



TEKS ALIGNMENT & SUGGESTED PACING GUIDE

Advanced Culinary Arts



TEKS COVERAGE: 100%

iCEV Family & Consumer Sciences Site

TABLE OF CONTENTS

I. SUGGESTED PACING GUIDE W/ TEKS SUMMARY				3 - 4
<hr/>				
II. LEVELLED CULINARY MODULES				5 - 6
<hr/>				
III. TEKS BY LESSON				7 - 60
<hr/>				
Food Math & Measurements	7	Global Cuisine: Mediterranean		40
Introduction to Culinary Techniques & Methods	8	Global Cuisine: Middle East		41
Fruits & Vegetables	9-10	Sustainability in the Food Service Industry		42
Herbs & Spices	11-12	It's Alive!: Foodborne Illnesses		43
Meat, Poultry & Seafood	13-17	Food Industry Safety		44
Grades & Classes of Seafood and Fish	18	Sanitation & Safety Procedures in Food Production		45
ID of Poultry Parts & Further Processed Poultry Meat Products	19	Would Your Restaurant Kitchen Pass Inspection?		46
Retail Cut ID	20	Employability Skills		47
Desserts & Baked Goods	21-26	Management of Energy, Money & Tasks		48
Food Quality & Palatability Factors	27	Decision Making		49
Buying for Food Service	28-29	Leadership Styles		50
Nutrition & Food Service	30	Teamwork & Collaboration		51
A Closer Look at Nutrition: Carbohydrates	31	Dressing, Emily Post Style		52
A Closer Look at Nutrition: Vitamins, Minerals & Water	32	Introduction to Professional Communication		53
A Closer Look at Nutrition: Proteins & Amino Acids	33	Communication Styles		54
A Closer Look at Nutrition: Fats & Lipids	34	Written Communication Practices		55
Developing Recipes & Menus	35	Jobs, Careers & Education		56
Global Cuisine: North America	36	Careers in the Culinary Industry		57
Global Cuisine: South America	37	Formulas for Career Success: Interview Preparation		58
Global Cuisine: Asia	38	Formulas for Career Success: The Interview Process		59
Global Cuisine: Europe	39	Formulas for Career Success: Portfolio Development		60
<hr/>				
IV. ENTIRE TEKS CORRELATION INSTRUMENT				61 - 82
<hr/>				

Scope & Sequence	Lesson Title	TEKS	Days of Teaching*
1	Food Math & Measurements	9.B.i; 9.B.ii	9
2	Introduction to Culinary Techniques & Methods	9.A.i	10
3	Fruits & Vegetables	8.A.i; 8.B.i; 8.B.ii; 8.C.i; 8.C.ii; 8.D.i; 8.E.i	13
4	Herbs & Spices	8.A.i; 8.B.i; 8.B.ii; 8.C.i; 8.C.ii	4
5	Meat, Poultry & Seafood	6.A.i; 6.A.ii; 6.B.i; 6.B.ii; 6.C.i; 6.E.i; 6.F.i; 7.A.i; 7.A.ii; 7.B.i; 7.C.i; 7.C.ii; 7.C.iii; 7.C.iv; 7.C.v; 7.C.vi; 7.C.vii; 7.C.viii; 7.D.i; 7.D.ii; 7.E.i	19
6	Grades & Classes of Seafood and Fish	7.A.i; 7.A.ii; 7.B.i	4
7	ID of Poultry Parts & Further Processed Poultry Meat Products Evaluation	6.B.iii	2
8	Retail Cut ID	6.B.iii	5
9	Desserts & Baked Goods	9.A.i; 9.C.i; 10.A.i; 10.B.i; 10.B.ii; 10.B.iii; 10.C.i; 11.A.ii; 11.A.iii; 11.B.i; 11.C.i; 11.D.i; 11.E.i; 11.E.ii; 11.E.iii; 11.E.iv; 11.F.i; 11.F.ii; 11.F.iii; 12.A.i; 12.B.i; 12.B.ii; 12.C.i; 12.C.ii; 12.C.iii; 12.C.iv; 12.C.v; 12.C.vi; 12.D.i; 12.E.i; 14.C.i; 14.D.i; 14.E.i; 14.H.i; 14.H.ii	19
10	Food Quality & Palatability Factors	4.C.i	5
11	Buying for Food Service	3.D.i; 3.D.ii; 3.D.iii; 6.D.i; 16.A.i; 16.B.i; 16.C.i; 16.D.i	8
12	Nutrition & Food Service	15.B.i; 15.B.ii	7
13	A Closer Look at Nutrition: Carbohydrates	15.A.i	6
14	A Closer Look at Nutrition: Vitamins, Minerals & Water	15.A.ii; 15.A.iii	6
15	A Closer Look at Nutrition: Proteins & Amino Acids	15.A.iv	6
16	A Closer Look at Nutrition: Fats & Lipids	15.A.v	6
17	Developing Recipes & Menus	16.A.i; 16.B.i; 16.C.i; 16.D.i	5
18	Global Cuisine: North America	4.A.i; 4.A.ii; 4.B.i	7
19	Global Cuisine: South America	4.A.i; 4.A.ii; 4.B.i	6
20	Global Cuisine: Asia	4.A.i; 4.A.ii; 4.B.i	7
21	Global Cuisine: Europe	4.A.i; 4.A.ii; 4.B.i	7
22	Global Cuisine: Mediterranean	4.A.i; 4.A.ii; 4.B.i	7
23	Global Cuisine: Middle East	4.A.i; 4.A.ii; 4.B.i	7
24	Sustainability in the Food Service Industry	5.A.i; 5.A.ii; 5.B.i; 5.C.i	7
25	It's Alive!: Foodborne Illnesses	3.F.i; 3.F.ii	5
26	Food Industry Safety	3.A.i; 3.B.i; 3.B.ii; 3.F.i; 3.F.ii	6
27	Sanitation & Safety Procedures in Food Production	3.C.i; 3.E.i; 3.E.ii; 3.E.iii; 3.E.iv	9
28	Would Your Restaurant Kitchen Pass Inspection?	3.A.i; 3.B.i; 3.B.ii	4
29	Employability Skills	1.A.i; 1.C.i; 1.C.ii; 1.D.i; 1.D.ii	5
30	Management of Energy, Money & Tasks	1.C.ii	6
31	Decision Making	1.F.i; 1.F.ii; 1.F.iii	4
32	Leadership Styles	1.E.ii	5
33	Teamwork & Collaboration	1.E.i	5
34	Dressing, Emily Post Style	1.B.i; 1.B.ii	2
35	Introduction to Professional Communication	1.A.i	5
36	Communication Styles	1.A.i	7

Scope & Sequence	Lesson Title	TEKS	Days of Teaching*
37	Written Communication Practices	1.A.ii	15
38	Jobs, Careers & Education	2.C.i; 2.C.ii	10
39	Careers in the Culinary Industry	2.A.i; 2.A.ii; 2.A.iv	9
40	Formulas for Career Success: Interview Preparation	2.B.i	2
41	Formulas for Career Success: The Interview Process	2.B.i	7
43	Formulas for Career Success: Portfolio Development	2.D.i; 2.D.ii	5

* *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.

Advanced 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.

Advanced Culinary Arts Application Module	Lesson Title	Handouts, Projects, Activities, Assessments, etc.
	Introduction to Culinary Techniques & Methods (use as a review lesson if needed)	All
	Fruits & Vegetables (following segment) 10. Grading & Storage	Worksheet; Vocabulary Handout; Activity - Storage Guidelines Chart; Assessment III - Grading and Storage; Assessment IV - Final Assessment
	Meat, Poultry & Seafood (following segments) 2. Meat Grading 4. Prime Rib Roast Fabrication & Preparation 5. Beef Tenderloin Fabrication & Preparation 11. Duck Fabrication 15. Making a Smoked Salmon Mousse	Worksheet; Vocabulary Handout; Project- Recipe Binder: Seafood; Project- In the Kitchen: Cooking Seafood
	Grades & Classes of Seafood and Fish	All
	ID of Poultry Parts & Further Processed Poultry Meat Products Evaluation	All
	Retail Cut ID	All
	Desserts & Baked Goods 7. Cakes, Quick Breads & Cookies 8. Pastries 9. Pies	Worksheet; Vocabulary Handout; Activity -Types of Cookies & Icings Flashcard; Project - Recipe Binder: Cakes, Quick Breads & Cookies; Student Handout - Methods for Preparing Quick Breads & Cakes; Student Handout - Types of Icing; Project - In the Kitchen: Cakes; Activity - Cookie Investigations; Project - In the Kitchen: Quick Breads; Project - In the Kitchen: Cookies; Assessment VI - Cakes, Quick Breads & Cookies; Activity - Signature Pies; Project - Recipe Binder: Pies & Pastries; Project - In the Kitchen Pies; Project - In the Kitchen Pâté à Choux Dough; Assessment VII - Pastries & Pies; Assessment VIII - Final Assessment

Nutrition & Culinary Arts Module	Lesson Title	Handouts, Projects, Activities, Assessments, etc.
	Nutrition & Food Service	All
	A Closer Look at Nutrition: Carbohydrates	All
	A Closer Look at Nutrition: Vitamins, Minerals & Water	All
	A Closer Look at Nutrition: Proteins & Amino Acids	All
A Closer Look at Nutrition: Fats & Lipids	All	

