



TEKS CORRELATIONS & SUGGESTED PACING GUIDE

Culinary Arts



iCEV Family & Consumer Sciences Site

Meets 100% of TEKS

416 days of teaching material

Scope & Sequence	Lesson Title	TEKS	Days of Teaching
1	Kitchen Equipment	3.C.i; 8.B.i; 8.B.ii; 12.E.ii	9
2	Food Math & Measurements	2.C.i; 2.E.i; 2.F.i; 2.F.ii	9
3	Scientific Principles: Chemical Properties	2.D.i	6
4	Chemical Processes in Food Science	2.D.i	6
5	Introduction to Culinary Techniques & Methods	2.E.i; 8.A.i; 8.A.ii; 8.B.iii; 8.B.iv; 8.D.i; 8.D.ii; 8.D.iii; 8.D.iv; 8.D.v; 8.D.vi; 12.A.i	10
6	Fruits & Vegetables	8.E.i	13
7	Stocks, Sauces & Soups	8.C.i; 8.C.ii; 8.C.iii; 8.C.iv; 8.E.i	19
8	Meat, Poultry & Seafood	8.E.i	19
9	Institutional Meat Purchase Specifications	2.A.i	2
10	Dairy Products, Breakfast Foods & Eggs	8.E.i	17
11	Desserts & Baked Goods	8.F.i	19
12	Grains, Legumes & Pastas	8.C.i; 8.C.ii; 8.C.iii; 8.C.iv; 8.E.i	9
13	Salads & Sandwiches	8.C.i; 8.C.ii; 8.C.iii; 8.C.iv; 8.E.i	11
14	Buying for Food Service	2.A.i; 2.G.ii; 12.D.i; 12.D.ii; 12.D.iii	8
15	Purchasing Procedures	2.A.i	4
16	Developing Recipes & Menus	2.F.i; 2.F.ii; 2.G.i; 2.G.ii	5
17	Global Cuisine: Asia	7.B.i; 7.B.ii	7
18	Global Cuisine: Central America & Caribbean	7.B.i; 7.B.ii	7
19	Global Cuisine: Europe	7.B.i; 7.B.ii	7
20	Global Cuisine: Mediterranean	7.B.i; 7.B.ii	7
21	Global Cuisine: Middle East	7.B.i; 7.B.ii	7
22	Global Cuisine: North America	7.B.i; 7.B.ii	7
23	Global Cuisine: South America	7.B.i; 7.B.ii	6
24	Structure of the Food Service Industry	7.A.i; 7.A.ii; 7.C.i; 7.D.i; 9.B.ii	7
25	Careers in the Culinary Industry	3.D.i; 3.D.ii; 4.A.i; 4.A.ii; 4.B.i; 4.B.ii; 4.C.i; 4.C.ii; 4.D.i; 4.D.ii; 4.E.i; 4.E.ii; 4.E.iii; 4.E.iv; 4.E.v; 6.A.i; 6.A.ii; 9.D.i; 10.E.i; 10.F.i	9
26	Technology & Restaurants	10.A.i; 10.B.i; 10.C.i; 10.C.ii; 10.D.i	7
27	Eating with Emily Post	9.B.i; 9.B.iii; 9.C.i	2
28	Customer Service in the Hospitality & Tourism Industry	9.A.i	5
29	Food & the Government	13.A.i; 13.A.ii	7
30	Food Industry Safety	12.A.i; 12.B.i; 12.B.ii; 12.F.i; 12.F.ii	6
31	Sanitation & Safety Procedures in Food Production	12.C.i; 12.E.i; 12.E.ii	9
32	Food Sanitation: Insects & Rodents	12.E.i; 12.E.ii	4
33	It's Alive!: Foodborne Illnesses	12.F.i; 12.F.ii	5
34	Principles of HACCP: Introduction	12.G.i	2
35	Principles of HACCP: Identifying Hazards in Food Processing	12.F.ii; 12.G.i	3

Scope & Sequence	Lesson Title	TEKS	Days of Teaching
36	Principles of HACCP: Conducting a Hazard Analysis	12.G.i	3
37	Principles of HACCP: Identifying Critical Control Points	12.G.i	2
38	Principles of HACCP: Establishing & Monitoring Critical Limits & Implementing Corrective Actions	12.G.i	2
39	Principles of HACCP: Establishing Verification Procedures	12.G.i	2
40	Principles of HACCP: Recordkeeping	12.G.i	2
41	Principles of HACCP: Ground Beef HACCP Plan	12.G.i	2
42	Jobs, Careers & Education	6.D.i; 6.D.ii	10
43	Plan for Life	6.D.i; 6.D.ii	4
44	Personal Development: Self-Esteem	1.D.i; 1.D.ii	2
45	Management of Energy, Money & Tasks	1.C.i; 5.A.i; 5.A.ii	6
46	Skills for Real World Survival	1.A.i; 1.C.ii	13
47	Decision Making	1.F.i; 1.F.ii; 1.F.iii; 5.B.i; 11.B.i; 11.B.ii	4
48	Effective Reading Strategies	2.B.i	7
49	Written Communication Practices	1.A.ii	15
50	Communication Styles	1.A.i	7
51	Introduction to Professional Communication	1.A.i	5
52	Telecommunications Basics	3.B.i	3
53	Presentation Strategies & Tactics	3.A.i	5
54	Leadership Styles	1.E.ii; 11.C.i	5
55	Teamwork & Collaboration	1.E.i; 11.A.i; 11.C.ii; 11.D.ii	5
56	Citizenship Basics	11.D.i	9
57	Employability Skills	1.A.i; 1.C.i; 1.C.ii; 1.D.i; 1.D.ii	5
58	Graduate Tips & Advice: Importance of Work Ethic	13.B.i	2
59	Formulas for Career Success: Portfolio Development	6.B.i	5
60	Dressing, Emily Post Style	1.B.i; 1.B.ii	2
61	Formulas for Career Success: Interview Preparation	6.C.i	2
62	Formulas for Career Success: The Interview Process	6.C.i	7

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	§130.254. Culinary Arts (Two Credits), Adopted 2015.
Publisher	CEV Multimedia, Ltd.
Program Title	iCEV Family & Consumer Sciences Site
Program ISBN	9781614592228
TEKS Coverage (%)	100.00%

(a) **General requirements.** This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Hospitality and Tourism and Introduction to 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) Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(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	Student/Teacher	Narrative	9781614592129	Communication Styles	
			Student/Teacher	Activity	9781614592129	Project - Model Communication	Communication Styles
			Student/Teacher	Narrative	9781614592129	Employability Skills; Activity - Knots	Employability Skills; PLEASE NOTE: Due to space limitations, the narrative and associated activity are listed on one line. Several lessons and corresponding activities satisfy this standard.
			Student/Teacher	Narrative	9781614592129	Introduction to Professional Communication; Project - Communication & Careers	Introduction to Professional Communication; PLEASE NOTE: Due to space limitations, the narrative and associated activity are listed on one line. Several lessons and corresponding activities satisfy this standard.
			Student/Teacher	Narrative	9781614592129	Skills for Real World Survival	

