

# *CULINARY ARTS CURRICULUM FRAMEWORK*



This document was prepared by:

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## INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
  - Workplace Readiness Skills Assessment
  - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

**NEVADA DEPARTMENT OF EDUCATION  
CURRICULUM FRAMEWORK FOR  
CULINARY ARTS**

<b>PROGRAM TITLE:</b>	<b>CULINARY ARTS</b>
<b>STATE SKILL STANDARDS:</b>	<b>CULINARY ARTS</b>
<b>STANDARDS REFERENCE CODE:</b>	<b>CULA</b>
<b>CAREER CLUSTER:</b>	<b>HOSPITALITY &amp; TOURISM</b>
<b>CAREER PATHWAY:</b>	<b>RESTAURANT AND FOOD AND BEVERAGE SERVICES</b>
<b>PROGRAM LENGTH:</b>	<b>3 LEVELS (L1, L2, L3C)</b>
<b>PROGRAM ASSESSMENT</b>	<b>CULINARY ARTS WORKPLACE READINESS SKILLS</b>
<b>CTSO:</b>	<b>FCCLA AND/OR SKILLSUSA</b>
<b>GRADE LEVEL:</b>	<b>9-12</b>
<b>AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:</b>	<b>CERTIFIED PROFESSIONAL FOOD HANDLER (SERVSAFE) HEALTH DEPARTMENT FOOD SERVICE SAFETY PROSTART CERTIFICATE OF ACHIEVEMENT I &amp; II PRE-PAC CULINARY ARTS SKILL CONNECT CULINARY ARTS AMERICAN CULINARY FEDERATION IFSEA CERTIFICATION</b>

### **PROGRAM PURPOSE**

The purpose of this program is to prepare students for postsecondary education and employment in the Culinary Arts industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Culinary Arts
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
  - Science (based on the Next Generation Science Standards)
  - English Language Arts (based on the Common Core State Standards)
  - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

### **CAREER CLUSTERS**

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.\*

\*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

**PROGRAM OF STUDY**

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

**PROGRAM STRUCTURE**

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

<b>CULINARY ARTS</b> <b>Core Course Sequence</b>	
<b>COURSE NAME</b>	<b>LEVEL</b>
Culinary Arts I	L1
Culinary Arts II	L2
Culinary Arts III	L3C

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. A program does not have to utilize all of the complementary courses in order for their students to complete their program of study. Complete program sequences are essential for the successful delivery of all state standards in each program area.

<b>CULINARY ARTS</b> <b>Core Course Sequence with Complementary Courses</b>	
<b>COURSE NAME</b>	<b>LEVEL</b>
Culinary Arts I	L1
Culinary Arts II	L2
Culinary Arts II LAB*	L2L
Culinary Arts III	L3C
Culinary Arts III LAB*	L3L
Culinary Arts Advanced Studies*	AS

\* Complementary Courses

**STATE SKILL STANDARDS**

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

## **EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

Employability skills, often referred to as “soft skills”, have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

## **CURRICULUM FRAMEWORK**

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

## **CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOS). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

## **WORKPLACE READINESS SKILLS ASSESSMENT**

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

## **END-OF-PROGRAM TECHNICAL ASSESSMENT**

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (e) of Subsection 1 of NAC 389.800)

## **CERTIFICATE OF SKILL ATTAINMENT**

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

## **CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA**

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

**CTE COLLEGE CREDIT**

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

**ACADEMIC CREDIT FOR CTE COURSEWORK**

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Culinary Arts I</b>
<b>ABBREVIATED NAME:</b>	<b>CULINARY ART I</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L1</b>
<b>CIP CODE:</b>	<b>12.0503</b>
<b>PREREQUISITE:</b>	<b>None</b>
<b>CTSO:</b>	<b>FCCLA and/or SkillsUSA</b>
<b>COURSE DESCRIPTION</b>	
<p>This course provides students with an introduction to the principles, chemistry, and techniques of food preparation. The classroom is patterned after industry with emphasis on the standards of food service occupations. Students acquire basic skills in food handling, food and nutritional science, equipment technology, cooking methods, kitchen safety, sanitation procedures, and employability skills.</p>	

### TECHNICAL STANDARDS

#### CONTENT STANDARD 1.0 : ANALYZE CAREER PATHWAYS AND EMPLOY INDUSTRY PROFESSIONAL STANDARDS

Performance Standard 1.1 : Describe the Professional Foodservice Industry, History, Traditions, and Current Trends

