Mississippi CTE

Culinary Arts II (2025)

Unit 9: Orientation to Advanced Culinary Arts 9

1 **Compare and contrast house and program policies and procedures with industry policies and procedures. DOK3** 9.1

- a Discuss the school/district handbook and all safety procedures for classroom and building levels. 9.1
- b Preview local program and building/center policies and procedures, including dress code, attendance, acceptable use of technology (including personal devices in the school and workplace), academic requirements, discipline, lab rules and regulations, and transportation regulations. 9.1
- c Preview course objectives and the industry standards and discuss the importance of students knowing the content of the course and how it will be delivered. 9.1

2 **Examine opportunities provided by student organizations, including SkillsUSA and FCCLA. DOK2** 9.2

- a Discuss leadership and personal development following student organization guidelines and provide the opportunity for all students to participate in leadership roles and/or develop as students. 9.2
- b Work as a team to brainstorm ideas for a community service project according to student organization guidelines in which the knowledge and skills learned throughout the course can be used to improve the lives of others. 9.2
- c Explore CTSO competitive events. 9.2

3 **Identify career opportunities in the culinary and hospitality industry. DOK1** 9.3

- a Identify career opportunities in the culinary industry, including but not limited to communication writers, food stylists, marketers, research and development, food science, sales, dietitians, food production, food processing, accounting, entrepreneurs, trainers, and grocery store and deli managers. 9.3
- b Research and develop a brief presentation on a specific career using online resources. 9.3

4 **Utilize career resources to create a comprehensive class/career portfolio. DOK4** 9.4

- a Identify and demonstrate proper file storage, sharing, and maintenance techniques. 9.4

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b Research and initiate a student career information ePortfolio including the basic elements below. 9.4

1 Title page 9.4.B.1

2 Table of contents (pages numbered or hyperlinked to content) 9.4.B.2

3 Introduction/purpose (documenting mastery of each course project) 9.4.B.3

4 Valid professional email address 9.4.B.4

5 Résumé and cover letter 9.4.B.5

c Add designated portfolio assignments (ongoing). 9.4

Unit 10: Advanced Food Safety 10

1 **Explain foodborne illness and the best practices in providing safe food. DOK2** 10.1

a Define foodborne illness and what is considered an outbreak. 10.1

b Identify and explain the various challenges to food safety faced by the foodservice industry. 10.1

1 Time 10.1.B.1

2 Language and culture 10.1.B.2

3 Literacy and education 10.1.B.3

4 Pathogens 10.1.B.4

5 Unapproved suppliers 10.1.B.5

6 High-risk customers 10.1.B.6

7 Staff turnover 10.1.B.7

c Discuss the costs of a foodborne illness to both the operation and the victims. 10.1

d List the three categories of contaminants and give examples of each: 10.1

1 Biological (E. coli, Hepatitis A, Norovirus, etc.) 10.1.D.1

2 Chemical (pesticides, food additives, veterinary drugs, etc.) 10.1.D.2

3 Physical (plastic pieces, wood splinters, hair, etc.) 10.1.D.3

e Discuss the five most common ways that food can become unsafe. 10.1

1 Cross-contamination 10.1.E.1

2 Improper cooking temperature 10.1.E.2

3 Inadequate storage 10.1.E.3

4 Poor personal hygiene 10.1.E.4

5 Unsafe water and raw materials 10.1.E.5

f Discuss the four main practices related to foodborne illness. 10.1

1 Prevention 10.1.E.1

2 Detection 10.1.E.2

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3 Response 10.1.E.3

4 Education and training 10.1.E.4

g Review Time and Temperature Control for Safety (TCS) foods and identify common TCS and ready-to-eat foods. 10.1

h Identify populations at high risk for foodborne illness. 10.1

2 **Examine the various forms of contamination and demonstrate how to prevent and respond to contaminated food.** 10.2

a Examine how contamination occurs, including the fecal-oral route and other common methods of contamination. 10.2

b Discuss biological contamination and the “Big Six” pathogens, according to the Food and Drug Administration (FDA). 10.2

c Identify the symptoms of foodborne illness and the variation of onset times. 10.2

d Identify the basic characteristics of bacteria that cause foodborne illness, including the six conditions necessary for it to grow (Food, Acidity, Time Temperature, Oxygen, and Moisture: FAT TOM) and how to control for these. 10.2

e Describe the source, the food linked with the bacteria, and prevention methods for the major bacteria below: 10.2

