Culinary Arts Evaluation Tool

2020 Curricular Materials Review

Idaho Family and Consumer Sciences & Human Resources (FACS&HR) Culinary Arts Program Standards[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* ISBN #:
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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard CUL.1.0: Career Pathways and Industry Professional Standards

### Performance Standard CUL.1.1 Professional Foodservice Industry, History, Traditions, and Current Trends

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.1.1.1 Explore the history of the foodservice industry. |  |
| CTE CUL.1.1.2 Integrate global trends in the foodservice industry. |  |
| CTE CUL.1.1.3 Compare various types of international and regional cuisines. |  |

### Performance Standard CUL.1.2 Career Paths and Opportunities in Foodservice

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.1.2.1 Differentiate between the various positions in foodservice industry. |  |
| CTE CUL.1.2.2 Explore career and educational opportunities in related foodservice industries. |  |

### Performance Standard CUL.1.3 Professional and Ethical Workplace Behaviors

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.1.3.1 Wear and maintain professional workplace attire. |  |
| CTE CUL.1.3.2 Demonstrate professional and ethical workplace behaviors. |  |
| CTE CUL.1.3.3 Demonstrate helpful, courteous, and attentive customer‐service skills. |  |

## Standard CUL.2.0: Sanitation and Safety

### Performance Standard CUL.2.1 Microorganisms and Their Role in Foodborne Illness

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.2.1.1 Analyze foodborne symptoms, illnesses and their causes. |  |
| CTE CUL.2.1.2 Practice safe food handling techniques and prevention of foodborne illnesses. |  |

### Performance Standard CUL.2.2 Safe Food Handling Principles

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.2.2.1 Practice appropriate personal hygiene/health procedures and report symptoms of illness. |  |
| CTE CUL.2.2.2 Demonstrate awareness of the FDA Model Food Code and local health department regulations. |  |
| CTE CUL.2.2.3 Explain HACCP (Hazard Analysis Critical Control Point) and identify CCPs (Critical Control Points). |  |
| CTE CUL.2.2.4 Implement appropriate procedures and precautions to prevent accidents and injuries. |  |
| CTE CUL.2.2.5 Recognize OSHA standards. |  |

## Standard CUL.3.0: Food Service Skills, Equipment, and Production

### Performance Standard CUL.3.1 Food Service Tools and Equipment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.3.1.1 Identify tools and equipment for appropriate use. |  |
| CTE CUL.3.1.2 Safely operate and maintain tools and equipment. |  |

### Performance Standard CUL.3.2 Knife Skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.3.2.1 Describe basic knife cuts and their application. |  |
| CTE CUL.3.2.2 Demonstrate how to properly handle, sharpen, and maintain knives. |  |
| CTE CUL.3.2.3 Determine knives for appropriate use. |  |

### Performance Standard CUL.3.3 Workplace Mise en Place

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.3.3.1 Identify and apply front‐ and back‐of‐the‐house mise en place. |  |
| CTE CUL.3.3.2 Create prep lists and timelines. |  |

### Performance Standard CUL.3.4 Measuring Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.3.4.1 Differentiate weights and measures for proper scaling (weight vs. volume, wet vs. dry). |  |
| CTE CUL.3.4.2 Identify the appropriate measuring instrument(s). |  |
| CTE CUL.3.4.3 Demonstrate proper measuring techniques. |  |

### Performance Standard CUL.3.5 Recipe Standards

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.3.5.1 Follow a standardized recipe. |  |
| CTE CUL.3.5.2 Write a standardized recipe. |  |
| CTE CUL.3.5.3 Increase and decrease recipe yields using conversion factors. |  |
| CTE CUL.3.4.3 Demonstrate proper measuring techniques. |  |

### Performance Standard CUL.3.6 Presentation Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.3.6.1 Create appropriate garnishes for specific food items. |  |
| CTE CUL.3.6.2 Design and use of centerpieces. |  |
| CTE CUL.3.6.3 Model a variety of plating techniques. |  |
| CTE CUL.3.6.4 Explain buffet presentations. |  |

