



Course Title

Culinary Arts I

Board Approval Date

July 21, 2016

Course Rationale

<p>The hospitality and foodservice industry is one of the largest, fastest-growing industries in the nation, employing more people than any other private-sector industry in the United States. The ProStart Program is a School-to-Career program. It is a nationally recognized program designed by the Educational Foundation of the National Restaurant Association available to students. The Culinary I course is the first level in a sequence leading to an industry recognized certification. Students will receive an introduction to the hospitality and foodservice industry as well as basic food preparation skills. Students will: a) construct meaning to related nutrition and food economics; b) communicate effectively about food and nutrition products and services; c) use critical thinking skills to solve problems related to health and wellness; d) make educated decisions regarding the purchasing, safety, sanitation and preparation of food products; e) investigate career options in the hospitality and foodservice industry.</p>

Course Description

<p>Culinary Arts I provides an opportunity for students with little or no prior food preparation experience, but with an interest in foods, to learn about culinary skills and careers in the hospitality and foodservice industry. This basic course introduces students to ProStart (a program created by the National Restaurant Association Educational Foundation) and the world of professional cooking. Topics of study include nutrition, meal planning, safety and sanitation, kitchen equipment and techniques, basic food preparation skills, potatoes, grains, breakfast foods, sandwiches and consumer skills. Science, math, technology, resource management and communication skills are reinforced in this course. Lab experiences will be provided throughout the semester in order to reinforce these skills. Students will be introduced to Family Career and Community Leaders of America (FCCLA) which is the co-curricular career and technical student organization (CTSO) associated with Family & Consumer Sciences (FACS). This course is the first course of a three course sequence leading to a Technical Skills Assessment. Courses to follow Culinary II and Culinary III.</p>
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<p>Careers include: dietician, hotel and restaurant manager, food photographer or writer, server, culinologist, food stylist, event planner, food scientist, pastry chef, food scientist, etc.</p>
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WSD Overarching Essential Questions	WSD Overarching Enduring Understandings
<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> • What are careers that interest me? • What employability skills do I possess? • How do I utilize critical thinking to assess, analyze and answer questions or solve a problem? • How does the course content, that I am learning in the classroom, relate to the real-world? • What does a good problem solver do? • How do I effectively communicate with others in verbal, nonverbal and/or written forms? • How do I make a positive impact in my family, community, and career? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Critical and creative thinking skills are used to address problems in families, communities, and career environments. • Solving practical problems requires knowledge of core content, knowing how and when to use the knowledge and exploring innovative ways to extend the content. • Life and resource management, employability skills, and career development are critical for personal success. • Accepting responsibility for one's actions is important for success in family and work life. • A variety of resources are used to analyze data to solve problems, support scientific arguments and explore concepts. • Authentic experiences are used to develop deeper understanding of the concepts under study. • Information is obtained and shared through verbal, nonverbal and written communication. • Multiple representations of data are created, interpreted and utilized in order to draw conclusions.

Overarching Course Learning Goals
<p><i>Students will know or be able to...</i></p> <ul style="list-style-type: none"> • Use appropriate communication skills. • Use critical thinking skills to solve practical problems related to food preparation. <p>Link to Culinary Arts I Overarching Learning Goals and Scales</p>



Units
Unit 1: Foodservice Industry Unit 2: Food & Workplace Safety Unit 3: Customer Service & Professionalism Unit 4: Equipment and Techniques Unit 5: Nutrition Unit 6: Potatoes, Grains and Legumes Link to Culinary Arts I Unit Learning Goals and Scales



Wentzville School District
Stage 1 – Desired Results

Unit 1

Unit Title: Foodservice Industry

Course: Culinary Arts I

Brief Summary of Unit: Students are introduced to the hospitality and foodservice industry and its history. Students also explore the many career opportunities within this industry. (CH1)

Approximate Time Frame: 2 weeks

Transfer Goal

Students will be able to independently use their learning to...

- think critically and use employability skills to communicate and problem solve within a team setting.

Meaning

Essential Questions

Students will consider...

