



TEKS ALIGNMENT & SUGGESTED PACING GUIDE

Introduction to Culinary Arts



TEKS COVERAGE: 100%

iCEV Family & Consumer Sciences Site

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Scope & Sequence	Lesson Title	TEKS	Days of Teaching*
1	Structure of the Food Service Industry	6.C.i, 12.H.i, 14.A.i, 14.A.ii, 14.B.i	7
2	Careers in the Culinary Industry	6.A.i, 6.a.ii, 6.A.iii, 6.A.iv, 6.A.v, 6.A.vi, 7.F.i, 7.F.ii, 10.A.i, 10.A.ii, 10.C.i, 10.C.ii, 10.C.iii, 10.C.iv, 10.C.v, 10.C.vi, 11.B.i, 12.A.i, 12.B.i, 12.B.ii, 12.F.i, 12.F.ii, 12.G.i, 12.G.ii, 12.H.i	9
3	Customer Service in the Hospitality & Tourism Industry	13.B.i, 13.B.ii, 13.B.iii, 13.C.i, 13.D.i	5
4	Technology & Restaurants	5.A.i, 5.A.ii, 5.B.i, 5.B.ii	7
5	Marketing & the Food Industry	3.B.i	8
6	Kitchen Equipment	13.A.i, 15.B.i, 15.B.ii, 15.B.iii, 15.C.i, 15.C.ii, 15.D.i, 15.D.ii, 15.D.iii, 15.D.iv	9
7	Food Math & Measurements	2.C.i, 2.E.i, 2.E.ii	9
8	Chemical Processes in Food Science	2.D.i, 2.E.iii, 2.E.iv	6
9	Scientific Principles: Chemical Properties	2.D.i, 2.E.iii, 2.E.iv	6
10	Food Quality & Palatability Factors	6.B.i, 6.B.ii	5
11	Introduction to Culinary Techniques & Methods	13.A.i, 13.E.i, 15.A.i, 15.B.ii, 15.B.iv, 15.C.i, 15.C.ii, 15.D.i, 15.D.ii, 15.D.iii, 15.D.iv, 15.H.i, 15.H.ii, 15.H.iii	10
12	Fruits & Vegetables	15.E.i, 15.E.ii	13
13	Herbs & Spices	15.F.i, 15.F.ii	4
14	Desserts & Baked Goods	15.F.i, 15.F.ii, 15.I.i, 15.I.ii	19
15	Grains, Legumes & Pastas	15.F.i, 15.F.ii	9
16	Meat, Poultry & Seafood	15.G.i, 15.G.ii	19
17	Global Cuisine: Asia	14.C.i, 14.C.ii	7
18	Global Cuisine: Central America & Caribbean	14.C.i, 14.C.ii	7
19	Global Cuisine: Europe	14.C.i, 14.C.ii	7
20	Global Cuisine: Mediterranean	14.C.i, 14.C.ii	7
21	Global Cuisine: Middle East	14.C.i, 14.C.ii	7
22	Global Cuisine: North America	14.C.i, 14.C.ii	7
23	Global Cuisine: South America	14.C.i, 14.C.ii	6
24	Food Industry Safety	7.A.i, 7.A.ii, 7.D.i,	6
25	Sanitation & Safety Procedures in Food Production	7.B.i, 7.B.ii, 7.D.ii	9
26	It's Alive: Foodborne Illnesses	7.E.i, 7.E.ii	5
27	First Aid Basics	7.C.i, 7.C.ii	8
28	Dressing, Emily Post Style	1.B.i, 1.B.ii, 1.F.ii	2
29	Eating with Emily Post	6.D.i, 6.E.i	2
30	Management of Energy, Money & Tasks	1.C.ii, 11.A.i, 11.A.ii, 11.C.i	6
31	Employability Skills	1.A.i, 1.C.i, 1.C.ii, 1.D.i, 1.D.ii, 1.F.i, 1.F.ii, 1.F.iii, 4.A.i, 4.B.i, 10.B.i, 10.B.ii, 10.D.i, 10.E.i, 10.E.ii	5
32	Communication Styles	1.A.i, 3.D.i, 3.D.ii, 3.D.iii, 3.D.iv	7
33	Introduction to Professional Communication	1.A.i	5
34	Written Communication Practices	1.A.ii, 2.A.ii, 2.B.i, 5.C.i	15
35	Public Speaking Basics	2.A.i, 5.C.i	6
36	Presentation Strategies & Tactics	3.A.i, 3.A.ii	5
37	Telecommunications Basics	3.C.i	3
38	Listening 101	3.E.i, 3.E.ii	3

Scope & Sequence	Lesson Title	TEKS	Days of Teaching*
39	Teamwork & Collaboration	1.E.i, 1.E.ii, 8.A.i, 8.C.i, 8.B.i, 8.B.ii, 8.C.ii, 8.D.ii	5
40	Conflict Management	4.B.ii	6
41	Citizenship Basics	8.D.i	9
42	Ethics in Business	8.A.i	6
43	Creating Employee Policies & Procedures	9.B.i, 9.B.ii, 9.C.i	3
44	Formulas for Career Success: Job Search	12.A.i	2
45	Formulas for Career Success: Portfolio Development	12.C.i, 12.C.ii, 12.D.i, 12.D.ii	5
46	Formulas for Career Success: Job Applications	12.E.i, 12.E.ii	2
47	Formulas for Career Success: The Interview Process	iCEV Exclusive	7
48	Formulas for Career Success: After the Interview	12.E.i, 12.E.ii	3

* *Days of Teaching* identifies the number of days a lesson may take if all lesson plan items (i.e., activities, projects, handouts, etc.) are utilized as written by iCEV curriculum writers. Flexibility within the lesson plan allows instructor autonomy of implementation for each item.

Introduction to Culinary Arts

Due to the nature of the TEKS (i.e., iteration and application of previously studied knowledge and skills), lessons may be duplicated across the Introduction to Culinary Arts, Culinary Arts and Advanced Culinary Arts courses. The modules provide suggestions on how to eliminate instances of duplication.

Introduction to Culinary Industry Module	Lesson Title	Handouts, Projects, Activities, Assessments, etc.
	Structure of the Food Service Industry	All
	Careers in the Culinary Industry	All
	Customer Service in the Hospitality & Tourism Industry	All
	Technology & Restaurants	All
	Marketing & the Food Industry	All
Culinary Arts Basics Module	Lesson Title	Handouts, Projects, Activities, Assessments, etc.
	Kitchen Equipment	All
	Food Math & Measurements	All
	Food Quality & Palatability Factors	All
	Introduction to Culinary Techniques & Methods	Worksheet; Vocabulary Handout; Student Handout - Mise en Place; Student Handout - Parts of a Knife; Activity - Types of Cuts Flashcards; Activity - Mise en Place Diagram; Activity - Is it Done? Chart; Activity - Reducing Fats & Calories
	Fruits & Vegetables (following segments) 1. Fruits 2. Onions & Bulbs 3. Flowering Vegetable 4. Gourds & Squashes 5. Green, Leafy Vegetables 6. Roots & Tubers 7. Stalk Vegetables 8. Pods & Seeds	Worksheet; Vocabulary Handout; Activity - Name The Fruit; Project - Fruit Encyclopedia; Assessment I -Fruits; Project - In the Kitchen Fruit Preparation Techniques; Project - In the Kitchen Fruit Recipe Application; Activity - Vegetable Bingo
	Herbs & Spices	All

Culinary Arts Basics Module (cont.)

Lesson Title	Handouts, Projects, Activities, Assessments, etc.
Desserts & Baked Goods (following segments) 1. Types of Ingredients 2. Types of Dough & Baked Goods 3. Chocolate	Worksheet; Vocabulary Handout; Student Handout - Types of Leaveners; Activity - Flour Cheat Sheet; Project - Ingredient Profile Page; Assessment I - Administer the Types of Ingredients; Activity - Dough & Baked Goods Scavenger Hunt; Project - Recipe Binder: Types of Dough & Baked Goods; Assessment II - Types of Dough & Baked Goods Assessment; Activity - Chocolate Taste Test; Project - Recipe Binder: Chocolate Project; Assessment III - Chocolate; Project - In the Kitchen Tempering Chocolate
Grains, Legumes & Pastas (following segments) 1. Grains & Legumes Introduction 3. Legumes 4. Pastas & Dumplings Introduction	Worksheet; Vocabulary Handout; Activity - Parts of a Grain; Project - Grains & Legumes Encyclopedia; Project - Recipe Binder: Grains & Legumes; Project - In the Kitchen Grains & Legumes; Activity - Profile Page; Project - Pastas & Dumplings Encyclopedia
Meat, Poultry & Seafood (following segments) 1. Meat Introduction 10. Poultry Introduction 14. Seafood Introduction	Worksheet; Vocabulary Handout; Activity- Meat on the Menu; Activity- Food Safety & Poultry Investigation; Activity- Market Forms of Fish; Project- Types of Seafood Diagram

Global Cuisine Module

Lesson Title	Handouts, Projects, Activities, Assessments, etc.
Global Cuisine: North America	All
Global Cuisine: Central America & Caribbean	All
Global Cuisine: South America	All

Food & Kitchen Safety Module

Lesson Title	Handouts, Projects, Activities, Assessments, etc.
It's Alive!: Foodborne Illnesses	All
First Aid Basics	All
iCEV materials can be utilized to prepare for the AMSA Food Science & Safety Certification. In order to complete the certification, student must successfully pass the modules in the certification playlist through the use of a student license and certification voucher. To learn more about this certification opportunity, call 800-922-9965.	

