

# ***Culinary Arts Curriculum Framework***



This document was prepared by:

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**Vision**

*All Nevada students are equipped and feel empowered to attain their vision of success*

**Mission**

*To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence*



## Introduction

The Nevada Career and Technical Education (CTE) Curriculum Frameworks are a resource for Nevada's public schools 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.

This curriculum framework ensures the following:

- CTE course(s) 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 in-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.
- CTE course(s) and course sequence includes leadership and employability skills as an integral part of the curriculum.
- CTE course(s) and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry-standards.

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**Nevada Department of Education**  
**Curriculum Framework for**  
**Culinary Arts**

**Program Information**

<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>Hospitality and Tourism:</b>	<b>Hospitality and Tourism</b>
<b>Career Pathway:</b>	<b>Restaurants and Food/Beverage Services</b>
<b>Program Length:</b>	<b>2-year, completed sequentially</b>
<b>Program Assessments:</b>	<b>TBD</b>
	<b>Workplace Readiness Skills</b>
<b>CTSO:</b>	<b>FCCLA / SkillsUSA</b>
<b>Grade Level:</b>	<b>9-12</b>
<b>Industry Certifications:</b>	<b>See Nevada’s Approved Certification Listing</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):
  - English Language Arts
  - Mathematics
  - Science
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

**Hospitality and Tourism**

The National Hospitality and Tourism<sup>®</sup> 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 Hospitality and Tourism in the National Hospitality and Tourism 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, Hospitality and Tourism provide the essential knowledge and skills for the 16 Hospitality and Tourism and their Career Pathways.<sup>1 and 2</sup>

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<sup>1</sup> Hospitality and Tourism | Advance CTE. (2022). Retrieved 31 August 2022, from <https://careertech.org/Career-Clusters>

<sup>2</sup> The National Hospitality and Tourism<sup>®</sup> Framework. (2022). American Institutes for Research. Retrieved 31 August 2022, from <https://www.air.org/sites/default/files/CTEClusters.pdf>

### 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, 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. Complete program sequences are essential for the successful delivery of all state standards in each program area. A program does not have to utilize the complementary courses for students to complete their program of study.

### Culinary Arts

#### Required Core Course Sequence (R) with Complementary Courses (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Culinary Arts I	CUL ARTS I	12.0503	16	053	G	1.00	12	16053G1.0012
R	Culinary Arts II	CUL ARTS II	12.0503	16	053	G	1.00	22	16053G1.0022
C	Culinary Arts II LAB	CUL ARTS II L	12.0503	16	053	E	1.00	22	16053E1.0022
C	Culinary Arts Advanced Studies	CUL ARTS AS	12.0503	16	053	E	1.00	11	16053G1.0011
C	CTE Work Experience – Hospitality and Tourism	WORK EXPER HOSP	99.0009	16	198	G	1.00	11	16198G1.0011
C	Industry Recognized Credential-Culinary Arts	IRC CUL ARTS	12.0503	16	999	E	1	11	16999E1.0011

**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 (NAC 389.000 [1]).

**Employability Skills for Career Readiness Standards**

Employability 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 (NAC 389.800 [1]).

**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 (NAC 389.800 [3]).

**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 in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33 (NAC 389.800 [1]).

**End-of-Program Technical Assessment**

An end-of-program technical assessment may be implemented for those programs with current industry validated standards 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 in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33 (NAC 389.800 [1]).

**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, if available (NAC 389.800 [4]).

**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) completion of a CTE course of study in a program area, (2) 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, if available, for the program of study, 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 (NAC 389.800 [3]).

**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).

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## Core Courses

### Recommended Student Performance Standards

#### Course Information

**Course Title:** Culinary Arts I  
**Abbreviated Name:** CUL ARTS I  
**Credits:** 1  
**Prerequisite:** None  
**CTSO:** FCCLA / SkillsUSA

#### Course Description

This course provides students with an introduction to the principles and techniques of commercial food production and the exploration of career and technical student organizations. The classroom is patterned after industry with emphasis on food related careers. Students acquire basic skills in food handling, food and nutritional science, equipment technology, cooking methods, kitchen safety, sanitation procedures, and employability skills. The appropriate use of technology and industry-standard equipment is an integral part of this course.