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(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	Student/Teacher	Narrative	9781614592129	Written Communication Practices	
			Student/Teacher	Activity	9781614592129	Activity- Blog; Activity- Letter Activity- Letter Answer Key; Project- Editor's Marks; Project- Informative Pamphlet; Project- Venn Diagram	Written Communication Practices
(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	Student/Teacher	Narrative	9781614592129	Dressing, Emily Post Style	
			Student/Teacher	Activity	9781614592129	Activity- Professional Appearance for Job Success	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	Student/Teacher	Narrative	9781614592129	Dressing, Emily Post Style	
			Student/Teacher	Activity	9781614592129	Activity- Professional Appearance for Job Success	Dressing, Emily Post Style
(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	Student/Teacher	Narrative	9781614592129	Employability Skills	
			Student/Teacher	Activity	9781614592129	Activity- The Big 4	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	Student/Teacher	Narrative	9781614592129	Management of Energy, Money & Tasks	
			Student/Teacher	Activity	9781614592129	Project- Managing Tasks; Project- Work-Life Balance	Management of Energy, Money & Tasks
			Student/Teacher	Narrative	9781614592129	Employability Skills	
			Student/Teacher	Narrative	9781614592129	Skills for Real World Survival	

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(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	Student/Teacher	Narrative	9781614592129	Employability Skills	
			Student/Teacher	Activity	9781614592129	Activity- Knots; Activity- Skills Flashcards; Project- Personal Skills	Employability Skills
			Student/Teacher	Narrative	9781614592129	Personal Development- Self-Esteem	
			Student/Teacher	Activity	9781614592129	Activity- Positive Affirmations; Project- How I See It	Personal Development- Self-Esteem
(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	Student/Teacher	Narrative	9781614592129	Employability Skills	
			Student/Teacher	Activity	9781614592129	Activity- Knots; Activity- Skills Flashcards; Project- Personal Skills	Employability Skills
			Student/Teacher	Narrative	9781614592129	Personal Development- Self-Esteem	
			Student/Teacher	Activity	9781614592129	Activity- Positive Affirmations; Project- How I See It	Personal Development- Self-Esteem
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate effective teamwork and leadership	(i) demonstrate effective teamwork	Student/Teacher	Narrative	9781614592129	Teamwork & Collaboration	
			Student/Teacher	Activity	9781614592129	Activity- Team Roles; Activity- Words of Teamwork; Project- Work-Related Problem Solving	Teamwork & Collaboration
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate effective teamwork and leadership	(ii) demonstrate effective leadership	Student/Teacher	Narrative	9781614592129	Leadership Styles	
			Student/Teacher	Activity	9781614592129	Activity- Parts of a Leader; Project- Historical Leaders; Project- Leadership Video	Leadership Styles

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(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	Student/Teacher	Narrative	9781614592129	Decision Making	
			Student/Teacher	Activity	9781614592129	Activity- Decision Making Process; Project- Decisions Made; Project-Future Decisions	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	Student/Teacher	Narrative	9781614592129	Decision Making	
			Student/Teacher	Activity	9781614592129	Activity- Decision Making Process; Project- Decisions Made; Project-Future Decisions	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	Student/Teacher	Narrative	9781614592129	Decision Making	
			Student/Teacher	Activity	9781614592129	Activity- Decision Making Process; Project- Decisions Made; Project-Future Decisions	Decision Making
(2) The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(A) compose industry appropriate documents such as purchasing specifications and purchase orders	(i) compose industry appropriate documents	Student/Teacher	Narrative	9781614592129	Institutional Meat Purchase Specifications	
			Student/Teacher	Activity	9781614592129	Project- Meat Specification Handbook	Institutional Meat Purchase Specifications
			Student/Teacher	Narrative	9781614592129	Buying for Food Service	
			Student/Teacher	Activity	9781614592129	Project- Product Specifications Profile	Buying for Food Service
			Student/Teacher	Narrative	9781614592129	Purchasing Procedures;Project-Company Purchasing Procedures	Purchasing Procedures; PLEASE NOTE: Due to space limitations, the narrative and associated activity are listed on one line. Several lessons and corresponding activities satisfy this standard.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(2) The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(B) comprehend a variety of texts such as operations and training manuals	(i) comprehend a variety of texts	Student/Teacher	Narrative	9781614592129	Effective Reading Strategies	
			Student/Teacher	Activity	9781614592129	Activity- Patterns of Organization; Activity- Patterns of Organization Answer Key; Activity- Summarization; Activity- The Mind Map; Project- Effective Reading; Project- Paper vs. Screens; Project- Which Technique	Effective Reading Strategies
(2)The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(C) calculate numerical concepts such as percentages and estimations in practical situations, including weight and measures	(i) calculate numerical concepts	Student/Teacher	Narrative	9781614592129	Food Math & Measurements	
			Student/Teacher	Activity	9781614592129	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	Food Math & Measurements
(2)The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(D) understand scientific principles used in culinary arts	(i) understand scientific principles used in culinary arts	Student/Teacher	Narrative	9781614592129	Chemical Processes in Food Science	
			Student/Teacher	Activity	9781614592129	Activity- Carmelization; Activity- Fermentation; Activity- Leavening; Project- Food Show	Chemical Processes in Food Science
			Student/Teacher	Narrative	9781614592129	Scientific Principles: Chemical Properties	
			Student/Teacher	Activity	9781614592129	Activity- Food Ingredient Classification; Project- Fermentation of Root Beer	Scientific Principles: Chemical Properties

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(2)The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(E) read and comprehend standardized recipes	(i) read and comprehend standardized recipes	Student/Teacher	Narrative	9781614592129	Food Math & Measurements	
			Student/Teacher	Activity	9781614592129	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	Food Math & Measurements
			Student/Teacher	Narrative	9781614592129	Introduction to Culinary Techniques & Methods	
			Student/Teacher	Activity	9781614592129	Activity- Mis en Place Diagram; Project- In the Kitchen Mis en Place Potato Latkes; Project- Recipe Binder Cooking Techniques	Introduction to Culinary Techniques & Methods
(2)The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(F) write and convert standardized recipes	(i) write standardized recipes	Student/Teacher	Narrative	9781614592129	Food Math & Measurements	
			Student/Teacher	Activity	9781614592129	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	Food Math & Measurements
			Student/Teacher	Narrative	9781614592129	Developing Recipes & Menus	
			Student/Teacher	Activity	9781614592129	Project- Recipe Conversion; Project- Developing a Recipe	Developing Recipes & Menus
(2)The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(F) write and convert standardized recipes	(ii) convert standardized recipes	Student/Teacher	Narrative	9781614592129	Food Math & Measurements	
			Student/Teacher	Activity	9781614592129	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	Food Math & Measurements
			Student/Teacher	Narrative	9781614592129	Developing Recipes & Menus	
			Student/Teacher	Activity	9781614592129	Project- Recipe Conversion; Project- Developing a Recipe	Developing Recipes & Menus

