

National Curriculum of Pakistan
2022-23

TECHNICAL EDUCATION

PROFESSIONAL COOKING AND CHEF

Grades 9-12



NATIONAL CURRICULUM COUNCIL SECRETARIAT
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

National Curriculum of Pakistan
2022-23

TECHNICAL EDUCATION

PROFESSIONAL COOKING AND CHEF

Grades 9-12



NATIONAL CURRICULUM COUNCIL SECRETARIAT
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN



It is with great pride that we, at the National Curriculum Council Secretariat, present the first core curriculum in Pakistan's 75-year history. Consistent with the right to education guaranteed by Article 25-A of our Constitution, the National Curriculum of Pakistan (2022-23) aspires to equip every child with the necessary tools required to thrive in and adapt to an ever-evolving globalized world.

The National Curriculum is in line with international benchmarks, yet sensitive to the economic, religious, and social needs of young scholars across Pakistan. As such, the National Curriculum aims to shift classroom instruction from rote learning to concept-based learning.

Concept-based learning permeates all aspects of the National Curriculum, aligning textbooks, teaching, classroom practice, and assessments to ensure compliance with contemplated student learning outcomes. Drawing on a rich tapestry of critical thinking exercises, students will acquire the confidence to embark on a journey of lifelong learning. They will further be able to acknowledge their weaknesses and develop an eagerness to build upon their strengths.

The National Curriculum was developed through a nationwide consultative process involving a wide range of stakeholders, including curriculum experts from the public, private, and non-governmental sectors. Representatives from provincial education departments, textbook boards, assessment departments, teacher training departments, *deeni madaris*, public and private publishers, private schools, and private school associations all contributed their expertise to ensure that the National Curriculum could meet the needs of all Pakistani students.

The experiences and collective wisdom of these diverse stakeholders enrich the National Curriculum, fostering the core, nation-building values of inclusion, harmony, and peace, making the National Curriculum truly representative of our nation's educational aspirations and diversity.

I take this opportunity to thank all stakeholders, including students, teachers, and parents who contributed to developing the National Curriculum of Pakistan (2022-23)

Dr. Mariam Chughtai

Director

National Curriculum Council Secretariat

Ministry of Federal Education and Professional Training

Subject: Professional Chef and Cooking

Grades 11-12

Progression Grid

Domain A : Exploring Culinary Careers

Standard I: Students will develop an understanding of culinary careers, entrepreneurship opportunities and career planning options.

Grade 9	Grade 10
Benchmarks I: Students will explore and describe careers in the culinary and hospitality industry, including entrepreneurship opportunities by classifying culinary careers, identifying responsibilities for each job and developing a personal career plan.	
Student Learning Outcomes	
Students will be able to: [SLO:PCC-09-A-01]: Describe careers in the culinary and hospitality industry [SLO:PCC-09-A-02]:	Students will be able to: [SLO:PCC-10-A-01]: Explore entrepreneurship opportunities in the culinary industry. [SLO:PCC-10-A-02]:

<p>Describe entrepreneurship opportunities as a career planning option.</p> <p>[SLO:PCC-09-A-03]:</p> <p>classify careers from entry-level to professional level</p> <p>[SLO:PCC-09-A-04]:</p> <p>identify responsibilities for each job in the career ladder</p> <p>[SLO:PCC-09-A-05]:</p> <p>develop a personal career plan that includes goals, objectives and strategies.</p>	<p>Research and present information on a culinary career to include roles and responsibilities, opportunities for employment and the requirements for education and training</p> <p>[SLO:PCC-10-A-03]:</p> <p>research the history of the restaurant and food/beverage services</p> <p>[SLO:PCC-10-A-04]:</p> <p>career pathway and describe how the associated careers have evolved and impacted society.</p>
---	--

Domain B: Culinary industry and Culinary Equipment Proficiency

Standard I: Students will acquire proficiency in understanding the inception, development and functions of the culinary industry, as well as demonstrate proper and safe use of culinary tools and equipment.

Grade 9	Grade 10
<p>Benchmark I: Students will explain the functions of the culinary industry, analyze kitchen hierarchy and identify modern kitchen organization including proper and safe use of culinary equipment and cutting boards.</p>	

Student Learning Outcomes

Students will be able to:

[SLO:PCC-09-B-01]:

trace inception and development of the culinary industry

[SLO:PCC-09-B-02]:

analyze functions of the culinary industry

[SLO:PCC-09-B-03]:

analyze kitchen hierarchy of the culinary industry

[SLO:PCC-09-B-04]:

identify modern kitchen organization, job station and work sites

[SLO:PCC-09-B-05]:

identify and demonstrate measuring utensils for the appropriate ingredient

[SLO:PCC-09-B-06]:

identify and demonstrate the proper and safe use and care of culinary tools.

