify and demonstrate service styles and proper setup in the foodservice industry. |
| Unit 12: Management Essentials | | |
| | 1. | Analyze the importance of working together in the culinary industry. |
| | 2. | Identify the attributes of a successful leader in the culinary industry. |
| Unit 13: Career Readiness and Exploration | | |
| | 1. | Assess personal skills, abilities, aptitudes, strengths, and weaknesses as they relate to career exploration and development. |
| | 2. | Utilize career resources to develop a comprehensive class/career portfolio. |

| Unit 14: Safety and Student Organization Review | | |
|--|-----|--|
| | 1. | Review school and program policies and procedures and compare/contrast them with industry policies and procedures. |
| | 2. | Review opportunities provided by student organizations, including SkillsUSA, DECA, and FCCLA. |
| | 3. | Review workplace safety procedures for school and lab. |
| Unit 15: ServSafe Manager | | |
| | 1. | Explain foodborne illness and the best practices in providing safe food. |
| | 2. | Discuss the various forms of contamination and demonstrate how to prevent and respond to contaminated food. |
| | 3. | Determine the best practices for being a safe food handler and exhibit these throughout the year. |
| | 4. | Discuss various hazards in the “flow of food” and demonstrate how to prevent these throughout the process. |
| | 5. | Explain the “flow of food” in regard to proper processes for purchasing, receiving, and storing food. |
| | 6. | Discuss and exhibit safe and appropriate methods for preparing food. |
| | 7. | Explain the safe, sanitary, and effective methods for serving food in various ways. |
| | 8. | Discuss food safety management systems and how they can be applied. |
| | 9. | Discuss safe facility management and pest control within the foodservice industry. |
| | 10. | Demonstrate the proper procedures for cleaning and sanitizing. |
| Unit 16: Nutrition | | |
| | 1. | Discuss the components of a healthy diet. |
| | 2. | Describe the components of a nutritious menu. |
| Unit 17: Eggs and Dairy Products | | |
| | 1. | Discuss and demonstrate the proper preparation and handling of dairy products. |
| | 2. | Discuss and demonstrate the proper preparation of eggs. |
| Unit 18: Breakfast Foods | | |
| | 1. | Differentiate between and prepare various breakfast foods. |
| | 2. | Identify and prepare various breakfast meats. |
| | 3. | Identify and prepare various breakfast starches. |

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| Unit 19: Sandwiches, Salads, and Garnishing | | |
| | 1. | Describe various aspects of hot and cold sandwiches and demonstrate the proper procedures for preparing each. |
| | 2. | Describe salads and demonstrate the proper procedure for cleaning, storing, and preparing salads. |
| | 3. | Identify and prepare salad dressings and dips. |
| | 4. | Identify appropriate garnishing techniques. |
| | 5. | Identify garde manger and discuss the four duties required of this station. |
| Unit 20: Meat, Poultry, and Seafood | | |
| | 1. | Identify quality meat products and demonstrate the proper procedures for preparing meat. |
| | 2. | Identify a quality poultry product and demonstrate the proper procedures for preparing poultry. |
| | 3. | Identify a quality seafood product and demonstrate the proper procedures for preparing seafood. |
| Unit 21: Desserts and Baked Goods | | |
| | 1. | Describe working with yeast breads. |
| | 2. | Describe the characteristics of cake batters and icings. |
| | 3. | Describe the methods of making pies. |
| Unit 22: Culinary Business Principles | | |
| | 1. | Examine the purchasing process. |
| | 2. | Demonstrate how to control food costs. |
| | 3. | Discuss how to control labor costs. |
| | 4. | Identify marketing principles. |
| | 5. | Utilize the menu as a marketing tool. |
| Unit 23: Employment Opportunities in the Culinary and Hospitality Industry | | |
| | 1. | Research current available jobs across the culinary and hospitality industry to develop a chart that compares the important elements of each job. |
| | 2. | Through a real job search, analyze differences in the online application requirements of various job postings. |
| | 3. | Research and select a real job advertisement, then create a cover letter and résumé tailored to that specific job. |
| | 4. | Demonstrate real-world interview skills in interviews led by the instructor and/or advisory/craft committee members. |
| | 5. | Depending on appropriateness, handwrite or email customized thank you letters to each member of the interview committee. |
| | 6. | Document project or activity artifacts in the ePortfolio according to the teacher-generated rubric. |