Global Cuisine Module	Lesson Title	Handouts, Projects, Activities, Assessments, etc.
	Global Cuisine: Mediterranean	All
	Global Cuisine: Middle East	All
Food Regulation & Safety Module	Lesson Title	Handouts, Projects, Activities, Assessments, etc.
	Sustainability in the Food Service Industry	All
	Sanitation & Safety Procedures in Food Production	All
	Would Your Restaurant Kitchen Pass Inspection?	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		
Career & Personal Development Module	Lesson Title	Handouts, Projects, Activities, Assessments, etc.
	Employability Skills	All
	Management of Energy, Money & Tasks	All
	Decision Making	All
	Leadership Styles	All
	Teamwork & Collaboration	All
	Dressing, Emily Post Style	All
	Introduction to Professional Communication	All
	Communication Styles	All
	Written Communication Practices	All
	Jobs, Careers & Education	All
	Careers in the Culinary Industry	All
	Formulas for Career Success: Interview Preparation	All
	Formulas for Career Success: The Interview Process	All
Formulas for Career Success: Portfolio Development	All	

Food Math & Measurements

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(9) The student understands advanced baking and pastry principles. The student is expected to:	(B) apply proper measuring and scaling techniques	(i) apply proper measuring techniques	Food Math & Measurements
(9) The student understands advanced baking and pastry principles. The student is expected to:	(B) apply proper measuring and scaling techniques	(ii) apply proper scaling techniques	Food Math & Measurements

Introduction to Culinary Techniques & Methods

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(9) The student understands advanced baking and pastry principles. The student is expected to:	(A) use professional food preparation equipment such as commercial-grade mixers, food processors, and measuring tools	(i) use professional food preparation equipment	Introduction to Culinary Techniques & Methods

Fruits & Vegetables

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(A) compare types of commonly available produce	(i) compare types of commonly available produce	Fruits & Vegetables
(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) identify factors contributing to cost and quality such as seasonality, market volatility, and transportation	(i) identify factors contributing to cost	Fruits & Vegetables
(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) identify factors contributing to cost and quality such as seasonality, market volatility, and transportation	(ii) identify factors contributing to quality	Fruits & Vegetables

<p>(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(C) compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications</p>	<p>(i) compare and contrast forms of produce</p>	<p>Fruits & Vegetables</p>
<p>(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(C) compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications</p>	<p>(ii) compare and contrast use of produce</p>	<p>Fruits & Vegetables</p>
<p>(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(D) model appropriate cooking methods for produce</p>	<p>(i) model appropriate cooking methods for produce</p>	<p>Fruits & Vegetables</p>
<p>(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(E) evaluate the effects of cooking methods on produce</p>	<p>(i) evaluate the effects of cooking methods on produce</p>	<p>Fruits & Vegetables</p>

Herbs & Spices

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
<p>(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(A) compare types of commonly available produce</p>	<p>(i) compare types of commonly available produce</p>	<p>Herbs & Spices</p>
<p>(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(B) identify factors contributing to cost and quality such as seasonality, market volatility, and transportation</p>	<p>(i) identify factors contributing to cost</p>	<p>Herbs & Spices</p>
<p>(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(B) identify factors contributing to cost and quality such as seasonality, market volatility, and transportation</p>	<p>(ii) identify factors contributing to quality</p>	<p>Herbs & Spices</p>

<p>(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(C) compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications</p>	<p>(i) compare and contrast forms of produce</p>	<p>Herbs & Spices</p>
<p>(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(C) compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications</p>	<p>(ii) compare and contrast use of produce</p>	<p>Herbs & Spices</p>

Meat, Poultry & Seafood

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(A) assess grading and classifications	(i) assess grading	Meat, Poultry & Seafood
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(A) assess grading and classifications	(ii) assess classifications	Meat, Poultry & Seafood
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) identify primal, sub-primal, and retail cuts	(i) identify primal cuts	Meat, Poultry & Seafood
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) identify primal, sub-primal, and retail cuts	(ii) identify sub-primal cuts	Meat, Poultry & Seafood

<p>(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(C) demonstrate fabrication techniques on proteins</p>	<p>(i) demonstrate fabrication techniques on proteins</p>	<p>Meat, Poultry & Seafood</p>
<p>(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(E) model appropriate cooking methods to proteins</p>	<p>(i) model appropriate cooking methods to proteins</p>	<p>Meat, Poultry & Seafood</p>
<p>(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(F) evaluate appropriate cooking methods in regard to various protein selections</p>	<p>(i) evaluate appropriate cooking methods in regard to various protein selections</p>	<p>Meat, Poultry & Seafood</p>
<p>(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(A) categorize classifications of fish and shellfish</p>	<p>(i) categorize classifications of fish</p>	<p>Meat, Poultry & Seafood</p>
<p>(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(A) categorize classifications of fish and shellfish</p>	<p>(ii) categorize classifications of shellfish</p>	<p>Meat, Poultry & Seafood</p>

<p>(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(B) evaluate factors that influence seafood purchasing such as freshness, flavor, sustainability, and market conditions</p>	<p>(i) evaluate factors that influence seafood purchasing</p>	<p>Meat, Poultry & Seafood</p>
<p>(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish</p>	<p>(i) demonstrate the ability to clean round fish</p>	<p>Meat, Poultry & Seafood</p>
<p>(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish</p>	<p>(ii) demonstrate the ability to clean flat fish</p>	<p>Meat, Poultry & Seafood</p>
<p>(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish</p>	<p>(iii) demonstrate the ability to clean fin fish</p>	<p>Meat, Poultry & Seafood</p>
<p>(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish</p>	<p>(iv) demonstrate the ability to clean shellfish</p>	<p>Meat, Poultry & Seafood</p>

<p>(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish</p>	<p>(v) demonstrate the ability to fabricate round fish</p>	<p>Meat, Poultry & Seafood</p>
<p>(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish</p>	<p>(vi) demonstrate the ability to fabricate flat fish</p>	<p>Meat, Poultry & Seafood</p>
<p>(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish</p>	<p>(vii) demonstrate the ability to fabricate fin fish</p>	<p>Meat, Poultry & Seafood</p>
<p>(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish</p>	<p>(viii) demonstrate the ability to fabricate shellfish</p>	<p>Meat, Poultry & Seafood</p>
<p>(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(D) model appropriate cooking methods for fish and shellfish</p>	<p>(i) model appropriate cooking methods for fish</p>	<p>Meat, Poultry & Seafood</p>

<p>(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(D) model appropriate cooking methods for fish and shellfish</p>	<p>(ii) model appropriate cooking methods for shellfish</p>	<p>Meat, Poultry & Seafood</p>
<p>(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(E) evaluate the effects of cooking methods on product presentation</p>	<p>(i) evaluate the effects of cooking methods on product presentation</p>	<p>Meat, Poultry & Seafood</p>

Grades & Classes of Seafood & Fish

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(A) categorize classifications of fish and shellfish	(i) categorize classifications of fish	Grades & Classes of Seafood & Fish
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(A) categorize classifications of fish and shellfish	(ii) categorize classifications of shellfish	Grades & Classes of Seafood & Fish
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) evaluate factors that influence seafood purchasing such as freshness, flavor, sustainability, and market conditions	(i) evaluate factors that influence seafood purchasing	Grades & Classes of Seafood & Fish

ID of Poultry Parts & Further Processed Poultry Meat Products Evaluation

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) identify primal, sub-primal, and retail cuts	(iii) identify retail cuts	ID of Poultry Parts & Further Processed Poultry Meat Products Evaluation

Retail Cut ID

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) identify primal, sub-primal, and retail cuts	(iii) identify retail cuts	Retail Cut ID

Desserts & Baked Goods

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(9) The student understands advanced baking and pastry principles. The student is expected to:	(A) use professional food preparation equipment such as commercial-grade mixers, food processors, and measuring tools	(i) use professional food preparation equipment	Desserts & Baked Goods
(9) The student understands advanced baking and pastry principles. The student is expected to:	(C) compose various plated desserts appropriate for various food service operations	(i) compose various plated desserts appropriate for various food service operations	Desserts & Baked Goods
(10) The student demonstrates and practices the basic procedures for the production of yeast and quick bread products. The student is expected to:	(A) differentiate how various types of bread crusts are created through fermentation, proofing, baking temperatures, and humidity	(i) differentiate how various types of bread crusts are created through fermentation, proofing, baking temperatures, and humidity	Desserts & Baked Goods
(10) The student demonstrates and practices the basic procedures for the production of yeast and quick bread products. The student is expected to:	(B) prepare soft, hard, and artisanal breads through proper baking techniques	(i) prepare soft breads through proper baking techniques	Desserts & Baked Goods
(10) The student demonstrates and practices the basic procedures for the production of yeast and quick bread products. The student is expected to:	(B) prepare soft, hard, and artisanal breads through proper baking techniques	(ii) prepare hard breads through proper baking techniques	Desserts & Baked Goods
(10) The student demonstrates and practices the basic procedures for the production of yeast and quick bread products. The student is expected to:	(B) prepare soft, hard, and artisanal breads through proper baking techniques	(iii) prepare artisanal breads through proper baking techniques	Desserts & Baked Goods