Students will be able to:

[SLO:PCC-10-B-01]:

identify and demonstrate the proper and safe use and care of culinary equipment

[SLO:PCC-10-B-02]:

identify and demonstrate the proper and safe use and care of cutting boards.

--	--

Domain C: Recipe Reading and Terminology

Standard I: Students will demonstrate the skill of accurately reading and interpreting recipes, understanding standardized recipes, mise en place and common culinary terminology.

Grade 9	Grade 10
<p>Benchmark I: Students will accurately read and interpret recipes, demonstrate understanding of standardized recipes and mise en place and define common culinary terms. They will apply abbreviations and equivalents, perform recipe conversions and use culinary terminology in a live kitchen scenario.</p>	
<p>Student Learning Outcomes</p>	
<p>Students will be able to:</p> <p>[SLO:PCC-09-C-01]: read and interpret a recipe accurately</p> <p>[SLO:PCC-09-C-02]: demonstrate an understanding of standardized recipes, mise en place and organizational skills</p>	<p>Students will be able to:</p> <p>[SLO:PCC-10-C-01]: demonstrate an understanding of the purpose and preparation of standardized recipes</p> <p>[SLO:PCC-10-C-02]:</p>

[SLO:PCC-09-C-03]:

define and demonstrate common culinary terms.

define mise en place and the relationship of organizational skills to productivity

[SLO:PCC-10-C-03]:

apply common abbreviations and equivalents used in recipes

[SLO:PCC-10-C-04]:

demonstrate recipe conversions

[SLO:PCC-10-C-05]:

describing the evolution of cuisines and the relationship to history and cultural development of the culinary industry

[SLO:PCC-10-C-06]:

utilizing culinary terminology, abbreviations, acronyms, equipment identification and small ware identification in a live kitchen scenario

[SLO:PCC-10-C-07]:

	identify terminology unique to the food and beverage industry.
--	--

Domain D: Basic Food Preparation Principles and Presentation

Standard I: Students will develop foundational skills in food preparation, cooking techniques and food presentation.

Grade 9	Grade 10
<p>Benchmark I: Students will establish a kitchen garden, discuss cooking techniques and demonstrate practical application in kitchen production by exhibiting proficiency in knife skills, food preparation and presentation techniques for various occasions.</p>	
<p>Student Learning Outcomes</p>	
<p>Students will be able to:</p> <p>[SLO:PCC-09-D-01]: establish and care for a kitchen garden</p> <p>[SLO:PCC-09-D-02]: discuss and apply various cooking techniques</p> <p>[SLO:PCC-09-D-03]:</p>	<p>Students will be able to:</p> <p>[SLO:PCC-10-D-01]: identify, explain and illustrate basic knife cuts and skills</p> <p>[SLO:PCC-10-D-02]: identify, explain knife anatomy, safety, handling, storing practice</p>

discuss and analyze how ingredients affect food preparation

[SLO:PCC-09-D-04]:

demonstrate techniques for measuring, weighing and knife skills

[SLO:PCC-09-D-05]:

demonstrate practical application in kitchen production

[SLO:PCC-09-D-06]:

define and demonstrate common culinary terms used in recipes

[SLO:PCC-09-D-07]:

define and demonstrate fruit, vegetables, spices, commodities

[SLO:PCC-09-D-08]:

demonstrate various cooking techniques

[SLO:PCC-09-D-09]:

discussing food presentation techniques and garnishing

[SLO:PCC-09-D-10]:

[SLO:PCC-10-D-03]:

illustrate and practice basic cutting skills,

[SLO:PCC-10-D-04]:

demonstrate basic food preparation and cooking skills such as techniques of cutting, mixing, cooking and measuring

[SLO:PCC-10-D-05]:

clean, sanitize and maintain food preparation areas.

[SLO:PCC-10-D-06]:

choose appropriate storage

[SLO:PCC-10-D-07]:

analyze how ingredients affect food preparation, cooking and product methods for foods

[SLO:PCC-10-D-08]:

identifying the modern kitchen organization, job station and work sites

[SLO:PCC-10-D-09]:

demonstrate ability to select, store, prepare serve nutritious and aesthetically pleasing food

[SLO:PCC-09-D-11]:

demonstrate appropriate food service for various occasions

[SLO:PCC-09-D-12]:

analyze the importance of etiquette and manners

identifying specifics of meat, poultry, seafood, crustaceans, vegetables, starches, sandwiches and breakfast cookery

[SLO:PCC-10-D-10]:

examining the sensory factors that make up the sensory characteristics for tasting foods

[SLO:PCC-10-D-11]:

plan appropriate table settings and service.

[SLO:PCC-10-D-12]:

demonstrate etiquette and manners related to food service for various occasions.