Career & Personal Development Module

Lesson Title	Handouts, Projects, Activities, Assessments, etc.
Dressing, Emily Post Style	All
Eating with Emily Post	All
Management of Energy, Money & Tasks	All
Employability Skills	All
Communication Styles	All
Introduction to Professional Communication	All
Written Communication Practices	All
Public Speaking Basics	All
Presentation Strategies & Tactics	All
Telecommunications Basics	All
Listening 101	All
Teamwork & Collaboration	All
Conflict Management	All
Citizenship Basics	All
Ethics in Business	All
Creating Employee Policies & Procedures	All
Formulas for Career Success: Job Search	All
Formulas for Career Success: Portfolio Development	All
Formulas for Career Success: Job Applications	All
Formulas for Career Success: The Interview Process	All
Formulas for Career Success: After the Interview	All

Structure of the Food Service Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(C) differentiate between various styles of restaurant services such as table, buffet, fast food, fast casual, and quick service	(i) differentiate between various styles of restaurant services	Structure of the Food Service Industry
(12) The student knows and understands the importance of employability skills. The student is expected to:	(H) recognize entrepreneurship opportunities	(i) recognize entrepreneurship opportunities	Structure of the Food Service Industry
(14) The student understands factors that affect the food service industry. The student is expected to:	(A) outline the history and growth of the food service industry	(i) outline the history of the food service industry	Structure of the Food Service Industry
(14) The student understands factors that affect the food service industry. The student is expected to:	(A) outline the history and growth of the food service industry	(ii) outline the growth of the food service industry	Structure of the Food Service Industry
(14) The student understands factors that affect the food service industry. The student is expected to:	(B) identify an entrepreneur who has made significant contributions to the food service industry	(i) identify an entrepreneur who has made significant contributions to the food service industry	Structure of the Food Service Industry

Careers in the Culinary Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(A) explain the different types and functions of kitchen, front-of-the-house, and support roles	(i) explain the different types of kitchen roles	Careers in the Culinary Industry
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(A) explain the different types and functions of kitchen, front-of-the-house, and support roles	(ii) explain the different types of front-of-the-house roles	Careers in the Culinary Industry
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(A) explain the different types and functions of kitchen, front-of-the-house, and support roles	(iii) explain the different types of support roles	Careers in the Culinary Industry
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(A) explain the different types and functions of kitchen, front-of-the-house, and support roles	(iv) explain the different functions of kitchen roles	Careers in the Culinary Industry
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(A) explain the different types and functions of kitchen, front-of-the-house, and support roles	(v) explain the different functions of front-of-the-house roles	Careers in the Culinary Industry
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(A) explain the different types and functions of kitchen, front-of-the-house, and support roles	(vi) explain the different functions of support roles	Careers in the Culinary Industry

(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(F) determine professional attire and personal hygiene for restaurant employees	(i) determine professional attire for restaurant employees	Careers in the Culinary Industry
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(F) determine professional attire and personal hygiene for restaurant employees	(ii) determine personal hygiene for restaurant employees	Careers in the Culinary Industry
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(A) demonstrate a proactive understanding of self-responsibility and self-management	(i) demonstrate a proactive understanding of self-responsibility	Careers in the Culinary Industry
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(A) demonstrate a proactive understanding of self-responsibility and self-management	(ii) demonstrate a proactive understanding of self-management	Careers in the Culinary Industry
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(i) identify the effects of exercise on job performance	Careers in the Culinary Industry
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(ii) identify the effects of nutritional dietary habits on job performance	Careers in the Culinary Industry

(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(iii) identify the effects of emotional factors on job performance	Careers in the Culinary Industry
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(iv) evaluate the effects of exercise on job performance	Careers in the Culinary Industry
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(v) evaluate the effects of nutritional dietary habits on job performance	Careers in the Culinary Industry
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(vi) evaluate the effects of emotional factors on job performance	Careers in the Culinary Industry
(11) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:	(B) analyze various steps in the career decision-making process	(i) analyze various steps in the career decision-making process	Careers in the Culinary Industry
(12) The student knows and understands the importance of employability skills. The student is expected to:	(A) demonstrate skills related to seeking employment in the food service industry	(i) demonstrate skills related to seeking employment in the food service industry	Careers in the Culinary Industry
(12) The student knows and understands the importance of employability skills. The student is expected to:	(B) identify the required training and educational requirements that lead toward appropriate career goals	(i) identify the required training that lead[s] toward appropriate career goals	Careers in the Culinary Industry
(12) The student knows and understands the importance of employability skills. The student is expected to:	(B) identify the required training and educational requirements that lead toward appropriate career goals	(ii) identify the educational requirements that lead toward appropriate career goals	Careers in the Culinary Industry

(12) The student knows and understands the importance of employability skills. The student is expected to:	(F) research the local and regional labor workforce market to determine opportunities for advancement	(i) research the local labor workforce market to determine opportunities for advancement	Careers in the Culinary Industry
(12) The student knows and understands the importance of employability skills. The student is expected to:	(F) research the local and regional labor workforce market to determine opportunities for advancement	(ii) research the regional labor workforce market to determine opportunities for advancement	Careers in the Culinary Industry
(12) The student knows and understands the importance of employability skills. The student is expected to:	(G) investigate professional development training opportunities to keep current on relevant trends and information within the industry	(i) investigate professional development training opportunities to keep current on relevant trends within the industry	Careers in the Culinary Industry
(12) The student knows and understands the importance of employability skills. The student is expected to:	(G) investigate professional development training opportunities to keep current on relevant trends and information within the industry	(ii) investigate professional development training opportunities to keep current on relevant information within the industry	Careers in the Culinary Industry
(12) The student knows and understands the importance of employability skills. The student is expected to:	(H) recognize entrepreneurship opportunities	(i) recognize entrepreneurship opportunities	Careers in the Culinary Industry

Customer Service in the Hospitality & Tourism Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(B) analyze customer comments to formulate improvements in services and products and training of staff	(i) analyze customer comments to formulate improvements in services	Customer Service in the Hospitality & Tourism Industry
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(B) analyze customer comments to formulate improvements in services and products and training of staff	(ii) analyze customer comments to formulate improvements in products	Customer Service in the Hospitality & Tourism Industry
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(B) analyze customer comments to formulate improvements in services and products and training of staff	(iii) analyze customer comments to formulate improvements in training of staff	Customer Service in the Hospitality & Tourism Industry
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(C) detail ways to achieve high rates of customer satisfaction	(i) detail ways to achieve high rates of customer satisfaction	Customer Service in the Hospitality & Tourism Industry

<p>(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:</p>	<p>(D) use different types of payment options to facilitate customer payments for services</p>	<p>(i) use different types of payment options to facilitate customer payments for services</p>	<p>Customer Service in the Hospitality & Tourism Industry</p>
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Technology & Restaurants

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:	(A) use information technology tools and applications to perform workplace responsibilities	(i) use information technology tools to perform workplace responsibilities	Technology & Restaurants
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:	(A) use information technology tools and applications to perform workplace responsibilities	(ii) use information technology applications to perform workplace responsibilities	Technology & Restaurants
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:	(B) demonstrate knowledge and use of point-of-sale systems	(i) demonstrate knowledge of point-of-sale systems	Technology & Restaurants
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:	(B) demonstrate knowledge and use of point-of-sale systems	(ii) demonstrate use of point-of-sale systems	Technology & Restaurants

Marketing & the Food Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(B) identify various marketing strategies used by the food service industry such as traditional and innovative marketing strategies	(i) identify various marketing strategies used by the food service industry	Marketing & the Food Industry

Kitchen Equipment

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(A) define job-specific technical vocabulary	(i) define job-specific technical vocabulary	Kitchen Equipment
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in the professional food service setting	(i) identify large equipment in the professional food service setting	Kitchen Equipment
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in the professional food service setting	(ii) use large equipment in the professional food service setting	Kitchen Equipment
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in the professional food service setting	(iii) identify small equipment in the professional food service setting	Kitchen Equipment
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(C) identify the types of knives and proper usage in a commercial kitchen	(i) identify the types of knives in a commercial kitchen	Kitchen Equipment
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(C) identify the types of knives and proper usage in a commercial kitchen	(ii) identify proper usage [of knives] in a commercial kitchen	Kitchen Equipment

(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(i) demonstrate proper knife safety	Kitchen Equipment
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(ii) demonstrate proper knife handling	Kitchen Equipment
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(iii) demonstrates proper knife cleaning	Kitchen Equipment
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(iv) demonstrates proper knife storage	Kitchen Equipment

Food Math & Measurements

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(C) calculate numerical concepts such as weights, measurements, and percentages	(i) calculate numerical concepts	Food Math & Measurements
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(E) use mathematics and science knowledge and skills to produce quality food products	(i) use mathematics knowledge to produce quality food products	Food Math & Measurements
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(E) use mathematics and science knowledge and skills to produce quality food products	(ii) use mathematics skills to produce quality food products	Food Math & Measurements

Chemical Processes in Food Science

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(D) identify how scientific principles are used in the food service industry	(i) identify how scientific principles are used in the food service industry	Chemical Processes in Food Science
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(E) use mathematics and science knowledge and skills to produce quality food products	(iii) use science knowledge to produce quality food products	Chemical Processes in Food Science
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(E) use mathematics and science knowledge and skills to produce quality food products	(iv) use science skills to produce quality food products	Chemical Processes in Food Science

