Maryland CTE Programs of Study

Culinary Arts I (2025)

INTRODUCTION 2

KNOWLEDGE AND SKILLS 3

A Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. 2.A

B The Hospitality, Events, & Tourism Career Cluster is dedicated to careers in the service, operation, and management of establishments involved in the preparation and serving of food and drinks with significant emphasis on providing exceptional culinary experiences and delivering high-quality customer service. These establishments vary widely, encompassing independently owned restaurants, nationwide restaurant chains, noncommercial dining facilities, bakeries, and catering services. Professionals in this career cluster span all aspects and levels of food preparation, including beverage specializations, as well as restaurant management, operations support, and health and safety. 2.B

C The Culinary Arts Program of Study offers high school students a comprehensive education in culinary techniques, food safety, and restaurant management, preparing them for careers in the Hospitality, Events, & Tourism Career Cluster. This program emphasizes the service, operation, and management of food establishments that allows students to progress through a structured curriculum, gaining hands-on experience, refining culinary skills, and developing a deep understanding of high-quality customer service, sanitation, and food preparation. 2.C

D Culinary Arts I provides hands-on practice to students where they learn measurement, knife skills, basic cooking methods, and introductory food presentation. This course prepares students to earn the ServSafe Food Handler certification by the end of the course, equipping them with essential knowledge for entry-level roles in foodservice. 2.D

E Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study. 2.E

F Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland. 2.F

Skip to main content

The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The

student is expected to: 3.A

1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work. 3.A
2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn. 3.A
3. Employ effective reading, writing, and technical documentation skills. 3.A
4. Solve problems using critical thinking techniques and structured troubleshooting methodologies. 3.A
5. Demonstrate leadership skills and collaborate effectively as a team member. 3.A
6. Implement safety procedures, including proper use of software and following privacy guidelines. 3.A
7. Exhibit an understanding of legal and ethical responsibilities in the culinary field, following copyright laws and regulations. 3.A
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting. 3.A

B **The student identifies various career pathways in the culinary and food service field. The student is expected to:** 3.B

1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in culinary arts. 3.B
2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations. 3.B
3. Demonstrate effective interview skills for roles in culinary and food service fields. 3.B

C **The student develops technology and digital literacy skills. The student is expected to:** 3.C

1. Use technology as a tool for research, organization, communication, and problem-solving. 3.C
2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information. 3.C
3. Demonstrate proficiency in using emerging and industry-standard technologies, including culinary skills and applying creative techniques to create visually appealing and tasteful products. 3.C
4. Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use. 3.C

D **The student integrates core academic skills into culinary practices. The student is expected to:** 3.D

. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards. 3.D

Skip to main content

2 Apply English concepts such as writing informative texts when documenting the design process and articulating goals. 3.D

3 Use mathematical concepts for measurement and conversion (Fahrenheit vs. Celsius), ratios and proportions as well as fraction and decimal conversions. 3.D

E The student demonstrates the necessary skills to ensure safe, sanitary, and effective food handling practices in culinary environments. The student is expected to: 3.E

1 Understand and implement basic food safety principles, including the prevention of cross- contamination and the importance of personal hygiene. 3.E

2 Identify and describe the role of proper handwashing techniques and personal protective equipment (PPE), such as gloves and hair nets, in maintaining food safety. 3.E

3 Recognize common foodborne pathogens and the conditions that promote bacterial growth, such as time-temperature abuse and poor sanitation practices. 3.E

4 Demonstrate correct procedures for cleaning, sanitizing, and storing food preparation tools and equipment. 3.E

5 Apply knowledge of proper storage practices, including labeling, dating, and refrigeration, to ensure food quality and safety. 3.E

F The student demonstrates knowledge of basic culinary skills to enhance foundational cooking abilities. The student is expected to: 3.F

1 Understand and practice knife safety, including basic knife handling, cutting techniques, and knife care. 3.F

2 Apply standard measurement techniques in food preparation, including accurate use of kitchen scales, measuring spoons, and cups. 3.F

3 Explore common cooking methods such as boiling, sautéing, baking, and steaming, and practice selecting appropriate methods for different foods. 3.F

4 Demonstrate knowledge of basic kitchen tools and equipment, understanding their uses and correct handling procedures. 3.F

5 Prepare simple recipes, following sequential steps to produce consistent results. 3.F

G The student demonstrates effective communication and teamwork skills in a culinary setting. The student is expected to: 3.G

1 Practice clear verbal communication and active listening skills in the kitchen environment to ensure efficient collaboration. 3.G

2 Demonstrate appropriate communication when following and giving instructions, emphasizing precision and clarity. 3.G

3 Collaborate effectively with peers in kitchen roles, including food preparation, cleanup, and task division. 3.G

Skip to main content

4 Exhibit respect for diverse perspectives and roles in a team environment, contributing to a positive and productive kitchen culture. 3.G

H The student applies basic health and nutrition principles to food preparation. The student is expected to: 3.H

1 Identify basic nutritional components of common ingredients, such as proteins, carbohydrates, and fats. 3.H

2 Recognize the role of portion control in promoting balanced nutrition and apply it when preparing and serving food. 3.H

3 Understand dietary restrictions and preferences, including food allergies, vegetarianism, and other common considerations. 3.H

4 Implement basic modifications to recipes to enhance nutritional value while maintaining flavor and appeal. 3.H

5 Explain foundational nutrition principles related to calories, macronutrients, and dietary guidelines. 3.H

I The student demonstrates foundational baking skills, focusing on breads and cookies. The student is expected to: 3.I

1 Describe the process of bread production using natural and chemical leavening agents, including common mixing methods. 3.I

2 Produce an assortment of leavened breads using appropriate techniques. 3.I

3 Assess and evaluate the quality of natural and chemical leavened breads. 3.I

4 Describe the variety of cookie types and the mixing methods used to produce them. 3.I

5 Produce a variety of cookies using multiple mixing methods. 3.I

6 Assess and evaluate the quality of cookies and brownies produced. 3.I