#### Technical Standards

**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

Performance Standard 1.1: Explore the History and Organization of CTSOs

*Performance Indicators:* 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

*Performance Indicators:* 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

*Performance Indicators:* 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

*Performance Indicators:* 1.4.1-1.4.5

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

*Performance Indicators:* 1.5.1-1.5.3

**CONTENT STANDARD 2.0: ANALYZE CAREER OPTIONS AND FOODSERVICE INDUSTRY PROFESSIONAL STANDARDS**

Performance Standard 2.1: Describe the Professional Foodservice Industry, History, Traditions, and Current Trends

*Performance Indicators:* 2.1.1

Performance Standard 2.2: Analyze Career Paths and Opportunities in Foodservice Industries

*Performance Indicators:* 2.2.1-2.2.2

Performance Standard 2.3: Develop and Model Professional and Ethical Workplace Behaviors

*Performance Indicators:* 2.3.1-2.3.2



**CONTENT STANDARD 3.0: INTEGRATE KNOWLEDGE AND SKILLS IN SANITATION AND SAFETY**

Performance Standard 3.1: Investigate Microorganisms Found in Food and Their Role in Food Borne Illness

*Performance Indicators:* 3.1.1-3.1.2

Performance Standard 3.2: Comply with Health Department Regulations

*Performance Indicators:* 3.2.1-3.2.2

Performance Standard 3.3: Utilize Proper Facility Management Techniques for Cleaning

*Performance Indicators:* 3.3.1-3.3.5

Performance Standard 3.4: Describe Workplace Procedures to Prevent Accidents, Respond to Emergencies, and Treat Injuries

*Performance Indicators:* 3.4.1-3.4.4

**CONTENT STANDARD 4.0: APPLY SKILLS IN FOOD SERVICE, EQUIPMENT, AND PRODUCTION**

Performance Standard 4.1: Explore Foodservice Tools and Standardized Equipment

*Performance Indicators:* 4.1.1-4.1.3

Performance Standard 4.2: Develop Necessary Knife Skills

*Performance Indicators:* 4.2.1-4.2.4

Performance Standard 4.3: Establish Workplace Mise En Place

*Performance Indicators:* 4.3.1-4.3.2

Performance Standard 4.4: Employ Proper Measuring and Scaling Techniques

*Performance Indicators:* 4.4.1-4.4.5

Performance Standard 4.5: Utilize Standardized Recipes

*Performance Indicators:* 4.5.1-4.5.2

Performance Standard 4.6: Examine the Relationship Between Purchasing, Receiving, Storeroom Operations, Inventory, and Cost Control

*Performance Indicators:* 4.6.1-4.6.3

**CONTENT STANDARD 5.0: DEMONSTRATE MENU PLANNING**

Performance Standard 5.1: Evaluate Nutrition Principles and Specialized Dietary Plans

*Performance Indicators:* 5.1.1

**CONTENT STANDARD 6.0: DEMONSTRATE BAKERY PRODUCTION TECHNIQUES**

Performance Standard 6.1: Demonstrate a Variety of Techniques for Preparing Dough and Batter Recipes

*Performance Indicators:* 6.1.1-6.1.3

**CONTENT STANDARD 7.0: DEMONSTRATE GARDE MANGER TECHNIQUES**

Performance Standard 7.1: Demonstrate a Variety of Techniques for Preparing Salads, Sandwiches, Appetizers, Hors D'oeuvres, and Creating Attractive Presentations

*Performance Indicators:* 7.1.2, 7.1.4

**CONTENT STANDARD 8.0: SELECT, STORE, AND PREPARE FOOD PRODUCTS FOR INTENDED USE**

Performance Standard 8.1: Demonstrate Knowledge of Principles Regarding the Selection, Storage, and Preparation of Fruits and Vegetables