Scientific Principles: Chemical Properties

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(D) identify how scientific principles are used in the food service industry	(i) identify how scientific principles are used in the food service industry	Scientific Principles: Chemical Properties
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(E) use mathematics and science knowledge and skills to produce quality food products	(iii) use science knowledge to produce quality food products	Scientific Principles: Chemical Properties
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(E) use mathematics and science knowledge and skills to produce quality food products	(iv) use science skills to produce quality food products	Scientific Principles: Chemical Properties

Food Quality & Palatability Factors

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(B) investigate quality-control standards and practices	(i) investigate quality-control standards	Food Quality & Palatability Factors
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(B) investigate quality-control standards and practices	(ii) investigate quality-control practices	Food Quality & Palatability Factors

Introduction to Culinary Techniques & Methods

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(A) define job-specific technical vocabulary	(i) define job-specific technical vocabulary	Introduction to Culinary Techniques & Methods
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(E) demonstrate technical skills used in producing quality food service	(i) demonstrate technical skills used in producing quality food service	Introduction to Culinary Techniques & Methods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(A) identify the role of mise en place	(i) identify the role of mise en place	Introduction to Culinary Techniques & Methods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in the professional food service setting	(ii) use large equipment in the professional food service setting	Introduction to Culinary Techniques & Methods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in the professional food service setting	(iv) use small equipment in the professional food service setting	Introduction to Culinary Techniques & Methods

(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(C) identify the types of knives and proper usage in a commercial kitchen	(i) identify the types of knives in a commercial kitchen	Introduction to Culinary Techniques & Methods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(C) identify the types of knives and proper usage in a commercial kitchen	(ii) identify proper usage [of knives] in a commercial kitchen	Introduction to Culinary Techniques & Methods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(i) demonstrate proper knife safety	Introduction to Culinary Techniques & Methods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(ii) demonstrate proper knife handling	Introduction to Culinary Techniques & Methods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(iii) demonstrates proper knife cleaning	Introduction to Culinary Techniques & Methods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(iv) demonstrates proper knife storage	Introduction to Culinary Techniques & Methods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(H) describe the methods of cooking, including dry heat, moist heat, and combination heat	(i) describe the methods of cooking, including dry heat	Introduction to Culinary Techniques & Methods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(H) describe the methods of cooking, including dry heat, moist heat, and combination heat	(ii) describe the methods of cooking, including moist heat	Introduction to Culinary Techniques & Methods

<p>(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:</p>	<p>(H) describe the methods of cooking, including dry heat, moist heat, and combination heat</p>	<p>(iii) describe the methods of cooking, including combination heat</p>	<p>Introduction to Culinary Techniques & Methods</p>
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Fruits & Vegetables

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(E) differentiate between different types of produce and identify factors such as grading, purchasing, storage, and usage	(i) differentiate between different types of produce	Fruits & Vegetables
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(E) differentiate between different types of produce and identify factors such as grading, purchasing, storage, and usage	(ii) identify factors [of different types of produce]	Fruits & Vegetables

Herbs & Spices

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(F) differentiate between dry goods and identify factors such as purchasing and storage	(i) differentiate between dry goods	Herbs & Spices
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(F) differentiate between dry goods and identify factors such as purchasing and storage	(ii) identify factors [of dry goods]	Herbs & Spices

Desserts & Baked Goods

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(F) differentiate between dry goods and identify factors such as purchasing and storage	(i) differentiate between dry goods	Desserts & Baked Goods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(F) differentiate between dry goods and identify factors such as purchasing and storage	(ii) identify factors [of dry goods]	Desserts & Baked Goods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(I) differentiate between common baking methods and identify common ingredients used in baking	(i) differentiate between common baking methods	Desserts & Baked Goods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(I) differentiate between common baking methods and identify common ingredients used in baking	(ii) identify common ingredients used in baking	Desserts & Baked Goods

Grains, Legumes & Pastas

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(F) differentiate between dry goods and identify factors such as purchasing and storage	(i) differentiate between dry goods	Grains, Legumes & Pastas
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(F) differentiate between dry goods and identify factors such as purchasing and storage	(ii) identify factors [of dry goods]	Grains, Legumes & Pastas

Meat, Poultry & Seafood

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(G) differentiate between proteins and identify factors such as types, grades, purchasing, and storage	(i) differentiate between proteins	Meat, Poultry & Seafood
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(G) differentiate between proteins and identify factors such as types, grades, purchasing, and storage	(ii) identify factors [of proteins]	Meat, Poultry & Seafood

Global Cuisine: Asia

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(i) explain cultural globalization	Global Cuisine: Asia
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(ii) explain [the] influence [of cultural globalization] on food	Global Cuisine: Asia

Global Cuisine: Central America & Caribbean

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(i) explain cultural globalization	Global Cuisine: Central America & Caribbean
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(ii) explain [the] influence [of cultural globalization] on food	Global Cuisine: Central America & Caribbean

Global Cuisine: Europe

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(i) explain cultural globalization	Global Cuisine: Europe
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(ii) explain [the] influence [of cultural globalization] on food	Global Cuisine: Europe

Global Cuisine: Mediterranean

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(i) explain cultural globalization	Global Cuisine: Mediterranean
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(ii) explain [the] influence [of cultural globalization] on food	Global Cuisine: Mediterranean

Global Cuisine: Middle East

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(i) explain cultural globalization	Global Cuisine: Middle East
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(ii) explain [the] influence [of cultural globalization] on food	Global Cuisine: Middle East

Global Cuisine: North America

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(i) explain cultural globalization	Global Cuisine: North America
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(ii) explain [the] influence [of cultural globalization] on food	Global Cuisine: North America

Global Cuisine: South America

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(i) explain cultural globalization	Global Cuisine: South America
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(ii) explain [the] influence [of cultural globalization] on food	Global Cuisine: South America

Food Industry Safety

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(A) assess workplace conditions with regard to safety and health	(i) assess workplace conditions with regard to safety	Food Industry Safety
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(A) assess workplace conditions with regard to safety and health	(ii) assess workplace conditions with regard to health	Food Industry Safety
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(D) apply safety and sanitation standards common to the workplace	(i) apply safety standards common to the workplace	Food Industry Safety

Sanitation & Safety in Food Production

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(B) analyze potential effects caused by common chemicals and hazardous materials	(i) analyze potential effects caused by common chemicals	Sanitation & Safety in Food Production
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(B) analyze potential effects caused by common chemicals and hazardous materials	(ii) analyze potential effects caused by hazardous materials	Sanitation & Safety in Food Production
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(D) apply safety and sanitation standards common to the workplace	(ii) apply sanitation standards common to the workplace	Sanitation & Safety in Food Production

It's Alive: Foodborne Illnesses

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(E) research sources of food-borne illness and determine ways to prevent them	(i) research sources of food-borne illness	It's Alive: Foodborne Illnesses
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(E) research sources of food-borne illness and determine ways to prevent them	(ii) determine ways to prevent [food-borne illness]	It's Alive: Foodborne Illnesses

First Aid Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(C) demonstrate first aid and cardiopulmonary resuscitation skills	(i) demonstrate first aid skills	First Aid Basics
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(C) demonstrate first aid and cardiopulmonary resuscitation skills	(ii) demonstrate cardiopulmonary resuscitation skills	First Aid Basics

Dressing, Emily Post Style

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) practice professional grooming and hygiene standards	(i) practice professional grooming	Dressing, Emily Post Style
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) practice professional grooming and hygiene standards	(ii) practice professional hygiene standards	Dressing, Emily Post Style
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(F) determine professional attire and personal hygiene for restaurant employees	(ii) determine personal hygiene for restaurant employees	Dressing, Emily Post Style

Eating with Emily Post

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(D) illustrate various place settings using proper placement of dining utensils	(i) illustrate various place settings using proper placement of dining utensils	Eating with Emily Post
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(E) demonstrate the proper service techniques in food service operations	(i) demonstrate the proper service techniques in food service operations	Eating with Emily Post

Management of Energy, Money & Tasks

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) exercise punctuality and time-management skills	(ii) exercise time management skills	Management of Energy, Money & Tasks
(11) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:	(A) apply effective practices for managing time and energy	(i) apply effective practices managing time	Management of Energy, Money & Tasks
(11) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:	(A) apply effective practices for managing time and energy	(ii) apply effective practices for managing energy	Management of Energy, Money & Tasks
(11) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:	(C) discuss the importance of balancing a career, family, and leisure activities	(i) discuss the importance of balancing a career, family, and leisure activities	Management of Energy, Money & Tasks

Employability Skills

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) model effective oral and written communication	(i) model effective oral communication	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) exercise punctuality and time-management skills	(i) exercise punctuality	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) exercise punctuality and time-management skills	(ii) exercise time management skills	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate self-respect and respect for others	(i) demonstrate self-respect	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate self-respect and respect for others	(ii) demonstrate respect for others	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ initiative, adaptability, and problem-solving techniques in practical applications	(i) employ initiative in practical applications	Employability Skills