- How will the hospitality and foodservice industry look in 5 years?
- How big is the hospitality and foodservice industry?
- What are the many career opportunities in the hospitality and foodservice industry?
- What are the characteristics and standards of the hospitality and foodservice industry?

Understandings

Students will understand that...

- The hospitality and foodservice industry continues to evolve with different trends.
- Many establishments offer career opportunities within the hospitality and foodservice industry.



Acquisition

Key Knowledge	Key Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary <ul style="list-style-type: none"> ○ commercial foodservice ○ noncommercial foodservice ○ tourism ○ hospitality ○ epicurean ○ haute cuisine ○ guild ○ cafe ○ full service ○ quick service ○ front of the house ○ back of the house 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain and give examples of the two segments the hospitality and tourism industry (i.e., commercial and noncommercial). ● Distinguish between “front of the house” and “back of the house” opportunities. ● List and explain the contributions of chefs and entrepreneurs who have influenced foods service/hospitality industries. ● Communicate (e.g., timeline, video, class discussion, etc.) the many related facets, careers, and history within the restaurant and foodservice, and hospitality industries. ● Create a timeline to show and explain the growth of the hospitality and tourism industry throughout the history of the world, emphasizing growth in the U.S. ● Research food service and career opportunities provided by the hospitality and tourism industry and share findings (e.g., report, presentation, video, demonstration, etc.) ● List and describe the characteristic types of lodging operations. ● Discuss the motivation and needs of travelers and the potential lodging experience (e.g., discussion, presentation, flow chart, diagrams etc).

Standards Alignment

Show-Me Standards:

Content Standards -
CA1, SS1, S8



Process Standards

1.1

2.6

4.6, 4.8

DESE Curriculum Profile for Culinary Arts ProStart:

Competencies -

8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.6



Wentzville School District
Stage 1 – Desired Results

Unit 2
<p>Unit Title: Food & Workplace Safety</p> <p>Course: Culinary Arts I</p> <p>Brief Summary of Unit: Students are introduced to food safety; personal hygiene; food safety hazard and food safety management systems; and cleaning and sanitation. Students are also introduced to workplace safety, accident and injury prevention, and basic first aid. (CH 2 & 3)</p> <p>Approximate Time Frame: 2 weeks</p>

Transfer Goal
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> think critically and use employability skills to communicate and problem solve within a team setting.

Meaning

Essential Questions	Understandings
<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> How do you prevent food-borne illness and accidents in the workplace? Why is it important to utilize a food safety management system? Why do 3000 people die from foodborne illness every year? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Proper personal hygiene, appropriate work attire and workplace safety practices are essential standards in the industry to minimize contamination. Foodborne illness outbreaks have negative ramifications to a foodservice establishment. Following HACCP principles keep food safe. There are many agencies and organizations that regulate the food service industry to keep food safe.



Acquisition

Key Knowledge	Key Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary <ul style="list-style-type: none"> ○ bacteria ○ bimetallic stemmed thermometer ○ calibration ○ contamination ○ critical control points (CCPs) ○ FAT TOM - food, acidity, time, temperature, oxygen and moisture ○ first-in, first-out (FIFO) method ○ flow of food ○ food allergen ○ foodborne illness ○ foodborne-illness outbreak ○ fungi ○ Hazard Analysis Critical Control Point (HACCP) ○ infrared thermometers ○ inspection ○ integrated pest management program (IPM) ○ master cleaning schedule ○ mold ○ parasites ○ pathogens ○ personal hygiene policies ○ pest control operator (PCO) ○ ready-to-eat food ○ sanitizing ○ TCS food ○ temperature danger zone ○ thermocouples and thermistors ○ viruses ○ yeast ○ accident investigation ○ cardiopulmonary resuscitation (CPR) ○ class A, B, C fires 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain how foodborne illness is transmitted to people by food, what constitutes an outbreak, and the ramifications for the business and individual. ● List and explain the six conditions pathogens need to grow (e.g., FAT TOM: food, acidity, temperature, time, oxygen, and moisture). ● Identify which foods are TCS foods, meaning they need time and temperature control for safety (i.e., milk, fish, etc.). ● Identify the agencies and organizations responsible for enforcing safety and sanitation guidelines. ● Summarize the HACCP system and apply to food production. ● Describe a master cleaning schedule. ● Collaborate and use critical thinking skills when planning a variety of recipes to using proper food safety cooking techniques. ● List and explain governmental regulations and standards related to the food service work place. ● Demonstrate procedures for knife skills, accident prevention, and basic first aid.



