

Hospitality & Tourism Career Cluster
Introduction to Culinary Arts
Course Number 20.53100

Course Description:

Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

Mastery of standards through project-based learning, technical skills practice, and leadership development activities of Family, Career and Community Leaders of America, (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training. The pre-requisite for this course is advisor approval.

Course Standard 1

HOSP-ICA-1

Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

- 1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.
- 1.2 Demonstrate creativity with multiple approaches to ask challenging questions resulting in innovative procedures, methods, and products.
- 1.3 Exhibit critical thinking and problem solving skills to locate, analyze, and apply information in career planning and employment situations.
- 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.
- 1.5 Apply the appropriate skill sets to be productive in a changing, technological, and diverse workplace to be able to work independently, interpret data, and apply team work skills.
- 1.6 Present a professional image through appearance, behavior, and language.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

L9-10RST 1-10 and L9-10WHST 1-10:

Common Core ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Common Core ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

Course Standard 2

HOSP–ICA-2

Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events.

- 2.1 Research the history of FCCLA.
- 2.2 Discuss the mission, purpose, motto, colors, official dress, and other distinguishing characteristics of FCCLA.
- 2.3 Explain how participation in FCCLA can promote lifelong responsibility for community service, professional growth, and development.
- 2.4 Create a personal leadership plan to participate in programs, conferences, community service, and competitive events on the local, state, and national level that align with the competencies, skills, and knowledge of this course.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 3

HOSP–ICA-3

Examine and identify the history and philosophy of the food service industry.

- 3.1 Describe and define professionalism in the various roles of the food service organization.
- 3.2 Name and define professional organizations such as the American Culinary Federation, (ACF), National Restaurant Association (NRA), Professional Chef's Association (PCA), Research Chef Association (RCA), and United States Chef's Association (USCA), and the importance and benefits of membership.
- 3.3 Explore career opportunities and pathways in the foodservice industry and identify specific jobs and positions such as, but not limited to: Chef, Dietician, Food Stylist, Food Demonstrators, Research and Development Workers, Food Service Workers, Nutritionist, Food Service Manager, and Health Inspector.
- 3.4 Identify key historical persons and summarize their contributions to the evolution and development of modern day foodservice, to include but not limited to, Carême, Escoffier, and Catherine De Medici.
- 3.5 List and describe the various cuisines and their relationships to history and cultural development.
- 3.6 Identify the positions of the classical and modern "kitchen brigade" and outline the organizational structure of various food service and hospitality organizations.

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Course Standard 4

HOSP–ICA-4

Demonstrate and practice correct sanitation as it relates to healthy living and the modern commercial kitchen and bake shop.

- 4.1 Identify personal hygiene policies and hand washing procedures.
- 4.2 Identify the biological, physical, and chemical contaminants, and prevention measures.
- 4.3 Practice proper contaminant prevention measures as it relates to food preparation in the commercial kitchen.
- 4.4 Identify and demonstrate proper pot and pan washing with four-compartment sinks and the use of sanitizers and detergent chemicals.
- 4.5 Demonstrate the proper use and cleaning of an automatic dishwasher (if available) and identify the chemicals used for dishwasher cleaning.
- 4.6 Discuss pest control and management of infestations.
- 4.7 Discuss Health Department inspections and facility requirements of commercial foodservice establishments. Students conduct a mock Health Department inspection of the kitchen lab.
- 4.8 Identify and demonstrate proper receiving and storage principles such as FIFO, rotating inventory, and storage/receiving temperatures.
- 4.9 Discuss and practice proper labeling of stored foods.
- 4.10 Identify the factors that affect the growth of food borne pathogens (i.e. FATTOM) and explain how time and temperature guidelines can reduce growth of microorganisms.
- 4.11 List and demonstrate food handling, preparation, and storage techniques that prevent cross-contamination between raw and ready-to-eat foods and between animal and seafood, including sources of other potentially hazardous food products.
- 4.12 Discuss and practice the proper use of gloves in food handling.
- 4.13 Identify, calibrate and properly use thermometers.

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SMI5: Students will compare and contrast parameters affecting microbial growth, ways of controlling growth of microorganisms, and examine the effects that physicochemical factors can have on microbes.

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- b. Describe environmental factors that influence microbial growth and how these factors vary for different species.
- c. Compare various physical and chemical methods used to control or prevent microbial growth.

Course Standard 5

HOSP-ICA-5

Name and describe various fixed equipment and small wares associated with the commercial kitchen and bake shop.