Food presentation techniques for hot and cold:

[SLO:PCC-10-D-13]:

identify the criteria for achieving an aesthetically pleasing plate

[SLO:PCC-10-D-14]:

identify plated presentations and demonstrate temperatures

	<p>[SLO:PCC-10-D-15]:</p> <p>practice various garnishing techniques utilizing a variety of garnishing tools to achieve an edible centerpiece.</p>
--	---

Domain E: Personal Hygiene and Kitchen Safety

Standard Y: Students will describe and practice personal hygiene, kitchen safety and industry regulations.

Grade 9	Grade 10
<p>Benchmark I: Students will discuss professional culinary attire, understand industry regulations and practice proper personal hygiene and safety guidelines. They will demonstrate basic first aid practices and knowledge of contamination, storage guidelines and hazards in food safety.</p>	
<p>Student Learning Outcomes</p>	
<p>Students will be able to:</p> <p>[SLO:PCC-09-E-01]:</p> <p>discuss the importance of professional culinary attire</p> <p>[SLO:PCC-09-E-02]:</p>	<p>Students will be able to:</p> <p>[SLO:PCC-10-E-01]:</p> <p>demonstrate basic first aid practices</p> <p>[SLO:PCC-10-E-02]:</p>

gain an understanding about industry regulations, organizational policies and procedures to assure a safe and healthy environment in the kitchen laboratory

[SLO:PCC-09-E-03]:

illustrate an understanding of handwashing procedure

[SLO:PCC-09-E-04]:

demonstrate the ability to understand the proper personal hygiene practices

[SLO:PCC-09-E-05]:

analyze and practice ability for proper personal hygiene and sanitary guidelines to avoid illness or putrid smell.

illustrate and explain appropriate safety equipment to prevent injuries

[SLO:PCC-10-E-03]:

analyze and understand what first aid in the workplace entails

[SLO:PCC-10-E-04]:

demonstrate and understand basic vehicles of contamination

[SLO:PCC-10-E-05]:

identify and discuss basic storage guidelines for food

[SLO:PCC-10-E-06]:

illustrate basic knowledge of general hazards involved in food safety hindrance.

Domain F: Communication and Leadership

Standard I: Students will develop effective communication skills, leadership qualities and professional etiquette.

Grade 9	Grade 10
Benchmark I: Students will describe the importance of communication, identify characteristics of leaders and demonstrate teamwork. They will develop personal and professional etiquette, leadership skills in various environments and effective communication through speeches or presentations.	
Student Learning Outcomes	
Students will be able to: [SLO:PCC-09-F-01]: describe why communication is the basis for all relationships [SLO:PCC-09-F-02]: identify the characteristics and responsibilities of organizational leaders [SLO:PCC-09-F-03]: demonstrate the ability to function as a team member in a diverse environment [SLO:PCC-09-F-04]:	students will be able to: [SLO:PCC-10-F-01]: demonstrate parliamentary procedure skills during a meeting [SLO:PCC-10-F-02]: identify purposes, roles and responsibilities of members of professional and youth organizations including career and technical student organizations [SLO:PCC-10-F-03]: demonstrate leadership roles and organizational responsibilities

<p>develop and demonstrate personal and professional etiquette</p> <p>[SLO:PCC-09-F-05]:</p> <p>demonstrate leadership skills in the family, workplace and community.</p>	<p>[SLO:PCC-10-F-04]:</p> <p>demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration</p> <p>[SLO:PCC-10-F-05]:</p> <p>demonstrate how to communicate with a customer in layman's language.</p>
---	---

Domain G: Measurements and Conversion

Standard I: Students will develop proficiency in measurements and conversions essential for culinary applications.

Grade 9	Grade 10
<p>Benchmark I: Students will be able to apply measurement system knowledge, convert units and execute addition, subtraction, multiplication, division, decimals, fractions and percentage calculations. Demonstrate mastery in measuring scales, universal measurement abbreviations, memorization of key conversions and differentiate between dry and liquid measures with accurate ingredient measurement procedures.</p>	
<p>Student Learning Outcomes</p>	

Students will be able to:

[SLO:PCC-09-G-01]:

discuss the importance of measurement system, familiar with common conversions between cups, pints, quarts and gallons

[SLO:PCC-09-G-02]:

demonstrate and compute addition, subtraction, multiplication, division, decimals, fractions and percentage problems

[SLO:PCC-09-G-03]:

explain measures and conversions

[SLO:PCC-09-G-04]:

analyze and practice different measuring scales for different volume & weight, liquid, solids

[SLO:PCC-09-G-05]:

recognize the universal abbreviations for measurements

[SLO:PCC-09-G-06]:

memorize how many ounces are in a pound, half-pound, or quarter-pound

[SLO:PCC-09-G-07]:

<p>differentiate between a dry measure and a liquid measure</p> <p>[SLO:PCC-09-G-08]:</p> <p>demonstrate proper procedures for measuring various types of ingredients.</p>	
--	--

Domain H: Basic Cooking Methods

Standard I: Students will develop foundational culinary knowledge and skills.