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ initiative, adaptability, and problem-solving techniques in practical applications	(ii) employ adaptability in practical applications	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ initiative, adaptability, and problem-solving techniques in practical applications	(iii) employ problem-solving techniques in practical applications	Employability Skills
(4) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to:	(A) generate creative ideas to solve problems by brainstorming possible solutions	(i) generate creative ideas to solve problems by brainstorming possible solutions	Employability Skills
(4) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to:	(B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers	(i) employ critical-thinking skills to resolve conflicts with individuals	Employability Skills
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(B) identify behaviors needed to be employable and maintain employment such as positive work ethics and positive personal qualities	(i) identify behaviors needed to be employable	Employability Skills
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(B) identify behaviors needed to be employable and maintain employment such as positive work ethics and positive personal qualities	(ii) identify behaviors needed to maintain employment	Employability Skills
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(D) implement stress-management techniques	(i) implement stress-management techniques	Employability Skills

(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) follow directions and procedures independently	(i) follow directions independently	Employability Skills
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) follow directions and procedures independently	(ii) follow procedures independently	Employability Skills

Communication Styles

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) model effective oral and written communication	(i) model effective oral communication	Communication Styles
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients	(i) relate interpersonal communications to enhance communication with coworkers	Communication Styles
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients	(ii) relate interpersonal communications to enhance communication with employers	Communication Styles
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients	(iii) relate interpersonal communications to enhance communication with customers	Communication Styles
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients	(iv) relate interpersonal communications to enhance communication with clients	Communication Styles

Introduction to Professional Communication

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) model effective oral and written communication	(i) model effective oral communication	Introduction to Professional Communication

Written Communication Practices

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) model effective oral and written communication	(ii) model effective written communication	Written Communication Practices
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(A) organize oral and written information	(ii) organize written information	Written Communication Practices
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(B) compose a variety of written documents such as menus, presentations, and advertisements	(i) compose a variety of written documents	Written Communication Practices
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:	(C) evaluate Internet resources for information	(i) evaluate Internet resources for information	Written Communication Practices

Public Speaking Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(A) organize oral and written information	(i) organize oral information	Public Speaking Basics
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:	(C) evaluate Internet resources for information	(i) evaluate Internet resources for information	Public Speaking Basics

Presentation Strategies & Tactics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(A) develop and deliver presentations	(i) develop presentations	Presentation Strategies & Tactics
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(A) develop and deliver presentations	(ii) deliver presentations	Presentation Strategies & Tactics

Telecommunications Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(C) demonstrate proper techniques for answering restaurant phones	(i) demonstrate proper techniques for answering restaurant phones	Telecommunications Basics

Listening 101

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(E) demonstrate active listening skills to obtain and clarify information	(i) demonstrate active listening skills to obtain information	Listening 101
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(E) demonstrate active listening skills to obtain and clarify information	(ii) demonstrate active listening skills to clarify information	Listening 101

Teamwork & Collaboration

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate effective teamwork and leadership	(i) demonstrate effective teamwork	Teamwork & Collaboration
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate effective teamwork and leadership	(ii) demonstrate effective leadership	Teamwork & Collaboration
(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:	(A) apply team-building skills	(i) apply team-building skills	Teamwork & Collaboration
(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:	(B) apply decision-making and problem-solving skills	(i) apply decision-making skills	Teamwork & Collaboration
(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:	(B) apply decision-making and problem-solving skills	(ii) apply problem-solving skills	Teamwork & Collaboration
(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:	(C) determine leadership and teamwork qualities to aid in creating a pleasant working atmosphere	(i) determine leadership qualities to aid in creating a pleasant working atmosphere	Teamwork & Collaboration

<p>(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:</p>	<p>(C) determine leadership and teamwork qualities to aid in creating a pleasant working atmosphere</p>	<p>(ii) determine teamwork qualities to aid in creating a pleasant working atmosphere</p>	<p>Teamwork & Collaboration</p>
<p>(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:</p>	<p>(D) participate in community leadership and teamwork opportunities to enhance professional skills</p>	<p>(ii) participate in teamwork opportunities to enhance professional skills</p>	<p>Teamwork & Collaboration</p>

Conflict Management

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to:	(B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers	(ii) employ interpersonal skills to resolve conflicts with individuals	Conflict Management

Citizenship Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:	(D) participate in community leadership and teamwork opportunities to enhance professional skills	(i) participate in community leadership opportunities to enhance professional skills	Citizenship Basics

Ethics in Business

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(9) The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to:	(A) demonstrate ethical reasoning in a variety of workplace situations in order to make decisions	(i) demonstrate ethical reasoning in a variety of workplace situations in order to make decisions	Ethics in Business

Creating Employee Policies & Procedures

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(9) The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to:	(B) interpret and explain written organizational policies and procedures to help employees perform their jobs	(i) interpret written organizational policies and procedures to help employees perform their jobs	Creating Employee Policies & Procedures
(9) The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to:	(B) interpret and explain written organizational policies and procedures to help employees perform their jobs	(ii) explain written organizational policies and procedures to help employees perform their jobs	Creating Employee Policies & Procedures
(9) The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to:	(C) develop guidelines for professional conduct	(i) develop guidelines for professional conduct	Creating Employee Policies & Procedures

Formulas for Career Success: Job Search

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(12) The student knows and understands the importance of employability skills. The student is expected to:	(A) demonstrate skills related to seeking employment in the food service industry	(i) demonstrate skills related to seeking employment in the food service industry	Formulas for Career Success: Job Search

Formulas for Career Success: Portfolio Development

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(12) The student knows and understands the importance of employability skills. The student is expected to:	(C) select educational and work history highlights to include in a career portfolio	(i) select educational highlights to include in a career portfolio	Formulas for Career Success: Portfolio Development
(12) The student knows and understands the importance of employability skills. The student is expected to:	(C) select educational and work history highlights to include in a career portfolio	(ii) select work history highlights to include in a career portfolio	Formulas for Career Success: Portfolio Development
(12) The student knows and understands the importance of employability skills. The student is expected to:	(D) create and update a personal career portfolio	(i) create a personal career portfolio	Formulas for Career Success: Portfolio Development
(12) The student knows and understands the importance of employability skills. The student is expected to:	(D) create and update a personal career portfolio	(ii) update a personal career portfolio	Formulas for Career Success: Portfolio Development

Formulas of Career Success: Job Applications

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(12) The student knows and understands the importance of employability skills. The student is expected to:	(E) recognize required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements	(i) recognize required employment forms	Formulas of Career Success: Job Applications
(12) The student knows and understands the importance of employability skills. The student is expected to:	(E) recognize required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements	(ii) recognize the functions [of required employment forms] to meet employment requirements	Formulas of Career Success: Job Applications

Formulas for Career Success: After the Interview

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(12) The student knows and understands the importance of employability skills. The student is expected to:	(E) recognize required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements	(i) recognize required employment forms	Formulas for Career Success: After the Interview
(12) The student knows and understands the importance of employability skills. The student is expected to:	(E) recognize required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements	(ii) recognize the functions [of required employment forms] to meet employment requirements	Formulas for Career Success: After the Interview

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Subject	Chapter 130. Texas Essential Knowledge and Skills for Career & Technical Education
Subchapter	Subchapter I. Hospitality and Tourism
Course	§130.253. Introduction to Culinary Arts (One Credit), Adopted 2015.
Publisher	CEV Multimedia, Ltd.
Program Title	iCEV Family & Consumer Sciences Site
Program ISBN	9781614592228
TEKS Coverage (%)	100.00%

(a) General requirements. This course is recommended for students in Grades 9 and 10. Recommended prerequisite: Principles of Hospitality and Tourism. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

- (1) Career and technical education 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) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
- (3) Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) model effective oral and written communication	(i) model effective oral communication	Communication Styles	Project - Model Communication
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) model effective oral and written communication	(i) model effective oral communication	Employability Skills	Activity - Knots
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) model effective oral and written communication	(i) model effective oral communication	Introduction to Professional Communication	Project - Communication & Careers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) model effective oral and written communication	(ii) model effective written communication	Written Communication Practices	Activity- Blog; Activity- Letter; Activity- Letter Answer Key; Project- Editor's Marks; Project- Informative Pamphlet; Project- Venn Diagram
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) practice professional grooming and hygiene standards	(i) practice professional grooming	Dressing, Emily Post Style	Activity- Professional Appearance for Job Success
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) practice professional grooming and hygiene standards	(ii) practice professional hygiene standards	Dressing, Emily Post Style	Activity- Professional Appearance for Job Success

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) exercise punctuality and time-management skills	(i) exercise punctuality	Employability Skills	Activity- The Big 4
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) exercise punctuality and time-management skills	(ii) exercise time management skills	Management of Energy, Money & Tasks	Project- Managing Tasks; Project- Work-Life Balance
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) exercise punctuality and time-management skills	(ii) exercise time management skills	Employability Skills	Activity - Positive Power
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate self-respect and respect for others	(i) demonstrate self-respect	Employability Skills	Activity- Knots; Activity- Skills Flashcards; Project- Personal Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate self-respect and respect for others	(ii) demonstrate respect for others	Employability Skills	Activity- Knots; Activity- Skills Flashcards; Project- Personal Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate effective teamwork and leadership	(i) demonstrate effective teamwork	Teamwork & Collaboration	Activity- Team Roles; Activity- Words of Teamwork; Project- Work-Related Problem Solving
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate effective teamwork and leadership	(ii) demonstrate effective leadership	Teamwork & Collaboration	Project - Historical Leadership
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ initiative, adaptability, and problem-solving techniques in practical applications	(i) employ initiative in practical applications	Employability Skills	Activity - Critical & Creative; Activity - Critical & Creative Answer Key; Activity - Problem Solving; Activity - Problem Solving Answer Key
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ initiative, adaptability, and problem-solving techniques in practical applications	(ii) employ adaptability in practical applications	Employability Skills	Activity - Critical & Creative; Activity - Critical & Creative Answer Key; Activity - Problem Solving; Activity - Problem Solving Answer Key