<ul style="list-style-type: none"> ○ emergency plan ○ evacuation routes ○ first aid ○ flame detectors ○ general safety audit ○ Hazard Communication Standard (HCS) ○ health hazards ○ heat detector ○ Heimlich maneuver ○ liability ○ Material Safety Data Sheet (MSDS) ○ near miss ○ Occupational Safety and Health Administration (OSHA) ○ OSHA Form No. 300 ○ physical hazards ○ premises ○ safety program guidelines ○ smoke detectors 	
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Standards Alignment	
<p style="text-align: center;">Show-Me Standards:</p> <p>Content Standards - CA1, M1, M3, S3, M8, HPE3</p> <p>Process Standards - 1.1, 2.5, 2.6, 3.3, 4.1, 4.6, 4.8</p> <p style="text-align: center;">DESE Curriculum Profile for Culinary Arts ProStart:</p> <p>Competencies - 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6, 8.2.7, 8.2.8, 8.2.9, 8.2.10, 8.2.11</p>	



Wentzville School District
Stage 1 – Desired Results

Unit 3

Unit Title: Customer Service & Professionalism

Course: Culinary Arts I

Brief Summary of Unit: Students are introduced to professional industry standards within the hospitality and foodservice industry. Students examine the importance of personal etiquette and customer service. (Level 1 - CH 4.1, CH 10)

Approximate Time Frame: 1 week

Transfer Goal

Students will be able to independently use their learning to...

- think critically and use employability skills to communicate and problem solve within a team setting.

Meaning

Essential Questions	Understandings
<p><i>Students will consider...</i></p> <ul style="list-style-type: none">• Why is professionalism important in the hospitality and tourism industry?• Why would I need to use different service styles and setups in the foodservice industry?• Why is customer service important to a business?• What happens to a business if customers aren't happy?• How will your worst experience in the hospitality and foodservice industry influence your customer service skills?• How do you want to be treated at a	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none">• There are different standards of good customer service in the hospitality and foodservice industry depending on the type of establishment.• The customer is always first.• If you don't have happy customers, you don't have a successful business.• Professionalism means being courteous, honest, and responsible in one's dealings with customers and coworkers. It also indicates that a person is maintaining standards for his or her work and behavior.• There is a brigade system in the professional



restaurant or hotel?	<p>kitchen to clearly designate roles allowing for communication and teamwork.</p> <ul style="list-style-type: none"> • There are four traditional types of service and a variety of contemporary types of service. • Front/back of the house employees must employ many tools to ensure a positive dining experience. • Collaboration and critical thinking skills are used when planning a dining experience.
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Acquisition

Key Knowledge	Key Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Vocabulary <ul style="list-style-type: none"> ○ as purchased (AP) ○ nutrition information ○ portion size ○ bread and butter plate ○ busers ○ butter knife ○ cake fork ○ captain ○ chargers ○ china ○ coffee spoon ○ comment cards ○ competitive advantage ○ customer interaction ○ dessert forks ○ dinner fork ○ dinner knife ○ dinner plate ○ drinking glasses ○ English service ○ espresso spoon or demitasse spoon ○ family-style dining ○ finger bowl ○ fish fork ○ fish knife 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Explain the importance of the process of customer service throughout the dining experience including reservations, greeting, taking orders, special requests, suggestive selling, processing payment, obtaining feedback and resolving customer complaints. • Identify, explain, and demonstrate the characteristics of a professional within the culinary field.. • Formulate and perform the organization of the kitchen staffing (i.e., front/back of the house). • Demonstrate professionalism. • Demonstrate setting, clearing, and the use of server tools/stations. • Describe and practice the use of various flatware (i.e., forks, spoons, and knives) demonstrating proper placement of traditional and contemporary styles of service. • List and illustrate in a flow chart the stations and positions in the kitchen brigade system. • Describe the responsibilities of a professional within the culinary field.