Grade 9	Grade 10
<p>Benchmark I: Students will demonstrate proficiency in recognizing, selecting and utilizing various foods, herbs, spices, cheese and more. They will understand cooking techniques, measure accurately and exhibit essential knife skills. Practical applications include preparing salads, dressings, platters, canapés and sandwiches with an emphasis on nutritional and aesthetic considerations.</p>	
<p>Student Learning Outcomes</p>	
<p>Students will be able to:</p> <p>[SLO:PCC-09-H-01]:</p>	<p>Students will be able to:</p> <p>[SLO:PCC-10-H-01]:</p>

describe and explain concept of cooking food

[SLO:PCC-09-H-02]:

recognize, identify and demonstrate usage of foods

[SLO:PCC-09-H-03]:

recognize and identify standard herbs and their uses

[SLO:PCC-09-H-04]:

recognize and identify seasonings and their uses

[SLO:PCC-09-H-05]:

recognize and identify spices and their uses

[SLO:PCC-09-H-06]:

recognize and identify cheese and their uses

[SLO:PCC-09-H-07]:

recognize and identify flavorings and their uses

[SLO:PCC-09-H-08]:

recognize and identify vegetables and their uses

[SLO:PCC-09-H-09]:

prepare salads

[SLO:PCC-10-H-02]:

prepare salad dressings

[SLO:PCC-10-H-03]:

prepare cold platters

[SLO:PCC-10-H-04]:

prepare canapés

[SLO:PCC-10-H-05]:

prepare sandwiches

[SLO:PCC-10-H-06]:

demonstrate garnishing of foods both hot and cold foods

[SLO:PCC-10-H-07]:

explain the appropriate technique of measuring & weighing

[SLO:PCC-10-H-08]:

identify and practice the basic knife skills

<p>recognize and identify fruits and their uses</p> <p>[SLO:PCC-09-H-10]:</p> <p>recognize and identify cuts of meat and their uses</p> <p>[SLO:PCC-09-H-11]:</p> <p>recognize and identify seafood and their uses</p> <p>[SLO:PCC-09-H-12]:</p> <p>recognize and identify poultry and their uses</p> <p>[SLO:PCC-09-H-13]:</p> <p>recognize and identify dairy products and their uses</p> <p>[SLO:PCC-09-H-14]:</p> <p>recognize and identify spices and their uses.</p> <p>[SLO:PCC-09-H-15]:</p> <p>explain various cooking techniques hot and cold & categories of cookery</p> <p>[SLO:PCC-09-H-16]:</p> <p>demonstrate skill in preparing foods for cooking.</p>	<p>[SLO:PCC-10-H-09]:</p> <p>identify and demonstrate mixing and serving</p> <p>[SLO:PCC-10-H-10]:</p> <p>identify and prepare basic cooking salads, sandwiches etc</p> <p>[SLO:PCC-10-H-11]:</p> <p>illustrate and explain the ability to select ,store, prepare and serve nutritious and aesthetically pleasing food.</p>
--	---

[SLO:PCC-09-H-17]:

analyze and practice different measuring scales for different volume & weight,liquid,solids

Professional Chef and Cooking

Progression Grid Template

11-12

Domain A: Culinary Industry Fundamentals

Standard I: Students will explore the inception and development of the culinary industry.

Grade 11	Grade 12
Benchmark I: Students will analyze functions of the culinary industry, including an introduction to the "Culinary Brigade." They will identify modern kitchen organization, basic job stations and entry-level work sites. They will gain an understanding of the history and composition of foods and beverages.	
Student Learning Outcomes	
Students will be able to: [SLO:PCC-11-A-01]: explore the inception and development of the culinary industry. [SLO:PCC-11-A-02]: analyze the functions of the culinary industry, including an introduction to the "culinary brigade."	Students will be able to: [SLO:PCC-12-A-01]: deepen their understanding of the culinary industry's history and composition. [SLO:PCC-12-A-02]:

<p>[SLO:PCC-11-A-03]:</p> <p>identify modern kitchen organization, basic job stations and entry-level work sites.</p> <p>[SLO:PCC-11-A-04]:</p> <p>begin to understand the history and composition of foods and beverages.</p>	<p>analyze advanced functions of the culinary industry, including roles within the "culinary brigade."</p> <p>[SLO:PCC-12-A-03]:</p> <p>identify modern kitchen organization, explore specialized job stations and understand advanced work sites.</p> <p>[SLO:PCC-12-A-04]:</p> <p>discuss the evolution of foods and beverages in detail.</p>
--	---

Domain B: Menu Development and Nutrition

Standard I: Students will recognize factors affecting menu planning, including seasonality and cultural influences.