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(2)The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(G) calculate and manage food costs	(i) calculate food costs	Student/Teacher	Narrative	9781614592129	Developing Recipes & Menus	
			Student/Teacher	Activity	9781614592129	Activity- As Purchased vs. Edible Portion; Activity- Figuring Food Cost; Activity- Figuring Food Cost Answer Key	Developing Recipes & Menus
(2)The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:	(G) calculate and manage food costs	(ii) manage food costs	Student/Teacher	Narrative	9781614592129	Developing Recipes & Menus	
			Student/Teacher	Activity	9781614592129	Activity- As Purchased vs. Edible Portion; Activity- Figuring Food Cost; Activity- Figuring Food Cost Answer Key	Developing Recipes & Menus
			Student/Teacher	Narrative	9781614592129	Buying for Food Service	
			Student/Teacher	Activity	9781614592129	Project- Make vs Buy Analysis	Buying for Food Service
(3)The student integrates listening, writing, and speaking skills using verbal and nonverbal communication to enhance operations, guest satisfaction, and professional development. The student is expected to:	(A) create formal or informal presentations	(i) create formal or informal presentations	Student/Teacher	Narrative	9781614592129	Presentation Strategies & Tactics	
			Student/Teacher	Activity	9781614592129	Activity- Presentation Development; Project- Career Opportunities Speech; Project- Presentation Tips	Presentation Strategies & Tactics
(3)The student integrates listening, writing, and speaking skills using verbal and nonverbal communication to enhance operations, guest satisfaction, and professional development. The student is expected to:	(B) properly answer business phones	(i) properly answer business phones	Student/Teacher	Narrative	9781614592129	Telecommunications Basics	
			Student/Teacher	Activity	9781614592129	Activity- Telecommunications Scenarios	Telecommunications Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(3)The student integrates listening, writing, and speaking skills using verbal and nonverbal communication to enhance operations, guest satisfaction, and professional development. The student is expected to:	(C) write instructions for a specific restaurant for a culinary procedure or the use of a piece of equipment	(i) write instructions for a specific restaurant for culinary procedure or the use of a piece of equipment	Student/Teacher	Narrative	9781614592129	Kitchen Equipment	
			Student/Teacher	Activity	9781614592129	Project - Maintaining Commercial Tools & Equipment; Project- Small Appliance Poster	Kitchen Equipment
(3)The student integrates listening, writing, and speaking skills using verbal and nonverbal communication to enhance operations, guest satisfaction, and professional development. The student is expected to:	(D) attend and participate in an industry-focused staff meeting	(i) attend an industry-focused staff meeting	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	Activity - Staff Meeting	Careers in the Culinary Industry
(3)The student integrates listening, writing, and speaking skills using verbal and nonverbal communication to enhance operations, guest satisfaction, and professional development. The student is expected to:	(D) attend and participate in an industry-focused staff meeting	(ii) participate in an industry-focused staff meeting	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	Activity - Staff Meeting	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(A) demonstrate a proactive understanding of self-responsibility and self-management	(i) demonstrate a proactive understanding of self-responsibility	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	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	Careers in the Culinary Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(A) demonstrate a proactive understanding of self-responsibility and self-management	(ii) demonstrate a proactive understanding of self-management	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	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	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(B) explain the characteristics of personal values and principles	(i) explain the characteristics of personal values	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	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	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(B) explain the characteristics of personal values and principles	(ii) explain the characteristics of personal principles	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	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	Careers in the Culinary Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) demonstrate positive attitudes and work habits	(i) demonstrate positive attitudes	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	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	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(C) demonstrate positive attitudes and work habits	(ii) demonstrate positive work habits	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	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	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(D) demonstrate exemplary appearance and personal hygiene	(i) demonstrate exemplary appearance	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	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	Careers in the Culinary Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(D) demonstrate exemplary appearance and personal hygiene	(ii) demonstrate exemplary personal hygiene	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	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	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) identify and manage the effects of exercise, dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance	(i) identify the effects of exercise on job performance	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet; Activity- Good Business; Activity- Good Business Answer Key ; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) identify and manage the effects of exercise, dietary habits and emotional factors such as stress, fatigue, or anxiety on job performance	(ii) identify the effects of dietary habits on job performance	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet; Activity- Good Business; Activity- Good Business Answer Key ; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers	Careers in the Culinary Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) identify and manage the effects of exercise, dietary habits and emotional factors such as stress, fatigue, or anxiety on job performance	(iii) identify the effects of emotional factors on job performance	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet; Activity- Good Business; Activity- Good Business Answer Key ; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) identify and manage the effects of exercise, dietary habits and emotional factors such as stress, fatigue, or anxiety on job performance	(iv) manage the effects of exercise on job performance	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet; Activity- Good Business; Activity- Good Business Answer Key ; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers	Careers in the Culinary Industry
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) identify and manage the effects of exercise, dietary habits and emotional factors such as stress, fatigue, or anxiety on job performance	(v) manage the effects of dietary habits on job performance	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet; Activity- Good Business; Activity- Good Business Answer Key ; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers	Careers in the Culinary Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	(E) identify and manage the effects of exercise, dietary habits and emotional factors such as stress, fatigue, or anxiety on job performance	(vi) manage the effects of emotional factors on job performance	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet; Activity- Good Business; Activity- Good Business Answer Key ; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers	Careers in the Culinary Industry
(5) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:	(A) apply effective practices for managing time and energy	(i) apply effective practices for managing time	Student/Teacher	Narrative	9781614592129	Management of Energy, Money & Tasks	
			Student/Teacher	Activity	9781614592129	Activity- Opportunity Costs; Project- Managing Tasks; Project- Work-Life Balance	Management of Energy, Money & Tasks
(5) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:	(A) apply effective practices for managing time and energy	(ii) apply effective practices for managing energy	Student/Teacher	Narrative	9781614592129	Management of Energy, Money & Tasks	
			Student/Teacher	Activity	9781614592129	Activity- Opportunity Costs; Project- Managing Tasks; Project- Work-Life Balance	Management of Energy, Money & Tasks
(5) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:	(B) analyze various steps in the decision-making process	(i) analyze various steps in the decision-making process	Student/Teacher	Narrative	9781614592129	Decision Making	
			Student/Teacher	Activity	9781614592129	Activity- Decision Making Process; Project- Future Decisions	Decision Making