1 Salmonella Typhi 10.2.E.1

2 Nontyphoidal Salmonella (NTS) 10.2.E.2

3 Shigella spp. 10.2.E.3

4 Shiga toxin-producing E. coli (STEC) 10.2.E.4

f Identify the basic characteristics of viruses that cause foodborne illness. 10.2

g Describe the source, the food linked with the virus, and prevention methods for the major viruses below: 10.2

1 Hepatitis A 10.2.G.1

2 Norovirus 10.2.G.2

h Describe the locations, sources, and prevention methods common to parasites. 10.2

i Discuss the origins, symptoms, and prevention of biological toxins or poisons. 10.2

3 **Describe the sources, symptoms, and prevention of chemical and physical contaminants.** 10.3

a Explain the deliberate contamination of food and develop/analyze the food defense system in place in your kitchen or cafeteria using the A.L.E.R.T. tool designed by the FDA. 10.3

1 Document information 10.3.A.1

2 Identify staff 10.3.A.2

3 Cooperate with authorities 10.3.A.3

4 Review procedures 10.3.A.4

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b Identify the top nine allergens and discuss the various food sources for each. 10.3

c Identify the common symptoms of an allergic reaction and how to respond if one occurs. 10.3

d Explain how to prevent allergic reactions by using food labels, properly training your service and kitchen staff, and avoiding cross-contact in all situations. 10.3

4 Determine the best practices for being a safe food handler and exhibit these throughout the year. 10.4

a Explain and give examples of how to manage a personal hygiene program and how food handlers can contaminate food, including the situations and actions that lead to contamination. 10.4

b Describe and demonstrate proper handwashing and hand-care practices. 10.4

c Discuss the importance of single-use gloves and how to properly choose, use, and change single-use gloves on the job. 10.4

d Demonstrate proper personal hygiene practices, including personal cleanliness, following proper work attire guidelines, and eating, drinking, smoking, or chewing gum or tobacco. 10.4

e Discuss policies for reporting health issues and how to watch for and handle medical conditions among the staff. 10.4

5 Demonstrate the proper procedures for cleaning and sanitizing. 10.5

a Discuss safe and appropriate cleaners and sanitizers, including how to ensure the effectiveness of a sanitizer. 10.5

b Identify the general guidelines for the effective use of chlorine, iodine, and "quats." 10.5

c Explain how and when to clean and sanitize surfaces and equipment. 10.5

d Demonstrate the proper procedure for dishwashing by machine and manually in a three-compartment sink. 10.5

e Demonstrate how to properly store tableware and equipment. 10.5

f Demonstrate the proper procedure for using wiping clothes, cleaning the premises, cleaning up after people who get sick, and using and storing cleaning tools and supplies. 10.5

g Acting as a manager, develop a cleaning plan for your kitchen or school cafeteria. 10.5

Unit 11: Food Safety in the Flow of Food 11

1 Identify types of contaminants and methods of prevention and explain ways to prevent time-temperature abuse. 11.1

a Explain the "flow of food." 11.1

b Identify common hazards throughout the "flow of food," including cross-contamination and time-temperature control/abuse. 11.1

Discuss and demonstrate guidelines for preventing cross-contamination and time-temperature abuse. 11.1

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2 **Explain the "flow of food" regarding proper purchasing and receiving food processes.** 11.2

- a Review and demonstrate general purchasing principles, such as using approved, reputable suppliers and handling deliveries properly. 11.2
- b Discuss and demonstrate the proper methods for receiving and inspecting food. 11.2

3 **Identify ways of preventing cross-contamination and time-temperature abuse when storing food.** 11.3

- a Properly label and date mark food. 11.3
- b Describe how to prevent cross-contamination during storage. 11.3
- c Explain how to rotate food using the first-in, first-out (FIFO) method. 11.3

4 **Describe and demonstrate safe and appropriate methods for preparing and cooking food.** 11.4

- a Explain the methods and guidelines for thawing various types of foods. 11.4
- b Demonstrate the proper procedure for cooking various foods to the correct internal temperature and how to check for this. 11.4
- c Describe the requirements when cooking TCS food in a microwave and when partially cooking. 11.4
- d State the correct food preparation methods to prevent cross-contamination and time-temperature abuse. 11.4
- e State the minimum internal cooking temperatures for TCS food. 11.4

5 **Analyze the processes of safely holding, cooling, and reheating food.** 11.5

- a Identify ways to prevent time-temperature abuse when holding and transporting food. 11.5
- b Discuss the guidelines for holding food, including cold and hot food and food without temperature control. 11.5
- c State methods and time-temperature requirements for cooling and reheating TCS food. 11.5