*Performance Indicators:* 8.1.1, 8.1.2

Performance Standard 8.2: Demonstrate Knowledge of Principles Regarding the Selection, Storage, and Preparation of Starches and Grains

*Performance Indicators:* 8.2.1, 8.2.2

Performance Standard 8.3: Demonstrate Knowledge of Principles Regarding the Selection, Storage, and Preparation of Dairy Products and Alternative Dairy Products

*Performance Indicators:* 8.3.1, 8.3.2

Performance Standard 8.4: Demonstrate Knowledge of Principles Regarding the Selection, Storage, and Preparation of Eggs, Egg Products, and Egg Alternatives

*Performance Indicators:* 8.4.1, 8.4.2

Performance Standard 8.5: Demonstrate Knowledge of Spices, Oils and Vinegars, and Fresh and Dried Herbs

*Performance Indicators:* 8.5.1, 8.5.3

**CONTENT STANDARD 9.0: DEMONSTRATE TECHNIQUES FOR STOCKS, SAUCES, AND SOUPS**

Performance Standard 9.1: Demonstrate Knowledge of Principles Regarding the Preparation of Stocks, Sauces, and Soups

*Performance Indicators:* 9.1.1-9.1.4

**CONTENT STANDARD 10.0: DEMONSTRATE APPROPRIATE COOKING METHODS**

Performance Standard 10.1: Demonstrate Dry Heat, Moist Heat, and Combination Cooking Methods

*Performance Indicators:* 10.1.1-10.1.3

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

**Mathematics:** Mathematical Practices

**Science:** Science and Engineering Practices

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

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**Course Information**

**Course Title:** Culinary Arts II  
**Abbreviated Name:** CUL ARTS II  
**Credits:** 1  
**Prerequisite:** Culinary Arts I  
**Program Assessments:** TBD  
**Workplace Readiness Skills**  
**CTSO:** FCCLA / SkillsUSA

**Course Description**

This course is a continuation of Culinary Arts I. This course prepares culinary students to build on fundamental skills developed in Culinary Arts I. Students will receive practical training in areas of food preparation, equipment use, and service. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education. The appropriate use of technology and industry-standard equipment is an integral part of this course.

**Technical Standards****CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

Performance Standard 1.1: Explore the History and Organization of CTSOs

*Performance Indicators:* 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

*Performance Indicators:* 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

*Performance Indicators:* 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

*Performance Indicators:* 1.4.1-1.4.5

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

*Performance Indicators:* 1.5.1-1.5.3

**CONTENT STANDARD 2.0: ANALYZE CAREER OPTIONS AND FOODSERVICE INDUSTRY PROFESSIONAL STANDARDS**

Performance Standard 2.1: Describe the Professional, Traditions, and Current Trends

*Performance Indicators:* 2.1.2

**CONTENT STANDARD 3.0: INTEGRATE KNOWLEDGE AND SKILLS IN SANITATION AND SAFETY**

Performance Standard 3.1: Investigate Foodservice Industry, History Microorganisms Found in Food and Their Role in Food Borne Illness

*Performance Indicators:* 3.1.3

**CONTENT STANDARD 4.0: APPLY SKILLS IN FOOD SERVICE, EQUIPMENT, AND PRODUCTION**

Performance Standard 4.5: Utilize Standardized Recipes

*Performance Indicators:* 4.5.3-4.5.5

Performance Standard 4.6: Examine the Relationship Between Purchasing, Receiving, Storeroom Operations, Inventory, and Cost Control

*Performance Indicators:* 4.6.1-4.6.3

**CONTENT STANDARD 5.0: DEMONSTRATE MENU PLANNING**

Performance Standard 5.1: Evaluate Nutrition Principles and Specialized Dietary Plans