- 5.1 List and describe the tools used for commercial food preparation, cooking, baking, and serving, and demonstrate proper use of each.
- 5.2 Identify and distinguish between a standard and convection oven, stoves, ranges, steamers, fryers, refrigerators, freezers, slicers, food processors, coffee and tea brewing equipment, and food storage equipment. Demonstrate proper use and cleaning of each.
- 5.3 Identify and distinguish between the various mixers and small wares, demonstrating proper use and cleaning.
- 5.4 Discuss and practice cleanliness of kitchen equipment and facilities.
- 5.5 Develop an equipment checklist documenting each student's proficiency in use of various equipment and small wares used in a commercial kitchen or bake shop.

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Course Standard 6

HOSP-ICA-6

Analyze and examine fundamental safety skills and practices related to the commercial kitchen.

- 6.1 Discuss principals of basic First Aid treatments for a foodservice environment including basic cuts, lacerations, abrasions, punctures, CPR, food allergies, anaphylactic shock, Heimlich maneuver, and minor burns.
- 6.2 Examine and practice correct Fire Safety procedures using correct classifications of fire extinguishers, hood suppression systems, and emergency evacuation routes.
- 6.3 Practice and examine kitchen safety in the areas of falls, strains, sprains, and lifting using proper techniques.
- 6.4 Identify gas safety issues for gas ranges and ovens, including shut off valves and pilot lights.
- 6.5 Examine and identify a Material Safety Data Sheet and explain their importance when handling common foodservice chemicals. Display manual of all MSDS for each chemical used in the kitchen, dining room, and dish room.

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Course Standard 7

HOSP-ICA-7

Examine and identify standardized recipes and their role in a commercial kitchen.

Practice culinary math skills through recipe conversion and measurements.

- 7.1 Define standardized recipe, the components of the recipe, and explain the reasons for use in commercial kitchens.
- 7.2 Identify recipe terminology including measurement abbreviations, instructions, and directions.
- 7.3 Demonstrate the concept of recipe “mise en place” by identifying and assembling ingredients and equipment for a specific recipe.
- 7.4 Identify and master the use of different types of measuring tools including dry and liquid measuring cups, measuring spoons, portioning tools, and digital and electronic scales.
- 7.5 Demonstrate proper use of a spring and balance scales using both US measures and metric measures.
- 7.6 Identify procedures used to calculate the cost of a standardized recipe and cost per portion and perform calculations.
- 7.7 Demonstrate the concept of recipe conversions by identifying and converting recipe formulas to increase or decrease yields.
- 7.8 Follow the written directions to prepare the recipe used above.

Course Standard 8

HOSP-ICA-8

Examine and perform all aspects of kitchen knife use and classic knife skills.

- 8.1 Identify the different types of knives, their use, parts, and components.
- 8.2 Identify and practice proper knife safety procedures and rules.
- 8.3 Demonstrate correct knife sharpening.
- 8.4 Define and demonstrate the concept of “mise en place” in setting up a cutting work station.
- 8.5 Demonstrate proper knife safety, cleaning, and storage.
- 8.6 Perform proper knife techniques for cuts such as julienne, batonnet, small, medium, and large dice using potatoes, carrots, and other vegetables.

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Course Standard 9

HOSP-ICA-9

Examine the principles of nutrition including the six major classes of nutrients, proteins, and carbohydrates: simple, complex, fats, vitamins, minerals, and water.

- 9.1 Discuss and develop knowledge of the importance of USDA Nutritional Guidelines such as “MY PLATE” and examine how these guidelines can be misleading and complex due to cultural constraints, eating disorders, and food allergies.
- 9.2 Examine the six major food groups, nutrient contributions of vitamins, minerals, and nutrient variability within a group and daily recommended intake.
- 9.3 Define a serving size, portion control, recommended serving size, and balanced diet while maintaining a correct nutritional intake.
- 9.4 Examine current trends and issues in food and nutrition, fad diets, proper weight loss techniques, and how these fit into healthy menu options.
- 9.5 Identify and examine the various food allergies to include gluten, nuts, dairy products, and shellfish, and ways a food service operation must address these allergies.
- 9.6 Identify menu requirements for various diets such as vegan, vegetarian, low sodium, and low calorie.
- 9.7 Demonstrate healthy cooking techniques.