*Performance Indicators :* 1.1.1-1.1.3

Performance Standard 1.2 : Analyze Career Paths and Opportunities in Foodservice Industries

*Performance Indicators :* 1.2.1-1.2.4

Performance Standard 1.3 : Develop and Model Professional and Ethical Workplace Behaviors

*Performance Indicators :* 1.3.1-1.3.2

#### CONTENT STANDARD 2.0 : INTEGRATE KNOWLEDGE AND SKILLS IN SANITATION AND SAFETY

Performance Standard 2.1 : Investigate Microorganisms Found in Food and Their Role in Food Borne Illness

*Performance Indicators :* 2.1.1-2.1.2

Performance Standard 2.2 : Comply with Health Department Regulations

*Performance Indicators :* 2.2.1-2.2.4

Performance Standard 2.4 : Utilize Proper Facility Management Techniques for Cleaning

*Performance Indicators :* 2.4.1-2.4.5

Performance Standard 2.5 : Demonstrate Basic First Aid Procedures to Injuries Common in the Foodservice Industry

*Performance Indicators :* 2.5.1-2.5.3

Performance Standard 2.6 : Recognize Procedures and Precautions to Prevent Accidents and Injuries

*Performance Indicators :* 2.6.1-2.6.2

#### CONTENT STANDARD 3.0 : APPLY SKILLS IN FOOD SERVICE, EQUIPMENT AND PRODUCTION

Performance Standard 3.1 : Explore Foodservice Tools and Standardized Equipment

*Performance Indicators :* 3.1.1-3.1.3

Performance Standard 3.2 : Develop Necessary Knife Skills

*Performance Indicators :* 3.2.1-3.2.5

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Performance Standard 3.3 : Establish Workplace Mise En Place

*Performance Indicators* : 3.3.1-3.3.2

Performance Standard 3.4 : Employ Proper Measuring Techniques

*Performance Indicators* : 3.4.1-3.4.4

Performance Standard 3.5 : Utilize Recipe Standards

*Performance Indicators* : 3.5.1-3.5.4

**CONTENT STANDARD 4.0 : DEMONSTRATE MENU PLANNING PRINCIPLES**

Performance Standard 4.1 : Evaluate Nutrition Principles and Specialized Dietary Plans

*Performance Indicators* : 4.1.1-4.1.5

**CONTENT STANDARD 6.0 : DEMONSTRATE GARDE MANGER TECHNIQUES**

Performance Standard 6.1 : Demonstrate a Variety of Techniques for Preparing Salads

*Performance Indicators* : 6.1.1-6.1.5

Performance Standard 6.2 : Demonstrate a Variety of Techniques for Preparing Sandwiches

*Performance Indicators* : 6.2.1-6.2.6

Performance Standard 6.5 : Demonstrate Knowledge of Spices, Oils and Vinegars, and Fresh and Dried Herbs

*Performance Indicators* : 6.5.1-6.5.4

**CONTENT STANDARD 7.0 : SELECT AND UTILIZE FOOD PRODUCTS APPROPRIATELY**

Performance Standard 7.1 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Fruits

*Performance Indicators* : 7.1.1-7.1.6

Performance Standard 7.5 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Eggs

*Performance Indicators* : 7.5.1-7.5.4

**CONTENT STANDARD 8.0 : DEMONSTRATE TECHNIQUES FOR STOCKS/SAUCES/SOUPS**

Performance Standard 8.1 : Demonstrate Knowledge of Principles Regarding the Preparation of Stocks

*Performance Indicators* : 8.1.1-8.1.6

Performance Standard 8.2 : Demonstrate Knowledge of Principles Regarding the Preparation of Sauces

*Performance Indicators* : 8.2.1-8.2.7

Performance Standard 8.3 : Demonstrate Knowledge of Principles Regarding the Preparation of Soups

*Performance Indicators* : 8.3.1-8.3.6

**CONTENT STANDARD 9.0 : DEMONSTRATE APPROPRIATE COOKING METHODS**

Performance Standard 9.1 : Demonstrate Dry Heat, Moist Heat, and Combination Cooking Methods

*Performance Indicators* : 9.1.1-9.1.4

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

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**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices

**Science:** Nature of Science  
Physical Science  
Life Science  
Earth and Space

\* Refer to the Culinary Arts Standards for alignment by performance indicator

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Culinary Arts II</b>
<b>ABBREVIATED NAME:</b>	<b>CULINARY ART II</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L2</b>
<b>CIP CODE:</b>	<b>12.0503</b>
<b>PREREQUISITE:</b>	<b>Culinary Arts I</b>
<b>CTSO:</b>	<b>FCCLA and/or SkillsUSA</b>
<b>COURSE DESCRIPTION</b>	
<p>This course is a continuation of Culinary Arts I. This course allows intermediate culinary students to build on fundamental skills developed in Culinary Arts I. Students will receive practical training in areas of food preparation, equipment use, merchandising, and service. Students are rotated through various culinary classifications. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	

### TECHNICAL STANDARDS

**CONTENT STANDARD 1.0 : ANALYZE CAREER PATHWAYS AND EMPLOY INDUSTRY PROFESSIONAL STANDARDS**

Performance Standard 1.2 : Analyze Career Paths and Opportunities in Foodservice Industries

*Performance Indicators :* 1.2.1-1.2.4

**CONTENT STANDARD 2.0 : INTEGRATE KNOWLEDGE AND SKILLS IN SANITATION AND SAFETY**

Performance Standard 2.3 : Utilize Safe Food-Handling Principles to Minimize the Risks of Food Borne Illnesses

*Performance Indicators :* 2.3.1-2.3.3

**CONTENT STANDARD 3.0 : APPLY SKILLS IN FOOD SERVICE, EQUIPMENT AND PRODUCTION**

Performance Standard 3.5 : Utilize Recipe Standards

*Performance Indicators :* 3.5.1-3.5.4

**CONTENT STANDARD 4.0 : DEMONSTRATE MENU PLANNING PRINCIPLES**

Performance Standard 4.1 : Evaluate Nutrition Principles and Specialized Dietary Plans

*Performance Indicators :* 4.1.1-4.1.5

Performance Standard 4.2 : Explore Menu Writing Principles

*Performance Indicators :* 4.2.1-4.2.4

Performance Standard 4.3 : Examine the Relationship Between Purchasing, Storeroom Operations and Cost Control

*Performance Indicators :* 4.3.1-4.3.6

**CONTENT STANDARD 5.0 : DEMONSTRATE BAKERY PRODUCTION TECHNIQUES**

Performance Standard 5.1 : Demonstrate a Variety of Techniques for Preparing Breads

*Performance Indicators :* 5.1.1-5.1.7

Performance Standard 5.2 : Demonstrate a Variety of Techniques for Preparing Pastries

*Performance Indicators :* 5.2.1-5.2.9

**CONTENT STANDARD 6.0 : DEMONSTRATE GARDE MANGER TECHNIQUES**

Performance Standard 6.1 : Demonstrate a Variety of Techniques for Preparing Salads

*Performance Indicators :* 6.1.1-6.1.5

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Performance Standard 6.2 : Demonstrate a Variety of Techniques for Preparing Sandwiches

*Performance Indicators* : 6.2.1-6.2.6

Performance Standard 6.3 : Demonstrate a Variety of Techniques for Preparing Appetizers and Hors d'Oeuvres

*Performance Indicators* : 6.3.1-6.3.4

Performance Standard 6.4 : Demonstrate a Variety of Techniques for Attractive Presentations

*Performance Indicators* : 6.4.1-6.4.4

Performance Standard 6.5 : Demonstrate Knowledge of Spices, Oils and Vinegars, and Fresh and Dried Herbs

*Performance Indicators* : 6.5.1-6.5.4

**CONTENT STANDARD 7.0 : SELECT AND UTILIZE FOOD PRODUCTS APPROPRIATELY**

Performance Standard 7.1 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Fruits

*Performance Indicators* : 7.1.1-7.1.6

Performance Standard 7.2 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Starches and Grains

*Performance Indicators* : 7.2.1-7.2.6

Performance Standard 7.3 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Vegetables

*Performance Indicators* : 7.3.1-7.3.6

Performance Standard 7.4 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Dairy Products

*Performance Indicators* : 7.4.1-7.4.7

Performance Standard 7.6 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Meats

*Performance Indicators* : 7.6.1-7.6.9

Performance Standard 7.7 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Poultry

*Performance Indicators* : 7.7.1-7.7.8

Performance Standard 7.9 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Dry Storage Items