- floor manager
- focus groups
- French service
- front waiter
- grapefruit spoon
- gravy boat
- greeter
- guéridon
- headwaiter
- hospitality
- maître d'hotel
- monkey dish
- mugs
- mystery shoppers
- quick-service
- rechaud
- Russian service
- salad fork
- salad plate
- sauce spoon
- service
- service station
- serving utensils
- shellcracker
- snail fork and lobster fork
- snail plate
- snail tongs
- soup bowl
- soup plate
- soup spoon
- steak knife
- suggestive selling
- sundae or iced tea spoon
- surveys
- traditional service
- tureen
- underliner plate or charger

- Evaluate an operation's success as related to customer service.
- List and explain the many factors (e.g., service, first impressions, individual needs, etc.) related to ensuring a positive dining experience.
- Demonstrate service styles and the related staffing/set up needs.
- Demonstrate customer service strategies.
- Demonstrate the many roles (e.g., reservations, special requests/needs, dietary needs, etc.) within a food service experience.



Standards Alignment
<p>Show-Me Standards:</p> <p>Content Standards - CA1, SS4, SS6, FA1</p> <p>Process Standards - 1.1, 2.5, 2.6, 3.3, 4.1, 4.6, 4.8</p> <p>DESE Curriculum Profile for Culinary Arts ProStart:</p> <p>Competencies - 8.6.1, 8.6.2, 8.6.3, 8.6.4, 8.6.5, 8.6.6, 8.6.7, 8.6.8, 8.6.9 8.7.1, 8.7.2, 8.7.3, 8.7.4, 8.7.5</p>



Wentzville School District
Stage 1 – Desired Results

Unit 4

Unit Title: Equipment and Techniques

Course: Culinary Arts I

Brief Summary of Unit: Students are introduced to a variety of industry recognized food service equipment, preparation, and cooking methods. (Level 1 - CH 4.2, 5.1, 5.2, 5.3)

Approximate Time Frame: 6 weeks

Transfer Goal

Students will be able to independently use their learning to...

- think critically and use employability skills to communicate and problem solve within a team setting.

Meaning

Essential Questions	Understandings
<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> • Why is the use of standardized recipes and correct mathematical calculations important in culinary arts? • How would you feel if your favorite food at a restaurant tasted different every time you ordered it? • Why are specific cooking methods best suited for certain food products? • Would you prefer bacon boiled, broiled, microwaved, grilled, baked, or fried? • How are cooking techniques and the application of seasonings and flavorings interrelated? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • A standardized recipe and to mise en place is necessary for efficient and consistent food production. • Seasoning and flavorings are a healthy way to enhance food products. • Using different cooking methods and techniques (i.e., dry-heat, moist-heat and combination-heat) is necessary to get desired texture, taste, flavor, and aroma.



