

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

## Georgia Department of Education

<b>Nonverbal Communication</b>	<b>Written Communication</b>	<b>Speaking</b>	<b>Applications and Effective Résumés</b>
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
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.

<b>Teamwork and Problem Solving</b>	<b>Meeting Etiquette</b>
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.

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

**Georgia Department of Education**

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

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

<b>Expected Work Traits</b>	<b>Teamwork</b>	<b>Time Management</b>
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 Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

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

<b>On-the-Job Etiquette</b>	<b>Person-to-Person Etiquette</b>	<b>Communication Etiquette</b>	<b>Presenting Yourself</b>
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
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.

## Georgia Department of Education

- 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.

### **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 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.

### **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.

## Georgia Department of Education

**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.

**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.

### 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.

**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.

**ELACC9-10SL2:** 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.

**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 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.

### 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.

**ELACC9-10SL2:** 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 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.



**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.

**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.

**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.

**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.

## Georgia Department of Education

- 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.

### **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.

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

**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 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.

### **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.

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

**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.

**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.

## Georgia Department of Education

**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.

**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.

**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).