(10) The student demonstrates and practices the basic procedures for the production of yeast and quick bread products. The student is expected to:	(C) differentiate among quick breads such as muffins, scones and biscuits	(i) differentiate among quick breads	Desserts & Baked Goods
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(A) compare different types of pastry crusts and usage in pies and tarts	(ii) compare usage [of different types of pastry crusts] in pies	Desserts & Baked Goods
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(A) compare different types of pastry crusts and usage in pies and tarts	(iii) compare usage [of different types of pastry crusts] in tarts	Desserts & Baked Goods
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(B) prepare pie fillings such as fruit, soft, and custard fillings	(i) prepare pie fillings	Desserts & Baked Goods
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(C) prepare different types of pastry dough such as Pate a Choux, Pate Sucree, and laminated dough	(i) prepare different types of pastry dough	Desserts & Baked Goods
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(D) differentiate between various cookie preparation methods	(i) differentiate between various cookie preparation methods	Desserts & Baked Goods

(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(E) determine the causes of crispness, moistness, chewiness, and the spread of cookies	(i) determine the causes of crispness of cookies	Desserts & Baked Goods
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(E) determine the causes of crispness, moistness, chewiness, and the spread of cookies	(ii) determine the causes of moistness of cookies	Desserts & Baked Goods
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(E) determine the causes of crispness, moistness, chewiness, and the spread of cookies	(iii) determine the causes of chewiness of cookies	Desserts & Baked Goods
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(E) determine the causes of crispness, moistness, chewiness, and the spread of cookies	(iv) determine the causes of the spread of cookies	Desserts & Baked Goods
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(F) bake, cook, and store cookies properly	(i) bake cookies properly	Desserts & Baked Goods
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(F) bake, cook, and store cookies properly	(ii) cook cookies properly	Desserts & Baked Goods

(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(F) bake, cook, and store cookies properly	(iii) store cookies properly	Desserts & Baked Goods
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(A) differentiate between cake preparation methods	(i) differentiate between cake preparation methods	Desserts & Baked Goods
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(B) differentiate the functions of icings and determine appropriate application	(i) differentiate the functions of icings	Desserts & Baked Goods
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(B) differentiate the functions of icings and determine appropriate application	(ii) determine appropriate application [of icings]	Desserts & Baked Goods
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(C) assemble and ice simple layer cakes, sheet cakes, and cupcakes	(i) assemble simple layer cakes	Desserts & Baked Goods
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(C) assemble and ice simple layer cakes, sheet cakes, and cupcakes	(ii) assemble sheet cakes	Desserts & Baked Goods

(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(C) assemble and ice simple layer cakes, sheet cakes, and cupcakes	(iii) assemble cupcakes	Desserts & Baked Goods
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(C) assemble and ice simple layer cakes, sheet cakes, and cupcakes	(iv) ice simple layer cakes	Desserts & Baked Goods
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(C) assemble and ice simple layer cakes, sheet cakes, and cupcakes	(v) ice sheet cakes	Desserts & Baked Goods
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(C) assemble and ice simple layer cakes, sheet cakes, and cupcakes	(vi) ice cupcakes	Desserts & Baked Goods
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(D) demonstrate the ability to identify criteria for evaluation of cake products	(i) demonstrate the ability to identify criteria for evaluation of cake products	Desserts & Baked Goods
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(E) prepare various icings such as fondant, buttercreams, flat, royal, and glazes	(i) prepare various icings	Desserts & Baked Goods

(14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:	(C) use chocolate as a major ingredient in dessert or food production	(i) use chocolate as a major ingredient in dessert or food production	Desserts & Baked Goods
(14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:	(D) temper chocolate	(i) temper chocolate	Desserts & Baked Goods
(14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:	(E) use tempered chocolate in dessert preparation	(i) use tempered chocolate in dessert preparation	Desserts & Baked Goods
(14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:	(H) serve attractively plated desserts with appropriate sauces and garnishes	(i) serve attractively plated desserts with appropriate sauces	Desserts & Baked Goods
(14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:	(H) serve attractively plated desserts with appropriate sauces and garnishes	(ii) serve attractively plated desserts with appropriate garnishes	Desserts & Baked Goods

Food Quality & Palatability Factors

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(C) justify the connection of flavor, texture, visual appeal, taste, and customer satisfaction on product development	(i) justify the connection of flavor, texture, visual appeal, taste, and customer satisfaction on product development	Food Quality & Palatability Factors

Buying for Food Service

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(A) differentiate between the major costs in food service such as food, beverage, and labor costs	(i) differentiate between the major costs in food service	Buying for Food Service
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(B) validate the effect of controlling costs on the success of a food service operation	(i) validate the effect of controlling costs on the success of a food service operation	Buying for Food Service
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(C) compare and contrast the concept of fixed costs, variable costs, and controllable costs	(i) compare and contrast the concept of fixed costs, variable costs, and controllable costs	Buying for Food Service
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(D) compare and contrast the relationship between inventory management and cost control in food service operations	(i) compare and contrast the relationship between inventory management and cost control in food service operations	Buying for Food Service
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(D) determine proper receiving, storage, and distribution techniques	(i) determine proper receiving techniques	Buying for Food Service
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(D) determine proper receiving, storage, and distribution techniques	(ii) determine proper storage techniques	Buying for Food Service

<p>(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:</p>	<p>(D) determine proper receiving, storage, and distribution techniques</p>	<p>(iii) determine proper distribution techniques</p>	<p>Buying for Food Service</p>
<p>(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p>	<p>(D) evaluate purchasing practices according to various food service operations</p>	<p>(i) evaluate purchasing practices according to various food service operations</p>	<p>Buying for Food Service</p>

Nutrition & Food Service

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(15) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:	(B) research and develop menus for populations with dietary requirements or restrictions	(i) research menus for populations with dietary requirements or restrictions	Nutrition & Food Service
(15) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:	(B) research and develop menus for populations with dietary requirements or restrictions	(ii) develop menus for populations with dietary requirements or restrictions	Nutrition & Food Service

A Closer Look at Nutrition: Carbohydrates

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(15) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:	(A) analyze the role of carbohydrates, vitamins, minerals, proteins, and fats as they relate to food choices	(i) analyze the role of carbohydrates as they relate to food choices	A Closer Look at Nutrition: Carbohydrates

A Closer Look at Nutrition: Vitamins, Minerals & Water

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(15) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:	(A) analyze the role of carbohydrates, vitamins, minerals, proteins, and fats as they relate to food choices	(ii) analyze the role of vitamins as they relate to food choices	A Closer Look at Nutrition: Vitamins, Minerals & Water
(15) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:	(A) analyze the role of carbohydrates, vitamins, minerals, proteins, and fats as they relate to food choices	(iii) analyze the role of minerals as they relate to food choices	A Closer Look at Nutrition: Vitamins, Minerals & Water

A Closer Look at Nutrition: Proteins & Amino Acids

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(15) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:	(A) analyze the role of carbohydrates, vitamins, minerals, proteins, and fats as they relate to food choices	(iv) analyze the role of proteins as they relate to food choices	A Closer Look at Nutrition: Proteins & Amino Acids

A Closer Look at Nutrition: Fats & Lipids

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(15) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:	(A) analyze the role of carbohydrates, vitamins, minerals, proteins, and fats as they relate to food choices	(v) analyze the role of fats as they relate to food choices	A Closer Look at Nutrition: Fats & Lipids

Developing Recipes & Menus

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(A) differentiate between the major costs in food service such as food, beverage, and labor costs	(i) differentiate between the major costs in food service	Developing Recipes & Menus
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(B) validate the effect of controlling costs on the success of a food service operation	(i) validate the effect of controlling costs on the success of a food service operation	Developing Recipes & Menus
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(C) compare and contrast the concept of fixed costs, variable costs, and controllable costs	(i) compare and contrast the concept of fixed costs, variable costs, and controllable costs	Developing Recipes & Menus
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(D) compare and contrast the relationship between inventory management and cost control in food service operations	(i) compare and contrast the relationship between inventory management and cost control in food service operations	Developing Recipes & Menus

Global Cuisine: North America

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(i) replicate advanced moist cooking techniques from global cuisines	Global Cuisine: North America
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(ii) replicate advanced dry cooking techniques from global cuisines	Global Cuisine: North America
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(B) synthesize indigenous ingredients from global cuisine to create innovative dishes	(i) synthesize indigenous ingredients from global cuisine to create innovative dishes	Global Cuisine: North America

Global Cuisine: South America

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(i) replicate advanced moist cooking techniques from global cuisines	Global Cuisine: South America
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(ii) replicate advanced dry cooking techniques from global cuisines	Global Cuisine: South America
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(B) synthesize indigenous ingredients from global cuisine to create innovative dishes	(i) synthesize indigenous ingredients from global cuisine to create innovative dishes	Global Cuisine: South America

Global Cuisine: Asia

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(i) replicate advanced moist cooking techniques from global cuisines	Global Cuisine: Asia
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(ii) replicate advanced dry cooking techniques from global cuisines	Global Cuisine: Asia
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(B) synthesize indigenous ingredients from global cuisine to create innovative dishes	(i) synthesize indigenous ingredients from global cuisine to create innovative dishes	Global Cuisine: Asia