Acquisition

Key Knowledge	Key Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary <ul style="list-style-type: none"> ○ conversion factor, customary units, desired yield, dividend, divisor, dry measuring cup method, edible portion (EP), electronic scale, equivalent, like fractions, lowest common denominator, measurement, metric units, numerators, percent, portion size, standardized recipes, step-by-step directions, stick method, temperature, time, equipment, volume, water displacement method, weight, yield, baking, bench scraper, bimetallic coil thermometers read, blade, blanching, bolster, boning knife, bouillabaisse (boo-yuh-base), bowl scraper, braising, braising pan, brazier, breadng, broiling, butcher knife, butt, butter knife, cake pan, carryover cooking, cast-iron skillet, ceramic steels, cheese knife, chef's (French) knife, clam knife, cleaver, coffee maker, colander, combination cooking, conduction, convection, conventional (standard) oven, cook's fork (kitchen fork), cookware, corer, countertop blender, crêpe pan, cutting edge, deglazing, deli knife, diamond steels, digital scale, double boiler, espresso machine, fillet knife, flat-top burner, flavor, flavoring, float, fondue pot, food chopper, forged blade, funnel, garnish, grater, guiding hand, handle, heel, herbs, honing, honing steel, hot box, infrared heat, kitchen shears, ladle, lettuce knife, marinating, measuring cup, measuring spoon, meat grinder, meat slicer, microwave oven, 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify and explain the use of tools and equipment used in demonstrations, classroom labs, work experiences, and/or home labs. ● Demonstrate measuring and portioning when using a recipe during food production (i.e., demonstrations, classroom lab, work experience, and/or home lab). ● Convert and calculate the total cost and portion cost of a standardized recipe. ● Apply effective mise en place when collaborating and planning for various cooking scenarios. ● Describe and demonstrate various types of cooking techniques (i.e., dry-heat, moist-heat and combination-heat). ● Identify and demonstrate correct temperatures for cooking, holding, and serving food (i.e., demonstrations, classroom lab, work experience, and/or home lab).



mise en place, mixer, muffin tins, offset spatula, open burner, oyster knife, pan-frying, paring knife, pastry bag, pastry brush, pastry knife (paddle), peeler, pie server, piping tools, pizza cutter, poaching, portion, portion scale, pot roasting, pots, pressure steamer, recovery time, ring-top burner, roasting, roasting pan, rolling pin, rotisserie, rubber spatula, sandwich spreader, santoku, saucepan, sauce pot, sauté pan, sautéing, scales, scimitar, scoop, seasoning, serrated, serrated slicer, shallow poaching, sharpening stone, shocking, sieve, simmering, skimmer, smallware, smokers, smoking point, speed racks, spices, spine, spoons, stamped blade, steak knife, steamer, steaming, steel, stewing, stir-frying, stockpot, straight spatula, strainer, swimming method, tamis/drum sieve, tandoori oven, tang, tea maker, thermocouple, tip, tongs, tourné, utility carts, utility knife, vegetable peeler, volume measures, wing whip, wire whip (whisk), wok burner, wok, zester

Standards Alignment

Show-Me Standards:

Content Standards -
CA1, S3, S8, HPE3

Process Standards -
1.1, 2.5, 2.6, 3.3, 3.8, 4.1, 4.6, 4.7, 4.8

DESE Curriculum Profile for Culinary Arts ProStart:

Competencies -
8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6



Wentzville School District
Stage 1 – Desired Results

Unit 5

Unit Title: Nutrition

Course: Culinary Arts I

Brief Summary of Unit: Students are introduced to basic nutrition principles based on government standards and apply it to healthy meal planning. (Level 1 - CH 5.4; Level 2- CH 2)

Approximate Time Frame: 3 weeks

Transfer Goal

Students will be able to independently use their learning to...

- think critically and use employability skills to communicate and problem solve within a team setting.

Meaning

Essential Questions	Understandings
<p><i>Students will consider...</i></p> <ul style="list-style-type: none">• Why is it important to eat healthy?• What are my options for healthy eating?• What specific cooking methods are best suited for healthy recipes?• How can menus be made more healthful?• What is a super food?• Why is food being used as a medicine? Why are doctoral students at Tulane required to take a Culinary course?• How can a culture's food philosophy impact their overall level of nutrition and wellness?	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none">• Each nutrient has a specific role and function in a healthy eating plan.• Using a variety of foods and cooking techniques provide healthier options to maintain wellness.• Portion sizes and fresh foods are a part of a healthy diet that reduces the risk of illnesses, diseases and cancers.