## Standard CUL.4.0: Menu Planning Principles

### Performance Standard CUL.4.1 Nutrition Principles and Specialized Dietary Plans

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.4.1.1 Interpret and incorporate basic nutrition knowledge to menu planning and modification. |  |
| CTE CUL.4.1.2 Explain special dietary needs and available modifications. |  |
| CTE CUL.4.1.3 Identify common food allergies and key substitutions. |  |

### Performance Standard CUL.4.2 Menu Writing Principles

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.4.2.1 Differentiate menu types. |  |
| CTE CUL.4.2.2 Identify how menu prices are determined. |  |
| CTE CUL.4.2.3 Calculate menu pricing. |  |
| CTE CUL.4.2.4 Plan a menu for a given scenario. |  |

### Performance Standard CUL.4.3 Purchasing, Storeroom Operations, and Cost Controls

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.4.3.1 Practice proper storage procedures. |  |
| CTE CUL.4.3.2 Utilize a purchase specification and complete a requisition form. |  |
| CTE CUL.4.3.3 Calculate the cost of a recipe. |  |
| CTE CUL.4.3.4 Apply inventory control as it relates to FIFO (first in, first out) and par levels. |  |

## Standard CUL.5.0: Bakery Production Techniques

### Performance Standard CUL.5.1 Preparing Baked Goods

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.5.1.1 Identify common baking ingredients. |  |
| CTE CUL.5.1.2 Prepare a variety of baked goods i.e. yeast and quick breads, pastries, and dessert items. |  |
| CTE CUL.5.1.3 Understand recipes modifications for environmental conditions. |  |
| CTE CUL.5.1.4 Understand and utilize bakers’ formulas. |  |
| CTE CUL.5.1.5 Demonstrate various plating presentations. |  |
| CTE CUL.5.1.6 Properly hold and store products. |  |

## Standard CUL.6.0: Garde Manger

### Performance Standard CUL.6.1 Duties of Garde Manger

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.6.1.1 Prepare creamy and vinaigrette dressings and dips. |  |
| CTE CUL.6.1.2 Prepare various salads and components. |  |
| CTE CUL.6.1.3 Prepare a variety of hot and cold sandwiches, components and side items. |  |
| CTE CUL.6.1.4 Prepare a variety of appetizers and hors d'oeuvre. |  |
| CTE CUL.6.1.5 Properly hold and store garde manger items. |  |

## Standard CUL.7.0: Ingredients and Food Production

### Performance Standard CUL.7.1 Spices, Oils and Vinegars, Fresh and Dried Herbs

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.7.1.1 Identify various spices, fresh and dried herbs for their appropriate uses. |  |
| CTE CUL.7.1.2 Maintain quality of spices and herbs through proper holding and storage. |  |
| CTE CUL.7.1.3 Identify oils and vinegars for their appropriate uses. |  |

### Performance Standard CUL.7.2 Fruits and Vegetables

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.7.2.1 Select appropriate fruits and vegetables for intended uses. |  |
| CTE CUL.7.2.2 Prepare a variety of fruits and vegetables. |  |
| CTE CUL.7.2.3 Properly hold and store fruit and vegetables. |  |
| CTE CUL.7.2.4 Demonstrate a variety of cooking methods for fruits and vegetables. |  |

### Performance Standard CUL.7.3 Starches, Grains, and Legumes

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.7.3.1 Select and prepare a variety of starches, grains, and legumes for intended uses. |  |
| CTE CUL.7.3.2 Demonstrate a variety of cooking methods for starches, grains, and legumes. |  |
| CTE CUL.7.3.3 Use starches, grains and legumes as center of the plate items (i.e. vegetarian, ethnic cuisines). |  |
| CTE CUL.7.3.4 Properly hold and store starches, grains, and legumes. |  |

### Performance Standard CUL.7.4 Dairy Products

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.7.4.1 Select and prepare dairy products for intended uses. |  |
| CTE CUL.7.4.2 Properly hold and store dairy products. |  |

### Performance Standard CUL.7.5 Eggs

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.7.5.1 Differentiate the usage of fresh and older eggs. |  |
| CTE CUL.7.5.2 Prepare and serve eggs using a variety of cooking methods. |  |
| CTE CUL.7.5.3 Properly hold and store eggs and egg products. |  |