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(6) The student researches, analyzes, and explores lifestyle and career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(A) research the major job duties and qualifications for various positions in the food service industry to facilitate selection of career choices in culinary arts	(i) research the major job duties for various positions in the food service industry to facilitate selection of career choices in culinary arts	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	Project- Culinary Careers	Careers in the Culinary Industry
(6) The student researches, analyzes, and explores lifestyle and career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(A) research the major job duties and qualifications for various positions in the food service industry to facilitate selection of career choices in culinary arts	(ii) research the qualifications for various positions in the food service industry to facilitate selection of career choices in culinary arts	Student/Teacher	Narrative	9781614592129	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592129	Project- Culinary Careers	Careers in the Culinary Industry
(6) The student researches, analyzes, and explores lifestyle and career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(B) update a personal career portfolio	(i) update a personal career portfolio	Student/Teacher	Narrative	9781614592129	Formulas for Career Success: Portfolio Development	
			Student/Teacher	Activity	9781614592129	Activity- Choosing Artifacts; Activity- Creating Artifacts; Project- Digital Portfolio; Project- Portfolio Development	Formulas for Career Success: Portfolio Development
(6) The student researches, analyzes, and explores lifestyle and career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(C) demonstrate proper interview techniques	(i) demonstrate proper interview techniques	Student/Teacher	Narrative	9781614592129	Formulas for Career Success: Interview Preparation	
			Student/Teacher	Activity	9781614592129	Activity- Interview Research; Project- Common Interview Questions	Formulas for Career Success: Interview Preparation
			Student/Teacher	Narrative	9781614592129	Formulas for Career Success: Interview Process	
			Student/Teacher	Activity	9781614592129	Activity- Interview Methods; Activity- Thank You Note; Project- Guide to Interviews; Project- Mock Interview	Formulas for Career Success: Interview Process

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(6) The student researches, analyzes, and explores lifestyle and career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(D) establish personal short- and long-term goals	(i) establish personal short-term goals	Student/Teacher	Narrative	9781614592129	Plan for Life	
			Student/Teacher	Activity	9781614592129	Project- Goals Timeline	Plan for Life
			Student/Teacher	Narrative	9781614592129	Jobs, Careers & Education	
			Student/Teacher	Activity	9781614592129	Project - Career Plan Timeline; Activity- My Future	Jobs, Careers & Education
(6) The student researches, analyzes, and explores lifestyle and career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	(D) establish personal short- and long-term goals	(ii) establish personal long-term goals	Student/Teacher	Narrative	9781614592129	Plan for Life	
			Student/Teacher	Activity	9781614592129	Project- Goals Timeline	Plan for Life
			Student/Teacher	Narrative	9781614592129	Jobs, Careers & Education	
			Student/Teacher	Activity	9781614592129	Project - Career Plan Timeline; Activity- My Future	Jobs, Careers & Education
(7) The student understands factors that affect the food service industry. The student is expected to:	(A) research how historical and current trends in society affect the food service industry	(i) research how historical trends in society affect the food service industry	Student/Teacher	Narrative	9781614592129	Structure of the Food Service Industry	
			Student/Teacher	Activity	9781614592129	Project- Chefs & Entrepreneurs; Project- Chefs & Entrepreneurs Teacher Instruction Sheet; Project- Interview; Project- Restaurant Development	Structure of the Food Service Industry
(7) The student understands factors that affect the food service industry. The student is expected to:	(A) research how historical and current trends in society affect the food service industry	(ii) research how current trends in society affect the food service industry	Student/Teacher	Narrative	9781614592129	Structure of the Food Service Industry	
			Student/Teacher	Activity	9781614592129	Project- Chefs & Entrepreneurs; Project- Chefs & Entrepreneurs Teacher Instruction Sheet; Project- Interview; Project- Restaurant Development	Structure of the Food Service Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(7) The student understands factors that affect the food service industry. The student is expected to:	(B) identify global cultures and traditions related to food	(i) identify global cultures	Student/Teacher	Narrative	9781614592228	Global Cuisine: Asia	
			Student/Teacher	Activity	9781614592228	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion	Global Cuisine: Asia
			Student/Teacher	Narrative	9781614592228	Global Cuisine: Mediterranean; Global Cuisine: Central America & Carribean; Global Cuisine: Europe; Global Cuisine: South America; Global Cuisine: Middle East	PLEASE NOTE: Due to space limitations, more than one narrative correlation lesson is listed on this line. Several lessons and corresponding activities satisfy this standard.
			Student/Teacher	Activity	9781614592228	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion	PLEASE NOTE: Due to space limitations, more than one activity correlation is listed on this line. These activities are designed to coincide with all Global Cuisine lessons listed in the rows above.
			Student/Teacher	Narrative	9781614592228	Global Cuisine: North America: Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Minority Holidays	Global Cuisine: North America; PLEASE NOTE: Due to space limitations, the narrative and associated activity are listed on one line. Several lessons and corresponding activities satisfy this standard.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(7) The student understands factors that affect the food service industry. The student is expected to:	(B) identify global cultures and traditions related to food	(ii) identify global traditions related to food	Student/Teacher	Narrative	9781614592228	Global Cuisine: Asia	
			Student/Teacher	Activity	9781614592228	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion	Global Cuisine: Asia
			Student/Teacher	Narrative	9781614592228	Global Cuisine: Mediterranean; Global Cuisine: Central America & Caribbean; Global Cuisine: Europe; Global Cuisine: South America; Global Cuisine: Middle East	PLEASE NOTE: Due to space limitations, more than one narrative correlation lesson is listed on this line. Several lessons and corresponding activities satisfy this standard.
			Student/Teacher	Activity	9781614592228	Activity- Restaurant Guide; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Special Occasion	PLEASE NOTE: Due to space limitations, more than one activity correlation is listed on this line. These activities are designed to coincide with all Global Cuisine lessons listed in the rows above.
			Student/Teacher	Narrative	9781614592228	Global Cuisine: North America; Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Minority Holidays	Global Cuisine: North America; PLEASE NOTE: Due to space limitations, the narrative and associated activity are listed on one line. Several lessons and corresponding activities satisfy this standard.
(7) The student understands factors that affect the food service industry. The student is expected to:	(C) research famous chefs from history	(i) research famous chefs from history	Student/Teacher	Narrative	9781614592228	Structure of the Food Service Industry	
			Student/Teacher	Activity	9781614592228	Project- Chefs & Entrepreneurs; Project- Chefs & Entrepreneurs Teacher Instruction Sheet; Project- Interview; Project- Restaurant Development	Structure of the Food Service Industry
(7) The student understands factors that affect the food service industry. The student is expected to:	(D) summarize historical entrepreneurs who influenced food service in the United States	(i) summarize historical entrepreneurs who influenced food service in the United States	Student/Teacher	Narrative	9781614592228	Structure of the Food Service Industry	
			Student/Teacher	Activity	9781614592228	Project- Chefs & Entrepreneurs; Project- Chefs & Entrepreneurs Teacher Instruction Sheet; Project- Interview; Project- Restaurant Development	Structure of the Food Service Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(A) identify and demonstrate the role of mise en place in the professional food service setting	(i) identify the role of mise en place in the professional food service setting	Student/Teacher	Narrative	9781614592228	Introduction to Culinary Techniques & Methods	
			Student/Teacher	Activity	9781614592228	Activity- Mis en Place Diagram; Project- In the Kitchen Mis en Place Potato Latkes; Student Handout- Mis en Place	Introduction to Culinary Techniques & Methods
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(A) identify and demonstrate the role of mise en place in the professional food service setting	(ii) demonstrate the role of mise en place in the professional food service setting	Student/Teacher	Narrative	9781614592228	Introduction to Culinary Techniques & Methods	
			Student/Teacher	Activity	9781614592228	Activity- Mis en Place Diagram; Project- In the Kitchen Mis en Place Potato Latkes; Student Handout- Mis en Place	Introduction to Culinary Techniques & Methods
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in a commercial kitchen	(i) identify large equipment in the commercial kitchen	Student/Teacher	Narrative	9781614592228	Kitchen Equipment	
			Student/Teacher	Activity	9781614592228	Activity- Around the World; Activity- Around the World Teacher Instruction Sheet; Project- Gas or Electric; Project- Maintaining Commercial Tools & Equipment	Kitchen Equipment
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in a commercial kitchen	(ii) identify small equipment in the commercial kitchen	Student/Teacher	Narrative	9781614592228	Kitchen Equipment	
			Student/Teacher	Activity	9781614592228	Activity- Around the World; Activity- Around the World Teacher Instruction Sheet; Activity- Kitchen Contraption; Project- Small Appliance Poster	Kitchen Equipment