Global Cuisine: Europe

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(i) replicate advanced moist cooking techniques from global cuisines	Global Cuisine: Europe
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(ii) replicate advanced dry cooking techniques from global cuisines	Global Cuisine: Europe
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(B) synthesize indigenous ingredients from global cuisine to create innovative dishes	(i) synthesize indigenous ingredients from global cuisine to create innovative dishes	Global Cuisine: Europe

Global Cuisine: Mediterranean

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(i) replicate advanced moist cooking techniques from global cuisines	Global Cuisine: Mediterranean
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(ii) replicate advanced dry cooking techniques from global cuisines	Global Cuisine: Mediterranean
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(B) synthesize indigenous ingredients from global cuisine to create innovative dishes	(i) synthesize indigenous ingredients from global cuisine to create innovative dishes	Global Cuisine: Mediterranean

Global Cuisine: Middle East

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(i) replicate advanced moist cooking techniques from global cuisines	Global Cuisine: Middle East
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(ii) replicate advanced dry cooking techniques from global cuisines	Global Cuisine: Middle East
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(B) synthesize indigenous ingredients from global cuisine to create innovative dishes	(i) synthesize indigenous ingredients from global cuisine to create innovative dishes	Global Cuisine: Middle East

Sustainability in the Food Service Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student demonstrates an understanding of sustainability in the restaurant industry and its local and global effect. The student is expected to:	(A) evaluate practices for water and energy conservation across the food service industry	(i) evaluate practices for water conservation across the food service industry	Sustainability in the Food Service Industry
(5) The student demonstrates an understanding of sustainability in the restaurant industry and its local and global effect. The student is expected to:	(A) evaluate practices for water and energy conservation across the food service industry	(ii) evaluate practices for energy conservation across the food service industry	Sustainability in the Food Service Industry
(5) The student demonstrates an understanding of sustainability in the restaurant industry and its local and global effect. The student is expected to:	(B) identify waste management options to promote sustainability	(i) identify waste management options to promote sustainability	Sustainability in the Food Service Industry
(5) The student demonstrates an understanding of sustainability in the restaurant industry and its local and global effect. The student is expected to:	(C) evaluate current sustainable food practices	(i) evaluate current sustainable food practices	Sustainability in the Food Service Industry

It's Alive!: Foodborne Illnesses

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(F) assess food hazards and determine ways to prevent food hazards	(i) assess food hazards	It's Alive!: Foodborne Illnesses
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(F) assess food hazards and determine ways to prevent food hazards	(ii) determine ways to prevent food hazards	It's Alive!: Foodborne Illnesses

Food Industry Safety

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(A) determine the basics of safety in culinary arts	(i) determine the basics of safety in culinary arts	Food Industry Safety
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(B) assess workplace conditions and identify safety hazards	(i) assess workplace conditions	Food Industry Safety
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(B) assess workplace conditions and identify safety hazards	(ii) identify safety hazards	Food Industry Safety
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(F) assess food hazards and determine ways to prevent food hazards	(i) assess food hazards	Food Industry Safety
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(F) assess food hazards and determine ways to prevent food hazards	(ii) determine ways to prevent food hazards	Food Industry Safety

Sanitation & Safety Procedures in Food Production

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(C) determine the basics of sanitation in a professional kitchen	(i) determine the basics of sanitation in a professional kitchen	Sanitation & Safety Procedures in Food Production
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen	(i) explain proper cleaning of equipment	Sanitation & Safety Procedures in Food Production
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen	(ii) demonstrate proper cleaning of equipment	Sanitation & Safety Procedures in Food Production
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen	(iii) explain proper maintenance of the commercial kitchen	Sanitation & Safety Procedures in Food Production
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen	(iv) demonstrate proper maintenance of the commercial kitchen	Sanitation & Safety Procedures in Food Production

Would Your Restaurant Kitchen Pass Inspection?

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(A) determine the basics of safety in culinary arts	(i) determine the basics of safety in culinary arts	Would Your Restaurant Kitchen Pass Inspection?
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(B) assess workplace conditions and identify safety hazards	(i) assess workplace conditions	Would Your Restaurant Kitchen Pass Inspection?
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(B) assess workplace conditions and identify safety hazards	(ii) identify safety hazards	Would Your Restaurant Kitchen Pass Inspection?

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

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

Decision Making

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:	(F) employ initiative, adaptability, and problem-solving techniques in practical applications	(i) employ initiative in practical applications	Decision Making
(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	Decision Making
(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	Decision Making

Leadership 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:	(E) demonstrate effective team work and leadership	(ii) demonstrate effective leadership	Leadership Styles

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 team work and leadership	(i) demonstrate effective team work	Teamwork & Collaboration

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

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

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

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

Jobs, Careers & Education

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(C) critique personal and short-term goals	(i) critique personal goals	Jobs, Careers & Education
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(C) critique personal and short-term goals	(ii) critique short-term goals	Jobs, Careers & Education

Careers in the Culinary Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(A) demonstrate major duties and qualifications for all staff and managerial positions to facilitate selection of career choices in the foodservice industry	(i) demonstrate major duties for all staff positions to facilitate selection of career choices in the food service industry	Careers in the Culinary Industry
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(A) demonstrate major duties and qualifications for all staff and managerial positions to facilitate selection of career choices in the foodservice industry	(ii) demonstrate major duties for all managerial positions to facilitate selection of career choices in the food service industry	Careers in the Culinary Industry
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(A) demonstrate major duties and qualifications for all staff and managerial positions to facilitate selection of career choices in the foodservice industry	(iii) demonstrate qualifications for all staff positions to facilitate selection of career choices in the food service industry	Careers in the Culinary Industry
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(A) demonstrate major duties and qualifications for all staff and managerial positions to facilitate selection of career choices in the foodservice industry	(iv) demonstrate qualifications for all managerial positions to facilitate selection of career choices in the food service industry	Careers in the Culinary Industry

Formulas for Career Success: Interview Preparation

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(B) model proper interview techniques	(i) model proper interview techniques	Formulas for Career Success: Interview Preparation

Formulas for Career Success: The Interview Process

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(B) model proper interview techniques	(i) model proper interview techniques	Formulas for Career Success: The Interview Process

Formulas for Career Success: Portfolio Development

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(D) create and update a career portfolio	(i) create a career portfolio	Formulas for Career Success: Portfolio Development
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(D) create and update a career portfolio	(ii) update a career portfolio	Formulas for Career Success: Portfolio Development

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	§130.255. Advanced Culinary Arts (Two Credits), Adopted 2015.
Publisher	CEV Multimedia, Ltd.
Program Title	iCEV Family & Consumer Sciences Site
Program ISBN	9781614592228
TEKS Coverage (%)	90.28%

(a) General Requirements. This course is recommended for students in Grades 10-12. Prerequisite: Culinary Arts. Students shall be awarded two credits 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) Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards in order to prepare students for success in higher education, certifications, and/or immediate employment.
- (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	
(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 team work and leadership	(i) demonstrate effective team work	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 team work and leadership	(ii) demonstrate effective leadership	Leadership Styles	Activity- Parts of a Leader; Project- Historical Leaders; Project- Leadership Video
(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	Decision Making	Activity- Decision Making Process; Project- Decisions Made; Project- Future Decisions
(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	Decision Making	Activity- Decision Making Process; Project- Decisions Made; Project- Future Decisions

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	Decision Making	Activity- Decision Making Process; Project- Decisions Made; Project-Future Decisions
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(A) demonstrate major duties and qualifications for all staff and managerial positions to facilitate selection of career choices in the foodservice industry	(i) demonstrate major duties for all staff positions to facilitate selection of career choices in the food service industry	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
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(A) demonstrate major duties and qualifications for all staff and managerial positions to facilitate selection of career choices in the foodservice industry	(ii) demonstrate major duties for all managerial positions to facilitate selection of career choices in the food service industry	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
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(A) demonstrate major duties and qualifications for all staff and managerial positions to facilitate selection of career choices in the foodservice industry	(iii) demonstrate qualifications for all staff positions to facilitate selection of career choices in the food service industry	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
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(A) demonstrate major duties and qualifications for all staff and managerial positions to facilitate selection of career choices in the foodservice industry	(iv) demonstrate qualifications for all managerial positions to facilitate selection of career choices in the food service industry	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
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(B) model proper interview techniques	(i) model proper interview techniques	Formulas for Career Success: Interview Preparation	Activity- Interview Research; Project- Common Interview Questions
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(B) model proper interview techniques	(i) model proper interview techniques	Formulas for Career Success: The Interview Process	Activity- Good and Bad; Activity- Good and Bad Answer Key; Activity- Interview Methods; Activity- Thank You Note; Project- Guide to Interviews; Project- Mock Interview; Project- Mock Interview Teacher Instruction Sheet

