Maryland CTE Programs of Study

Culinary Arts II (2025)

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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 II emphasizes food cost analysis, nutrition, and team collaboration within a culinary setting. By the end of the course, students will be prepared to obtain the ServSafe Manager certification, positioning them with the skills necessary to take on supervisory roles in food safety and kitchen management. 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

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

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.1
2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations. 3.B.2
3. Demonstrate effective interview skills for roles in culinary and food service. 3.B.3

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.1
2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information. 3.C.2
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.3
4. Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use. 3.C.4

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

1. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards. 3.D.1

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

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

E The student demonstrates the necessary skills to manage food safety and sanitation practices in a culinary environment. The student is expected to: 3.E

1 Apply advanced food safety principles, including time and temperature control, to prevent foodborne illness. 3.E.1

2 Develop and implement strategies for preventing cross-contamination in food preparation areas. 3.E.2

3 Conduct self-audits of kitchen hygiene and sanitation practices to maintain health and safety standards. 3.E.3

4 Demonstrate knowledge of allergen management and safe practices for preparing food for individuals with dietary restrictions. 3.E.4

5 Identify and follow procedures for chemical safety in kitchen operations, including safe storage and use. 3.E.5

F The student demonstrates advanced culinary skills necessary for effective food preparation and presentation. The student is expected to: 3.F

1 Practice advanced knife skills, including precision cuts such as brunoise, chiffonade, and julienne. 3.F.1

2 Execute a variety of cooking techniques, such as roasting, grilling, frying, and poaching, while selecting the appropriate method for specific ingredients. 3.F.2

3 Understand and control flavor profiles through the application of seasoning and ingredient pairing. 3.F.3

4 Prepare complex dishes following multi-step recipes, emphasizing consistency in texture, flavor, and appearance. 3.F.4

5 Use garnishing techniques to enhance visual appeal and presentation of dishes. 3.F.5

G The student demonstrates proficiency in menu planning, recipe scaling, and portion control for culinary service. The student is expected to: 3.G

1 Analyze and scale recipes accurately, adjusting ingredient quantities to meet specific portion requirements. 3.G.1

2 Apply mathematical concepts to calculate cost per portion, ensuring alignment with budgetary goals. 3.G.2

3 Develop basic menu items that consider nutrition, dietary needs, and consumer preferences, including knowledge of dietary guidelines to menu development. 3.G.3

4 Demonstrate understanding of portion control and plating techniques to ensure consistency in serving sizes. 3.G.4

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5 Explore ingredient substitutions to accommodate dietary needs without compromising taste or quality, including nutritional modifications for specific health conditions (e.g. low sodium, gluten free, etc…). 3.G.5

6 Analyze and interpret food labels and nutritional data when planning meals. 3.G.6

H The student demonstrates effective management and operational skills in a culinary setting. The student is expected to: 3.H

1 Practice efficient kitchen management techniques, including workflow planning and time management. 3.H.1

2 Collaborate with peers in a kitchen environment, delegating tasks and supporting team efforts to achieve shared goals. 3.H.2

3 Demonstrate conflict resolution skills in a culinary setting, focusing on professionalism and clear communication. 3.H.3

4 Implement basic inventory management practices, including tracking and organizing ingredients for efficient use. 3.H.4

5 Develop an understanding of kitchen roles and responsibilities, including the functions of front- and back-of-house operations. 3.H.5

I The student applies knowledge of customer service principles to enhance guest experiences. The student is expected to: 3.I

1 Demonstrate verbal and non-verbal communication techniques that convey professionalism and attentiveness in a culinary service environment. 3.I.1

2 Recognize and respond to guest feedback constructively, adapting practices to improve service quality. 3.I.2

3 Practice effective table presentation and service skills, including serving, clearing, and refilling. 3.I.3

4 Apply principles of hospitality to create a welcoming and memorable dining experience for customers. 3.I.4

5 Understand and implement strategies to handle customer complaints and issues with professionalism and composure. 3.I.5

J The student demonstrates intermediate baking skills with an emphasis on pies, tarts, and custards. The student is expected to: 3.J

1 Define and describe various types of pies and tarts and explain the processes for making crusts using different mixing methods. 3.J.1

2 Produce a variety of pies and tarts using various mixing methods and fillings. 3.J.2

3 Assess and evaluate the quality of pies and tarts. 3.J.3

4 Describe different types of custards, creams, and sauces used in pastry applications. 3.J.4

5 Prepare a variety of custards, creams, and sauces to accompany or fill baked goods. 3.J.5

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6 Assess and evaluate the final products in terms of flavor, texture, and application. 3.J.6