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in a commercial kitchen	(iii) use large equipment in the commercial kitchen	Student/Teacher	Narrative	9781614592228	Introduction to Culinary Techniques & Methods	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Cookery Method Demonstration; Project- In the Kitchen Mis en Place Potato Latkes	Introduction to Culinary Techniques & Methods
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in a commercial kitchen	(iv) use small equipment in the commercial kitchen	Student/Teacher	Narrative	9781614592228	Introduction to Culinary Techniques & Methods	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Cookery Method Demonstration; Project- In the Kitchen Mis en Place Potato Latkes	Introduction to Culinary Techniques & Methods
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(C) develop and practice food production and presentation techniques	(i) develop food production techniques	Student/Teacher	Narrative	9781614592228	Grains, Legumes & Pastas	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Grains & Legumes; Project- In the Kitchen Pasta & Dumplings; Student Handout- Basic Plating Guidelines	Grains, Legumes & Pastas
			Student/Teacher	Narrative	9781614592228	Salads & Sandwiches	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Dressings; Project- In the Kitchen Salads; Project- In the Kitchen Sandwiches; Student Handout- Salad Presentation Guidelines; Student Handout- Sandwich Preparation	Salads & Sandwiches
			Student/Teacher	Narrative	9781614592228	Stocks, Sauces & Soups; Activity- Preparing Stocks 101; Project- In the Kitchen Soup; Project- In the Kitchen Sauces; Student Handout- Basic Plating Guidelines	Stocks, Sauces & Soups; PLEASE NOTE: Due to space limitations, the narrative and associated activity are listed on one line. Several lessons and corresponding activities satisfy this standard.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(C) develop and practice food production and presentation techniques	(ii) develop food presentation techniques	Student/Teacher	Narrative	9781614592228	Grains, Legumes & Pastas	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Grains & Legumes; Project- In the Kitchen Pasta & Dumplings; Student Handout- Basic Plating Guidelines	Grains, Legumes & Pastas
			Student/Teacher	Narrative	9781614592228	Salads & Sandwiches	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Dressings; Project- In the Kitchen Salads; Project- In the Kitchen Sandwiches; Student Handout- Salad Presentation Guidelines; Student Handout- Sandwich Preparation	Salads & Sandwiches
			Student/Teacher	Narrative	9781614592228	Stocks, Sauces & Soups; Activity- Preparing Stocks 101; Project- In the Kitchen Soup; Project- In the Kitchen Sauces; Student Handout- Basic Plating Guidelines	Stocks, Sauces & Soups; PLEASE NOTE: Due to space limitations, the narrative and associated activity are listed on one line. Several lessons and corresponding activities satisfy this standard.
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(C) develop and practice food production and presentation techniques	(iii) practice food production techniques	Student/Teacher	Narrative	9781614592228	Grains, Legumes & Pastas	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Grains & Legumes; Project- In the Kitchen Pasta & Dumplings; Student Handout- Basic Plating Guidelines	Grains, Legumes & Pastas
			Student/Teacher	Narrative	9781614592228	Salads & Sandwiches	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Dressings; Project- In the Kitchen Salads; Project- In the Kitchen Sandwiches; Student Handout- Salad Presentation Guidelines; Student Handout- Sandwich Preparation	Salads & Sandwiches
			Student/Teacher	Narrative	9781614592228	Stocks, Sauces & Soups; Activity- Preparing Stocks 101; Project- In the Kitchen Soup; Project- In the Kitchen Sauces; Student Handout- Basic Plating Guidelines	Stocks, Sauces & Soups; PLEASE NOTE: Due to space limitations, the narrative and associated activity are listed on one line. Several lessons and corresponding activities satisfy this standard.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(C) develop and practice food production and presentation techniques	(iv) practice food presentation techniques	Student/Teacher	Narrative	9781614592228	Grains, Legumes & Pastas	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Grains & Legumes; Project- In the Kitchen Pasta & Dumplings; Student Handout- Basic Plating Guidelines	Grains, Legumes & Pastas
			Student/Teacher	Narrative	9781614592228	Salads & Sandwiches	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Dressings; Project- In the Kitchen Salads; Project- In the Kitchen Sandwiches; Student Handout- Salad Presentation Guidelines; Student Handout- Sandwich Preparation	Salads & Sandwiches
			Student/Teacher	Narrative	9781614592228	Stocks, Sauces & Soups; Activity- Preparing Stocks 101; Project- In the Kitchen Soup; Project- In the Kitchen Sauces; Student Handout- Basic Plating Guidelines	Stocks, Sauces & Soups; PLEASE NOTE: Due to space limitations, the narrative and associated activity are listed on one line. Several lessons and corresponding activities satisfy this standard.
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(D) identify and use the appropriate application of moist, dry, and combination cookery methods	(i) identify the appropriate application of moist cookery methods	Student/Teacher	Narrative	9781614592228	Introduction to Culinary Techniques & Methods	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Cookery Method Demonstration; Project- Recipe Binder Cooking Techniques	Introduction to Culinary Techniques & Methods
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(D) identify and use the appropriate application of moist, dry, and combination cookery methods	(ii) identify the appropriate application of dry cookery methods	Student/Teacher	Narrative	9781614592228	Introduction to Culinary Techniques & Methods	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Cookery Method Demonstration; Project- Recipe Binder Cooking Techniques	Introduction to Culinary Techniques & Methods