6 **Describe the fundamentals of safely serving food.** 11.6

- a Identify and demonstrate the guidelines for the FOH and BOH staff when serving food. 11.6
- b Describe how to handle utensils and equipment to prevent cross-contact when serving food. 11.6
- c Discuss the proper guidelines for serving food in self-service areas, off-site locations, and vending machines. 11.6

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Un Ma... **...xplain what food safety management systems are and why they are ...mportant.** 12.1

Systems 12

- a List the food safety programs that must be in place for safety management systems to be effective. 12.1

2 **Describe food safety management systems and how they can be applied.** 12.2

- a Define what a food safety management system is and give examples of the programs each operation needs to have. 12.2
- b Discuss active managerial control and explain the steps necessary for implementation. 12.2
- c Discuss how the FDA intervenes in public health with specific recommendations for protecting against foodborne illnesses. 12.2
- d Discuss safe facility management and pest control within the foodservice industry. 12.2

3 **Define active managerial control.** 12.3

- a Identify how managerial control can be achieved. 12.3
- b List the five steps for implementing managerial control. 12.3

4 **Describe the basis for an effective Hazard Analysis Critical Control Point (HACCP) plan.** 12.4

- a Summarize the seven HACCP principles. 12.4

5 **Describe the different crises in foodservice establishments including foodborne illness outbreaks and imminent health hazards. DOK2** 12.5

- a Identify how to prepare for a crisis. 12.5
- b Describe how to respond to a crisis. 12.5
- c Explain how to recover from a crisis. 12.5

Unit 13: Food Safety Regulations, Standards, and Training 13

1 **Identify government agencies responsible for preventing foodborne illness.** 13.1

- a Summarize the roles of federal, state, and local regulatory agencies as related to food safety. 13.1
- b Summarize the FDA's public health interventions for controlling the common risk factors for foodborne illness. 13.1

2 **Examine the importance of regulatory inspections and self-inspections. DOK2** 13.2

- a Demonstrate the key components of an inspection. 13.2

3 **Identify corrective actions to take when/if a regulation violation occurs.** 13.3

- a Describe self-inspections and create an inspection document. 13.3

4 **Describe how to train staff and ways to implement the training.** 13.4

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- a Discuss the importance of initial and ongoing food safety training. 13.4
- b List critical food safety knowledge needed by food handlers. 13.4

c Explain the requirements for maintaining food safety training records. 13.4

d Discuss the importance of monitoring staff members after training them in food safety. 13.4

e Identify the need to retrain staff on food safety. 13.4

Unit 14: Culinary Business Principles 14

1 Examine the purchasing process. 14.1

a Explain the importance of dealing with ethical suppliers, including approved suppliers, kickbacks, and the bid and quote processes. 14.1

b Identify factors that affect food costs when purchasing: 14.1

1 Growing season 14.1.B.1

2 Quantity (bulk) 14.1.B.2

3 Market form (fresh, frozen, canned, dried) 14.1.B.3

4 Location (transportation costs) 14.1.B.4

2 Describe how to control food costs. 14.2

a List the types of costs in foodservice including food costs, beverage costs, labor costs, and overhead costs. 14.2

b Define the terms below related to food costs. 14.2

1 Revenue 14.2.B.1

2 Profit 14.2.B.2

3 Loss 14.2.B.3

4 Invoices 14.2.B.4

c Explain how portion control directly affects food costs, and give examples of portion control devices (e.g., scoops, ladles, and portion scales). 14.2

d Calculate recipe cost, including total cost and cost per serving. 14.2

e Calculate Edible-portion (EP) and As-purchased (AP) portion amounts. 14.2

3 Examine the components and types of healthy menus. 14.3

a Define the various types of menus. 14.3

1 Á la carte 14.3.A.1

2 Cyclical 14.3.A.2

3 Fixed 14.3.A.3

Unit 15: Advanced Kitchen Techniques (Meat, Seafood, and Poultry) 15

1 Demonstrate knife proficiency in the kitchen. 15.1

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a Identify and demonstrate common cuts and usage in the kitchen, including the following: 15.1