Grade 11	Grade 12
<p>Benchmark I: Students will master menu planning factors such as seasonality, cultural influences, trends and technology. They'll analyze food costs, create diverse menus for culinary establishments and understand the purpose of standardized recipes, considering the impact of sustainable food sources.</p>	
<p>Student Learning Outcomes</p>	
<p>Students will be able to:</p>	<p>Students will be able to:</p>

<p>[SLO:PCC-11-B-01]:</p> <p>recognize factors affecting menu planning, including seasonality and cultural influences.</p>	<p>[SLO:PCC-12-B-01]:</p> <p>master factors affecting menu planning, considering seasonality, cultural influences, trends and technology.</p>
<p>[SLO:PCC-11-B-02]:</p> <p>introduce the concept of food costs and their preliminary impact on menu development.</p>	<p>[SLO:PCC-12-B-02]:</p> <p>analyze food costs and their comprehensive impact on menu development, including unit pricing.</p>
<p>[SLO:PCC-11-B-03]:</p> <p>start creating simple menus for specific culinary establishments.</p>	<p>[SLO:PCC-12-B-03]:</p> <p>create diverse and sophisticated menus for various types of culinary establishments.</p>
<p>[SLO:PCC-11-B-04]:</p> <p>gain a basic understanding of the scientific basis for changes in food during preparation.</p>	<p>[SLO:PCC-12-B-04]:</p> <p>demonstrate an understanding of the purpose of standardized recipes and analyze the impact of sustainable food sources.</p>

Domain C: Food Safety and Sanitation

Standard I: Students will illustrate and demonstrate food safety and foodborne illness.

<p>Grade 6</p>	<p>Grade 7</p>
-----------------------	-----------------------

Benchmark I: Students will demonstrate proper food receiving and inspection, practice cleaning, sanitizing and maintaining food preparation areas. They will identify allergenic-sensitive foods and understand their effects. They will demonstrate and incorporate workplace safety procedures, discussing causes and preventions of food contamination.

Student Learning Outcomes

Students will be able to:

[SLO:PCC-11-C-01]:

illustrate and demonstrate food safety and food borne illness.

[SLO:PCC-11-C-02]:

demonstrate and discuss hazards and its classification

[SLO:PCC-11-C-03]:

demonstrate and understand industry regulations, organizational policies and procedures to assure a safe and healthy environment in the kitchen laboratory.

[SLO:PCC-11-C-04]:

analyze and practice appropriate food safety regulations storage.

[SLO:PCC-11-C-05]:

discuss causes and preventions of food contamination.

Students will be able to:

[SLO:PCC-12-C-01]:

demonstrate proper food receiving and inspection & illustrate proper temperature control and holding to avoid food-borne illness

[SLO:PCC-12-C-02]:

demonstrate and utilize proper disinfecting, cleaning and sanitizing techniques (cleaning vs. sanitizing; storing cleaning supplies.

[SLO:PCC-12-C-03]:

demonstrate and utilize proper licensed pest control procedures, including maintaining a clean facility.

[SLO:PCC-12-C-04]:

demonstrate and utilize proper licensed pest control procedures, including maintaining a clean facility.

[SLO:PCC-11-C-06]:

explain the relationship between food-borne illnesses and practices of food safety and sanitation.

[SLO:PCC-11-C-07]:

practice clean, sanitize and maintain food preparation areas.

[SLO:PCC-11-C-08]:

identify and explain the temperature range of the danger zone.

[SLO:PCC-11-C-09]:

discuss & identify the pathogens related to certain foods and health symptoms.

[SLO:PCC-11-C-10]:

explain and demonstrate proper food handling practices, personal cleanliness and kitchen sanitary

[SLO:PCC-11-C-11]:

guidelines to avoid and prevent food-borne illness.

[SLO:PCC-12-C-05]:

classify all causes of food borne illnesses (e.g., biological, physical and chemical).

[SLO:PCC-12-C-06]:

describe symptoms of food borne illness and how food borne illness can be prevented.

[SLO:PCC-12-C-07]:

describe cross contamination and incorporate ways to prevent this from occurring.

[SLO:PCC-12-C-08]:

explain & research top allergens and how to control allergy cross-contamination.

[SLO:PCC-12-C-09]:

demonstrate and incorporate workplace safety procedures. the student will be able to:

[SLO:PCC-12-C-10]:

[SLO:PCC-11-C-12]:
identify foods that are time and temperature controlled for safety & explain and identify tcs foods.