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ initiative, adaptability, and problem-solving techniques in practical applications	(iii) employ problem-solving techniques in practical applications	Employability Skills	Activity - Critical & Creative; Activity - Critical & Creative Answer Key; Activity - Problem Solving; Activity - Problem Solving Answer Key
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(A) organize oral and written information	(i) organize oral information	Public Speaking Basics	Activity - Communication Circle Teacher Instruction Sheet; Project-Speech Evaluation; Vocabulary Handout; Project - Famous Speaker Profile
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(A) organize oral and written information	(ii) organize written information	Written Communication Practices	Activity- Blog; Activity- Letter; Activity- Letter Answer Key; Project-Editor's Marks; Project- Informative Pamphlet; Project- Venn Diagram
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(B) compose a variety of written documents such as menus, presentations, and advertisements	(i) compose a variety of written documents	Written Communication Practices	Activity- Blog; Activity- Letter; Activity- Letter Answer Key; Project-Editor's Marks; Project- Informative Pamphlet; Project- Venn Diagram
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(C) calculate numerical concepts such as weights, measurements, and percentages	(i) calculate numerical concepts	Food Math & Measurements	Activity- Conversions; Activity- Conversions Answer Key; Activity- Pearson's Square; Activity- Pearson's Square Answer Key; Project-Breaking Down Pancakes; Project- Breaking Down Pancakes Answer Key
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(D) identify how scientific principles are used in the food service industry	(i) identify how scientific principles are used in the food service industry	Chemical Processes in Food Science	Activity- Caramelization; Activity- Fermentation; Activity- Leavening; Project- Food Show

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(D) identify how scientific principles are used in the food service industry	(i) identify how scientific principles are used in the food service industry	Scientific Principles: Chemical Properties	Activity- Food Ingredient Classification; Project- Fermentation of Root Beer
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(E) use mathematics and science knowledge and skills to produce quality food products	(i) use mathematics knowledge to produce quality food products	Food Math & Measurements	Activity- Conversions; Activity- Conversions Answer Key; Activity- Pearson's Square; Activity- Pearson's Square Answer Key; Project- Breaking Down Pancakes; Project- Breaking Down Pancakes Answer Key
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(E) use mathematics and science knowledge and skills to produce quality food products	(ii) use mathematics skills to produce quality food products	Food Math & Measurements	Activity- Conversions; Activity- Conversions Answer Key; Activity- Pearson's Square; Activity- Pearson's Square Answer Key; Project- Breaking Down Pancakes; Project- Breaking Down Pancakes Answer Key
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(E) use mathematics and science knowledge and skills to produce quality food products	(iii) use science knowledge to produce quality food products	Chemical Processes in Food Science	Activity- Caramelization; Activity- Fermentation; Activity- Leavening; Project- Food Show
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(E) use mathematics and science knowledge and skills to produce quality food products	(iii) use science knowledge to produce quality food products	Scientific Principles: Chemical Properties	Activity- Food Ingredient Classification; Project- Fermentation of Root Beer
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(E) use mathematics and science knowledge and skills to produce quality food products	(iv) use science skills to produce quality food products	Chemical Processes in Food Science	Activity- Caramelization; Activity- Fermentation; Activity- Leavening; Project- Food Show

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(E) use mathematics and science knowledge and skills to produce quality food products	(iv) use science skills to produce quality food products	Scientific Principles: Chemical Properties	Activity- Food Ingredient Classification; Project- Fermentation of Root Beer
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(A) develop and deliver presentations	(i) develop presentations	Presentation Strategies & Tactics	Activity- Presentation Development; Project- Career Opportunities Speech; Project- Presentation Tips
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(A) develop and deliver presentations	(ii) deliver presentations	Presentation Strategies & Tactics	Activity- Presentation Development; Project- Career Opportunities Speech; Project- Presentation Tips
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(B) identify various marketing strategies used by the food service industry such as traditional and innovative marketing strategies	(i) identify various marketing strategies used by the food service industry	Marketing & the Food Industry	Activity- Definition Matchup; Activity- Definition Matchup Answer Key; Activity- Sales Promotion Material Matchup; Activity- Sales Promotion Material Matchup Answer Key; Activity - SWOT Analysis Chart; Activity - SWOT Analysis Chart Answer Key; Project- Contemporary Market Mix; Project- Food Service Operations Advertising Profile; Project- SWOT Analysis
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(C) demonstrate proper techniques for answering restaurant phones	(i) demonstrate proper techniques for answering restaurant phones	Telecommunications Basics	Activity- Telecommunications Scenarios
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients	(i) relate interpersonal communications to enhance communication with coworkers	Communication Styles	Project- Model Communication; Project- Proximity
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients	(ii) relate interpersonal communications to enhance communication with employers	Communication Styles	Project- Model Communication; Project- Proximity

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients	(iii) relate interpersonal communications to enhance communication with customers	Communication Styles	Project- Model Communication; Project- Proximity
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients	(iv) relate interpersonal communications to enhance communication with clients	Communication Styles	Project- Model Communication; Project- Proximity
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(E) demonstrate active listening skills to obtain and clarify information	(i) demonstrate active listening skills to obtain information	Listening 101	Activity- Draw What You Hear Teacher Instruction Sheet; Project- Newsletter
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(E) demonstrate active listening skills to obtain and clarify information	(ii) demonstrate active listening skills to clarify information	Listening 101	Activity- Draw What You Hear Teacher Instruction Sheet; Project- Newsletter
(4) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to:	(A) generate creative ideas to solve problems by brainstorming possible solutions	(i) generate creative ideas to solve problems by brainstorming possible solutions	Employability Skills	Activity- Problem Solving; Activity- Problem Solving Answer Key
(4) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to:	(B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers	(i) employ critical-thinking skills to resolve conflicts with individuals	Employability Skills	Activity- Problem Solving; Activity- Problem Solving Answer Key
(4) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to:	(B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers	(ii) employ interpersonal skills to resolve conflicts with individuals	Conflict Management	Activity- Conflict Management Style; Activity- Positive Language; Activity- What Caused the Conflict; Project- Conflict Theories; Project- Ethical Guidelines for Mediators; Vocabulary Handout
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:	(A) use information technology tools and applications to perform workplace responsibilities	(i) use information technology tools to perform workplace responsibilities	Technology & Restaurants	Activity- Facebook & Restaurants; Activity- New Restaurant; Activity- Technology & Restaurant Management; Activity- Technology & Restaurant Management Answer Key; Project- Energy Saving Equipment; Project- Trends in Technology; Project- Trends in Technology Teacher Instruction Sheet; Project- Dining Out Now & Then
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:	(A) use information technology tools and applications to perform workplace responsibilities	(ii) use information technology applications to perform workplace responsibilities	Technology & Restaurants	Activity- Facebook & Restaurants; Activity- New Restaurant; Activity- Technology & Restaurant Management; Activity- Technology & Restaurant Management Answer Key; Project- Energy Saving Equipment; Project- Trends in Technology; Project- Trends in Technology Teacher Instruction Sheet; Project- Dining Out Now & Then