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(D) identify and use the appropriate application of moist, dry, and combination cookery methods	(iii) identify the appropriate application of combination cookery methods	Student/Teacher	Narrative	9781614592228	Introduction to Culinary Techniques & Methods	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Cookery Method Demonstration; Project-Recipe Binder Cooking Techniques	Introduction to Culinary Techniques & Methods
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(D) identify and use the appropriate application of moist, dry, and combination cookery methods	(iv) use the appropriate application of moist cookery methods	Student/Teacher	Narrative	9781614592228	Introduction to Culinary Techniques & Methods	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Cookery Method Demonstration; Project-Recipe Binder Cooking Techniques	Introduction to Culinary Techniques & Methods
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(D) identify and use the appropriate application of moist, dry, and combination cookery methods	(v) use the appropriate application of dry cookery methods	Student/Teacher	Narrative	9781614592228	Introduction to Culinary Techniques & Methods	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Cookery Method Demonstration; Project-Recipe Binder Cooking Techniques	Introduction to Culinary Techniques & Methods
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(D) identify and use the appropriate application of moist, dry, and combination cookery methods	(vi) use the appropriate application of combination cookery methods	Student/Teacher	Narrative	9781614592228	Introduction to Culinary Techniques & Methods	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Cookery Method Demonstration; Project-Recipe Binder Cooking Techniques	Introduction to Culinary Techniques & Methods

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(E) demonstrate the preparation skills of items commonly prepared in food service operations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry, meat, pastas and grains, and fruits and vegetables	(i) demonstrate the preparation skills of items commonly prepared in food service operations	Student/Teacher	Narrative	9781614592228	Dairy Products, Breakfast Foods & Eggs	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Breakfast Foods; Project- In the Kitchen Clarifying Butter; Project- In the Kitchen Eggs; Student Handout- Basic Plating Guidelines	Dairy Products, Breakfast Foods & Eggs
			Student/Teacher	Narrative	9781614592228	Salads & Sandwiches	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Dressings; Project- In the Kitchen Salads; Project- In the Kitchen Sandwiches; Student Handout- Salad Presentation Guidelines; Student Handout- Sandwich Preparation	Salads & Sandwiches
			Student/Teacher	Narrative	9781614592228	Meat, Poultry & Seafood; Stocks, Sauces & Soups; Grains, Legumes & Pastas; Fruits & Vegetables	PLEASE NOTE: Due to space limitations, more than one narrative correlation lesson is listed on this line. Several lessons and corresponding activities satisfy this standard.
(8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:	(F) demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts	(j) demonstrate baking techniques	Student/Teacher	Narrative	9781614592228	Desserts & Baked Goods	
			Student/Teacher	Activity	9781614592228	Project- In the Kitchen Cakes; Project- In the Kitchen Cookies; Project- In the Kitchen Pate a Choux Dough; Project- In the Kitchen Pies; Project- In the Kitchen Quick Breads; Project- In the Kitchen Yeast Bread	Desserts & Baked Goods

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(9) The student understands the various food service operations such as quick service, fast casual, casual, fine dining, institutional, and beverage service. The student is expected to:	(A) explain quality customer service	(i) explain quality customer service	Student/Teacher	Narrative	9781614592228	Customer Service in the Hospitality & Tourism Industry	
			Student/Teacher	Activity	9781614592228	Activity- Customer Service Techniques; Activity- Service Languages	Customer Service in the Hospitality & Tourism Industry
(9) The student understands the various food service operations such as quick service, fast casual, casual, fine dining, institutional, and beverage service. The student is expected to:	(B) demonstrate types of table setting, dining, and service skills	(i) demonstrate types of table setting	Student/Teacher	Narrative	9781614592228	Eating with Emily Post	
			Student/Teacher	Activity	9781614592228	Activity- Table Setting; Activity- Table Setting Answer Key; Project- Etiquette Across Cultures	Eating with Emily Post
(9) The student understands the various food service operations such as quick service, fast casual, casual, fine dining, institutional, and beverage service. The student is expected to:	(B) demonstrate types of table setting, dining, and service skills	(ii) demonstrate types of dining	Student/Teacher	Narrative	9781614592228	Structure of the Food Service Industry	
			Student/Teacher	Activity	9781614592228	Activity- Types of Restaurants; Activity- Types of Restaurants Answer Key; Project- Restaurant Development; Vocabulary Handout	Structure of the Food Service Industry
(9) The student understands the various food service operations such as quick service, fast casual, casual, fine dining, institutional, and beverage service. The student is expected to:	(B) demonstrate types of table setting, dining, and service skills	(iii) demonstrate types of service skills	Student/Teacher	Narrative	9781614592228	Eating with Emily Post	
			Student/Teacher	Activity	9781614592228	Activity - Rules of Serving	Eating with Emily Post
(9) The student understands the various food service operations such as quick service, fast casual, casual, fine dining, institutional, and beverage service. The student is expected to:	(C) differentiate between service styles	(i) differentiate between service styles	Student/Teacher	Narrative	9781614592228	Eating with Emily Post	
			Student/Teacher	Activity	9781614592228	Activity - Rules of Serving	Eating with Emily Post

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(9) The student understands the various food service operations such as quick service, fast casual, casual, fine dining, institutional, and beverage service. The student is expected to:	(D) compare and contrast the roles of the front of the house and the back of the house in the various food service operations	(i) compare and contrast the roles of the front of the house and the back of the house in the various food service operations	Student/Teacher	Narrative	9781614592228	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592228	Activity- Behind the Scenes; Activity- Behind the Scenes Teacher Instruction Sheet; Activity- In the Public's Eye; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers	Careers in the Culinary Industry
(10) The student uses technology and computer applications to manage food service operations. The student is expected to:	(A) use technology tools appropriate for the industry	(i) use technology tools appropriate for the industry	Student/Teacher	Narrative	9781614592228	Technology & Restaurants	
			Student/Teacher	Activity	9781614592228	Activity- Facebook & Restaurants; Activity- New Restaurant; Activity- Technology & Restaurant Management; Activity- Technology & Restaurant Management Answer Key; Project- Energy Saving Equipment; Project- Trends in Technology; Project- Trends in Technology Teacher Instruction Sheet; Project- Dining Out Now & Then	Technology & Restaurants
(10) The student uses technology and computer applications to manage food service operations. The student is expected to:	(B) operate technology applications to perform workplace tasks	(i) operate technology applications to perform workplace tasks	Student/Teacher	Narrative	9781614592228	Technology & Restaurants	
			Student/Teacher	Activity	9781614592228	Activity- Facebook & Restaurants; Activity- New Restaurant; Activity- Technology & Restaurant Management; Activity- Technology & Restaurant Management Answer Key; Project- Energy Saving Equipment; Project- Trends in Technology; Project- Trends in Technology Teacher Instruction Sheet; Project- Dining Out Now & Then	Technology & Restaurants