### Performance Standard CUL.7.6 Center of the Plate Principles

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.7.6.1 Select appropriate cuts for intended uses. |  |
| CTE CUL.7.6.2 Identify appropriate fabricating methods of meats, poultry, and seafood. |  |
| CTE CUL.7.6.3 Identify uses of animal by‐products. |  |
| CTE CUL.7.6.4 Outline federal grading standards. |  |
| CTE CUL.7.6.5 Prepare a variety of meats, poultry, and seafood utilizing various cooking methods. |  |
| CTE CUL.7.6.6 Properly hold and store meats, poultry, and seafood. |  |

## Standard CUL.8.0: Stocks/Sauces/Soups

### Performance Standard CUL.8.1 Preparation of Stocks

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.8.1.1 Prepare a variety of stocks using various cooking methods. |  |
| CTE CUL.8.1.2 Properly cool, hold and store stocks. |  |

### Performance Standard CUL.8.2 Preparation of Sauces

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.8.2.1 Prepare mother sauces and derivative small sauces. |  |
| CTE CUL.8.2.2 Utilize a variety of thickening methods/agents. |  |
| CTE CUL.8.2.3 Properly cool, hold and store sauces. |  |

### Performance Standard CUL.8.3 Preparation of Soups

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.8.3.1 Prepare a variety of clear, thick, and specialty soups using a variety of cooking methods. |  |
| CTE CUL.8.3.2 Properly cool, hold and store soups. |  |

## Standard CUL.9.0: Cooking Methods

### Performance Standard CUL.9.1 Dry Heat, Moist Heat, and Combination Cooking Methods

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.9.1.1 Explain and demonstrate methods of dry heat cooking with and without fat. |  |
| CTE CUL.9.1.2 Explain and demonstrate methods of moist heat cooking. |  |
| CTE CUL.9.1.3 Explain and demonstrate methods of combination cooking. |  |

## Standard CUL.10.0: Front-of-the-House Procedures

### Performance Standard CUL.10.1 Service Styles

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.10.1.1 Display a variety of table settings. |  |
| CTE CUL.10.1.2 Perform a variety of service styles. |  |
| CTE CUL.10.1.3 Identify and use proper techniques for greeting, seating, and presenting the menu to customers. |  |
| CTE CUL.10.1.4 Align menu types to service styles. |  |

### Performance Standard CUL.10.2 Beverage Service

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.10.2.1 Prepare and serve a variety of hot and cold beverages. |  |
| CTE CUL.10.2.2 Properly hold and store beverages. |  |

## Standard CUL.11.0: Business Operations in the Foodservice Industry

### Performance Standard CUL.11.1 Entrepreneurship Opportunities

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.11.1.1 Discuss components of a business plan. |  |
| CTE CUL.11.1.2 Investigate support networks for entrepreneurship Identify business opportunities. |  |
| CTE CUL.11.1.3 Identify issues that impact business and personal finances. |  |

### Performance Standard CUL.11.2 Marketing Strategies

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.11.2.1 Describe various marketing techniques utilized in the foodservice industry. |  |
| CTE CUL.11.2.2 Create a marketing tool utilizing a menu. |  |

### Performance Standard CUL.11.3 Professional Organizations

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CUL.11.3.1 Explore student and professional organizations associated with the foodservice industry. |  |
| CTE CUL.11.3.2 Participate in a student and/or professional organization function. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies. |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate. |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette. |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios. |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements. |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements. |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study. |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:    1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.    2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.    3. Digital and print resources that provide various levels of readability.    4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.    5. Materials in multiple language formats. |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards. |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education. |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level. |  |
| 1. The material cross-refers and integrates other content areas. |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts. |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text. |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level. |  |
| 1. The material has activities and assignments that reflect varied learning styles of students. |  |
| 1. The material includes appropriate instructional strategies. |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material. |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content. |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content. |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text. |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand. |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate. |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics). |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning. |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students. |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts. |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance. |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use. |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size. |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving. |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text. |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences. |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking. |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities). |  |

For Questions Contact

Content & Curriculum

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1. [Idaho FACS&HR Culinary Arts Program Standards](https://cte.idaho.gov/wp-content/uploads/2016/01/Culinary_Arts_Standards-1.pdf) [↑](#footnote-ref-1)