Culinary Arts and Hospitality Management prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications. Instruction and laboratory experiences will allow students to apply principles of purchasing, storage, preparation, and service of food and food products; apply basic principles of sanitation and safety in order to maintain safe and healthy food service and hospitality environments; use and maintain related tools and equipment; and apply management principles in food service or hospitality operations. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students’ laboratory experiences. Students are monitored in their laboratory experiences by the Culinary Arts and Hospitality teacher. Articulation with postsecondary programs is encouraged.

- DOE Code: 5440
- Recommended Grade Level: Grade 11, 12
- Recommended Prerequisites: Nutrition and Wellness, Introduction to Culinary Arts & Hospitality
- Credits: 2-3 credits per semester, 2 semesters maximum, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with the following Post-Secondary courses for Dual Credit:
  - Ivy Tech
    - HOSP 101 Sanitation and First Aid
    - HOSP 102 Basic Food Theory and Skills
  - Vincennes University
    - REST 120 Food Service Sanitation

Dual Credit
This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Application of Content and Multiple Hour Offerings
Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences. When a course is offered for multiple hours per semester, the amount of laboratory application or work-based learning needs to be increased proportionally.

Career and Technical Student Organizations (CTSOs)
Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in FCCLA (Family, Career and
Community Leaders of America), the CTSO for this area.

**Content Standards**

**Domain – Introduction to the Hospitality Industry**

**Core Standard 1** Establish a base knowledge of the hospitality industry to create a foundation that relates to their chosen career field. (IvT HOSP 102, #1-6)

**Standards**

- **CAH-1.1** Describe the concept of hospitality and the philosophy of the hospitality industry
- **CAH-1.2** Trace the growth and development of the hospitality and tourism industry
- **CAH-1.3** Describe the various cuisines and contributions of leading culinarians
- **CAH-1.4** Identify professional organizations within the hospitality field; explain purposes and benefits
- **CAH-1.5** Outline the organization, structure, and functional areas in various hospitality operations
- **CAH-1.6** Examine trends in the hospitality industry as they relate to career opportunities and the future of the industry

**Domain – Food Safety and Personal Hygiene**

**Core Standard 2** Apply concepts of food safety and personal hygiene to ensure quality food service. (IvT HOSP 101, #1-7)

**Standards**

- **CAH-2.1** Apply the critical control points during all food handling processes as a method for minimizing the risk of food borne illness (HACCP system)
- **CAH-2.2** Identify microorganisms that are related to food spoilage and food borne illnesses and describe their requirements and methods for growth
- **CAH-2.3** Describe symptoms common to food borne illnesses and how these illnesses can be prevented
- **CAH-2.4** Demonstrate good personal hygiene and health habits
- **CAH-2.5** Use acceptable procedures when preparing potentially hazardous foods to include time/temperature principles
- **CAH-2.6** List the major reasons for and recognize signs of food spoilage
- **CAH-2.7** Outline the requirements for proper receiving and storage of both raw and prepared foods

**Domain – Sanitation and Safety**

**Core Standard 3** Evaluate design features and requirements for safe and sanitary facilities to establish compliance with local and federal regulatory agencies. (IvT HOSP 101, #8-13)

**Standards**

- **CAH-3.1** Recognize sanitary and safety design and construction features of equipment and facilities for food production and hospitality (i.e., NSF, UL, OSHA, ADA)
- **CAH-3.2** Describe current types of cleaners and sanitizers and demonstrate their proper use
- **CAH-3.3** Review Material Safety Data Sheets (MSDS), explain their requirements in handling hazardous materials, and discuss right-to-know laws
- **CAH-3.4** Implement schedules and procedures for cleaning and sanitizing equipment and facilities
CAH-3.5 Demonstrate proper methods of waste disposal and recycling
CAH-3.6 Implement appropriate measures for insects, rodents, and pest control eradication
CAH-3.7 Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards

Domain – Regulations, Procedures and Emergencies
Core Standard 4 Implement appropriate emergency procedures to promote safety in the food service and hospitality workplace. (IvT HOSP 101, #14-20)

Standards
CAH-4.1 List common causes of typical accidents and injuries in the foodservice and hospitality industry and outline a safety management program
CAH-4.2 Demonstrate appropriate emergency policies for injuries in kitchens, dining rooms, and other hospitality areas
CAH-4.3 Describe appropriate types and uses of fire extinguishers in foodservice and hospitality areas
CAH-4.4 Review laws and rules of the regulatory agencies governing sanitation and safety in foodservice operation
CAH-4.5 Identify and explain how blood-borne pathogens can spread, and how this can be prevented
CAH-4.6 Execute basic first-aid techniques and CPR

Domain – Basic Culinary Skills
Core Standard 5 Apply and adapt basic culinary skills as needed to successfully utilize standardized recipes. (IvT HOSP 102, #8-13, 30)

Standards
CAH-5.1 Demonstrate knife skills, use of hand tools, and equipment operation, emphasizing proper safety and sanitation
CAH-5.2 Demonstrate how to read and follow a standard recipe
CAH-5.3 Identify and use utensils, pots, and pans
CAH-5.4 Demonstrate a variety of cooking methods including roasting and baking, broiling, smoking, grilling, griddling, sautéing, frying, deep-frying, poaching and steaming
CAH-5.5 Demonstrate combined methods of cooking including braising and stewing
CAH-5.6 Utilize weights and measures to demonstrate proper scaling and measurement techniques
CAH-5.7 Discuss the characteristics, functions and food sources of the major nutrients

Domain – Culinary Math
Core Standard 6 Apply concepts of culinary math principles to maximize efficiency and profitability in the workplace. (IvT HOSP 102, #14-17)

Standards
CAH-6.1 Calculate food, beverage and cost percentages
CAH-6.2 Demonstrate processes of recipe yield adjustment
CAH-6.3 Demonstrate processes of recipe costing
CAH-6.4 Determine selling price of menu items

Domain – Preparation Techniques and Applications
Core Standard 7  Select the appropriate products and techniques to demonstrate mastery in basic food preparation. (IvT HOSP 102, #18-28)

Standards
CAH-7.1 Identify and use herbs, spices, oils, and vinegars
CAH-7.2 Identify and prepare meats, seafood, and poultry
CAH-7.3 Identify and prepare stocks, soups, and sauces
CAH-7.4 Identify and prepare fruits, vegetable, starches, and farinaceous items
CAH-7.5 Identify and prepare various salads, dressings, and marinades
CAH-7.6 Identify and prepare hot and cold sandwiches
CAH-7.7 Identify and prepare canapés and cold and hot hors d’oeuvres
CAH-7.8 Identify and prepare breakfast meats, eggs, cereals, and battered products
CAH-7.9 Demonstrate food presentation techniques
CAH-7.10 Discuss the applicability of convenience, value added, further processed or par-cooked food items
CAH-7.11 Demonstrate basic garnishes

Common Core Literacy Standards for Technical Subjects

Reading Standards for Literacy in Technical Subjects 11-12
The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details
11-12.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
11-12.RT.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
11-12.RT.3 Follow precisely a complex multistep procedure when performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure
11-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to grades 11-12 texts and topics.
11-12.RT.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
11-12.RT.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Idea
11-12.RT.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question
or solve a problem.

11-12.RT.8 Evaluate the hypotheses, data, analysis, and conclusions in a technical subject, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

11-12.RT.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

11-12.RT.10 By the end of grade 12, read and comprehend technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

11-12.WT.1 Write arguments focused on discipline-specific content.
11-12.WT.2 Write informative/explanatory texts, including technical processes.
11-12.WT.3 Students will not write narratives in technical subjects. **Note:** Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

11-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
11-12.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
11-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

11-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
11-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing

11-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.