Acquisition

Key Knowledge	Key Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary <ul style="list-style-type: none"> ○ nutrition ○ nutrients ○ fiber ○ phytochemicals ○ carbohydrates ○ kilocalorie / calorie ○ glucose ○ hormones ○ insulin ○ lipids ○ cholesterol ○ trans fatty acids ○ hydrogenation ○ Dietary Reference Intakes (DRI) ○ Recommended Dietary Allowance ○ vegetarian ○ vegan ○ lacto-vegetarian ○ ovo-vegetarian ○ lacto-ovo-vegetarian ○ Dietary Guidelines ○ MyPlate (or current government standard) ○ Nutrition Facts ○ Discretionary Calorie Allowance ○ physical activity ○ moderation ○ labeling ○ malnutrition ○ obesity ○ osteoporosis ○ food additives ○ anemia ○ cardiovascular disease ○ diabetes 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe and explain how nutrients (i.e., carbohydrates, protein, fats, vitamins, minerals, and water) function in the body. ● Identify food sources for each nutrient group per government guidelines. ● List and describe food preparation techniques that preserve nutrients. ● Collaborate while applying meal planning guidelines to make recipes/menus healthier. ● Analyze (based on current government recommendations) the components of a healthy diet. ● Appraise and create meals based on nutrition and food preparation principles.



- hormones
- antibiotics
- GMO's
- organic
- natural

Standards Alignment

Show-Me Standards:

Content Standards -
M1, M3, S3, S8, HPE3

Process Standards -
1.1, 2.5, 2.6, 3.3, 3.8, 4.1, 4.6, 4.7, 4.8

DESE Curriculum Profile for Culinary Arts ProStart:

Competencies -
8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.4.6, 8.4.7



Wentzville School District
Stage 1 – Desired Results

Unit 6

Unit Title: Potatoes, Grains and Legumes

Course: Culinary Arts I

Brief Summary of Unit: Students select, store and prepare different types of potatoes, pasta, grains, dumplings and legumes. Students use critical thinking and collaboration skills to prepare a variety of potatoes, pasta, grains, dumplings and legumes in a lab setting. (Level 1 - CH 11)

Approximate Time Frame: 3 weeks

Transfer Goal

Students will be able to independently use their learning to...

- think critically and use employability skills to communicate and problem solve within a team setting.

Meaning

Essential Questions	Understandings
<p><i>Students will consider...</i></p> <ul style="list-style-type: none">• How do potatoes, grains, and pastas fit into a healthy diet?• What specific cooking methods are best suited for various types of potatoes, grains and pasta?• Why would I want to eat and prepare different types of potatoes, grains and pasta?• Why are potatoes and grains considered a universal food and present in all food cultures?	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none">• There are a variety of methods to select, receive and store potatoes, grains, and pasta to preserve product quality.• There is such a large variety of non-traditional potatoes, grains and pasta that can be creatively prepared to enhance the diet.



Acquisition

Key Knowledge	Key Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vocabulary <ul style="list-style-type: none"> ○ solanine ○ Single Stage Preparation Techniques ○ Multiple Stage Preparation Technique ○ lyonnaise ○ latkes ○ legumes ○ colander ○ sieve ○ grains ○ whole grains ○ milling process ○ hull ○ bran ○ endosperm ○ germ ○ stone ground ○ pilaf ○ risotto ○ arborio ○ al dente ○ dumplings ○ spaetzle ○ gnocchi 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Collaborate and use critical thinking skills when planning a variety of recipes to prepare potatoes, grains, pasta, legumes and dumplings using proper cooking techniques. ● Identify, describe, and demonstrate correct cooking techniques for a variety of potatoes, grains, pasta, legumes and dumplings (i.e., demonstrations, classroom lab, work experience, and/or home lab). ● Differentiate between the different varieties of potatoes, legumes, grains, and pasta. ● Describe methods to select, receive and store potatoes, grains, and pasta.



Standards Alignment
<p>Show-Me Standards:</p> <p>Content Standards - CA 1, CA4 M3 FA1</p> <p>Process Standards - 1.1 2.5, 2.6 3.3 4.1, 4.6, 4.7, 4.8</p> <p>DESE Curriculum Profile for Culinary Arts ProStart:</p> <p>Competencies - 8.5.1, 8.5.2, 8.5.4, 8.5.7</p>