Appendix A: ProStart Alignment

| ProStart—FRMCA Crosswalk for Culinary Arts | | | | | | | | | | | | | | | | | | | | | | | | |
|--|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| (Lvl.Ch) | Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| PS1-1 | | X | X | | | | | | | | | | | | | | | | | | | | | |
| PS1-2 | | X | | | | | | | | | | | | | | | | | | | | | | |
| PS1-3 | | | X | | | | | | | | | | | | | | | | | | | | | |
| PS1-4 | | | | | | | | | | | | X | X | X | | | | | | | | | | |
| PS1-5 | | | | | | | | | | | | | | X | | | | | | | | | | X |
| PS1-6 | | | | | X | | | | | | | | | | | X | | | | | | | | |
| PS1-7 | | | | X | | | | | | | | | | | | X | | | | | | | | |
| PS1-8 | | | | | | | | | | | | | | | | X | | | | | | | | |
| PS1-9 | | | X | | | | | | | | | | | | | | | | | | | | | |
| PS1-10 | | | X | | | | | | | | | | | | X | | | | | | | | | |
| PS1-11 | | | | | | | X | | | | | | | | | | | | | | | | | |
| PS1-12 | | | | | | | X | | | | | | | | | | | | | | | | | |
| PS1-13 | | | | | X | | | | | | | | | | | | | | | | | | | |
| PS1-14 | | | | | X | | | | | | | | | | | | | | | | | | | |
| PS1-15 | | | | | | | | | | | | | | | | | | | | X | | | | |
| PS1-16 | | | | | | | | | | | | | | | | | | | X | | | | | |
| PS1-17 | | | | | | | | X | | | | | | | | | | | | | | | | |
| PS1-18 | | | | | | X | | | | | | | | | | | | | | | | | | |
| PS1-19 | | | | | | | | | X | | | | | | | | | | | | | | | |
| PS1-20 | | | | | | | | | | | | X | | | | | | | | | | | | |
| PS1-21 | | | | | | | | | | | | X | | | | | | | | | | | | |
| PS1-22 | | | | | | | | | | | | | X | | | | | | | | | | | |
| PS2-1 | | | | | | | | | | | | | | | | | | | | | | | X | |
| PS2-2 | | | | | | | | | | | | | | | | | | | | | | | X | |
| PS2-3 | | | | | | | | | | | | | | | | | | X | | | | | | |
| PS2-4 | | | | | | | | | | | | | | | | | | | X | | | | | |
| PS2-5 | | | | | | | | | | X | | | | | | | | | | | | | | |
| PS2-6 | | | | | | | | | | X | | | | | | | | | | | | | | |
| PS2-7 | | | | | | | | | | | X | | | | | | | | | | | | | |
| PS2-8 | | | | | | | | | | | | | | | | | | | | | | | X | |
| PS2-9 | | | | | | | | | | | | | | | | | | | | | | | X | |
| PS2-10 | | | | | | | | | | | | | | | | | | | | | | | X | |
| PS2-11 | | | | | | | | | | | | | | | | | | | | | | | X | |
| PS2-12 | | | | | | | | | | | | | | | | | | | | | | | | |
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| PS2-14 | | | | | | | | | | | | | | | | | X | | | | | | | |
| PS2-15 | | | | | | | | | | | | | | | | | X | | | | | | | |
| PS2-16 | | | | | | | | | | | | | | | | | | | | | X | | | |
| PS2-17 | | | | | | | | | | | | | | | | | | | | | X | | | |
| PS2-18 | | | | | | | | | | | | | | | | | | | | | X | | | |
| PS2-19 | | | | | | | | | | | | | | | | | | | | | | X | | |
| PS2-20 | | | | | | | | | | | | | | | | | | | | | | X | | |
| PS2-21 | | | | | | | | | | | | | | | | | | | | | | | | |
| PS2-22 | | | | | | | | | | | | | | | | | | | | X | | | | |

ProStart—Foundations of Restaurant Management and Culinary Arts (FRMCA)—2nd Ed.

Level One

- 1.1 Welcome to the Industry
- 1.2 Career Opportunities
- 1.3 Professional Expectations

- 1.4 Communication Skills
- 1.5 Beginning Your Career
- 1.6 Introduction to Food Safety
- 1.7 Hygiene and Cleanliness
- 1.8 The Safe Flow of Food
- 1.9 Risk Management
- 1.10 Workplace Safety Procedures
- 1.11 Foodservice Equipment
- 1.12 Knives and Smallwares
- 1.13 Kitchen Basics
- 1.14 Culinary Math
- 1.15 Salads, Dressings, and Dips
- 1.16 Sandwiches and Pizza
- 1.17 Stocks, Soups, and Sauces
- 1.18 Cooking Methods
- 1.19 Introduction to Baking
- 1.20 Principles of Great Service
- 1.21 Front-of-the-House Basics
- 1.22 Introduction to Management

Level Two

- 2.1 Introduction to Marketing
- 2.2 Menu Management
- 2.3 Eggs and Dairy Products
- 2.4 Breakfast and Cookery
- 2.5 Fruits
- 2.6 Vegetables
- 2.7 Potatoes, Grains, and Pasta
- 2.8 Introduction to Cost Control
- 2.9 Food Costing
- 2.10 Labor Costing
- 2.11 Purchasing
- 2.12 Building Successful Teams
- 2.13 Sustainability
- 2.14 Introduction to Nutrition
- 2.15 Components of Healthful Menus
- 2.16 Meat
- 2.17 Poultry
- 2.18 Seafood
- 2.19 Yeast Breads
- 2.20 Cakes and Pies
- 2.21 Desserts
- 2.22 Plating and Garnishing