[SLO:PCC-11-C-13]:

identify allergenic sensitive foods

[SLO:PCC-11-C-14]:

demonstrate & understand the effects of allergenic sensitive foods, explain how allergic reactions to foods can be fatal to certain people.

follow standard procedures for physical hazard control.

[SLO:PCC-12-C-11]:

identify and utilize first-aid procedures for accidents and injuries.

[SLO:PCC-12-C-12]:

follow the standards for infectious disease control.

[SLO:PCC-12-C-13]:

apply sanitary procedures in maintaining the facility including proper waste disposal methods.

[SLO:PCC-12-C-14]:

maintain an MSDS (materials safety data sheet) for each product and keep in a three ring binder in the kitchen area.

Domain D: HACCP and Safety Procedures

Standard I: Students will conduct and record a Hazard Analysis Critical Control Point (HACCP) procedure of food products.

Grade 11	Grade 12
<p>Benchmark I: Students will maintain material safety and data sheets (M.S.D.S.), discuss state and federal labor laws regulating the workplace, identify appropriate reporting procedures for potential hazards and violations and dispose of waste and garbage in accordance with health codes.</p>	
<p style="text-align: center;">Student Learning Outcomes</p>	
<p>Students will be able to:</p> <p>[SLO:PCC-11-D-01]: conduct and record a hazard analysis critical control point (HACCP) procedure of food products.</p> <p>[SLO:PCC-11-D-02]: describe the effects foodborne pathogens have on food products and humans.</p> <p>[SLO:PCC-11-D-03]: describe personal grooming and safety measures and how handling food can contaminate food.</p> <p>[SLO:PCC-11-D-04]: identify and explain the effects of microorganisms on food.</p>	<p>Students will be able to:</p> <p>[SLO:PCC-12-D-01]: maintain material safety and data sheets (m.s.d.s.)</p> <p>[SLO:PCC-12-D-02]: maintain floor care (sweep and mop).</p> <p>[SLO:PCC-12-D-03]: calibrate food thermometers.</p> <p>[SLO:PCC-12-D-04]: discuss state and federal labor laws regulating the workplace (e.g., child labor law, harassment, EEOC, ADA, FMLA and OSHA).</p>

[SLO:PCC-11-D-05]:

discuss the time-temperature abuse.

[SLO:PCC-11-D-06]:

prepare sanitizing solutions in correct dilution.

[SLO:PCC-11-D-07]:

wash hands in accordance with health department guidelines.

[SLO:PCC-11-D-08]:

rotate perishable foods to minimize spoilage.

[SLO:PCC-11-D-09]:

store all inventory items in accordance with safety standards

[SLO:PCC-11-D-10]:

identify appropriate reporting procedures for any potential hazards and violations.

[SLO:PCC-11-D-11]:

dispose of waste and garbage in accordance with health codes.

[SLO:PCC-12-D-05]:

identify techniques of dealing with inappropriate telephone calls (i.e., bomb threats, obscene, abusive).

--	--

Domain E: Food Preparation Skills

Standard I: Students will demonstrate basic food preparation and cooking skills.

Grade 11	Grade 12
<p>Benchmark I: Students will illustrate and identify heat transfer and the effect of heat. They will identify, select and prepare various types of starches using moist and dry heat techniques. They will recognize soups and sauces by taste and appearance, demonstrate proper food handling techniques and prepare salads, sandwiches and various stocks.</p>	
<p>Student Learning Outcomes</p>	
<p>Students will be able to:</p> <p>[SLO:PCC-11-E-01]: demonstrate basic food preparation and cooking skills such as techniques and using substitution</p> <p>[SLO:PCC-11-E-02]: demonstrate basic food preparation and cooking skills such as techniques of cutting, mixing, cooking and measuring.</p> <p>[SLO:PCC-11-E-03]:</p>	<p>Students will be able to:</p> <p>[SLO:PCC-12-E-01]: identify and select vegetables and demonstrate various preparation methods using moist and dry heat cooking techniques.</p> <p>[SLO:PCC-12-E-02]: prepare fruit, vegetable and composed salads.</p> <p>[SLO:PCC-12-E-03]:</p>

illustrate and identify heat transfer and effect of heat.

[SLO:PCC-11-E-04]:

illustrate and discuss different cookery methods, effects and temperatures of different cookery methods.

[SLO:PCC-11-E-05]:

analyze how ingredients affect food preparation, cooking and product

[SLO:PCC-11-E-06]:

describe clean, prepare and serve types of greens depending on their characteristics and prepare them for salads.

create fruit and vegetable garnishes.

[SLO:PCC-12-E-04]:

identify, select and prepare various types of starches using moist and dry heat techniques.

[SLO:PCC-12-E-05]:

apply basic principles of the chemistry of food preparation to fruits and vegetables.