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:	(B) demonstrate knowledge and use of point-of-sale systems	(i) demonstrate knowledge of point-of-sale systems	Technology & Restaurants	Activity- Facebook & Restaurants; Activity- New Restaurant; Activity- Technology & Restaurant Management; Activity- Technology & Restaurant Management Answer Key; Project- Energy Saving Equipment; Project- Trends in Technology; Project- Trends in Technology Teacher Instruction Sheet; Project- Dining Out Now & Then
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:	(B) demonstrate knowledge and use of point-of-sale systems	(ii) demonstrate use of point-of-sale systems	Technology & Restaurants	Activity- Facebook & Restaurants; Activity- New Restaurant; Activity- Technology & Restaurant Management; Activity- Technology & Restaurant Management Answer Key; Project- Energy Saving Equipment; Project- Trends in Technology; Project- Trends in Technology Teacher Instruction Sheet; Project- Dining Out Now & Then
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:	(C) evaluate Internet resources for information	(i) evaluate Internet resources for information	Written Communication Practices	Project - Frontloading
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:	(C) evaluate Internet resources for information	(i) evaluate Internet resources for information	Public Speaking Basics	Project - Presentation Research; Project - Famous Speaker Profile
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(A) explain the different types and functions of kitchen, front-of-the-house, and support roles	(i) explain the different types of kitchen roles	Careers in the Culinary Industry	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet; Activity- Good Business; Activity- Good Business Answer Key; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(A) explain the different types and functions of kitchen, front-of-the-house, and support roles	(ii) explain the different types of front-of-the-house roles	Careers in the Culinary Industry	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet; Activity- Good Business; Activity- Good Business Answer Key; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(A) explain the different types and functions of kitchen, front-of-the-house, and support roles	(iii) explain the different types of support roles	Careers in the Culinary Industry	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet; Activity- Good Business; Activity- Good Business Answer Key; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(A) explain the different types and functions of kitchen, front-of-the-house, and support roles	(iv) explain the different functions of kitchen roles	Careers in the Culinary Industry	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet; Activity- Good Business; Activity- Good Business Answer Key; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(A) explain the different types and functions of kitchen, front-of-the-house, and support roles	(v) explain the different functions of front-of-the-house roles	Careers in the Culinary Industry	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet; Activity- Good Business; Activity- Good Business Answer Key; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(A) explain the different types and functions of kitchen, front-of-the-house, and support roles	(vi) explain the different functions of support roles	Careers in the Culinary Industry	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet; Activity- Good Business; Activity- Good Business Answer Key; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(B) investigate quality-control standards and practices	(i) investigate quality-control standards	Food Quality & Palatability Factors	Project- Quality Assurance
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(B) investigate quality-control standards and practices	(ii) investigate quality-control practices	Food Quality & Palatability Factors	Project- Quality Assurance
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(C) differentiate between various styles of restaurant services such as table, buffet, fast food, fast casual, and quick service	(i) differentiate between various styles of restaurant services	Structure of the Food Service Industry	Activity- Types of Restaurants; Activity- Types of Restaurants Answer Key; Project- Restaurant Development
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(D) illustrate various place settings using proper placement of dining utensils	(i) illustrate various place settings using proper placement of dining utensils	Eating with Emily Post	Activity- Table Setting; Activity- Table Setting Answer Key; Project- Etiquette Across Cultures
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(E) demonstrate the proper service techniques in food service operations	(i) demonstrate the proper service techniques in food service operations	Eating with Emily Post	Activity- Rules of Serving
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(A) assess workplace conditions with regard to safety and health	(i) assess workplace conditions with regard to safety	Food Industry Safety	Activity- Emergency Scenarios Discussion; Activity- Emergency Scenarios Discussion Teacher Instruction Sheet; Activity- Local Health Inspection Laws; Activity- Safety Poster; Project- Foodborne Illnesses

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(A) assess workplace conditions with regard to safety and health	(ii) assess workplace conditions with regard to health	Food Industry Safety	Activity- Emergency Scenarios Discussion; Activity- Emergency Scenarios Discussion Teacher Instruction Sheet; Activity- Local Health Inspection Laws; Activity- Safety Poster; Project- Foodborne Illnesses
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(B) analyze potential effects caused by common chemicals and hazardous materials	(i) analyze potential effects caused by common chemicals	Sanitation & Safety in Food Production	Activity- Sanitation Terms; Activity- Sanitation Terms Answer Key; Project- MSDS Challenge; Student Handout- Basics of the Right to Know Law
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(B) analyze potential effects caused by common chemicals and hazardous materials	(ii) analyze potential effects caused by hazardous materials	Sanitation & Safety in Food Production	Activity- Sanitation Terms; Activity- Sanitation Terms Answer Key; Project- MSDS Challenge; Student Handout- Basics of the Right to Know Law
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(C) demonstrate first aid and cardiopulmonary resuscitation skills	(i) demonstrate first aid skills	First Aid Basics	Activity- EMT Role Play; Activity- EMT Role Play Teacher Instruction Sheet; Project- First Aid Procedure Brochure; Project- First Aid Procedure Brochure Teacher Instruction Sheet
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(C) demonstrate first aid and cardiopulmonary resuscitation skills	(ii) demonstrate cardiopulmonary resuscitation skills	First Aid Basics	Activity- EMT Role Play; Activity- EMT Role Play Teacher Instruction Sheet; Project- First Aid Procedure Brochure; Project- First Aid Procedure Brochure Teacher Instruction Sheet
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(D) apply safety and sanitation standards common to the workplace	(i) apply safety standards common to the workplace	Food Industry Safety	Activity- Emergency Scenarios Discussion; Activity- Emergency Scenarios Discussion Teacher Instruction Sheet; Activity- Local Health Inspection Laws; Activity- Safety Poster; Project- Foodborne Illnesses

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(D) apply safety and sanitation standards common to the workplace	(ii) apply sanitation standards common to the workplace	Sanitation & Safety in Food Production	Activity- Sanitation Terms; Activity- Sanitation Terms Answer Key; Activity- Scheduled Cleaning; Activity- Scheduled Cleaning Teacher Instruction Sheet; Project- Developing a Cleaning Schedule; Project- MSDS Challenge
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(E) research sources of food-borne illness and determine ways to prevent them	(i) research sources of food-borne illness	It's Alive: Foodborne Illnesses	Activity- Food Infection vs. Food Intoxication; Activity- Food Safety Thermometer; Activity- Food Safety Violations; Activity- Foodborne Illnesses Anticipation Guide; Project- Food Poisoning Prevention PSA; Project- Foodborne Illness Poster
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(E) research sources of food-borne illness and determine ways to prevent them	(ii) determine ways to prevent [food-borne illness]	It's Alive: Foodborne Illnesses	Activity- Food Infection vs. Food Intoxication; Activity- Food Safety Thermometer; Activity- Food Safety Violations; Activity- Foodborne Illnesses Anticipation Guide; Project- Food Poisoning Prevention PSA; Project- Foodborne Illness Poster
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(F) determine professional attire and personal hygiene for restaurant employees	(i) determine professional attire for restaurant employees	Careers in the Culinary Industry	Activity- In the Public's Eye ; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(F) determine professional attire and personal hygiene for restaurant employees	(ii) determine personal hygiene for restaurant employees	Careers in the Culinary Industry	Activity- In the Public's Eye ; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(F) determine professional attire and personal hygiene for restaurant employees	(ii) determine personal hygiene for restaurant employees	Dressing, Emily Post Style	

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(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(G) prepare for a state or national food sanitation certification or other appropriate certifications	(i) prepare for a state or national food sanitation certification or other appropriate certifications	iCEV materials can be utilized to prepare for the AMSA Food Science & Safety Certification. In order to complete the certification, student must successfully pass the modules in the certification playlist through the use of a student license and certification voucher.	
(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:	(A) apply team-building skills	(i) apply team-building skills	Teamwork & Collaboration	Activity- Team Roles; Activity- Words of Teamwork; Project- Work-Related Problem Solving
(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:	(B) apply decision-making and problem-solving skills	(i) apply decision-making skills	Teamwork & Collaboration	Activity- Team Roles; Activity- Words of Teamwork; Project- Work-Related Problem Solving
(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:	(B) apply decision-making and problem-solving skills	(ii) apply problem-solving skills	Teamwork & Collaboration	Activity- Team Roles; Activity- Words of Teamwork; Project- Work-Related Problem Solving
(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:	(C) determine leadership and teamwork qualities to aid in creating a pleasant working atmosphere	(i) determine leadership qualities to aid in creating a pleasant working atmosphere	Teamwork & Collaboration	Project - Work-Related Problem Solving
(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:	(C) determine leadership and teamwork qualities to aid in creating a pleasant working atmosphere	(ii) determine teamwork qualities to aid in creating a pleasant working atmosphere	Teamwork & Collaboration	Activity- Team Roles; Activity- Words of Teamwork; Project- Work-Related Problem Solving
(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:	(D) participate in community leadership and teamwork opportunities to enhance professional skills	(i) participate in community leadership opportunities to enhance professional skills	Citizenship Basics	Activity- Citizenship: What's it to You?; Project- Serving the Community
(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:	(D) participate in community leadership and teamwork opportunities to enhance professional skills	(ii) participate in teamwork opportunities to enhance professional skills	Teamwork & Collaboration	Activity- Team Roles; Activity- Words of Teamwork; Project- Work-Related Problem Solving
(9) The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to:	(A) demonstrate ethical reasoning in a variety of workplace situations in order to make decisions	(i) demonstrate ethical reasoning in a variety of workplace situations in order to make decisions	Ethics in Business	Activity- Business Social Responsibility; Activity- Ethical Dilemmas; Activity- Ethics Role Play; Activity- Ethics Role Play Teacher Instruction Sheet; Project- Code of Ethics; Project- Laws & Regulations; Project- Unethical Case Study

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(9) The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to:	(B) interpret and explain written organizational policies and procedures to help employees perform their jobs	(i) interpret written organizational policies and procedures to help employees perform their jobs	Creating Employee Policies & Procedures	Project- Example Personnel Policy
(9) The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to:	(B) interpret and explain written organizational policies and procedures to help employees perform their jobs	(ii) explain written organizational policies and procedures to help employees perform their jobs	Creating Employee Policies & Procedures	Project- Example Personnel Policy
(9) The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to:	(C) develop guidelines for professional conduct	(i) develop guidelines for professional conduct	Creating Employee Policies & Procedures	Project- Example Personnel Policy
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(A) demonstrate a proactive understanding of self-responsibility and self-management	(i) demonstrate a proactive understanding of self-responsibility	Careers in the Culinary Industry	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet; Activity- Good Business; Activity- Good Business Answer Key ; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(A) demonstrate a proactive understanding of self-responsibility and self-management	(ii) demonstrate a proactive understanding of self-management	Careers in the Culinary Industry	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet; Activity- Good Business; Activity- Good Business Answer Key ; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(B) identify behaviors needed to be employable and maintain employment such as positive work ethics and positive personal qualities	(i) identify behaviors needed to be employable	Employability Skills	Activity- Skills Flashcards; Project- Personal Skills
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(B) identify behaviors needed to be employable and maintain employment such as positive work ethics and positive personal qualities	(ii) identify behaviors needed to maintain employment	Employability Skills	Activity- Skills Flashcards; Project- Personal Skills
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(i) identify the effects of exercise on job performance	Careers in the Culinary Industry	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet Activity- Good Business; Activity- Good Business Answer Key ; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers; Project - Work Habits
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(ii) identify the effects of nutritional dietary habits on job performance	Careers in the Culinary Industry	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet Activity- Good Business; Activity- Good Business Answer Key ; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers; Project - Work Habits
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(iii) identify the effects of emotional factors on job performance	Careers in the Culinary Industry	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet Activity- Good Business; Activity- Good Business Answer Key ; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers; Project - Work Habits