*Performance Indicators* : 7.9.1-7.9.3

**CONTENT STANDARD 8.0 : DEMONSTRATE TECHNIQUES FOR STOCKS/SAUCES/SOUPS**

Performance Standard 8.1 : Demonstrate Knowledge of Principles Regarding the Preparation of Stocks

*Performance Indicators* : 8.1.1-8.1.6

Performance Standard 8.2 : Demonstrate Knowledge of Principles Regarding the Preparation of Sauces

*Performance Indicators* : 8.2.1-8.2.7

Performance Standard 8.3 : Demonstrate Knowledge of Principles Regarding the Preparation of Soups

*Performance Indicators* : 8.3.1-8.3.6

**CONTENT STANDARD 9.0 : DEMONSTRATE APPROPRIATE COOKING METHODS**

Performance Standard 9.1 : Demonstrate Dry Heat, Moist Heat, and Combination Cooking Methods

*Performance Indicators* : 9.1.1-9.1.4

**CONTENT STANDARD 10.0 : DEMONSTRATE PROPER FRONT-OF-THE-HOUSE PROCEDURES**

Performance Standard 10.1 : Explore Various Service Styles

*Performance Indicators* : 10.1.1-10.1.5

Performance Standard 10.2 : Demonstrate an Awareness of Beverage Service

*Performance Indicators* : 10.2.1-10.2.5

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**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS****CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices

**Science:** Nature of Science  
Physical Science  
Life Science

\* Refer to the Culinary Arts Standards for alignment by performance indicator

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Culinary Arts III</b>
<b>ABBREVIATED NAME:</b>	<b>CULINARY ART III</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L3C</b>
<b>CIP CODE:</b>	<b>12.0503</b>
<b>PREREQUISITE:</b>	<b>Culinary Arts II</b>
<b>CTSO:</b>	<b>FCCLA and/or SkillsUSA</b>
<b>COURSE DESCRIPTION</b>	
<p>This course is a continuation of Culinary Arts II. This course provides advanced culinary students with instruction in advanced techniques and processes. They will continue to develop all skills learned in Culinary Arts I and II. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment in this field.</p>	

### TECHNICAL STANDARDS

#### CONTENT STANDARD 4.0 : DEMONSTRATE MENU PLANNING PRINCIPLES

Performance Standard 4.2 : Explore Menu Writing Principles

*Performance Indicators :* 4.2.1-4.2.4

Performance Standard 4.3 : Examine the Relationship Between Purchasing, Storeroom Operations and Cost Control

*Performance Indicators :* 4.3.1-4.3.6

#### CONTENT STANDARD 5.0 : DEMONSTRATE BAKERY PRODUCTION TECHNIQUES

Performance Standard 5.3 : Demonstrate a Variety of Techniques for Preparing Desserts

*Performance Indicators :* 5.3.1-5.3.7

#### CONTENT STANDARD 6.0 : DEMONSTRATE GARDE MANGER TECHNIQUES

Performance Standard 6.3 : Demonstrate a Variety of Techniques for Preparing Appetizers and Hors d'Oeuvres

*Performance Indicators :* 6.3.1-6.3.4

Performance Standard 6.4 : Demonstrate a Variety of Techniques for Attractive Presentations

*Performance Indicators :* 6.4.1-6.4.4

Performance Standard 6.5 : Demonstrate Knowledge of Spices, Oils and Vinegars, and Fresh and Dried Herbs

*Performance Indicators :* 6.5.1-6.5.4

#### CONTENT STANDARD 7.0 : SELECT AND UTILIZE FOOD PRODUCTS APPROPRIATELY

Performance Standard 7.1 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Fruits

*Performance Indicators :* 7.1.1-7.1.6

Performance Standard 7.2 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Starches and Grains

*Performance Indicators :* 7.2.1-7.2.6

Performance Standard 7.3 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Vegetables

*Performance Indicators :* 7.3.1-7.3.6

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Performance Standard 7.4 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Dairy Products

*Performance Indicators* : 7.4.1-7.4.7

Performance Standard 7.6 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Meats

*Performance Indicators* : 7.6.1-7.6.9

Performance Standard 7.7 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Poultry

*Performance Indicators* : 7.7.1-7.7.8

Performance Standard 7.8 : Demonstrate Knowledge of Principles Regarding the Selection and Preparation of Fish and Shellfish