*Performance Indicators:* 5.1.2-5.1.5

Performance Standard 5.2: Explore Menu Writing Principles

*Performance Indicators:* 5.2.1-5.2.4

**CONTENT STANDARD 6.0: DEMONSTRATE BAKERY PRODUCTION TECHNIQUES**

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

*Performance Indicators:* 6.2.1-6.2.4

**CONTENT STANDARD 7.0: DEMONSTRATE GARDE MANGER TECHNIQUES**

Performance Standard 7.1: Demonstrate a Variety of Techniques for Preparing Salads, Sandwiches, Appetizers, Hors D'oeuvres, and Creating Attractive Presentations

*Performance Indicators:* 7.1.1, 7.1.3

**CONTENT STANDARD 8.0: SELECT, STORE, AND PREPARE FOOD PRODUCTS FOR INTENDED USES**

Performance Standard 8.6: Demonstrate Knowledge of Principles Regarding the Selection, Storage, and Preparation of Meats and Poultry

*Performance Indicators:* 8.6.1-8.6.6

Performance Standard 8.7: Demonstrate Knowledge of Principles Regarding the Selection, Storage, and Preparation of Fish and Shellfish

*Performance Indicators:* 8.7.1-8.7.5

**CONTENT STANDARD 10.0: DEMONSTRATE APPROPRIATE COOKING METHODS**

Performance Standard 10.1: Demonstrate Dry Heat, Moist Heat, and Combination Cooking Methods

*Performance Indicators:* 10.1.4

**CONTENT STANDARD 11.0: DEMONSTRATE PROPER FRONT-OF-HOUSE (FOH) PROCEDURES**

Performance Standard 11.1: Explore Service Styles

*Performance Indicators:* 11.1.1-11.1.4

Performance Standard 11.2: Explore Beverage Service

*Performance Indicators:* 11.2.1-11.2.3

**CONTENT STANDARD 12.0: ANALYZE AND DEMONSTRATE BUSINESS OPERATIONS**

Performance Standard 12.1: Describe Marketing Strategies in the Foodservice Industry

*Performance Indicators:* 12.1.1-12.1.2

**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:** Language Standards  
Reading Standards for Information Text  
Reading Standards for Literacy in Science and Technical Subjects  
Speaking and Listening Standards  
Writing Standards  
Writing Standards for Literacy in Science and Technical Subjects

**Mathematics:** Mathematical Practices

**Science:** Science and Engineering Practices

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

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## Complementary Courses

Programs that utilize the complementary courses can include the following:

- Advanced Studies course
- Lab course(s)
- CTE Work Experience course
- Industry-Recognized Credential course

### Course Information

**Course Title:** Culinary Arts Advanced Studies

**Abbreviated Name:** CUL ARTS AS

**Credits:** 1

**Prerequisite:** Completion of Culinary Arts Program of Study

**CTSO:** FCCLA / SkillsUSA

### Course Description

This course is offered to students who have completed all content standards in a program and desire 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.

### Technical Standards

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

### Employability Skills for Career Readiness Standards

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

### Sample Topics:

- Advanced garde manger
- Banquet management
- Catering
- Certifications
- Community culinary arts
- Culinary professional association participation
- Internship
- Skills development for leadership and/or competition

**Course Information****Course Title: Culinary Arts II LAB****Abbreviated Name: CUL ARTS II LAB****Credits: 1****Prerequisite: Culinary Arts II****CTSO: FCCLA / SkillsUSA****Course Description**

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.

**Course Information****Course Title: CTE Work Experience – Hospitality and Tourism****Abbreviated Name: WORK EXPER HOSP****Credits: 1****Prerequisite: Completion of Level 2 course in the qualifying program of study****CTSO: FCCLA / SkillsUSA****Course Description**

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

**Course Information****Course Title: Industry-Recognized Credential – Culinary Arts****Abbreviated Name: IRC CUL ARTS****Credits: 1****Prerequisite: Completion of Culinary Arts Program of Study****CTSO: FCCLA / SkillsUSA****Course Description**

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Culinary Arts Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.