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(iv) evaluate the effects of exercise on job performance	Careers in the Culinary Industry	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet Activity- Good Business; Activity- Good Business Answer Key ; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers; Project - Work Habits
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(v) evaluate the effects of nutritional dietary habits on job performance	Careers in the Culinary Industry	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet Activity- Good Business; Activity- Good Business Answer Key ; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers; Project - Work Habits
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(vi) evaluate the effects of emotional factors on job performance	Careers in the Culinary Industry	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet Activity- Good Business; Activity- Good Business Answer Key ; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers; Project - Work Habits
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(D) implement stress-management techniques	(i) implement stress-management techniques	Employability Skills	Project- Personal Skills
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) follow directions and procedures independently	(i) follow directions independently	Employability Skills	Project- Personal Skills; Activity - Career Connections
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) follow directions and procedures independently	(ii) follow procedures independently	Employability Skills	Project- Personal Skills; Activity - Career Connections
(11) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:	(A) apply effective practices for managing time and energy	(i) apply effective practices managing time	Management of Energy, Money & Tasks	Activity- Opportunity Costs; Project- Managing Tasks; Project- Work-Life Balance
(11) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:	(A) apply effective practices for managing time and energy	(ii) apply effective practices for managing energy	Management of Energy, Money & Tasks	Activity- Opportunity Costs; Project- Managing Tasks; Project- Work-Life Balance
(11) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:	(B) analyze various steps in the career decision-making process	(i) analyze various steps in the career decision-making process	Careers in the Culinary Industry	Project- Culinary Careers
(11) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:	(C) discuss the importance of balancing a career, family, and leisure activities	(i) discuss the importance of balancing a career, family, and leisure activities	Management of Energy, Money & Tasks	Activity- Opportunity Costs; Project- Work-Life Balance

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(12) The student knows and understands the importance of employability skills. The student is expected to:	(A) demonstrate skills related to seeking employment in the food service industry	(i) demonstrate skills related to seeking employment in the food service industry	Formulas for Career Success: Job Search	Activity- Early Employment Debate; Project- How Did You Get Your Job
(12) The student knows and understands the importance of employability skills. The student is expected to:	(A) demonstrate skills related to seeking employment in the food service industry	(i) demonstrate skills related to seeking employment in the food service industry	Careers in the Culinary Industry	Project- Culinary Careers
(12) The student knows and understands the importance of employability skills. The student is expected to:	(B) identify the required training and educational requirements that lead toward appropriate career goals	(i) identify the required training that lead[s] toward appropriate career goals	Careers in the Culinary Industry	Project- Culinary Careers
(12) The student knows and understands the importance of employability skills. The student is expected to:	(B) identify the required training and educational requirements that lead toward appropriate career goals	(ii) identify the educational requirements that lead toward appropriate career goals	Careers in the Culinary Industry	Project- Culinary Careers
(12) The student knows and understands the importance of employability skills. The student is expected to:	(C) select educational and work history highlights to include in a career portfolio	(i) select educational highlights to include in a career portfolio	Formulas for Career Success: Portfolio Development	Activity- Choosing Artifacts; Activity- Creating Artifacts; Project- Portfolio Development; Project- Digital Portfolio
(12) The student knows and understands the importance of employability skills. The student is expected to:	(C) select educational and work history highlights to include in a career portfolio	(ii) select work history highlights to include in a career portfolio	Formulas for Career Success: Portfolio Development	Activity- Choosing Artifacts; Activity- Creating Artifacts; Project- Portfolio Development; Project- Digital Portfolio
(12) The student knows and understands the importance of employability skills. The student is expected to:	(D) create and update a personal career portfolio	(i) create a personal career portfolio	Formulas for Career Success: Portfolio Development	Activity- Choosing Artifacts; Activity- Creating Artifacts; Project- Portfolio Development; Project- Digital Portfolio
(12) The student knows and understands the importance of employability skills. The student is expected to:	(D) create and update a personal career portfolio	(ii) update a personal career portfolio	Formulas for Career Success: Portfolio Development	Activity- Choosing Artifacts; Activity- Creating Artifacts; Project- Portfolio Development; Project- Digital Portfolio
(12) The student knows and understands the importance of employability skills. The student is expected to:	(E) recognize required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements	(i) recognize required employment forms	Formulas of Career Success: Job Applications	Activity- Application Critique; Project- Filling Out an Application
(12) The student knows and understands the importance of employability skills. The student is expected to:	(E) recognize required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements	(i) recognize required employment forms	Formulas for Career Success: After the Interview	Activity- Filling Out a W-5
(12) The student knows and understands the importance of employability skills. The student is expected to:	(E) recognize required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements	(ii) recognize the functions [of required employment forms] to meet employment requirements	Formulas of Career Success: Job Applications	Activity- Application Critique; Project- Filling Out an Application
(12) The student knows and understands the importance of employability skills. The student is expected to:	(E) recognize required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements	(ii) recognize the functions [of required employment forms] to meet employment requirements	Formulas for Career Success: After the Interview	Activity- Filling Out a W-5

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(12) The student knows and understands the importance of employability skills. The student is expected to:	(F) research the local and regional labor workforce market to determine opportunities for advancement	(i) research the local labor workforce market to determine opportunities for advancement	Careers in the Culinary Industry	Project- Culinary Careers
(12) The student knows and understands the importance of employability skills. The student is expected to:	(F) research the local and regional labor workforce market to determine opportunities for advancement	(ii) research the regional labor workforce market to determine opportunities for advancement	Careers in the Culinary Industry	Project- Culinary Careers
(12) The student knows and understands the importance of employability skills. The student is expected to:	(G) investigate professional development training opportunities to keep current on relevant trends and information within the industry	(i) investigate professional development training opportunities to keep current on relevant trends within the industry	Careers in the Culinary Industry	Project- Culinary Careers
(12) The student knows and understands the importance of employability skills. The student is expected to:	(G) investigate professional development training opportunities to keep current on relevant trends and information within the industry	(ii) investigate professional development training opportunities to keep current on relevant information within the industry	Careers in the Culinary Industry	Project- Culinary Careers
(12) The student knows and understands the importance of employability skills. The student is expected to:	(H) recognize entrepreneurship opportunities	(i) recognize entrepreneurship opportunities	Careers in the Culinary Industry	Project- Culinary Careers
(12) The student knows and understands the importance of employability skills. The student is expected to:	(H) recognize entrepreneurship opportunities	(i) recognize entrepreneurship opportunities	Structure of the Food Service Industry	Project- Chefs & Entrepreneurs
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(A) define job-specific technical vocabulary	(i) define job-specific technical vocabulary	Introduction to Culinary Techniques & Methods	Vocabulary Handout; Activity - Types of Cuts Flashcards
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(A) define job-specific technical vocabulary	(i) define job-specific technical vocabulary	Kitchen Equipment	Vocabulary Handout
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(B) analyze customer comments to formulate improvements in services and products and training of staff	(i) analyze customer comments to formulate improvements in services	Customer Service in the Hospitality & Tourism Industry	Activity- Customer Service Techniques; Activity- Service Languages

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(B) analyze customer comments to formulate improvements in services and products and training of staff	(ii) analyze customer comments to formulate improvements in products	Customer Service in the Hospitality & Tourism Industry	Activity- Customer Service Techniques; Activity- Service Languages
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(B) analyze customer comments to formulate improvements in services and products and training of staff	(iii) analyze customer comments to formulate improvements in training of staff	Customer Service in the Hospitality & Tourism Industry	Activity- Customer Service Techniques; Activity- Service Languages
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(C) detail ways to achieve high rates of customer satisfaction	(i) detail ways to achieve high rates of customer satisfaction	Customer Service in the Hospitality & Tourism Industry	Activity- Customer Service Techniques; Activity- Service Languages
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(D) use different types of payment options to facilitate customer payments for services	(i) use different types of payment options to facilitate customer payments for services	Customer Service in the Hospitality & Tourism Industry	Activity- Customer Service Techniques; Project- Technologies & Tourism Services
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(E) demonstrate technical skills used in producing quality food service	(i) demonstrate technical skills used in producing quality food service	Introduction to Culinary Techniques & Methods	Activity- Mis en Place Diagram; Project- In the Kitchen Mis en Place Potato Latkes; Student Handout- Mis en Place; Activity- Is It Done Chart; Activity- Types of Cuts Flashcards; Project- In the Kitchen Cookery Method Demonstration; Project - In the Kitchen Practice Cutting Techniques; Project- Safety First Knife Edition; Student Handout- Parts of a Knife
(14) The student understands factors that affect the food service industry. The student is expected to:	(A) outline the history and growth of the food service industry	(i) outline the history of the food service industry	Structure of the Food Service Industry	Project- Chefs & Entrepreneurs; Project- Chefs & Entrepreneurs Teacher Instruction Sheet; Project- Restaurant Development
(14) The student understands factors that affect the food service industry. The student is expected to:	(A) outline the history and growth of the food service industry	(ii) outline the growth of the food service industry	Structure of the Food Service Industry	Project- Chefs & Entrepreneurs; Project- Chefs & Entrepreneurs Teacher Instruction Sheet; Project- Restaurant Development
(14) The student understands factors that affect the food service industry. The student is expected to:	(B) identify an entrepreneur who has made significant contributions to the food service industry	(i) identify an entrepreneur who has made significant contributions to the food service industry	Structure of the Food Service Industry	Project- Chefs & Entrepreneurs; Project- Chefs & Entrepreneurs Teacher Instruction Sheet; Project- Restaurant Development