*Performance Indicators* : 7.8.1-7.8.9

#### **CONTENT STANDARD 8.0 : DEMONSTRATE TECHNIQUES FOR STOCKS/SAUCES/SOUPS**

Performance Standard 8.1 : Demonstrate Knowledge of Principles Regarding the Preparation of Stocks

*Performance Indicators* : 8.1.1-8.1.6

Performance Standard 8.2 : Demonstrate Knowledge of Principles Regarding the Preparation of Sauces

*Performance Indicators* : 8.2.1-8.2.7

Performance Standard 8.3 : Demonstrate Knowledge of Principles Regarding the Preparation of Soups

*Performance Indicators* : 8.3.1-8.3.6

#### **CONTENT STANDARD 9.0 : DEMONSTRATE APPROPRIATE COOKING METHODS**

Performance Standard 9.1 : Demonstrate Dry Heat, Moist Heat, and Combination Cooking Methods

*Performance Indicators* : 9.1.1-9.1.4

#### **CONTENT STANDARD 11.0 : ANALYZE AND DEMONSTRATE BUSINESS OPERATIONS**

Performance Standard 11.1 : Explore Entrepreneurship Opportunities in the Foodservice Industry

*Performance Indicators* : 11.1.1-11.1.3

Performance Standard 11.2 : Describe Marketing Strategies in the Foodservice Industry

*Performance Indicators* : 11.2.1-11.2.2

Performance Standard 11.3 : Demonstrate an Awareness of Professional Organizations in the Foodservice Industry

*Performance Indicators* : 11.3.1-11.3.2

### **EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

#### **CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

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**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices

**Science:** Nature of Science  
Physical Science

\* Refer to the Culinary Arts Standards for alignment by performance indicator

**COMPLEMENTARY COURSE(S):**

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

<b>COURSE TITLE:</b>	<b>Culinary Arts Advanced Studies</b>
<b>ABBREVIATED NAME:</b>	<b>CULINARY ARTS AS</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>AS</b>
<b>CIP CODE:</b>	<b>12.0503</b>
<b>PREREQUISITE:</b>	<b>Culinary Arts III</b>
<b>CTSO:</b>	<b>FCCLA and/or SkillsUSA</b>
<b>COURSE DESCRIPTION</b>	
<p>This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.</p>	

**TECHNICAL STANDARDS**

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

**SAMPLE TOPICS**

- Advanced garde manger
- Banquet management
- Catering
- Certification
  - Certified Professional Food Handler (ServSafe)
  - Health Department Food Service Safety
  - ProStart Certificate of Achievement I & II Pre-PAC Culinary Arts
  - Skill Connect Culinary Arts
  - America Culinary Federation
  - International Food Service Executives Association (IFSEA) Certification
- Community culinary arts
- Culinary professional association participation
  - American Culinary Federation (ACF)
  - National Association for Catering and Events (NACE)
  - National Restaurant Association (NRA)
  - Nevada Restaurant Association (NVRA)
  - Other
- Internship
- Skills development for leadership and/or competition



**COMPLEMENTARY COURSE(S):**

Programs that utilize the complementary courses can include the following courses. The lab courses allow additional time to be utilized in developing the processes, concepts, and principles as described in the classroom instruction. The standards and performance indicators for each lab course are shown in the corresponding course listed in the previous section.

<b>COURSE TITLE:</b>	<b>Culinary Arts II LAB</b>
<b>ABBREVIATED NAME:</b>	<b>CULINARY ART II L</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L2L</b>
<b>CIP CODE:</b>	<b>12.0503</b>
<b>PREREQUISITE:</b>	<b>Concurrent Enrollment in Culinary Arts II</b>
<b>CTSO:</b>	<b>FCCLA and/or SkillsUSA</b>
<b>COURSE DESCRIPTION</b>	
This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.	

<b>COURSE TITLE:</b>	<b>Culinary Arts III LAB</b>
<b>ABBREVIATED NAME:</b>	<b>CULINARY ART III L</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L3L</b>
<b>CIP CODE:</b>	<b>12.0503</b>
<b>PREREQUISITE:</b>	<b>Concurrent Enrollment in Culinary Arts III</b>
<b>CTSO:</b>	<b>FCCLA and/or SkillsUSA</b>
<b>COURSE DESCRIPTION</b>	
This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.	