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(10) The student uses technology and computer applications to manage food service operations. The student is expected to:	(C) explain and use point-of-sale systems in various food service operations	(i) explain point-of-sales systems in various food service operations	Student/Teacher	Narrative	9781614592228	Technology & Restaurants	
			Student/Teacher	Activity	9781614592228	Activity- Facebook & Restaurants; Activity- New Restaurant; Activity- Technology & Restaurant Management; Activity- Technology & Restaurant Management Answer Key; Project- Energy Saving Equipment; Project- Trends in Technology; Project- Trends in Technology Teacher Instruction Sheet; Project- Dining Out Now & Then	Technology & Restaurants
(10) The student uses technology and computer applications to manage food service operations. The student is expected to:	(C) explain and use point-of-sale systems in various food service operations	(ii) use point-of-sales systems in various food service operations	Student/Teacher	Narrative	9781614592228	Technology & Restaurants	
			Student/Teacher	Activity	9781614592228	Activity- Facebook & Restaurants; Activity- New Restaurant; Activity- Technology & Restaurant Management; Activity- Technology & Restaurant Management Answer Key; Project- Energy Saving Equipment; Project- Trends in Technology; Project- Trends in Technology Teacher Instruction Sheet; Project- Dining Out Now & Then	Technology & Restaurants
(10) The student uses technology and computer applications to manage food service operations. The student is expected to:	(D) demonstrate knowledge in computer programs used for food management	(i) demonstrate knowledge in computer programs used for food management	Student/Teacher	Narrative	9781614592228	Technology & Restaurants	
			Student/Teacher	Activity	9781614592228	Activity- Facebook & Restaurants; Activity- New Restaurant; Activity- Technology & Restaurant Management; Activity- Technology & Restaurant Management Answer Key; Project- Energy Saving Equipment; Project- Trends in Technology; Project- Trends in Technology Teacher Instruction Sheet; Project- Dining Out Now & Then	Technology & Restaurants

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(10) The student uses technology and computer applications to manage food service operations. The student is expected to:	(E) evaluate information sources for culinary arts	(i) evaluate information sources for culinary arts	Student/Teacher	Narrative	9781614592228	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592228	Project- Culinary Careers	Careers in the Culinary Industry
(10) The student uses technology and computer applications to manage food service operations. The student is expected to:	(F) interpret data such as spreadsheets, databases, and sales reports	(i) interpret data	Student/Teacher	Narrative	9781614592228	Careers in the Culinary Industry	
			Student/Teacher	Activity	9781614592228	Project- Culinary Careers	Careers in the Culinary Industry
(11) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	(A) apply team-building skills	(i) apply team-building skills	Student/Teacher	Narrative	9781614592228	Teamwork & Collaboration	
			Student/Teacher	Activity	9781614592228	Activity- Team Roles; Activity- Words of Teamwork; Project- Work-Related Problem Solving	Teamwork & Collaboration
(11) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	(B) apply decision-making and problem-solving skills	(i) apply decision-making skills	Student/Teacher	Narrative	9781614592228	Decision Making	
			Student/Teacher	Activity	9781614592228	Activity- Decision Making Process; Project- Decisions Made; Project- Future Decisions	Decision Making
(11) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	(B) apply decision-making and problem-solving skills	(ii) apply problem solving skills	Student/Teacher	Narrative	9781614592228	Decision Making	
			Student/Teacher	Activity	9781614592228	Activity- Decision Making Process; Project- Decisions Made; Project- Future Decisions	Decision Making
(11) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	(C) determine leadership and teamwork qualities in creating a pleasant working atmosphere	(i) determine leadership qualities in creating a pleasant working atmosphere	Student/Teacher	Narrative	9781614592228	Leadership Styles	
			Student/Teacher	Activity	9781614592228	Activity- Parts of a Leader; Project- Leadership Video	Leadership Styles

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(11) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	(C) determine leadership and teamwork qualities in creating a pleasant working atmosphere	(ii) determine teamwork qualities in creating a pleasant working atmosphere	Student/Teacher	Narrative	9781614592228	Teamwork & Collaboration	
			Student/Teacher	Activity	9781614592228	Activity- Team Roles; Activity- Words of Teamwork; Project- Work-Related Problem Solving	Teamwork & Collaboration
(11) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	(D) participate in community leadership and teamwork opportunities to enhance professional skills	(i) participate in community leadership opportunities to enhance professional skills	Student/Teacher	Narrative	9781614592228	Citizenship Basics	
			Student/Teacher	Activity	9781614592228	Activity- Citizenship: What's it to You?; Project- Serving the Community	Citizenship Basics
(11) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	(D) participate in community leadership and teamwork opportunities to enhance professional skills	(ii) participate in teamwork opportunities to enhance professional skills	Student/Teacher	Narrative	9781614592228	Teamwork & Collaboration	
			Student/Teacher	Activity	9781614592228	Activity- Team Roles; Activity- Words of Teamwork; Project- Work-Related Problem Solving	Teamwork & Collaboration
(12) 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	Student/Teacher	Narrative	9781614592228	Introduction to Culinary Techniques & Methods	
			Student/Teacher	Activity	9781614592228	Project - In the Kitchen Practice Cutting Techniques; Project- Safety First Knife Edition	Introduction to Culinary Techniques & Methods
			Student/Teacher	Narrative	9781614592228	Food Industry Safety	
			Student/Teacher	Activity	9781614592228	Activity- Emergency Scenarios Discussion; Activity- Emergency Scenarios Discussion Teacher Instruction Sheet; Activity- Local Health Inspection Laws; Activity- Safety Poster; Project- Foodborne Illnesses	Food Industry Safety

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(12) 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	Student/Teacher	Narrative	9781614592228	Food Industry Safety	
			Student/Teacher	Activity	9781614592228	Activity- Emergency Scenarios Discussion; Activity- Emergency Scenarios Discussion Teacher Instruction Sheet; Activity- Local Health Inspection Laws; Activity- Safety Poster; Project- Foodborne Illnesses	Food Industry Safety
(12) 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	Student/Teacher	Narrative	9781614592228	Food Industry Safety	
			Student/Teacher	Activity	9781614592228	Activity- Emergency Scenarios Discussion; Activity- Emergency Scenarios Discussion Teacher Instruction Sheet; Activity- Local Health Inspection Laws; Activity- Safety Poster; Project- Foodborne Illnesses	Food Industry Safety
(12) 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	Student/Teacher	Narrative	9781614592228	Sanitation & Safety Procedures in Food Production	
			Student/Teacher	Activity	9781614592228	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	Sanitation & Safety Procedures in Food Production

