



TEKS CORRELATIONS & SUGGESTED PACING GUIDE

Introduction to Culinary Arts



iCEV Family & Consumer Sciences Site

Meets 100% of TEKS

385 days of teaching material

| Scope & Sequence | Lesson Title | TEKS | Days of Teaching |
|------------------|--|---|------------------|
| 1 | Structure of the Food Service Industry | 6.C.i; 12.H.i; 14.A.i; 14.A.ii; 14.B.i | 7 |
| 2 | Careers in the Culinary Industry | 6.A.i; 6.A.ii; 6.A.iii; 6.A.iv; 6.A.v; 6.A.vi; 7.F.i; 7.F.ii; 10.A.i; 10.A.ii; 10.C.i; 10.C.ii; 10.C.iii; 10.C.iv; 10.C.v; 10.C.vi; 11.B.i; 12.A.i; 12.B.i; 12.B.ii; 12.F.i; 12.F.ii; 12.G.i; 12.G.ii; 12.H.i | 9 |
| 3 | Customer Service in the Hospitality & Tourism Industry | 13.B.i; 13.B.ii; 13.B.iii; 13.C.i; 13.D.i | 5 |
| 4 | Technology & Restaurants | 5.A.i; 5.A.ii; 5.B.i; 5.B.ii | 7 |
| 5 | Marketing & the Food Industry | 3.B.i | 8 |
| 6 | Kitchen Equipment | 13.A.i; 15.B.i; 15.B.ii; 15.B.iii; 15.C.i; 15.C.ii; 15.D.i; 15.D.ii; 15.D.iii; 15.D.iv | 9 |
| 7 | Food Math & Measurements | 2.C.i; 2.E.i; 2.E.ii | 9 |
| 8 | Chemical Processes in Food Science | 2.D.i; 2.E.iii; 2.E.iv | 6 |
| 9 | Scientific Principles: Chemical Properties | 2.D.i; 2.E.iii; 2.E.iv | 6 |
| 10 | Food Quality & Palatability Factors | 6.B.i; 6.B.ii | 5 |
| 11 | Introduction to Culinary Techniques & Methods | 13.A.i; 15.A.i; 15.B.ii; 15.B.iv; 15.C.i; 15.C.ii; 15.D.i; 15.D.ii; 15.D.iii; 15.D.iv; 15.H.i; 15.H.ii; 15.H.iii | 10 |
| 12 | Fruits & Vegetables | 13.E.i; 13.E.ii | 13 |
| 13 | Herbs & Spices | 13.F.i; 13.F.ii | 4 |
| 14 | Desserts & Baked Goods | 13.F.i; 13.F.ii; 13.I.i; 13.I.ii | 19 |
| 15 | Grains, Legumes & Pastas | 13.F.i; 13.F.ii | 9 |
| 16 | Meat, Poultry & Seafood | 13.G.i; 13.G.ii | 19 |
| 17 | Global Cuisine: Asia | 14.C.i; 14.C.ii | 7 |
| 18 | Global Cuisine: Central America & Caribbean | 14.C.i; 14.C.ii | 7 |
| 19 | Global Cuisine: Europe | 14.C.i; 14.C.ii | 7 |
| 20 | Global Cuisine: Mediterranean | 14.C.i; 14.C.ii | 7 |
| 21 | Global Cuisine: Middle East | 14.C.i; 14.C.ii | 7 |
| 22 | Global Cuisine: North America | 14.C.i; 14.C.ii | 7 |
| 23 | Global Cuisine: South America | 14.C.i; 14.C.ii | 6 |
| 24 | Food Industry Safety | 7.A.i; 7.A.ii; 7.D.i | 6 |
| 25 | Sanitation & Safety Procedures in Food Production | 7.B.i; 7.B.ii; 7.D.ii | 9 |
| 26 | It's Alive!: Foodborne Illnesses | 7.E.i; 7.E.ii | 5 |
| 27 | Principles of HACCP: Introduction | 7.G.i | 2 |
| 28 | Principles of HACCP: Identifying Hazards in Food Processing | 7.G.i | 3 |
| 29 | Principles of HACCP: Conducting a Hazard Analysis | 7.G.i | 3 |
| 30 | Principles of HACCP: Identifying Critical Control Points | 7.G.i | 2 |
| 31 | Principles of HACCP: Establishing & Monitoring Critical Limits & Implementing Corrective Actions | 7.G.i | 2 |
| 32 | Principles of HACCP: Establishing Verification Procedures | 7.G.i | 2 |

