

**Florida Department of Education
Curriculum Framework**

Course Title: Fundamentals of Culinary Careers
Course Type: Orientation/Exploratory
Career Cluster: Hospitality & Tourism

Secondary – Middle School

Program Number	8809200
CIP Number	0420040106
Grade Level	6-8
Course Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Hospitality & Tourism career cluster. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary field; the importance of health and safety in the culinary environment; and the use of technology in culinary-related careers.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8809200	Fundamentals of Culinary Careers	FAM CON SCI CULINARY 7G	Semester

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate leadership skills.
- 02.0 Demonstrate employability skills as they relate to the culinary industry.
- 03.0 Demonstrate effective communication skills.
- 04.0 Analyze careers in the culinary industry.
- 05.0 Practice safety, sanitation, and storage procedures in food preparation.
- 06.0 Identify and demonstrate proper use of culinary equipment and tools.
- 07.0 Read and interpret a recipe accurately.
- 08.0 Relate the principles of nutrition to menu development.
- 09.0 Analyze factors that affect menu development.
- 10.0 Demonstrate basic food preparation skills.
- 11.0 Exhibit efficient operation of the back-of-the-house.
- 12.0 Exhibit efficient operation of the front-of-the-house.
- 13.0 Demonstrate creative food presentation techniques.
- 14.0 Demonstrate the skills involved in self-sustainability as it relates to food.

**Florida Department of Education
Student Performance Standards**

Course Title: Fundamentals of Culinary Careers
Course Number: 8809200
Course Credit: Semester

Course Description:

This course includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the-house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field.

CTE Standards and Benchmarks	
01.0	Demonstrate leadership skills. The student will be able to:
01.01	Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
01.02	Work cooperatively as a group member to achieve organizational goals.
01.03	Demonstrate leadership roles and organizational responsibilities.
01.04	Identify and utilize the FCCLA planning process.
01.05	Develop a personal portfolio project.
02.0	Demonstrate employability skills as they relate to the culinary industry. The student will be able to:
02.01	Practice teamwork skills.
02.02	Practice employability skills.
02.03	Demonstrate positive work ethics and identify negative work ethics that can contribute to success in the workplace.
02.04	Exhibit work expectations of the food service employer.
02.05	Apply math, reading, science, and critical thinking skills as they relate to the culinary industry.
03.0	Demonstrate effective communication skills. The student will be able to:
03.01	Describe why communication is the basis for all relationships.

CTE Standards and Benchmarks

03.02	Demonstrate the ability to function as a team member in a diverse environment.
03.03	Develop and demonstrate personal and professional etiquette.
04.0	Analyze careers in the culinary industry. The student will be able to:
04.01	Describe careers in the culinary and hospitality industry.
04.02	Classify careers from entry level to professional level.
04.03	Explore entrepreneurship opportunities in the culinary industry.
04.04	Research and present information on a culinary career to include roles and responsibilities, opportunities for employment, and the requirements for education and training. (i.e., FCCLA STAR event "Life Event Planning")
05.0	Practice safety, sanitation, and storage procedures in food preparation. The student will be able to:
05.01	Demonstrate practices and procedures that assure personal hygiene.
05.02	Identify common food borne illnesses, their causes and symptoms.
05.03	Demonstrate ways to prevent food borne illnesses.
05.04	Identify and practice food service safety, storage and sanitation procedures.
06.0	Identify and demonstrate proper use of culinary equipment and tools. The student will be able to:
06.01	Identify and demonstrate measuring utensils for the appropriate ingredient.
06.02	Identify and demonstrate the proper and safe use and care of culinary tools.
06.03	Identify and demonstrate the proper and safe use and care of culinary equipment.
07.0	Read and interpret a recipe accurately. The student will be able to:
07.01	Demonstrate an understanding of the purpose and preparation of standardized recipes.
07.02	Define mise en place and the relationship of organizational skills to productivity.
07.03	Define and demonstrate common culinary terms used in recipes.
07.04	Apply common abbreviations and equivalents used in recipes.
07.05	Demonstrate recipe conversions.

CTE Standards and Benchmarks	
08.0	Relate the principles of nutrition to menu development. The student will be able to:
08.01	Describe the purpose of the essential nutrients and list foods providing them.
08.02	Describe the food groups on the USDA Dietary Guideline and the nutrients contained within each group.
08.03	Explain your District's Wellness Policy.
08.04	Interpret the components of food labels and relationship to wellness.
08.05	Identify fad diets and how they affect overall nutrition.
08.06	Develop menus using various dietary guidelines.
08.07	Develop menus that meet the special dietary needs of culinary customers.
09.0	Analyze factors that affect menu development. The student will be able to:
09.01	Identify factors that affect menu planning, i.e., season, cultural influences, trends, and technology.
09.02	Analyze food costs and the impact on menu development. i.e. unit pricing
09.03	Create a variety of menus for various types of culinary establishments.
09.04	Practice time management in the production of meal menus.
10.0	Demonstrate basic food preparation skills. The student will be able to:
10.01	Demonstrate the appropriate techniques for measuring and weighing.
10.02	Practice knife skills.
10.03	Demonstrate various cooking techniques.
10.04	Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing food.
11.0	Exhibit efficient operation of the back-of-the-house. The student will be able to:
11.01	Define back-of-the-house.
11.02	Identify the back-of-the-house preparation stations.
11.03	Demonstrate the culinary duties and responsibilities of the back-of-the-house staff.

CTE Standards and Benchmarks

11.04	Follow industry guidelines for appropriate dress for back of the house staff.
11.05	Identify technology utilized in the back of house culinary industry. (i.e., thermocirculator, point-of-sale, etc.).
12.0	Exhibit efficient operation of the front-of-the-house. The student will be able to:
12.01	Define front-of-the-house.
12.02	Identify and demonstrate the culinary duties and responsibilities of the front-of-the-house staff, i.e., table set up, accurately recording customer requests, practice appropriate serving techniques and collecting money.
12.03	Follow industry guidelines for appropriate dress for front of the house staff.
12.04	Analyze the impact of the employee's attitude, appearance, and actions on customer satisfaction.
12.05	Apply concepts of quality service to ensure customer satisfaction.
12.06	Identify technology utilized in the culinary industry. (i.e., point of sale, inventory controls, etc.).
13.0	Demonstrate creative food presentation techniques. The student will be able to:
13.01	Identify the criteria for achieving an aesthetically pleasing plate.
13.02	Conduct sensory evaluations of plated presentations.
13.03	Demonstrated plated presentations.
13.04	Practice various garnishing techniques utilizing a variety of garnishing tools to achieve an edible centerpiece
14.0	Demonstrate the skills involved in self-sustainability as it relates to food. The student will be able to:
14.01	Identify the importance of seasonality of foods.
14.02	Distinguish seasonal food pricing in relation to menu planning.
14.03	Identify ways to preserve food (i.e., canning, frozen, dehydrated, etc.).
14.04	Develop a food budget, distinguishing between processed and scratch-made foods.
14.05	Establish and care for a seasonal garden.
14.06	Analyze the relationship between resources and attainment of lifestyle.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Career and Technical Student Organization (CTSO)

CTSOs are co-curricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.