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(C) critique personal and short-term goals	(i) critique personal goals	Jobs, Careers & Education	Activity- My Future; Project - Career Plan Timeline; Project-Monitoring Improvement; Project- School to Career
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(C) critique personal and short-term goals	(ii) critique short-term goals	Jobs, Careers & Education	Activity- My Future; Project - Career Plan Timeline; Project-Monitoring Improvement; Project- School to Career
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(D) create and update a career portfolio	(i) create a career portfolio	Formulas for Career Success: Portfolio Development	Activity- Choosing Artifacts; Activity- Creating Artifacts; Project- Digital Portfolio; Project- Portfolio Development
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(D) create and update a career portfolio	(ii) update a career portfolio	Formulas for Career Success: Portfolio Development	Activity- Choosing Artifacts; Activity- Creating Artifacts; Project- Digital Portfolio; Project- Portfolio Development
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(A) determine the basics of safety in culinary arts	(i) determine the basics of safety in culinary arts	Food Industry Safety	Activity- Emergency Scenarios Discussion; Activity- Emergency Scenarios Discussion Teacher Instruction Sheet; Activity- Local Health Inspection Laws; Project- Foodborne Illnesses; Project- Government Agency Influence; Vocabulary Handout
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(A) determine the basics of safety in culinary arts	(i) determine the basics of safety in culinary arts	Would Your Restaurant Kitchen Pass Inspection?	Activity- Hand Washing Poster; Project- Restaurant Brochure
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(B) assess workplace conditions and identify safety hazards	(i) assess workplace conditions	Food Industry Safety	Activity- Emergency Scenarios Discussion; Activity- Emergency Scenarios Discussion Teacher Instruction Sheet; Activity- Local Health Inspection Laws; Project- Foodborne Illnesses; Project- Government Agency Influence; Vocabulary Handout
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(B) assess workplace conditions and identify safety hazards	(i) assess workplace conditions	Would Your Restaurant Kitchen Pass Inspection?	Activity- Hand Washing Poster; Project- Restaurant Brochure
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(B) assess workplace conditions and identify safety hazards	(ii) identify safety hazards	Food Industry Safety	Activity- Emergency Scenarios Discussion; Activity- Emergency Scenarios Discussion Teacher Instruction Sheet; Activity- Local Health Inspection Laws; Project- Foodborne Illnesses; Project- Government Agency Influence; Vocabulary Handout

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(B) assess workplace conditions and identify safety hazards	(ii) identify safety hazards	Would Your Restaurant Kitchen Pass Inspection?	Activity- Hand Washing Poster; Project- Restaurant Brochure
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(C) determine the basics of sanitation in a professional kitchen	(i) determine the basics of sanitation in a professional kitchen	Sanitation & Safety Procedures in Food Production	Activity- Dressing the Part; Activity- Dressing the Part Teacher Instruction Sheet; 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
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(D) determine proper receiving, storage, and distribution techniques	(i) determine proper receiving techniques	Buying for Food Service	Activity- Definition Match Up; Activity- Definition Match Up Answer Key; Activity- Supply Chain Match Up; Activity- Supply Chain Match Up; Answer Key; Project- Product Specifications Profile
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(D) determine proper receiving, storage, and distribution techniques	(ii) determine proper storage techniques	Buying for Food Service	Activity- Definition Match Up; Activity- Definition Match Up Answer Key; Activity- Food Storage Temperatures and Humidity Level Chart; Activity- Food Storage Temperatures and Humidity Level Chart Answer Key; Project- Food Storage Awareness
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(D) determine proper receiving, storage, and distribution techniques	(iii) determine proper distribution techniques	Buying for Food Service	Activity- Definition Match Up; Activity- Definition Match Up Answer Key; Activity- Supply Chain Match Up; Activity- Supply Chain Match Up Answer Key; Project- Product Specifications Profile; Activity- Food Storage Temperatures and Humidity Level Chart; Activity- Food Storage Temperatures and Humidity Level Chart Answer Key; Project- Food Storage Awareness; Project- Make vs. Buy Analysis
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen	(i) explain proper cleaning of equipment	Sanitation & Safety Procedures in Food Production	Activity- Dressing the Part; Activity- Dressing the Part Teacher Instruction Sheet; 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
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen	(i) explain proper cleaning of equipment	Food Sanitation: Insects & Rodents	Activity- Sanitizers & Cleaners Reference Sheet; Activity- Sanitizers & Cleaners Reference Sheet Answer Key; Project- The Cost of Pest Control
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen	(ii) demonstrate proper cleaning of equipment	Sanitation & Safety Procedures in Food Production	Activity- Dressing the Part; Activity- Dressing the Part Teacher Instruction Sheet; 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
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen	(ii) demonstrate proper cleaning of equipment	Food Sanitation: Insects & Rodents	Activity- Sanitizers & Cleaners Reference Sheet; Activity- Sanitizers & Cleaners Reference Sheet Answer Key; Project- The Cost of Pest Control
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen	(iii) explain proper maintenance of the commercial kitchen	Sanitation & Safety Procedures in Food Production	Activity- Dressing the Part; Activity- Dressing the Part Teacher Instruction Sheet; 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

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen	(iii) explain proper maintenance of the commercial kitchen	Food Sanitation: Insects & Rodents	Activity- Sanitizers & Cleaners Reference Sheet; Activity- Sanitizers & Cleaners Reference Sheet Answer Key; Project- The Cost of Pest Control
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen	(iv) demonstrate proper maintenance of the commercial kitchen	Sanitation & Safety Procedures in Food Production	Activity- Dressing the Part; Activity- Dressing the Part Teacher Instruction Sheet; 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
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen	(iv) demonstrate proper maintenance of the commercial kitchen	Food Sanitation: Insects & Rodents	Activity- Sanitizers & Cleaners Reference Sheet; Activity- Sanitizers & Cleaners Reference Sheet Answer Key; Project- The Cost of Pest Control
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(F) assess food hazards and determine ways to prevent food hazards	(i) assess food hazards	Food Industry Safety	Activity- Emergency Scenarios Discussion; Activity- Emergency Scenarios Discussion Teacher Instruction Sheet; Activity- Local Health Inspection Laws; Project- Foodborne Illnesses; Project- Government Agency Influence; Vocabulary Handout
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(F) assess food hazards and determine ways to prevent food hazards	(i) assess food hazards	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
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(F) assess food hazards and determine ways to prevent food hazards	(ii) determine ways to prevent food hazards	Food Industry Safety	Activity- Emergency Scenarios Discussion; Activity- Emergency Scenarios Discussion Teacher Instruction Sheet; Activity- Local Health Inspection Laws; Project- Foodborne Illnesses; Project- Government Agency Influence; Vocabulary Handout
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(F) assess food hazards and determine ways to prevent food hazards	(ii) determine ways to prevent food hazards	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
(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. 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.	
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(i) replicate advanced moist cooking techniques from global cuisines	Global Cuisine: South America	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(i) replicate advanced moist cooking techniques from global cuisines	Global Cuisine: Asia	Project - Signature Dish

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(i) replicate advanced moist cooking techniques from global cuisines	Global Cuisine: Europe	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(i) replicate advanced moist cooking techniques from global cuisines	Global Cuisine: Mediterranean	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(i) replicate advanced moist cooking techniques from global cuisines	Global Cuisine: Middle East	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(i) replicate advanced moist cooking techniques from global cuisines	Global Cuisine: North America	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(ii) replicate advanced dry cooking techniques from global cuisines	Global Cuisine: South America	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(ii) replicate advanced dry cooking techniques from global cuisines	Global Cuisine: Asia	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(ii) replicate advanced dry cooking techniques from global cuisines	Global Cuisine: Europe	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(ii) replicate advanced dry cooking techniques from global cuisines	Global Cuisine: Mediterranean	Project - Signature Dish

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(ii) replicate advanced dry cooking techniques from global cuisines	Global Cuisine: Middle East	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian	(ii) replicate advanced dry cooking techniques from global cuisines	Global Cuisine: North America	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(B) synthesize indigenous ingredients from global cuisine to create innovative dishes	(i) synthesize indigenous ingredients from global cuisine to create innovative dishes	Global Cuisine: South America	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(B) synthesize indigenous ingredients from global cuisine to create innovative dishes	(i) synthesize indigenous ingredients from global cuisine to create innovative dishes	Global Cuisine: Asia	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(B) synthesize indigenous ingredients from global cuisine to create innovative dishes	(i) synthesize indigenous ingredients from global cuisine to create innovative dishes	Global Cuisine: Europe	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(B) synthesize indigenous ingredients from global cuisine to create innovative dishes	(i) synthesize indigenous ingredients from global cuisine to create innovative dishes	Global Cuisine: Mediterranean	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(B) synthesize indigenous ingredients from global cuisine to create innovative dishes	(i) synthesize indigenous ingredients from global cuisine to create innovative dishes	Global Cuisine: Middle East	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(B) synthesize indigenous ingredients from global cuisine to create innovative dishes	(i) synthesize indigenous ingredients from global cuisine to create innovative dishes	Global Cuisine: North America	Project - Signature Dish
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	(C) justify the connection of flavor, texture, visual appeal, taste, and customer satisfaction on product development	(i) justify the connection of flavor, texture, visual appeal, taste, and customer satisfaction on product development	Food Quality & Palatability Factors	Activity- Sensory Influences; Activity- Sensory Influences Teacher Instruction Sheet; Project- Quality Assurance

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(5) The student demonstrates an understanding of sustainability in the restaurant industry and its local and global effect. The student is expected to:	(A) evaluate practices for water and energy conservation across the food service industry	(i) evaluate practices for water conservation across the food service industry	Sustainability in the Food Service Industry	Project- Green Dining Room; Project- Wise Water Use
(5) The student demonstrates an understanding of sustainability in the restaurant industry and its local and global effect. The student is expected to:	(A) evaluate practices for water and energy conservation across the food service industry	(ii) evaluate practices for energy conservation across the food service industry	Sustainability in the Food Service Industry	Activity- Energy Efficient Kitchen; Activity- Sustainable Food Glossary; Project- Green Dining Room; Project- Wise Water Use
(5) The student demonstrates an understanding of sustainability in the restaurant industry and its local and global effect. The student is expected to:	(B) identify waste management options to promote sustainability	(i) identify waste management options to promote sustainability	Sustainability in the Food Service Industry	Activity- Energy Efficient Kitchen; Activity- Sustainable Food Glossary; Project- Green Dining Room; Project- Wise Water Use
(5) The student demonstrates an understanding of sustainability in the restaurant industry and its local and global effect. The student is expected to:	(C) evaluate current sustainable food practices	(i) evaluate current sustainable food practices	Sustainability in the Food Service Industry	Activity- Energy Efficient Kitchen; Activity- Sustainable Food Glossary; Project- Green Dining Room; Project- Wise Water Use
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(A) assess grading and classifications	(i) assess grading	Meat, Poultry & Seafood	Project - Meat Fabrication Diagram; Activity- Market Forms of Fish; Activity- Meat on the Menu; Activity- Poultry Fabrication Diagram; Project - Types of Seafood Chart; Vocabulary Handout; Assessment I; Assessment I Answer Key
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(A) assess grading and classifications	(ii) assess classifications	Meat, Poultry & Seafood	Project - Meat Fabrication Diagram; Activity- Market Forms of Fish; Activity- Meat on the Menu; Activity- Poultry Fabrication Diagram; Project - Types of Seafood Chart; Vocabulary Handout
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) identify primal, sub-primal, and retail cuts	(i) identify primal cuts	Meat, Poultry & Seafood	Project - Meat Fabrication Diagram; Activity- Market Forms of Fish; Activity- Meat on the Menu; Activity- Poultry Fabrication Diagram; Project - Types of Seafood Chart; Vocabulary Handout
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) identify primal, sub-primal, and retail cuts	(ii) identify sub-primal cuts	Meat, Poultry & Seafood	Project - Meat Fabrication Diagram; Activity- Market Forms of Fish; Activity- Meat on the Menu; Activity- Poultry Fabrication Diagram; Project - Types of Seafood Chart; Vocabulary Handout

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) identify primal, sub-primal, and retail cuts	(iii) identify retail cuts	Retail Cut ID	Project- Retail ID Guide
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) identify primal, sub-primal, and retail cuts	(iii) identify retail cuts	ID of Poultry Parts & Further Processed Poultry Meat Products Evaluation	Activity- Processed Poultry Meats; Project- Poultry Carcass Processing
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(C) demonstrate fabrication techniques on proteins	(i) demonstrate fabrication techniques on proteins	Meat, Poultry & Seafood	Project - Meat Fabrication Diagram; Activity- Poultry Fabrication Diagram; Activity- Market Forms of Fish; Project- In the Kitchen Meat; Project- In the Kitchen Poultry; Project- In the Kitchen Seafood
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(D) evaluate purchasing practices according to various food service operations	(i) evaluate purchasing practices according to various food service operations	Buying for Food Service	Activity- Definition Match Up; Activity- Definition Match Up Answer Key; Activity- Supply Chain Match Up; Activity- Supply Chain Match Up Answer Key; Project- Product Specifications Profile
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(E) model appropriate cooking methods to proteins	(i) model appropriate cooking methods to proteins	Meat, Poultry & Seafood	Project- In the Kitchen Meat; Project- In the Kitchen Poultry; Project- In the Kitchen Seafood; Vocabulary Handout
(6) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(F) evaluate appropriate cooking methods in regard to various protein selections	(i) evaluate appropriate cooking methods in regard to various protein selections	Meat, Poultry & Seafood	Project- In the Kitchen Meat; Project- In the Kitchen Poultry; Project- In the Kitchen Seafood; Vocabulary Handout
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(A) categorize classifications of fish and shellfish	(i) categorize classifications of fish	Grades & Classes of Seafood & Fish	Activity- By-Products Discussion; Project- Fish Facts

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(A) categorize classifications of fish and shellfish	(i) categorize classifications of fish	Meat, Poultry & Seafood	Project- Types of Seafood Chart
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(A) categorize classifications of fish and shellfish	(ii) categorize classifications of shellfish	Grades & Classes of Seafood & Fish	Activity- By-Products Discussion; Project- Fish Facts
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(A) categorize classifications of fish and shellfish	(ii) categorize classifications of shellfish	Meat, Poultry & Seafood	Project- Types of Seafood Chart
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) evaluate factors that influence seafood purchasing such as freshness, flavor, sustainability, and market conditions	(i) evaluate factors that influence seafood purchasing	Grades & Classes of Seafood & Fish	Activity- By-Products Discussion; Project- Fish Facts
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) evaluate factors that influence seafood purchasing such as freshness, flavor, sustainability, and market conditions	(i) evaluate factors that influence seafood purchasing	Meat, Poultry & Seafood	Project- Types of Seafood Chart
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish	(i) demonstrate the ability to clean round fish	Meat, Poultry & Seafood	Project- In the Kitchen Seafood; Project- Recipe Binder Seafood
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish	(ii) demonstrate the ability to clean flat fish	Meat, Poultry & Seafood	Project- In the Kitchen Seafood; Project- Recipe Binder Seafood

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish	(iii) demonstrate the ability to clean fin fish	Meat, Poultry & Seafood	Project- In the Kitchen Seafood; Project- Recipe Binder Seafood
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish	(iv) demonstrate the ability to clean shellfish	Meat, Poultry & Seafood	Project- In the Kitchen Seafood; Project- Recipe Binder Seafood
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish	(v) demonstrate the ability to fabricate round fish	Meat, Poultry & Seafood	Project- In the Kitchen Seafood; Project- Recipe Binder Seafood
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish	(vi) demonstrate the ability to fabricate flat fish	Meat, Poultry & Seafood	Project- In the Kitchen Seafood; Project- Recipe Binder Seafood
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish	(vii) demonstrate the ability to fabricate fin fish	Meat, Poultry & Seafood	Project- In the Kitchen Seafood; Project- Recipe Binder Seafood
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish	(viii) demonstrate the ability to fabricate shellfish	Meat, Poultry & Seafood	Project- In the Kitchen Seafood; Project- Recipe Binder Seafood
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(D) model appropriate cooking methods for fish and shellfish	(i) model appropriate cooking methods for fish	Meat, Poultry & Seafood	Project- In the Kitchen Seafood; Project- Recipe Binder Seafood

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(D) model appropriate cooking methods for fish and shellfish	(ii) model appropriate cooking methods for shellfish	Meat, Poultry & Seafood	Project- In the Kitchen Seafood; Project- Recipe Binder Seafood
(7) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(E) evaluate the effects of cooking methods on product presentation	(i) evaluate the effects of cooking methods on product presentation	Meat, Poultry & Seafood	Project- In the Kitchen Seafood; Project- Recipe Binder Seafood; Student Handout- Basic Plating Guidelines
(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(A) compare types of commonly available produce	(i) compare types of commonly available 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
(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(A) compare types of commonly available produce	(i) compare types of commonly available produce	Herbs & Spices	Activity- Herb & Spice Scavenger Hunt; Project- Herb & Spice Encyclopedia
(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) identify factors contributing to cost and quality such as seasonality, market volatility, and transportation	(i) identify factors contributing to cost	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
(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) identify factors contributing to cost and quality such as seasonality, market volatility, and transportation	(i) identify factors contributing to cost	Herbs & Spices	Activity- Herb & Spice Scavenger Hunt; Project- Herb & Spice Encyclopedia

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) identify factors contributing to cost and quality such as seasonality, market volatility, and transportation	(ii) identify factors contributing to quality	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
(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(B) identify factors contributing to cost and quality such as seasonality, market volatility, and transportation	(ii) identify factors contributing to quality	Herbs & Spices	Project- Herb & Spice Encyclopedia
(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(C) compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications	(i) compare and contrast forms 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
(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(C) compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications	(i) compare and contrast forms of produce	Herbs & Spices	Activity- Herb & Spice Scavenger Hunt; Project- Herb & Spice Encyclopedia
(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(C) compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications	(ii) compare and contrast use 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