1 Julienne cuts 15.1.A.1

2 Large cuts 15.1.A.2

3 Mincing 15.1.A.3

4 Brunoise 15.1.A.4

5 Large dice 15.1.A.5

6 Small dice 15.1.A.6

7 Chiffonade 15.1.A.7

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2 Identify quality meat products and demonstrate the proper procedures for preparing meat. 15.2

a Identify the grading systems for meat (prime, choice, and select). 15.2

b Define marbling and discuss how it affects the grade of meat. 15.2

c Identify the following meats: beef, veal, lamb, pork, game meat, and offal. 15.2

d Differentiate between primal and retail cuts. 15.2

e Discuss how aging and fabrication (e.g., butterflying) affect cost. 15.2

f Differentiate between marinating and using dry rubs. 15.2

g Properly prepare a meat of your choice. 15.2

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3 Identify a quality poultry product and demonstrate the proper procedures for preparing poultry. 15.3

a List types of poultry (chicken, turkey, duck, goose, pigeon, quail, and dove). 15.3

b Differentiate between white and dark meat. 15.3

c Define trussing and fabricating. 15.3

d Properly prepare a poultry product of your choice. 15.3

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4 Identify a quality seafood product and demonstrate the proper procedures for preparing seafood. 15.4

a Differentiate between the two categories of seafood (finfish and shellfish). 15.4

b Differentiate between flat fish and round fish, giving examples of each: 15.4

1 Flat fish (halibut, flounder) 15.4.B.1

2 Round fish (grouper, bass) 15.4.B.2

c Define and give examples of shellfish. 15.4

1 Crustaceans (shrimp, lobster, crab, crawfish) 15.4.C.1

2 Mollusks (clams, oysters, mussels) 15.4.C.2

3 Cephalopods (squid, octopus) 15.4.C.3

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d Identify the market forms of fin fish. 15.4

e Properly prepare a seafood product of your choice. 15.4

5 Identify and prepare stocks. DOK2 15.5

a Identify the four essential parts of stock and the proper ingredients for each. 15.5

1 Major flavor ingredients, such as meat and bones 15.5.A.1

2 Liquid, most often water 15.5.A.2

3 Mirepoix 15.5.A.3

4 Aromatics 15.5.A.4

b Identify the three ways to prepare bones for stock: blanching, browning, and sweating. 15.5

c Properly prepare a stock of your choice. 15.5

Unit 16: Advanced Baking 16

1 Describe the types of flours and yeasts used in baking and pastry. DOK2 16.1

a Review common baking ingredients. 16.1

b Compare and contrast the variety of flours and uses for each. 16.1

c Discuss the different types of yeasts used in baking. 16.1

1 Dry yeast 16.1.C.1

2 Active & Instant 16.1.C.2

3 Compressed yeast (fresh) 16.1.C.3

2 Describe working with yeast breads. DOK2 16.2

a Identify the types of yeast bread dough. 16.2

1 Lean 16.2.A.1

2 Rich 16.2.A.2

3 Sour dough 16.2.A.3

b Properly prepare a yeast dough product. 16.2

3 Describe the characteristics of cakes. DOK2 16.3

a Explore the preparation techniques of cake batters. 16.3

1 Blending method 16.3.A.1

2 Creaming method 16.3.A.2

3 Two-stage method (muffin method) 16.3.A.3

4 Foaming method 16.3.A.4

b Identify the three basic purposes for icing: 16.3

1 Improving and keeping quality 16.3.B.1

2 Flavor and richness 16.3.B.2

3 Appearance 16.3.B.3

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c Discuss methods for preparing cake icings. 16.3

1 American Buttercream 16.3.C.1

2 Royal Icing 16.3.C.2

d Discuss the differences in fillings for cakes. 16.3

1 Crème Anglaise 16.3.D.1

2 Crème Pâtissière 16.3.D.2

3 Fruit 16.3.D.3

e Prepare a cake using one of the following finishing techniques: 16.3

1 Layered 16.3.E.1

2 Filled 16.3.E.2

3 Glazed 16.3.E.3

4 Iced/Frosted/Decorated 16.3.E.4

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4 Examine the methods of making pie dough. DOK2 16.4

a Demonstrate one of the following dough types: 16.4

1 Short Dough (tart crust, shortbread) 16.4.A.1

1 A high percentage of fat produces a tender and crumbly crust. 16.4.A.1.1

2 Flaky Dough (traditional pie crust) 16.4.A.2

1 Cut in doughs using a solid fat, leaves flakes of visible fat. 16.4.A.2.1

3 Pâte á Choux (eclairs, cream puff) 16.4.A.3

1 Cooked batter that expands when baked.: liquid, fat, flour, and eggs. 16.4.A.3.1

4 Laminate Dough (Danish, puff pastry, croissant) 16.4.A.4

1 Layers of fat folded and rolled into dough. 16.4.A.4.1

b Explain the purpose of baking blind. 16.4

c Properly prepare a pie using the 3-2-1 method. 16.4