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(12) 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	Student/Teacher	Narrative	9781614592228	Buying for Food Service	
			Student/Teacher	Activity	9781614592228	Activity- Food Storage Temperatures & Humidity Level Chart; Activity- Food Storage Temperatures & Humidity Level Chart Answer Key; Activity- Supply Chain Match Up; Activity- Supply Chain Match Up Answer Key; Project- Product Specifications Profile	Buying for Food Service
(12) 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 storing techniques	Student/Teacher	Narrative	9781614592228	Buying for Food Service	
			Student/Teacher	Activity	9781614592228	Activity- Food Storage Temperatures & Humidity Level Chart; Activity- Food Storage Temperatures & Humidity Level Chart Answer Key; Activity- Supply Chain Match Up; Activity- Supply Chain Match Up Answer Key; Project- Product Specifications Profile	Buying for Food Service
(12) 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	Student/Teacher	Narrative	9781614592228	Buying for Food Service	
			Student/Teacher	Activity	9781614592228	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	Buying for Food Service

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) demonstrate proper cleaning of equipment and maintenance in the commercial kitchen	(i) demonstrate proper cleaning of equipment in the commercial kitchen	Student/Teacher	Narrative	9781614592228	Sanitation & Safety Procedures in Food Production	
			Student/Teacher	Activity	9781614592228	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	Sanitation & Safety Procedures in Food Production
			Student/Teacher	Narrative	9781614592228	Food Sanitation: Insects & Rodents	
			Student/Teacher	Activity	9781614592228	Activity- Sanitizers & Cleaners Reference Sheet; Activity- Sanitizers & Cleaners Reference Sheet Answer Key; Project- The Cost of Pest Control	Food Sanitation: Insects & Rodents
(12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	(E) demonstrate proper cleaning of equipment and maintenance in the commercial kitchen	(ii) demonstrate proper maintenance in the commercial kitchen	Student/Teacher	Narrative	9781614592228	Sanitation & Safety Procedures in Food Production	
			Student/Teacher	Activity	9781614592228	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	Sanitation & Safety Procedures in Food Production
			Student/Teacher	Narrative	9781614592228	Food Sanitation: Insects & Rodents	
			Student/Teacher	Activity	9781614592228	Activity- Sanitizers & Cleaners Reference Sheet; Activity- Sanitizers & Cleaners Reference Sheet Answer Key; Project- The Cost of Pest Control	Food Sanitation: Insects & Rodents
			Student/Teacher	Narrative	9781614592228	Kitchen Equipment; Project- Maintaining Commercial Tools & Equipment	Kitchen Equipment: PLEASE NOTE: Due to space limitations, the narrative and associated activity are listed on one line. Several lessons and corresponding activities satisfy this standard.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(12) 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	Student/Teacher	Narrative	9781614592228	Food Industry Safety	
			Student/Teacher	Activity	9781614592228	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	Food Industry Safety
			Student/Teacher	Narrative	9781614592228	It's Alive!: Foodborne Illnesses	
			Student/Teacher	Activity	9781614592228	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	It's Alive!: Foodborne Illnesses

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(12) 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	Student/Teacher	Narrative	9781614592228	Food Industry Safety	
			Student/Teacher	Activity	9781614592228	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	Food Industry Safety
			Student/Teacher	Narrative	9781614592228	It's Alive!: Foodborne Illnesses	
			Student/Teacher	Activity	9781614592228	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	It's Alive!: Foodborne Illnesses
			Student/Teacher	Narrative	9781614592228	Principles of HACCP: Identifying Hazards in Food Processing; Project- Biological Hazards; Project- Physical & Chemical Hazards	Principles of HACCP: Identifying Hazards in Food Processing; PLEASE NOTE: Due to space limitations, the narrative and associated activity are listed on one line. Several lessons and corresponding activities satisfy this standard.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(12) 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	Student/Teacher	Narrative	9781614592228	Principles of HACCP: Introduction	
			Student/Teacher	Activity	9781614592228	Activity- HACCP Applications; Project- HACCP Flow Diagram; Project- HACCP Flow Diagram Answer Key	Principles of HACCP: Introduction
			Student/Teacher	Narrative	9781614592228	Principles of HACCP: Identifying Critical Control Points	
			Student/Teacher	Activity	9781614592228	Project- Critical Control Point Determination; Project- Critical Control Point Determination Answer Key; Student Handout- CCP Decision Tree	Principles of HACCP: Identifying Critical Control Points
			Student/Teacher	Narrative	9781614592228	Principles of HACCP: Identifying Hazards in Food Processing; Principles of HACCP: Conducting a Hazard Analysis; Principles of HACCP: Establishing & Monitoring Critical Limits & Taking Corrective Actions; Principles of HACCP: Establishing Verification Procedures; Principles of HACCP: Recordkeeping; Principles of HACCP: Ground Beef HACCP Plan	PLEASE NOTE: Due to space limitations, more than one narrative correlation lesson is listed on this line. Several lessons and corresponding activities satisfy this standard.
(13) The student recognizes and models work ethics and legal responsibilities. The student is expected to:	(A) understand and comply with laws and regulations specific to the food service industry	(i) understand and comply with laws specific to the food service industry	Student/Teacher	Narrative	9781614592228	Food & the Government	
			Student/Teacher	Activity	9781614592228	Activity- Government's Role in Food Chart; Activity- Government's Role in Food Chart Answer Key; Activity- Restaurant Matchup; Activity- Restaurant Matchup Answer Key; Project- Checklist; Project- Checklist Answer Key; Project- FDA Website Scavenger Hunt; Project- FDA Website Scavenger Hunt Answer Key; Project- Food Additives Poster	Food & the Government

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(13) The student recognizes and models work ethics and legal responsibilities. The student is expected to:	(A) understand and comply with laws and regulations specific to the food service industry	(ii) understand and comply with regulations specific to the food service industry	Student/Teacher	Narrative	9781614592228	Food & the Government	
			Student/Teacher	Activity	9781614592228	Activity- Government's Role in Food Chart; Activity- Government's Role in Food Chart Answer Key; Activity- Restaurant Matchup; Activity- Restaurant Matchup Answer Key; Project- Checklist; Project- Checklist Answer Key; Project- FDA Website Scavenger Hunt; Project- FDA Website Scavenger Hunt Answer Key; Project- Food Additives Poster	Food & the Government
(13) The student recognizes and models work ethics and legal responsibilities. The student is expected to:	(B) demonstrate a positive work ethic	(i) demonstrate a positive work ethic	Student/Teacher	Narrative	9781614592228	Graduate Tips & Advice: Importance of Work Ethic	
			Student/Teacher	Activity	9781614592228	Activity- Making the Connection; Project- Real Life Work Ethic	Graduate Tips & Advice: Importance of Work Ethic