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(i) explain cultural globalization	Global Cuisine: North America	Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Minority Holidays
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(i) explain cultural globalization	Global Cuisine: Mediterranean	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(i) explain cultural globalization	Global Cuisine: Central America & Carribean	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(i) explain cultural globalization	Global Cuisine: Europe	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(i) explain cultural globalization	Global Cuisine: South America	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(i) explain cultural globalization	Global Cuisine: Middle East	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(i) explain cultural globalization	Global Cuisine: Asia	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(ii) explain [the] influence [of cultural globalization] on food	Global Cuisine: North America	Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Minority Holidays
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(ii) explain [the] influence [of cultural globalization] on food	Global Cuisine: Mediterranean	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(ii) explain [the] influence [of cultural globalization] on food	Global Cuisine: Central America & Carribean	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(ii) explain [the] influence [of cultural globalization] on food	Global Cuisine: Europe	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(ii) explain [the] influence [of cultural globalization] on food	Global Cuisine: South America	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(ii) explain [the] influence [of cultural globalization] on food	Global Cuisine: Middle East	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	(ii) explain [the] influence [of cultural globalization] on food	Global Cuisine: Asia	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(A) identify the role of mise en place	(i) identify the role of mise en place	Introduction to Culinary Techniques & Methods	Activity- Mis en Place Diagram; Project- In the Kitchen Mis en Place Potato Latkes; Student Handout- Mis en Place
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in the professional food service setting	(i) identify large equipment in the professional food service setting	Kitchen Equipment	Activity- Around the World; Activity- Around the World Teacher Instruction Sheet Project- Gas or Electric; Project- Maintaining Commercial Tools & Equipment
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in the professional food service setting	(ii) use large equipment in the professional food service setting	Introduction to Culinary Techniques & Methods	Project- In the Kitchen Cookery Method Demonstration; Project- In the Kitchen Mis en Place Potato Latkes
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in the professional food service setting	(ii) use large equipment in the professional food service setting	Kitchen Equipment	
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in the professional food service setting	(iii) identify small equipment in the professional food service setting	Kitchen Equipment	Activity- Around the World; Activity- Around the World Teacher Instruction Sheet; Activity- Kitchen Contraption; Project- Small Appliance Poster
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in the professional food service setting	(iv) use small equipment in the professional food service setting	Introduction to Culinary Techniques & Methods	Project- In the Kitchen Cookery Method Demonstration; Project- In the Kitchen Mis en Place Potato Latkes
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(C) identify the types of knives and proper usage in a commercial kitchen	(i) identify the types of knives in a commercial kitchen	Kitchen Equipment	
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(C) identify the types of knives and proper usage in a commercial kitchen	(i) identify the types of knives in a commercial kitchen	Introduction to Culinary Techniques & Methods	Project- Safety First Knife Edition; Student Handout- Parts of a Knife
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(C) identify the types of knives and proper usage in a commercial kitchen	(ii) identify proper usage [of knives] in a commercial kitchen	Kitchen Equipment	
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(C) identify the types of knives and proper usage in a commercial kitchen	(ii) identify proper usage [of knives] in a commercial kitchen	Introduction to Culinary Techniques & Methods	Project- Safety First Knife Edition; Student Handout- Parts of a Knife
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(i) demonstrate proper knife safety	Kitchen Equipment	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(i) demonstrate proper knife safety	Introduction to Culinary Techniques & Methods	Project- Safety First Knife Edition; Student Handout- Parts of a Knife
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(ii) demonstrate proper knife handling	Kitchen Equipment	
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(ii) demonstrate proper knife handling	Introduction to Culinary Techniques & Methods	Project- Safety First Knife Edition; Student Handout- Parts of a Knife
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(iii) demonstrates proper knife cleaning	Kitchen Equipment	
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(iii) demonstrates proper knife cleaning	Introduction to Culinary Techniques & Methods	Project- Safety First Knife Edition; Student Handout- Parts of a Knife
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(iv) demonstrates proper knife storage	Kitchen Equipment	
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	(iv) demonstrates proper knife storage	Introduction to Culinary Techniques & Methods	Project- Safety First Knife Edition; Student Handout- Parts of a Knife
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(E) differentiate between different types of produce and identify factors such as grading, purchasing, storage, and usage	(i) differentiate between different types of produce	Fruits & Vegetables	Activity- Name the Fruit; Activity- Name the Fruit Teacher Instruction Sheet; Activity- Vegetable Bingo; Activity- Vegetable Bingo Teacher Instruction Sheet; Project- Fruit Encyclopedia; Project- Vegetable Encyclopedia
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(E) differentiate between different types of produce and identify factors such as grading, purchasing, storage, and usage	(ii) identify factors [of different types of produce]	Fruits & Vegetables	Activity- Storage Guidelines Chart; Project- In the Kitchen Fruit Preparation Techniques; Project- In the Kitchen Vegetable Preparation Techniques; Project- Fruit Encyclopedia; Project- Vegetable Encyclopedia; Student Handout- Holding Vegetables; Student Handout- Vegetable Color Changes Guide; Student Handout- Vegetable Cooking Guide
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(F) differentiate between dry goods and identify factors such as purchasing and storage	(i) differentiate between dry goods	Herbs & Spices	Activity- Herb & Spice Scavenger Hunt; Project- Herb & Spice Encyclopedia; Project- In the Kitchen Herb & Spice Recipe Application
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(F) differentiate between dry goods and identify factors such as purchasing and storage	(i) differentiate between dry goods	Desserts & Baked Goods	Activity- Flour Cheat Sheet

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(F) differentiate between dry goods and identify factors such as purchasing and storage	(i) differentiate between dry goods	Grains, Legumes & Pastas	Activity- Profile Page
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(F) differentiate between dry goods and identify factors such as purchasing and storage	(ii) identify factors [of dry goods]	Herbs & Spices	Activity- Herb & Spice Scavenger Hunt; Project- Herb & Spice Encyclopedia; Project- In the Kitchen Herb & Spice Recipe Application
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(F) differentiate between dry goods and identify factors such as purchasing and storage	(ii) identify factors [of dry goods]	Desserts & Baked Goods	Activity- Flour Cheat Sheet
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(F) differentiate between dry goods and identify factors such as purchasing and storage	(ii) identify factors [of dry goods]	Grains, Legumes & Pastas	Activity- Profile Page
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(G) differentiate between proteins and identify factors such as types, grades, purchasing, and storage	(i) differentiate between proteins	Meat, Poultry & Seafood	Activity- Market Forms of Fish; Activity- Meat on the Menu; Activity- Poultry Fabrication Diagram; Project- Beef Steak Color Guide ; Project- Meat Fabrication Diagram; Project- Types of Seafood Chart
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(G) differentiate between proteins and identify factors such as types, grades, purchasing, and storage	(ii) identify factors [of proteins]	Meat, Poultry & Seafood	Activity- Market Forms of Fish; Activity- Meat on the Menu; Activity- Poultry Fabrication Diagram; Project- Beef Steak Color Guide ; Project- Meat Fabrication Diagram; Project- Types of Seafood Chart
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(H) describe the methods of cooking, including dry heat, moist heat, and combination heat	(i) describe the methods of cooking, including dry heat	Introduction to Culinary Techniques & Methods	Project- In the Kitchen Cookery Method Demonstration; Activity- Is It Done Chart
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(H) describe the methods of cooking, including dry heat, moist heat, and combination heat	(ii) describe the methods of cooking, including moist heat	Introduction to Culinary Techniques & Methods	Project- In the Kitchen Cookery Method Demonstration; Activity- Is It Done Chart
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(H) describe the methods of cooking, including dry heat, moist heat, and combination heat	(iii) describe the methods of cooking, including combination heat	Introduction to Culinary Techniques & Methods	Project- In the Kitchen Cookery Method Demonstration; Activity- Is It Done Chart
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(I) differentiate between common baking methods and identify common ingredients used in baking	(i) differentiate between common baking methods	Desserts & Baked Goods	Project- In the Kitchen Cakes; Project- In the Kitchen Cookies; Project- In the Kitchen Pate a Choux Dough; Project- In the Kitchen Pies; Project- In the Kitchen Quick Breads; Project- In the Kitchen Yeast Bread
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(I) differentiate between common baking methods and identify common ingredients used in baking	(ii) identify common ingredients used in baking	Desserts & Baked Goods	Project- In the Kitchen Cakes; Project- In the Kitchen Cookies; Project- In the Kitchen Pate a Choux Dough; Project- In the Kitchen Pies; Project- In the Kitchen Quick Breads; Project- In the Kitchen Yeast Bread