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

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: 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.

Person-to-Person	Telephone and Email	Cell Phone and	Communicating At	Listening
Etiquette	Etiquette	Internet Etiquette	Work	
Interacting with	Telephone	Using Blogs	Improving	Reasons, Benefits,
Your Boss	Conversations		Communication Skills	and Barriers
Interacting with	Barriers to Phone	Using Social Media	Effective Oral	Listening
Subordinates	conversations		Communication	Strategies
Interacting with Co-	Making and Returning		Effective Written	Ways We Filter
workers	Calls		Communication	What We Hear
Interacting with	Making Cold Calls		Effective Nonverbal	Developing a
Suppliers			Skills	Listening Attitude
	Handling Conference		Effective Word Use	Show You Are
	Calls			Listening
	Handling Unsolicited		Giving and Receiving	Asking Questions
	Calls		Feedback	
				Obtaining
				Feedback
				Getting Others to
				Listen

Nonverbal Communication	Written	Speaking	Applications and Effective
	Communication		Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and	Constructive Criticism	One-on-One	Writing a Cover Letter
mixed Messages	in Writing	Conversations	
Matching Verbal and		Small Group	Things to Include in a Résumé
Nonverbal communication		Communication	
Improving Nonverbal		Large Group	Selling Yourself in a Résumé
Indicators		Communication	_
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence		Involving the Audience	Describing Your Job Strengths
Nonverbally			
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Preparation and Participation in Meetings
Building Team Communication	Conducting Two-Person or Large Group Meetings
	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job	Gaining Trust and	Providing Information,	Preparing for an	Locating Jobs and
Skills	Interacting with	Accuracy and Double	Interview	Networking
	Customers	Checking		
Becoming a	Learning and Giving	Online Application	Questions to Ask in	Job Shopping
Problem Solver	Customers What	Process	an Interview	Online
	They Want			
Identifying a	Keeping Customers	Following Up After	Things to Include in	Job Search
Problem	Coming Back	Submitting an Application	a Career Portfolio	Websites
Becoming a	Seeing the	Effective Résumés:	Traits Employers are	Participation in
Critical Thinker	Customer's Point		Seeking	Job Fairs
Managing	Selling Yourself and	Matching Your Talents to	Considerations	Searching the
	the Company	a Job	Before Taking a Job	Classified Ads
	Handling Customer	When a Résumé Should be		Using
	Complaints	Used		Employment
				Agencies
	Strategies for			Landing an
	Customer Service			Internship
				Staying Motivated
				to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal	Employer	Business Etiquette	Communicating at
-	Characteristics	Expectations	_	Work
Demonstrating Good	Demonstrating a	Behaviors	Language and	Handling Anger
Work Ethic	Good Attitude	Employers Expect	Behavior	
Behaving	Gaining and	Objectionable	Keeping Information	Dealing with
Appropriately	Showing Respect	Behaviors	Confidential	Difficult Coworkers
Maintaining Honesty	Demonstrating	Establishing	Avoiding Gossip	Dealing with a
	Responsibility	Credibility		Difficult Boss
Playing Fair	Showing	Demonstrating Your	Appropriate Work	Dealing with
	Dependability	Skills	Email	Difficult Customers
Using Ethical	Being Courteous	Building Work	Cell Phone Etiquette	Dealing with
Language		Relationships		Conflict
Showing	Gaining Coworkers'		Appropriate Work	
Responsibility	Trust		Texting	
Reducing Harassment	Persevering		Understanding	
			Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a	Showing			
Habit	Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive	Finding More Time
	Criticism	
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional	Meeting Business	Creating a Good Impression	Looking Professional
Manners	Acquaintances		
Introducing People	Meeting People for the First	Keeping Phone Calls	Dressing for Success
	Time	Professional	
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional
			Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to
			Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating
			Leadership
Cross-Cultural Etiquette	_	-	
Working in a Cubicle	_	_	

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.

- 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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ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.

- 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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substance, and style are appropriate to purpose, audience, and task.

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.

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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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).