[SLO:PCC-12-E-06]:

prepare white stock, brown stock and fish stock.

[SLO:PCC-12-E-07]:

prepare roux and other thickening agents.

[SLO:PCC-12-E-08]:

recognize soups and sauces by taste and appearance.

Domain F: Food Services and Beverage Management

Standard I: Students will illustrate and explain proper terminology associated with the Restaurant and Food/Beverage Services career pathway.

Grade 11	Grade 12
Benchmark I: Students will identify common characteristics of careers in the Restaurant and Food/Beverage Services career pathway. They will discuss goods, services, beverage facilities and equipment and demonstrate various types of food services. They will also prepare for buffet service and international cuisine.	
Student Learning Outcomes	
<p>Students will be able to:</p> <p>[SLO:PCC-11-F-01]: illustrated and explained proper terminology associated with the restaurant and food/beverage services career pathway.</p> <p>[SLO:PCC-11-F-02]: describe some of the careers available in the restaurant and food/beverage services career pathway.</p> <p>[SLO:PCC-11-F-03]: identify common characteristics of the careers in the restaurant and food/beverage services career pathway.</p>	<p>Students will be able to:</p> <p>[SLO:PCC-12-F-01]: discuss goods, services, beverage facilities and equipment.</p> <p>[SLO:PCC-12-F-02]: identify purchase, storage and inventory controls.</p> <p>[SLO:PCC-12-F-03]: identify food and beverage operations.</p> <p>[SLO:PCC-12-F-04]:</p>

<p>[SLO:PCC-11-F-04]:</p> <p>explain the history of the restaurant and food/beverage services career pathway and describe how the associated careers have evolved and impacted society.</p> <p>[SLO:PCC-11-F-05]:</p> <p>identify skills required to successfully enter any career in the restaurant and food/beverage services career pathway.</p>	<p>demonstrate various types of food services. The student will be able to:</p> <ul style="list-style-type: none"> ○ prepare for buffet service; ○ prepare regional cuisine; ○ prepare international cuisine.
---	--

Domain G: Common Hazards and Safety Procedures

Standard I: Students will follow standard procedures for physical, chemical and biological hazards.

Grade 11	Grade 12
<p>Benchmark I: Students will call fire, police and emergency medical services as needed. They will provide and maintain firefighting equipment, demonstrate the skills necessary for fire safety and identify and apply sanitary procedures in maintaining the facility.</p>	
<p>Student Learning Outcomes</p>	
<p>Students will be able to:</p>	<p>Students will be able to:</p>

[SLO:PCC-11-G-01]:

follow standard procedures for physical, chemical and biological hazards.

[SLO:PCC-11-G-02]:

identify and utilize first-aid procedures for accidents and injuries.

[SLO:PCC-11-G-03]:

identify and apply sanitary procedures in maintaining the facility including proper waste disposal methods and recycling.

[SLO:PCC-11-G-04]:

maintain a sds (safety data sheet) for each product.

[SLO:PCC-11-G-05]:

demonstrate and utilize safety procedures related to the prevention of slips, falls, burns and fire; proper lifting and chemical use.

[SLO:PCC-11-G-06]:

[SLO:PCC-12-F-01]:

call fire, police and emergency medical services as needed.

[SLO:PCC-12-F-02]:

provide and maintain fire fighting equipment.

[SLO:PCC-12-F-03]:

provide and maintain emergency first aid equipment and/or supplies.

[SLO:PCC-12-F-04]:

demonstrate the skills necessary for fire safety, such as race (rescue, alarm, control, extinguish).

[SLO:PCC-12-F-05]:

identify the various types of fire extinguishers.

[SLO:PCC-12-F-06]:

use fire extinguishers appropriate to fire hazards.

identify state and federal laws and guidelines relating to job performance and housekeeping operations (i.e., hospitality laws).

Domain H: Basics of Hospitality Industry

Standard I: Students will identify careers in the hospitality industry and demonstrate understanding of personal hygiene.

Grade 11	Grade 12
<p>Benchmark I: Students will list career positions in a variety of hospitality-related industry components. They will explain duties and responsibilities for identified hospitality positions, illustrate the importance of personal hygiene, construct an organizational chart and explore the role and management pathway of a hotel manager.</p>	
<p style="text-align: center;">Student Learning Outcomes</p>	
<p>Students will be able to:</p> <p>[SLO:PCC-11-H-01]: Identify careers in the hospitality industry.</p> <p>[SLO:PCC-11-H-02]: List career positions in a variety of hospitality -related industry components (i.e., ground transportation, cruise, air travel,</p>	<p>Students will be able to:</p> <p>[SLO:PCC-12-H-01]: illustrate the importance of personal hygiene.</p> <p>[SLO:PCC-12-H-02]: demonstrate and construct an organizational chart for lodging or restaurant operations.</p>

accommodations, food service, share economy marketing, retail, corporate travel, leisure and recreation travel, conventions and special events, destination marketing organizations, emerging fields and sports)

[SLO:PCC-11-H-03]:

explain duties and responsibilities for the identified hospitality positions.

