

Introduction to Food Safety and Nutrition (2026)

Career Exploration and Career and Technical Student Organizations (CTSOs) ¹

1 Recognize and discuss the academic and professional benefits of participating in a CTSO. ^{1.1}

- 1 Research CTSOs (i.e. Family, Career, and Community Leaders of America (FCCLA) and/or SkillsUSA) and draw connections between participation and success. ^{1.1.1}
- 2 Explore how CTSOs are like school versions of professional organizations and how involvement builds leadership and career skills. ^{1.1.2}
- 3 Discuss and evaluate CTSO activities which reinforce and connect real-world application to the curriculum taught in the classroom. ^{1.1.3}
- 4 Explore CTSO competitive events and identify strategies and resources for successful preparation. ^{1.1.4}

2 Explore career opportunities, required qualifications, and industry trends in culinary arts, restaurant management, and related hospitality professions. ^{1.2}

- 1 Investigate careers in culinary arts and restaurant management and the industries in which foodservice and hospitality professionals work. ^{1.2.1}
- 2 Summarize the aptitudes and training needed for at least three careers of interest. ^{1.2.2}
- 3 Research salary ranges and benefits for various positions in different geographic regions. ^{1.2.3}

Health, Hygiene & Foodborne Illnesses ²

1 Identify the components of a good personal hygiene program. ^{2.1}

- 1 Demonstrate proper handwashing techniques per ServSafe and FDA Food Code standards. ^{2.1.1}
- 2 Identify guidelines for bare hand contact with ready to eat foods. ^{2.1.2}
- 3 Describe the proper first-aid procedures for various emergencies in relation to food safety. ^{2.1.3}
- 4 Evaluate guidelines for proper wound care of food servers such as Stop the Bleed. ^{2.1.4}

2 Investigate ways to minimize the impact of employee illness in a food establishment. ^{2.2}

- 1 Identify transmissible diseases related to employee illness in foodservice settings and explain how they can cause food contamination if proper prevention practices are not followed. 2.2.1
 - 2 Examine ways food handlers may contaminate food. 2.2.2
 - 3 Conclude when to restrict employees from food handler roles, including policies for reporting health issues. 2.2.3
 - 4 Examine Arkansas Department of Health guidelines for illnesses of food handlers in the workplace. 2.2.4
 - 5 Investigate procedures for reporting and managing illness in a food establishment. 2.2.5
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3 Distinguish between physical, chemical, and biological contaminants. 2.3

- 1 Identify common sources of contaminants. 2.3.1
 - 2 Explain how to prevent contamination. 2.3.2
 - 3 Identify symptoms and prevention strategies for common foodborne illnesses. 2.3.3
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4 Investigate food allergens and ways to prevent allergic reactions. 2.4

- 1 Identify the Big 9 food allergens and describe common foods that contain them. 2.4.1
 - 2 Compile a list of common symptoms caused by food allergies and distinguish them from food intolerances or sensitivities 2.4.2
 - 3 Explain how cross-contact occurs and demonstrate methods to prevent it. 2.4.3
 - 4 Demonstrate safe food handling and labeling practices to prevent allergen exposure. 2.4.4
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5 Investigate temperature control practices to ensure food safety. 2.5

- 1 Define temperature abuse and explain its impact on food safety. 2.5.1
 - 2 Identify the temperature danger zone and how it promotes bacterial growth. 2.5.2
 - 3 Investigate different types of food thermometers and their proper uses. 2.5.3
 - 4 Demonstrate proper thermometer care, calibration, and use in food safety procedures. 2.5.4
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Measuring, Abbreviations, Recipes 3

1 Describe selection, use, and care of large and small kitchen appliances. 3.1

- 1 Investigate small and large kitchen appliances, their uses, and maintaining the equipment. 3.1.1
- 2 Identify food preparation tools and equipment. 3.1.2
- 3 Demonstrate decision-making in choosing the correct appliances for different uses. 3.1.3

2 Demonstrate proper selection and use of tools, equipment, and appliances to prepare fruit and vegetable-based recipes. 3.2

- 1 Prepare fruit and vegetable-based recipes using a variety of kitchen appliances. 3.2.1
- 2 Chart functions of preparation tools and equipment. 3.2.2

3 Interpret recipes and their components; analyze abbreviations, equivalents, and demonstrate proper measuring techniques. 3.3

- 1 Identify the parts of a standard recipe and various recipe formats. 3.3.1
- 2 Recognize and define abbreviations and measurement equivalents. 3.3.2
- 3 Demonstrate accurate measuring techniques for dry, liquid, and solid ingredients. 3.3.3
- 4 Use standard kitchen math to modify recipes for increased or decreased yield. 3.3.4

4 Apply recipes and culinary terminology in lab settings using mise en place and correct procedures. 3.4

- 1 Demonstrate proper mise en place for a variety of recipes. 3.4.1
- 2 Follow recipes accurately using correct abbreviations, equivalents, and terminology. 3.4.2
- 3 Demonstrate the use of correct cooking techniques and terminology during lab preparation. 3.4.3
- 4 Implement safe and sanitary lab procedures throughout the cooking process. 3.4.4

