Culinary Arts

Evaluation Form

2025 Curricular Materials Review

# Publisher information

* Publisher Name:
* Title:
* ISBN #:
* Author:
* Copyright:
* Most Recently Published Edition and Website:
* Materials provided for evaluation:
* Intended Teacher Audience(s):
* Intended Student Audience(s):
* Is this curriculum in a digital format, print format, or both?

# Instruction

## Publishing Company

* Complete the curriculum evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

## Review Team Member:

* Please use information and attachments to complete the curriculum evaluation form.
* Explain any discrepancies between your findings and the provided information.
* Findings, explanations, and comments should directly reflect the rubric.

Scoring for Alignment to Program Standards:

To evaluate each course’s materials for alignment to [**Culinary Arts**](https://cte.idaho.gov/wp-content/uploads/2024/08/culinary-arts-standard-2023.pdf), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with program standards.

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| Standard for Culinary Arts is not evident. | There is some evidence of the Standard for Culinary Arts. | Materials explicitly align to and support the Standard for Culinary Arts through regular and authentic engagement opportunities for students. |  |

# CONTENT STANDARD CTE CA.1.0: Professional Organizations and Leadership

### Performance Standard CTE CA.1.1 Student Leadership in Career Technical Student Organizations (CTSO) and Professional Associations

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE CA.1.1.1 Explore the role of professional organizations and/or associations in the culinary arts industry.
 | 0 1 2 N/A |  |
| 1. CTE CA.1.1.2 Define the value, role, and opportunities provided through career technical student organizations.
 | 0 1 2 N/A |  |
| 1. CTE CA.1.1.3 Engage in career exploration and leadership development.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE CA.2.0: Career pathways and industry professional standards

### Performance Standard CTE CA.2.1 Professional Foodservice Industry, History, Traditions, and Current Trends

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE CA.2.1.1 Describe the history of the foodservice industry.
 | 0 1 2 N/A |  |
| 1. CTE CA.2.1.2 Identify global trends in the foodservice industry (e.g., sustainability, local sourcing, limiting waste, gas/electric usage, purchasing disposables, social networking/marketing, farm-to-table).
 | 0 1 2 N/A |  |
| 1. CTE CA.2.1.3 Compare types of international and regional cuisines.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.2.2 Career Paths and Opportunities in Foodservice Industries

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.2.2.1 Identify the major positions in a professional kitchen (e.g., chef, sous chef, chef de cuisine, pastry chef, line cooks, production staff, steward department, catering/banquet) and non-commercial positions (e.g., retail, food science, nutrition, food development/entrepreneurial outlets, food stylist).
 | 0 1 2 N/A |  |
| 1. CTE CA.2.2.2 Write an education and career plan.
 | 0 1 2 N/A |  |
| 1. CTE CA.2.2.3 Describe certification options and professional organizations available to the industry (e.g., postsecondary technical certifications, Culinary Institute of America, American Culinary Federation, food manager protection certifications).
 | 0 1 2 N/A |  |
| 1. CTE CA.2.2.4 Identify components of a business plan.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.2.3 Professional and Ethical Workplace Behaviors in the Foodservice Industry

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.2.3.1 Describe the standards for professional attire in the foodservice industry.
 | 0 1 2 N/A |  |
| 1. CTE CA.2.3.2 Identify ethical issues in the industry (e.g., personal illness/safety, substance use/abuse).
 | 0 1 2 N/A |  |
| 1. CTE CA.2.3.3 Demonstrate helpful, courteous, and attentive customer service skills.
 | 0 1 2 N/A |  |
| 1. CTE CA.2.3.4 Collaborate with team members.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE CA.3.0: sanitation and safety

### Performance Standard CTE CA.3.1 Risk Management, Workplace Safety, and Food Safety

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE CA.3.1.1 Identify the primary foodborne illnesses, symptoms, and their causes.
 | 0 1 2 N/A |  |
| 1. CTE CA.3.1.2 Describe the need for emergency plans and safety training.
 | 0 1 2 N/A |  |
| 1. CTE CA.3.1.3 List the steps in reporting an accident or injury incident (i.e., OSHA requirements).
 | 0 1 2 N/A |  |
| 1. CTE CA.3.1.4 Describe basic first aid practices and when they are needed.
 | 0 1 2 N/A |  |
| 1. CTE CA.3.1.5 List the procedures for storing hazardous chemicals in a food service operation.
 | 0 1 2 N/A |  |
| 1. CTE CA.3.1.6 Identify fire hazards and fire safety response.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.3.2 Safe Food Handling Principles

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.3.2.1 Demonstrate personal hygiene practices and health procedures and report symptoms of illness.
 | 0 1 2 N/A |  |
| 1. CTE CA.3.2.2 Demonstrate awareness of the FDA Model Food Code (most current edition) and local health department regulations.
 | 0 1 2 N/A |  |
| 1. CTE CA.3.2.3 Describe the function of HACCP (Hazard Analysis Critical Control Point).
 | 0 1 2 N/A |  |
| 1. CTE CA.3.2.4 Identify how food becomes unsafe (e.g., allergens, cross-contamination, receiving/rejecting food, time and temperature control).
 | 0 1 2 N/A |  |
| 1. CTE CA.3.2.5 Demonstrate storage procedures for various foods and supplies (e.g., dry, refrigerated, frozen, chemicals, paper goods).
 | 0 1 2 N/A |  |
| 1. CTE CA.3.2.6 Apply inventory control related to FIFO (i.e., first in, first out) and par levels.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE CA.4.0: food service skills, equipment, and production