[SLO:PCC-11-H-04]:

identify skills and knowledge needed by hospitality professionals.

[SLO:PCC-11-H-05]:

identify advantages and disadvantages by industry components working in the hospitality industry.

[SLO:PCC-11-H-06]:

differentiate between international, domestic and local hospitality.

[SLO:PCC-11-H-07]:

identify the organizational structure of various departments including: facilities and engineering, food and beverage, human

[SLO:PCC-12-H-03]:

explain compare and contrast commercial and non-commercial segments

[SLO:PCC-12-H-03]:

illustrate and explore the role and management pathway of a hotel manager.

[SLO:PCC-12-H-04]:

explain & identify and differentiate the different types of lodging.

[SLO:PCC-12-H-05]:

explain and identify and differentiate the different types of restaurants.

[SLO:PCC-12-H-06]:

demonstrate the different segments in the travel and tourism industry.

[SLO:PCC-12-H-07]:

resources, controller/finance, sales and marketing, security and rooms/housekeeping.	<p>demonstrate the different segments in the travel and tourism industry.</p> <p>[SLO:PCC-12-H-08]:</p> <p>identify & define catering and describe the type of events that are usually catered.</p>
--	---

Domain I: CV/Resume Development

Standard I: Students will prepare professional documents for employment.

Grade 11	Grade 12
<p>Benchmark I: Students will identify professional organizations related to hospitality/food, explain the importance of a portfolio and resume and prepare a resume and cover letter for a job search.</p>	
<p>Student Learning Outcomes</p>	
	<p>Students will be able to:</p> <p>[SLO:PCC-12-I-01]:</p> <p>identify professional organizations related to hospitality/food.</p>

	<p>[SLO:PCC-12-I-02]: explain the importance of a portfolio and resume’.</p> <p>[SLO:PCC-12-I-03]: identify procedures and documents required when applying for employment.</p> <p>[SLO:PCC-12-I-04]: prepare a resume and cover letter, letter of application, follow-up letter, acceptance/rejection letter and letter of resignation.</p> <p>[SLO:PCC-12-I-05]: identify documents that may be required when applying for a job.</p> <p>[SLO:PCC-12-I-06]: create a resume to be used in a job search.</p>
--	---

Domain J: Food Science and Cooking Temperatures

Standard I: Students will demonstrate skills in food science principles and cooking techniques.

Grade 11	Grade 12
<p>Benchmark I: Students will gain skills in food science basics, including herbs, spices, oils and vinegars. They'll grasp taste and aroma roles, exhibit proper food handling (thermometer use, thawing, cooking temperatures) and apply safety protocols. Students will showcase proficiency in food transportation, cooking and temperature control.</p>	
<p style="text-align: center;">Student Learning Outcomes</p>	
<p>Students will be able to describe the basic principles of food science. The student will be able to:</p> <p>[SLO:PCC-11-J-01]: identify herbs, spices, oils and vinegars and their appropriate use in preparing food products that exhibit and enhance creativity, taste and appearance.</p> <p>[SLO:PCC-11-J-02]: explain how taste and aroma combine to give foods their flavors.</p> <p>[SLO:PCC-11-J-03]: demonstrate proper food handling techniques (thermometer use; thawing methods; internal cooking temperatures) utilizing current industry safety and sanitation procedures for the agency having</p>	<p>The students will be able to:</p> <p>[SLO:PCC-12-J-01]: list physical, psychological, cultural and environmental influences on food likes and dislikes.</p> <p>[SLO:PCC-12-J-02]: explain the role of ph in food preservation and baking applications.</p> <p>[SLO:PCC-12-J-03]: apply basic principles of the chemistry of food preparation to fruits and vegetables.</p> <p>[SLO:PCC-12-J-04]: demonstrate skill in preparing foods for cooking like:</p>

[SLO:PCC-11-J-04]:

demonstrate and utilize proper techniques for transporting, cooking and holding food (proper ways to cool/reheat food; holding temperatures).

[SLO:PCC-11-J-05]:

demonstrate and utilize proper techniques for transporting, cooking and holding food (proper ways to cool/reheat food; holding temperatures).

- ❖ prepare salads & salad dressing.
- ❖ prepare hot platters.
- ❖ prepare cold platters.
- ❖ prepare sandwiches.
- ❖ prepare thickening agents.
- ❖ prepare sauces:
- ❖ prepare mother sauces



NATIONAL CURRICULUM COUNCIL SECRETARIAT
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN