

**Florida Department of Education
Curriculum Framework**

The standards and/or benchmarks for this program were updated for the 2026-27 academic year.

Program Title: Principles of Food
Program Type: Non-Career Preparatory
Career Cluster: Hospitality & Tourism

Secondary – Non-Career Preparatory	
Program Number	8500390
CIP Number	09200112PA
Grade Level	9-12
Program Length	.5 credit
Teacher Certification	Refer to the Program Structure section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.

The content includes but is not limited to preparing students to understand the principles of food, selection and storage, basic food preparation, and selection of food services.

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

Program Structure

This program is a planned sequence of instruction consisting of one, half-credit course.

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

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8500390	Principles of Food	FAM CON SCI CULINARY 7 G	.5 credit	2	CT

(Graduation Requirement Codes: CT=Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA=Mathematics, PL=Personal Financial Literacy)

National Standards (NS)

This program has been aligned to the [National Standards for Family and Consumer Sciences Education](#) developed by the National Association of State Administrators of Family and Consumer Science (NASAFACS). The NASAFACS is an affiliate of the Family and Consumer Science division of the Association for Career and Technical Education (ACTE). The NASAFACS and ACTE are members of the American Association of Family & Consumer Science's (AAFCS) FCS Alliance.

Florida's Career Readiness Skills for CTE Programs

Employability Skills	
01.0	Apply academic skills to workplace scenarios.
01.01	Use reading skills.
01.02	Use writing skills.
01.03	Use mathematical strategies and procedures.
01.04	Use scientific principles and procedures.
02.0	Design a solution to an industry problem.
02.01	Use critical thinking.
02.02	Use creativity.
02.03	Make sound decisions.
02.04	Solve problems.
02.05	Reason.
02.06	Plan and organize.
03.0	Manage resources within an industry project
03.01	Manage time.
03.02	Manage money or resources.
03.03	Manage materials.
03.04	Manage personnel.
04.0	Oversee the subcomponents, operations and output of a technical or organizational system.
04.01	Manage systems.
04.02	Monitor systems.
04.03	Improve systems.
05.0	Use information for decision making.
05.01	Locate information.
05.02	Organize information.
05.03	Use information.

05.04	Analyze information.
05.05	Communicate information.
06.0	Apply relevant technology to workplace scenarios to aid productivity.
06.01	Use technology.
07.0	Interpret and express interpersonal communication.
07.01	Communicate verbally.
07.02	Listen actively.
07.03	Comprehend written material.
07.04	Convey information in writing.
07.05	Communicate nonverbally.
07.06	Interpret nonverbal communication.
08.0	Interact with others to accomplish workplace goals.
08.01	Collaborate with others in a team.
08.02	Respond to customer needs.
08.03	Exercise leadership.
08.04	Negotiate to resolve conflict.
08.05	Respect others.
09.0	Manage personal behavior to maximize productivity and professional growth.
09.01	Demonstrate responsibility and self-discipline.
09.02	Adapt and show flexibility.
09.03	Work independently.
09.04	Demonstrate a willingness to learn.
09.05	Demonstrate integrity.
09.06	Demonstrate professionalism.
09.07	Take initiative.
09.08	Display positive attitude.
09.09	Take responsibility for professional growth.

Career Exploration & Planning	
10.0	Explain career opportunities aligned with the regional economy and personal aspirations.
10.01	Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.
10.02	Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.
11.0	Explain postsecondary pathways aligned with his or her career aspirations.
11.01	Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).
11.02	Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.
11.03	Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.
11.04	Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.
12.0	Develop a personalized career and academic plan.
12.01	Prioritize an occupation, credential and postsecondary training provider for plan formation.
12.02	Self-assess progress toward meeting graduation requirements and skill-development goals.
12.03	Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.
12.04	Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.
12.05	Develop a postsecondary training budget that is inclusive of living and school expenses.
Job Attainment	
13.0	Find, assess and apply to job opportunities.
13.01	Identify online job posts relevant to his or her career aspirations.
13.02	Compare and contrast the job posts’ required qualifications, job duties, compensation, benefits and employers.
13.03	Define what information, documentation and writing prompts are required for the positions.
14.0	Communicate personal competence, character and fit for a job opportunity.
14.01	Develop a resume.
14.02	Write a cover letter.
14.03	Curate a professional portfolio that includes work products.
14.04	Prepare for and experience a mock job interview.