### Performance Standard CTE CA.4.1 Food Service Tools and Equipment

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE CA.4.1.1 Identify tools and equipment in a food service workplace.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.1.2 Match tools and equipment to their intended use.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.1.3 Perform a safety check before and maintenance after using tools and equipment.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.4.2 Knife Skills

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.4.2.1 Demonstrate how to handle, sharpen, and maintain knives.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.2.2 Select the correct type of knife for its function.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.2.3 Demonstrate basic knife cuts.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.4.3 Workplace *Mise en Place*

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.4.3.1 Execute *mise en place* for front-of-house and back-of-house.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.3.2 Create preparation (i.e., prep) lists and timelines.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.3.3 Determine weights and measures for scaling (e.g., weight vs. volume, wet vs. dry).
 | 0 1 2 N/A |  |
| 1. CTE CA.4.3.4 Identify measuring instruments.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.3.5 Demonstrate measuring techniques.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.3.6 Read and follow a standardized recipe.
 | 0 1 2 N/A |  |
| 1. CTE CA.4.3.7 Alter yields, based on a standardized recipe.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.4.4 Presentation Techniques

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.4.4.1 Create garnishes for specific food items (e.g., soups, entrées, desserts, beverages, appetizers).
 | 0 1 2 N/A |  |
| 1. CTE CA.4.4.2 Demonstrate plating techniques (e.g., dine-ware selection, plating principles).
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE CA.5.0: menu planning principles

### Performance Standard CTE CA.5.1 Nutrition Principles and Specialized Dietary Plans

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE CA.5.1.1 Incorporate basic nutrition knowledge into menu planning.
 | 0 1 2 N/A |  |
| 1. CTE CA.5.1.2 Propose changes in a menu or recipe to fit various dietary needs (e.g., gluten-free, dairy-free, avoiding the eight allergens).
 | 0 1 2 N/A |  |
| 1. CTE CA.5.1.3 Apply Dietary Guidelines for Americans and MyPlate to plan meals.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.5.2 Menu Writing Principles

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.5.2.1 Identify a variety of menu formats.
 | 0 1 2 N/A |  |
| 1. CTE CA.5.2.2 Describe factors (e.g., ingredient costs) that affect menu pricing
 | 0 1 2 N/A |  |
| 1. CTE CA.5.2.3 Calculate menu pricing (e.g., food costs).
 | 0 1 2 N/A |  |
| 1. CTE CA.5.2.4 Plan a menu for a given scenario.
 | 0 1 2 N/A |  |
| 1. CTE CA.5.2.5 Describe inventory value as it relates to cost control.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE CA.6.0: Bakery

### Performance Standard CTE CA.6.1 Baked Goods

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE CA.6.1.1 Identify baking ingredients and their functions.
 | 0 1 2 N/A |  |
| 1. CTE CA.6.1.2 Prepare various baked goods (e.g., yeast breads, quick breads, pastries).
 | 0 1 2 N/A |  |
| 1. CTE CA.6.1.3 Prepare cookies and cakes.
 | 0 1 2 N/A |  |
| 1. CTE CA.6.1.4 Prepare frozen desserts.
 | 0 1 2 N/A |  |
| 1. CTE CA.6.1.5 Identify environmental conditions affecting recipes (e.g., altitude, humidity, heat).
 | 0 1 2 N/A |  |
| 1. CTE CA.6.1.6 Calculate ingredient weights using baker's percentages.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE CA.7.0: *garde manger*

### Performance Standard CTE CA.7.1 Duties of the *Garde Manger*

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.7.1.1 Describe types of salads (e.g., pasta, protein, vegetable, fruit) and uses (e.g., dessert, starter, entrée, side).
 | 0 1 2 N/A |  |
| 1. CTE CA.7.1.2 Prepare creamy and vinaigrette dressings and dips.
 | 0 1 2 N/A |  |
| 1. CTE CA.7.1.3 Prepare salads.
 | 0 1 2 N/A |  |
| 1. CTE CA.7.1.4 Prepare sandwiches and side items.
 | 0 1 2 N/A |  |
| 1. CTE CA.7.1.5 Prepare appetizers and hors d'oeuvres (e.g., crudités, charcuterie, canapés).
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE CA.8.0: ingredients and food production

### Performance Standard CTE CA.8.1 Spices, Oils and Vinegar, Fresh and Dried Herbs

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE CA.8.1.1 Identify spices and their uses.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.1.2 Identify fresh and dried herbs and their uses.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.1.3 Identify oils and their uses.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.1.4 Identify vinegars and their uses.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.8.2 Fruits and Vegetables