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(C) compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications	(ii) compare and contrast use of produce	Herbs & Spices	Activity- Herb & Spice Scavenger Hunt; Project- Herb & Spice Encyclopedia
(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(D) model appropriate cooking methods for produce	(i) model appropriate cooking methods for produce	Fruits & Vegetables	Project- In the Kitchen Fruit Preparation Techniques ; Project- In the Kitchen Fruit Recipe Application; Project- In the Kitchen Vegetable Preparation Techniques; Project- In the Kitchen Vegetable Recipe Application; Project- Recipe Binder Fruits & Vegetables; Student Handout- Holding Vegetables; Student Handout- Vegetable Color Changes Guide; Student Handout- Vegetable Cooking Guide
(8) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:	(E) evaluate the effects of cooking methods on produce	(i) evaluate the effects of cooking methods on produce	Fruits & Vegetables	Project- In the Kitchen Fruit Preparation Techniques ; Project- In the Kitchen Fruit Recipe Application; Project- In the Kitchen Vegetable Preparation Techniques; Project- In the Kitchen Vegetable Recipe Application; Project- Recipe Binder Fruits & Vegetables; Student Handout- Holding Vegetables; Student Handout- Vegetable Color Changes Guide; Student Handout- Vegetable Cooking Guide
(9) The student understands advanced baking and pastry principles. The student is expected to:	(A) use professional food preparation equipment such as commercial-grade mixers, food processors, and measuring tools	(i) use professional food preparation equipment	Introduction to Culinary Techniques & Methods	Activity- Mis en Place Diagram; Project- In the Kitchen Cookery Method Demonstration; Project- In the Kitchen Mis en Place Potato Latkes; Project- In the Kitchen Practice Cutting Techniques; Project- Safety First Knife Edition; Project- Storage Policy Pamphlet
(9) The student understands advanced baking and pastry principles. The student is expected to:	(A) use professional food preparation equipment such as commercial-grade mixers, food processors, and measuring tools	(i) use professional food preparation equipment	Desserts & Baked Goods	Activity- 10 Steps to Making a Yeast Bread; Activity- Dough & Baked Goods Scavenger Hunt; Activity- Signature Pies Activity- Types of Cookies & Icings Flashcards; 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 Tempering Chocolate; Project- In the Kitchen Yeast Bread; Student Handout- Methods for Preparing Quick Breads & Cakes; Student Handout- Tips for Baking; Student Handout- Types of Icing; Student Handout- Types of Leaveners
(9) The student understands advanced baking and pastry principles. The student is expected to:	(B) apply proper measuring and scaling techniques	(i) apply proper measuring techniques	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
(9) The student understands advanced baking and pastry principles. The student is expected to:	(B) apply proper measuring and scaling techniques	(ii) apply proper scaling techniques	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

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(9) The student understands advanced baking and pastry principles. The student is expected to:	(C) compose various plated desserts appropriate for various food service operations	(i) compose various plated desserts appropriate for various food service operations	Desserts & Baked Goods	Activity- 10 Steps to Making a Yeast Bread; Activity- Dough & Baked Goods Scavenger Hunt; Activity- Signature Pies Activity- Types of Cookies & Icings Flashcards; 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 Tempering Chocolate; Project- In the Kitchen Yeast Bread; Student Handout- Methods for Preparing Quick Breads & Cakes; Student Handout- Tips for Baking; Student Handout- Types of Icing; Student Handout- Types of Leaveners
(10) The student demonstrates and practices the basic procedures for the production of yeast and quick bread products. The student is expected to:	(A) differentiate how various types of bread crusts are created through fermentation, proofing, baking temperatures, and humidity	(i) differentiate how various types of bread crusts are created through fermentation, proofing, baking temperatures, and humidity	Desserts & Baked Goods	Activity- 10 Steps to Making a Yeast Bread; Activity- Dough & Baked Goods Scavenger Hunt; Project- In the Kitchen Pate a Choux Dough; Project- In the Kitchen Quick Breads; Project- In the Kitchen Yeast Bread; Student Handout- Types of Leaveners; Student Handout- Methods for Preparing Quick Breads & Cakes; Project- Recipe Binder Yeast Bread; Project- Recipe Binder Types of Dough & Baked Goods
(10) The student demonstrates and practices the basic procedures for the production of yeast and quick bread products. The student is expected to:	(B) prepare soft, hard, and artisanal breads through proper baking techniques	(i) prepare soft breads through proper baking techniques	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Project- In the Kitchen Pate a Choux Dough; Project- In the Kitchen Quick Breads; Project- In the Kitchen Yeast Bread; Student Handout- Types of Leaveners; Student Handout- Methods for Preparing Quick Breads & Cakes; Project- Recipe Binder Types of Dough & Baked Goods
(10) The student demonstrates and practices the basic procedures for the production of yeast and quick bread products. The student is expected to:	(B) prepare soft, hard, and artisanal breads through proper baking techniques	(ii) prepare hard breads through proper baking techniques	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Project- In the Kitchen Yeast Bread; Student Handout- Types of Leaveners; Project- Recipe Binder Types of Dough & Baked Goods
(10) The student demonstrates and practices the basic procedures for the production of yeast and quick bread products. The student is expected to:	(B) prepare soft, hard, and artisanal breads through proper baking techniques	(iii) prepare artisanal breads through proper baking techniques	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Project- In the Kitchen Pate a Choux Dough; Project- In the Kitchen Quick Breads; Project- In the Kitchen Yeast Bread; Student Handout- Types of Leaveners; Student Handout- Methods for Preparing Quick Breads & Cakes; Project- Recipe Binder Types of Dough & Baked Goods
(10) The student demonstrates and practices the basic procedures for the production of yeast and quick bread products. The student is expected to:	(C) differentiate among quick breads such as muffins, scones and biscuits	(i) differentiate among quick breads	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Project- In the Kitchen Cakes; Project- In the Kitchen Quick Breads; Project- Recipe Binder Cakes, Quick Breads & Cookies
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(A) compare different types of pastry crusts and usage in pies and tarts	(ii) compare usage [of different types of pastry crusts] in pies	Desserts & Baked Goods	Activity- Baker's Measurements Practice ; Activity- Baker's Measurements Practice Answer Key; Activity- Flour Cheat Sheet; Activity- Signature Pies; Project- In the Kitchen Pies; Project- Recipe Binder Pies & Pastries
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(A) compare different types of pastry crusts and usage in pies and tarts	(iii) compare usage [of different types of pastry crusts] in tarts	Desserts & Baked Goods	Activity- Baker's Measurements Practice ; Activity- Baker's Measurements Practice Answer Key; Activity- Flour Cheat Sheet; Activity- Signature Pies; Project- In the Kitchen Pies; Project- Recipe Binder Pies & Pastries

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(B) prepare pie fillings such as fruit, soft, and custard fillings	(i) prepare pie fillings	Desserts & Baked Goods	Activity- Baker's Measurements Practice ; Activity- Baker's Measurements Practice Answer Key; Activity- Flour Cheat Sheet; Activity- Signature Pies; Project- In the Kitchen Pies; Project- Recipe Binder Pies & Pastries
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(C) prepare different types of pastry dough such as Pate a Choux, Pate Sucree, and laminated dough	(i) prepare different types of pastry dough	Desserts & Baked Goods	Activity- Baker's Measurements Practice ; Activity- Baker's Measurements Practice Answer Key; Activity- Flour Cheat Sheet; Project- In the Kitchen Pate a Choux Dough; Project- Recipe Binder Pies & Pastries
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(D) differentiate between various cookie preparation methods	(i) differentiate between various cookie preparation methods	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Activity- Types of Cookies & Icings Flashcards; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Methods for Preparing Quick Breads & Cakes; Student Handout- Types of Icing
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(E) determine the causes of crispness, moistness, chewiness, and the spread of cookies	(i) determine the causes of crispness of cookies	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Activity- Types of Cookies & Icings Flashcards; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Methods for Preparing Quick Breads & Cakes; Student Handout- Types of Icing; Activity - Cookie Investigations
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(E) determine the causes of crispness, moistness, chewiness, and the spread of cookies	(ii) determine the causes of moistness of cookies	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Activity- Types of Cookies & Icings Flashcards; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Methods for Preparing Quick Breads & Cakes; Student Handout- Types of Icing
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(E) determine the causes of crispness, moistness, chewiness, and the spread of cookies	(iii) determine the causes of chewiness of cookies	Desserts & Baked Goods	Student Handout - Factors Affecting Cookie Quality; Activity- Dough & Baked Goods Scavenger Hunt; Activity- Types of Cookies & Icings Flashcards; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Methods for Preparing Quick Breads & Cakes; Student Handout- Types of Icing; Activity - Cookie Investigations
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(E) determine the causes of crispness, moistness, chewiness, and the spread of cookies	(iv) determine the causes of the spread of cookies	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Activity- Types of Cookies & Icings Flashcards; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Methods for Preparing Quick Breads & Cakes; Student Handout- Types of Icing
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(F) bake, cook, and store cookies properly	(i) bake cookies properly	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Activity- Types of Cookies & Icings Flashcards; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Methods for Preparing Quick Breads & Cakes; Student Handout- Types of Icing
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(F) bake, cook, and store cookies properly	(ii) cook cookies properly	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Activity- Types of Cookies & Icings Flashcards; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Methods for Preparing Quick Breads & Cakes; Student Handout- Types of Icing; Student Handout- Tips for Baking