15.0	Cultivate and leverage relationships to professionally advance.
15.01	Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.
15.02	Develop a plan to cultivate a professional digital footprint.
15.03	Develop a networking plan for a specific industry of interest.

Standards

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

- 01.0 Demonstrate leadership skills in the family, workplace, and community.
- 02.0 Demonstrate food preparation skills.
- 03.0 Explain principles of food selection and storage.
- 04.0 Explain principles of food preparation.
- 05.0 Choose appropriate food service for various occasions.

**Florida Department of Education
Student Performance Standards**

Course Title: Principles of Food
Course Number: 8500390
Course Credit: .5

CTE Standards and Benchmarks		National Standards
01.0	Demonstrate leadership skills in the family, workplace, and community. The student will be able to:	8.1.2
01.01	Identify purposes, roles, and responsibilities of members of professional and youth organizations, including Career and Technical student organizations.	8.1.5
01.02	Work cooperatively as a group member to demonstrate leadership in achieving organizational goals.	8.1.5
01.03	Demonstrate leadership roles and organizational responsibilities.	8.1.5
01.04	Identify and utilize the FCCLA planning process.	
01.05	Discuss the establishment and history of the FCCLA organization.	
02.0	Demonstrate food preparation skills. The student will be able to:	8.5.3 9.6.5
02.01	Interpret and use recipes, to include increasing and decreasing ingredients and using substitutions.	8.5.1 8.5.2
02.02	Demonstrate basic food preparation and cooking skills such as techniques of cutting, mixing, cooking, and measuring.	8.2.6 8.3.5 8.3.6
02.03	Select, use, care for, and store food preparation equipment.	8.2.1 8.2.3 8.2.4 8.2.7 9.2.1 9.2.2 9.2.3 9.2.4 9.2.5 9.2.6
02.04	Explain the relationship between food-borne illnesses and practices of food safety and sanitation.	
02.05	Clean, sanitize, and maintain food preparation areas.	

CTE Standards and Benchmarks	National Standards
02.06 Assess the quality of the prepared food.	
03.0 Explain principles of food selection and storage. The student will be able to:	8.5.3
03.01 Identify quality characteristics, such as grades, size, freshness, and dating, used to select foods.	8.4.7
03.02 Compare costs, nutritional value, and characteristics of fresh, frozen, dehydrated, and canned foods.	8.2.6 8.2.9
03.03 Choose appropriate storage methods for foods.	
03.04 Design a crisis management plan, disaster plan, and response procedures for food preparation and storage.	
04.0 Explain principles of food preparation. The student will be able to:	8.5.5 8.5.6 8.5.7 8.5.8 8.5.9 8.5.10 8.5.11
04.01 Analyze the scientific basis for changes in food during preparation and cooking to include protein, starch, fiber, sugars, fats, vitamins, and minerals.	8.2.11 8.5.4
04.02 Identify the techniques for retaining nutrients during food preparation, cooking, and storage.	9.3.3 9.3.5
04.03 Analyze how ingredients affect food preparation, cooking, and product outcome.	
05.0 Choose appropriate food service for various occasions. The student will be able to:	
05.01 Analyze the importance of etiquette and manners.	
05.02 Demonstrate etiquette and manners related to food service for various occasions.	
05.03 Plan appropriate table settings and service.	9.4.3 9.6.1 14.1.2
05.04 Plan, prepare, and serve creative cuisine such as ethnic, regional, and foods for special occasions.	8.4.1 8.4.2 8.4.3
05.05 Assess the implementation of a meal management plan for meal preparation and service.	9.3.1 9.3.6 9.6.3 14.2.4 14.3.3

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.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

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.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.