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE CA.8.2.1 Identify fruits for intended uses.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.2.2 Identify vegetables for intended uses.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.2.3 Prepare uncooked fruits and vegetables.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.2.4 Demonstrate cooking methods for fruits and vegetables.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.8.3 Pastas (i.e., Starches), Grains, and Legumes

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE CA.8.3.1 Identify pasta, grains, and legumes.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.3.2 Demonstrate a variety of cooking methods for pasta, grains, and legumes.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.8.4 Dairy Products and Eggs

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE CA.8.4.1 Identify uses of dairy products in cooking (e.g., cheese, cream, milk).
 | 0 1 2 N/A |  |
| 1. CTE CA.8.4.2 Prepare dairy products.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.4.3 Describe the functions of eggs (e.g., emulsifier, binder, coating).
 | 0 1 2 N/A |  |
| 1. CTE CA.8.4.4 Prepare eggs (e.g., scrambled, omelets, poached).
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.8.5 Proteins

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE CA.8.5.1 Identify proteins for the center of the plate (e.g., beef, chicken, seafood, pork).
 | 0 1 2 N/A |  |
| 1. CTE CA.8.5.2 Fabricate a chicken.
 | 0 1 2 N/A |  |
| 1. CTE CA.8.5.3 Prepare beef, poultry, pork, or seafood.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE CA.9.0: stocks/sauces/soups

### Performance Standard CTE CA.9.1 Hydraulic Systems

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.9.1.1 Identify the components of stock.
 | 0 1 2 N/A |  |
| 1. CTE CA.9.1.2 Prepare stock.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.9.2 Preparation of Sauces

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.9.2.1 Identify the five mother sauces.
 | 0 1 2 N/A |  |
| 1. CTE CA.9.2.2 Prepare mother sauces and derivative small sauces.
 | 0 1 2 N/A |  |
| 1. CTE CA.9.2.3 Prepare nouvelle and ethnic sauces.
 | 0 1 2 N/A |  |
| 1. CTE CA.9.2.4 Demonstrate the use of thickening agents.
 | 0 1 2 N/A |  |

### Performance Standard CTE CA.9.3 Preparation of Soups

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.9.3.1 Identify the basic types of soup (e.g., broth, cream).
 | 0 1 2 N/A |  |
| 1. CTE CA.9.3.2 Prepare a broth and a cream soup.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE CA.10.0: cooking methods

### Performance Standard CTE CA.10.1 Dry Heat, Moist Heat, and Combination Cooking Methods

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.10.1.1 Demonstrate methods of dry heat cooking with and without fat.
 | 0 1 2 N/A |  |
| 1. CTE CA.10.1.2 Demonstrate methods of moist heat cooking.
 | 0 1 2 N/A |  |
| 1. CTE CA.10.1.3 Demonstrate methods of combination cooking.
 | 0 1 2 N/A |  |
| 1. CTE CA 10.1.4 Describe *sous vide*.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE CA.11.0: front-of-the-house procedures

### Performance Standard CTE CA.11.1 Service Styles

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE CA.11.1.1 Display a variety of table settings (e.g., lunch, fine dining, breakfast).
 | 0 1 2 N/A |  |
| 1. CTE CA.11.1.2 Perform a variety of service styles (e.g., American plated, French, Russian).
 | 0 1 2 N/A |  |
| 1. CTE CA.11.1.3 Perform table service (i.e., introduce, greet, seat, present menu) with customers.
 | 0 1 2 N/A |  |

Scoring for Best Practices and Assessment

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of the teaching practice. | The teaching practice is embedded in some lessons. | Materials regularly embed supports for teachers to implement best practices and assessment.  |  |

Scoring for Alignment to Best Practices and Assessment:

| Best Practices and Assessments | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials contain clear statements and explanations of purpose, goals, and learning outcomes.
 | 0 1 2 N/A |  |
| 1. Materials are systematic and sequential – prerequisite skills taught first and vertically aligned appropriately.
 | 0 1 2 N/A |  |
| 1. Materials include formative and summative assessments and/or test data banks that allow the instructor to edit materials when appropriate.
 | 0 1 2 N/A |  |
| 1. Digital materials and assessments are easy to edit and revise and access to distribute and/or print.
 | 0 1 2 N/A |  |

Scoring for Additional Indicators of Quality Materials

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of differentiation elements or engaging tools.  | There is some evidence of differentiation elements or engaging tools. | Materials include differentiation elements as well as engaging tools. |  |

Scoring for Alignment to Additional Indicators of Quality Materials:

| Indicators of Quality Materials | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide instructional strategies to accommodate the learning differences of all students.
 | 0 1 2 N/A |  |
| 1. Materials are available in language(s) other than English.
 | 0 1 2 N/A |  |
| 1. The material has an aesthetically appealing appearance.
 | 0 1 2 N/A |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 | 0 1 2 N/A |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 | 0 1 2 N/A |  |

Scoring for Best Practices in the Use of Technology

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of best practices in using technology.  | There is some evidence of best practices in using technology. | Materials include best practices in using technology. |  |

Use of Technology

| **Use of Technology** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum – Curricular Materials

Idaho Department of Education

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