Knife Skills, Cuts, Presentation 4

1 Identify and apply knife skills and food presentation techniques. 4.1

- 1 Demonstrate proper knife safety and care, including cleaning, sharpening, and storage. 4.1.1
- 2 Analyze types of knives and their uses in food preparation. 4.1.2
- 3 Demonstrate a variety of knife cuts (e.g. chiffonade, mince, julienne, dice, cube, chop). 4.1.3
- 4 Prepare garnishes and decorative food presentations. 4.1.4

2 Prepare vegetables for recipes and garnishes. 4.2

- 1 Use knife skills to prepare vegetables. 4.2.1
- 2 Create vegetable garnishes. 4.2.2

3 Evaluate sensory and visual presentation of food. 4.3

- 1 Conduct food tastings to evaluate sensory characteristics. 4.3.1
 - 2 Describe the principles of plating. 4.3.2
 - 3 Practice plating techniques to enhance sensory experience. 4.3.3
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Nutrition (Dietary Guidelines for Americans, Modified Diets, Health) 5**1 Describe psychological, physiological, and environmental reasons for eating.** 5.1

- 1 Describe and reflect on personal, psychological, cultural, and environmental reasons for eating. 5.1.1
 - 2 Evaluate lifestyle choices on wellness. 5.1.2
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2 Explain the Dietary Guidelines for Americans guidelines including divisions, physical activity, and recommended allowances. 5.2

- 1 Explore Dietary Guidelines for Americans resources and interpret dietary recommendations. 5.2.1
 - 2 Develop and evaluate a personalized nutrition and activity plan. 5.2.2
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3 Identify basic nutrient groups, their sources, and functions. 5.3

- 1 Identify nutrients and their sources. 5.3.1
 - 2 Classify nutrients and their functions. 5.3.2
 - 3 Formulate nutritional analysis of a variety of recipes. 5.3.3
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4 Modify recipes to assist individuals in making healthier food choices. 5.4

- 1 Describe and investigate food-related health problems (e.g. food allergies, diabetes.). 5.4.1
 - 2 Compile menus to meet various nutritional needs. 5.4.2
 - 3 Identify appropriate ingredient substitutions for recipes. 5.4.3
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5 Describe consideration necessary to make informed food choices using nutrition labels. 5.5

- 1 Analyze information required by law, on food labels and nutritional facts panels. 5.5.1
 - 2 Create a nutrition label using a digital format. 5.5.2
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Food Labels, Meal Planning, and Etiquette

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1 Examine effects of technology in the application of practical purposes for safety, availability, choices, and nutrient content of food. 6.1

- 1 Explore the effects of technology in the application of practical purposes for safety, availability, choices, and nutrient content of food. 6.1.1
- 2 Provide examples of food created with technological advances. 6.1.2
- 3 Debate pros and cons the four reasons additives are used in food products (e.g. adds nutrients, preserves quality, aids in processing or preparation, and enhances flavors or colors). 6.1.3

- 4 Identify items that are not Generally Recognized As Safe (GRAS). 6.1.4
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2 Investigate current issues, trends, and environmental concerns related to food technology. 6.2

- 1 Explore current trends in food technology (e.g., easy prep, engineered foods, lab grown proteins, food preservation). 6.2.1
 - 2 Evaluate how current trends in food impact nutrition, cost, and accessibility. 6.2.2
 - 3 Analyze environmental issues related to food resources. 6.2.3
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3 Compare advantages and disadvantages of convenience foods. 6.3

- 1 Compare cost, quality, and time in the preparation of convenience food and the same food prepared conventionally. 6.3.1
 - 2 Analyze reasons teens choose convenience foods over conventional foods. 6.3.2
 - 3 Analyze current trends in meal delivery services including but not limited to nutritional needs, budget, ease of use, and continued interest. 6.3.3
 - 4 Compare ways to do food price comparison using your computer, applications, and store websites. 6.3.4
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4 Identify resources to consider in planning appealing, nutritious meals. 6.4

- 1 Analyze how time, money, skill level, technology, and food availability influence meal planning. 6.4.1
 - 2 Discuss food cost in relation to nutritional value. 6.4.2
 - 3 Plan and evaluate family meal menus that are nutritious and visually appealing (e.g., color, texture, shape, aroma). 6.4.3
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5 Describe considerations necessary to make informed food purchases. 6.5

- 1 Investigate various methods of shopping for food. 6.5.1
 - 2 Compare and contrast generic, store brand, and name brand. 6.5.2
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6 Describe proper manners for serving, eating, and clearing meals. 6.6

- 1 Set and clear a place setting based on styles of service. 6.6.1
 - 2 Demonstrate proper table manners in public and private settings. 6.6.2
 - 3 Assess guidelines for restaurant etiquette, including gratuity. 6.6.3
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Application Through Labs and Projects 7

1 Students will apply nutrition knowledge in lab settings and project-based assessments. 7.1

- 1 Design and execute experiments related to food preparation, digestion, and nutrient absorption. 7.1.1
- 2 Analyze and interpret lab results using scientific reasoning. 7.1.2
- 3 Create evidence-based presentations, reports, or projects related to nutrition and health. 7.1.3