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Course Standard 10

HOSP-ICA-10

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

- 10.1 Identify proteins such as poultry, beef, pork, seafood, and dairy, and examine the potential contaminants associated with and proper handling/storage procedures.
- 10.2 Identify types of fruits and vegetables and proper handling/storage procedures.
- 10.3 Identify types of grains, legumes, and milled products and proper handling/storage procedures.
- 10.4 Identify and distinguish between herbs, spices, oils, vinegars, seasonings, and their uses and proper handling/storage procedures.
- 10.5 Identify types of flours, sugars and other ingredients commonly used in a bake shop and their proper handling/storage procedures.

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SB1: Students will analyze the nature of the relationships between structures and functions in living cells.

- c. Identify the function of the four major macromolecules (i.e., carbohydrates, proteins, lipids, nucleic acids).

SBO6 Students will analyze the economic and ecological importance of plants in society.

- a. Explain the uses and values of plants in different societies (agriculture, horticulture, industry, medicine, biotechnology).

Course Standard 11

HOSP-ICA-11

Discuss and practice sound human relations and professionalism concepts for a career pathway in Culinary Arts employment.

- 11.1 Write a personalized resume and a personal letter of recommendation.
- 11.2 Define and demonstrate appropriate work ethics: attitude, appearance, attendance, teamwork, character, productivity, organizational skills, communication, and respect.
- 11.3 Define professionalism and professional appearance as it has developed throughout the history of uniforms: include presentation and functionality.
- 11.4 Identify the difference between personal and professional communication, and include caveats for social networks, emails, and texting.
- 11.5 Discuss the proper professional respect given to food service administrators, managers and/or chefs through effective interaction and communication. Emphasize positive attitude, initiative, and motivation as well as appropriate responses.

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Course Standard 12

HOSP-ICA-12

Identify and apply front of the house techniques and methods of operation used in restaurants and catering services.

- 12.1 Describe the traditional service staff for a restaurant and for catered events, and list the duties and responsibilities of each.
- 12.2 Identify and use proper techniques for greeting, seating, and presenting the menu to customers, and dramatize ways of describing and recommending menu items to guests.
- 12.3 Demonstrate an understanding of guest service and customer relations including handling of difficult situations and accommodations for the disabled.
- 12.4 Demonstrate the general rules of table setting and service, and identify the types of flatware, china, hollowware, and glassware and explain the specific uses of each.

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- 12.5 Identify and explain formal dining etiquette from both service and customer perspectives and be able to demonstrate both.
- 12.6 Identify and demonstrate proficiency for various napkin folds.

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Course Standard 13

HOSP-ICA-13

Identify and become aware of the many aspects related to sustainability of our resources and the economic aspect to foster awareness of sustainability issues impacting the culinary industry.

- 13.1 Define sustainability, recyclable, reusable, energy efficient, “food miles”, carbon footprint, and biodegradable.
- 13.2 Compare different types of composting and identify products appropriate for composting.
- 13.3 Identify environmentally friendly cleaning products that could be utilized in place of current products used. Be sure to keep in mind comparable cost comparisons.
- 13.4 List products being used in your kitchen/lab that could be recycled.
- 13.5 Research and present recycling and composting policies in your municipality.
- 13.6 Conduct a survey to identify a variety of areas where waste control can be utilized in the kitchen.

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SEC5: Students will assess the impact of human activities on the natural world, and research how ecological theory can address current issues facing our society, locally and globally.

- b. Compare and contrast the ecological impact of sustainable and non-sustainable use of resources, including soil, timber, fish and wild game, mineral resources, and nonrenewable energy.

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SEV4 Students will understand and describe availability, allocation and conservation of energy and other resources.

- a. Differentiate between renewable and nonrenewable resources including how different resources are produced, rates of use, renewal rates, and limitations of sources. Distinguish between natural and produced resources.

Course Standard 14

HOSP-ICA-14

Examine and practice cooking methods, techniques, and preparations such as dry heat and moist heat methods.

- 14.1 Identify basic food cooking methods such as dry heat, moist heat, and combination cooking.
- 14.2 Demonstrate basic dry heat cooking methods including sauté, griddle, pan-fry, deep fry, baking, roasting, and grilling.
- 14.3 Demonstrate basic moist heat cooking methods including poaching, simmering, boiling, and steaming.
- 14.4 Demonstrate basic combination cooking methods including stewing and braising.
- 14.5 Demonstrate use and application of microwave cooking method.
- 14.6 Explain concept of “sous vide” cooking method and current applications.

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