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	(F) bake, cook, and store cookies properly	(iii) store cookies properly	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Activity- Types of Cookies & Icings Flashcards; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Methods for Preparing Quick Breads & Cakes; Student Handout- Types of Icing; Student Handout- Tips for Baking
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(A) differentiate between cake preparation methods	(i) differentiate between cake preparation methods	Desserts & Baked Goods	Activity- Baker's Measurements Practice; Activity- Baker's Measurements Practice Answer Key; Activity- Dough & Baked Goods Scavenger Hunt; Activity- Flour Cheat Sheet; Project- In the Kitchen Cakes; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Methods for Preparing Quick Breads & Cakes; Student Handout- Types of Icing
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(B) differentiate the functions of icings and determine appropriate application	(i) differentiate the functions of icings	Desserts & Baked Goods	Activity- Types of Cookies & Icings Flashcards; Student Handout- Types of Icing
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(B) differentiate the functions of icings and determine appropriate application	(ii) determine appropriate application [of icings]	Desserts & Baked Goods	Activity- Types of Cookies & Icings Flashcards; Student Handout- Types of Icing
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(C) assemble and ice simple layer cakes, sheet cakes, and cupcakes	(i) assemble simple layer cakes	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Project- In the Kitchen Cakes; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Tips for Baking; Student Handout- Types of Icing
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(C) assemble and ice simple layer cakes, sheet cakes, and cupcakes	(ii) assemble sheet cakes	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Project- In the Kitchen Cakes; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Tips for Baking; Student Handout- Types of Icing
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(C) assemble and ice simple layer cakes, sheet cakes, and cupcakes	(iii) assemble cupcakes	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Project- In the Kitchen Cakes; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Tips for Baking; Student Handout- Types of Icing
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(C) assemble and ice simple layer cakes, sheet cakes, and cupcakes	(iv) ice simple layer cakes	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Project- In the Kitchen Cakes; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Tips for Baking; Student Handout- Types of Icing
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(C) assemble and ice simple layer cakes, sheet cakes, and cupcakes	(v) ice sheet cakes	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Project- In the Kitchen Cakes; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Tips for Baking; Student Handout- Types of Icing

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(C) assemble and ice simple layer cakes, sheet cakes, and cupcakes	(vi) ice cupcakes	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Project- In the Kitchen Cakes; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Tips for Baking; Student Handout- Types of Icing
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(D) demonstrate the ability to identify criteria for evaluation of cake products	(i) demonstrate the ability to identify criteria for evaluation of cake products	Desserts & Baked Goods	Activity- Dough & Baked Goods Scavenger Hunt; Project- In the Kitchen Cakes; Project- Recipe Binder Cakes, Quick Breads & Cookies; Student Handout- Tips for Baking; Student Handout- Types of Icing
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(E) prepare various icings such as fondant, buttercreams, flat, royal, and glazes	(i) prepare various icings	Desserts & Baked Goods	Student Handout- Types of Icing; Activity- Types of Cookies & Icings Flashcards
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(F) perform basic piping skills with a parchment cone and pastry bag with tips	(i) perform basic piping skills with a parchment cone	N/A	
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	(F) perform basic piping skills with a parchment cone and pastry bag with tips	(ii) perform basic piping skills with a pastry bag with tips	N/A	
(13) The student demonstrates and practices the basic procedures for the production of custards, creams, and mousse. The student is expected to:	(A) compose desserts such as ice creams, custards, mousse, and other desserts	(i) compose desserts	N/A	
(13) The student demonstrates and practices the basic procedures for the production of custards, creams, and mousse. The student is expected to:	(B) identify the roles of desserts such as ice creams, custards, mousse, and other desserts	(i) identify the roles of desserts	N/A	
(14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:	(A) differentiate between the types of advanced confections	(i) differentiate between the types of advanced confections	N/A	
(14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:	(B) model methods of preparation in each type of confection	(i) model methods of preparation in each type of confection	N/A	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:	(C) use chocolate as a major ingredient in dessert or food production	(i) use chocolate as a major ingredient in dessert or food production	Desserts & Baked Goods	Activity- Chocolate Taste Test; Activity- Chocolate Taste Test Teacher Instruction Sheet; Project- Recipe Binder Chocolate; Project- In the Kitchen Tempering Chocolate
(14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:	(D) temper chocolate	(i) temper chocolate	Desserts & Baked Goods	Project- Recipe Binder Chocolate; Project- In the Kitchen Tempering Chocolate
(14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:	(E) use tempered chocolate in dessert preparation	(i) use tempered chocolate in dessert preparation	Desserts & Baked Goods	Activity- Chocolate Taste Test; Activity- Chocolate Taste Test Teacher Instruction Sheet; Project- Recipe Binder Chocolate; Project- In the Kitchen Tempering Chocolate
(14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:	(F) cook sugar syrups to various stages of hardness	(i) cook sugar syrups to various stages of hardness	N/A	
(14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:	(G) prepare dessert sauces such as custard, chocolate, caramel, fruit fillings, and coulis	(i) prepare dessert sauces	N/A	
(14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:	(H) serve attractively plated desserts with appropriate sauces and garnishes	(i) serve attractively plated desserts with appropriate sauces	Desserts & Baked Goods	Student Handout - Plating Desserts; Project- In the Kitchen Pies; Project- In the Kitchen Cakes; Project- In the Kitchen Quick Breads
(14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:	(H) serve attractively plated desserts with appropriate sauces and garnishes	(ii) serve attractively plated desserts with appropriate garnishes	Desserts & Baked Goods	Project- In the Kitchen Pies; Project- In the Kitchen Cakes; Project- In the Kitchen Quick Breads
(15) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:	(A) analyze the role of carbohydrates, vitamins, minerals, proteins, and fats as they relate to food choices	(i) analyze the role of carbohydrates as they relate to food choices	A Closer Look at Nutrition: Carbohydrates	Project - How Many Carbohydrates Do I Consume in a Day; Vocabulary Handout
(15) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:	(A) analyze the role of carbohydrates, vitamins, minerals, proteins, and fats as they relate to food choices	(ii) analyze the role of vitamins as they relate to food choices	A Closer Look at Nutrition: Vitamins, Minerals & Water	Project - Do I Receive an Adequate Amount of Vitamins, Minerals and Water; Activity - Vitamins Are Essential; Vocabulary Handout
(15) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:	(A) analyze the role of carbohydrates, vitamins, minerals, proteins, and fats as they relate to food choices	(iii) analyze the role of minerals as they relate to food choices	A Closer Look at Nutrition: Vitamins, Minerals & Water	Project - Do I Receive an Adequate Amount of Vitamins, Minerals and Water; Vocabulary Handout

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(15) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:	(A) analyze the role of carbohydrates, vitamins, minerals, proteins, and fats as they relate to food choices	(iv) analyze the role of proteins as they relate to food choices	A Closer Look at Nutrition: Proteins & Amino Acids	Activity - Testing for Proteins; Activity - Testing for Proteins Teacher Instruction Sheet; Project - How Many Proteins Do I Consume in a Day
(15) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:	(A) analyze the role of carbohydrates, vitamins, minerals, proteins, and fats as they relate to food choices	(v) analyze the role of fats as they relate to food choices	A Closer Look at Nutrition: Fats & Lipids	Activity - Testing for Proteins; Activity - Testing for Proteins Teacher Instruction Sheet; Project - How Many Proteins Do I Consume in a Day
(15) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:	(B) research and develop menus for populations with dietary requirements or restrictions	(i) research menus for populations with dietary requirements or restrictions	Nutrition & Food Service	Activity- Find the Allergens; Activity- Find the Allergens Answer Key; Activity- Label MyPlate; Activity- Label MyPlate Answer Key; Project- Create a Menu; Project- Food Allergy Awareness
(15) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:	(B) research and develop menus for populations with dietary requirements or restrictions	(ii) develop menus for populations with dietary requirements or restrictions	Nutrition & Food Service	Activity- Find the Allergens; Activity- Find the Allergens Answer Key; Activity- Label MyPlate; Activity- Label MyPlate Answer Key; Project- Create a Menu; Project- Food Allergy Awareness
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(A) differentiate between the major costs in food service such as food, beverage, and labor costs	(i) differentiate between the major costs in food service	Buying for Food Service	Activity- Supply Chain Match Up; Activity- Supply Chain Match Up Answer Key; Project- Make vs. Buy Analysis
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(A) differentiate between the major costs in food service such as food, beverage, and labor costs	(i) differentiate between the major costs in food service	Developing Recipes & Menus	Activity - Figuring Food Cost; Activity - Figuring Food Cost
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(B) validate the effect of controlling costs on the success of a food service operation	(i) validate the effect of controlling costs on the success of a food service operation	Buying for Food Service	Activity- Supply Chain Match Up; Activity- Supply Chain Match Up Answer Key; Project- Make vs. Buy Analysis
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(B) validate the effect of controlling costs on the success of a food service operation	(i) validate the effect of controlling costs on the success of a food service operation	Developing Recipes & Menus	Activity - Figuring Food Cost; Activity - Figuring Food Cost Answer Key
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(C) compare and contrast the concept of fixed costs, variable costs, and controllable costs	(i) compare and contrast the concept of fixed costs, variable costs, and controllable costs	Buying for Food Service	Activity- Supply Chain Match Up; Activity- Supply Chain Match Up Answer Key; Project- Make vs. Buy Analysis
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(C) compare and contrast the concept of fixed costs, variable costs, and controllable costs	(i) compare and contrast the concept of fixed costs, variable costs, and controllable costs	Developing Recipes & Menus	Activity - Figuring Food Cost; Activity - Figuring Food Cost Answer Key

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(D) compare and contrast the relationship between inventory management and cost control in food service operations	(i) compare and contrast the relationship between inventory management and cost control in food service operations	Buying for Food Service	Activity- Supply Chain Match Up; Activity- Supply Chain Match Up Answer Key; Project- Make vs. Buy Analysis
(16) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:	(D) compare and contrast the relationship between inventory management and cost control in food service operations	(i) compare and contrast the relationship between inventory management and cost control in food service operations	Developing Recipes & Menus	Activity - Figuring Food Cost; Activity - Figuring Food Cost Answer Key