| Scope & Sequence | Lesson Title | TEKS | Days of Teaching |
|------------------|--|---|------------------|
| 33 | Principles of HACCP: Recordkeeping | 7.G.i | 2 |
| 34 | Principles of HACCP: Ground Beef HACCP Plan | 7.G.i | 2 |
| 35 | First Aid Basics | 7.C.i; 7.C.ii | 8 |
| 36 | Personal Development: Self-Esteem | 1.D.i; 1.D.ii | 2 |
| 37 | Dressing, Emily Post Style | 1.B.i; 1.B.ii; 7.F.ii | 2 |
| 38 | Eating with Emily Post | 6.D.i; 6.E.i | 2 |
| 39 | Skills for Real World Survival | 1.A.i; 1.C.ii | 13 |
| 40 | Decision Making | 1.F.i; 1.F.ii; 1.F.iii; 8.B.i; 8.B.ii; 11.B.i | 4 |
| 41 | Management of Energy, Money & Tasks | 1.C.ii; 11.A.i; 11.A.ii; 11.C.i | 6 |
| 42 | Employability Skills | 1.A.i; 1.C.i; 1.C.ii; 1.D.i; 1.D.ii; 4.A.i; 4.B.i; 10.B.i; 10.B.ii; 10.D.i; 10.E.i; 10.E.ii | 5 |
| 43 | Internet Basics | 5.C.i | 5 |
| 44 | Communication Styles | 1.A.i; 3.D.i; 3.D.ii; 3.D.iii; 3.D.iv | 7 |
| 45 | Introduction to Professional Communication | 1.A.i | 5 |
| 46 | Written Communication Practices | 1.A.ii; 2.A.ii; 2.B.i | 15 |
| 47 | Public Speaking Basics | 2.A.i | 6 |
| 48 | Presentation Strategies & Tactics | 3.A.i; 3.A.ii | 5 |
| 49 | Telecommunications Basics | 3.C.i | 3 |
| 50 | Listening 101 | 3.E.i; 3.E.ii | 3 |
| 51 | Leadership Styles | 1.E.ii; 8.C.i | 5 |
| 52 | Teamwork & Collaboration | 1.E.i; 8.A.i; 8.C.ii; 8.D.ii | 5 |
| 53 | Conflict Management | 4.B.ii | 6 |
| 54 | Citizenship Basics | 8.D.i | 9 |
| 55 | Ethics in Business | 9.A.i | 6 |
| 56 | Creating Employee Policies & Procedures | 9.B.i; 9.B.ii; 9.C.i | 3 |
| 57 | Jobs, Careers & Education | 12.B.i; 12.B.ii | 10 |
| 58 | Formulas for Career Success: Job Search | 12.A.i | 2 |
| 59 | Formulas for Career Success: Portfolio Development | 12.C.i; 12.C.ii; 12.D.i; 12.D.ii | 5 |
| 60 | Formulas for Career Success: Job Applications | 12.E.i; 12.E.ii | 2 |
| 61 | Formulas for Career Success: The Interview Process | N/A | 7 |
| 62 | Formulas for Career Success: After the Interview | 12.E.i; 12.E.ii | 3 |

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

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

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

(b) Introduction.

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

(c) Knowledge and Skills.

| Knowledge and Skills Statement | Student Expectation | Breakout | 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 | 9781614592228 | Communication Styles | |
| | | | Student/Teacher | Activity | 9781614592228 | Project - Model Communication | Communication Styles |
| | | | Student/Teacher | Narrative | 9781614592228 | 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 | 9781614592228 | 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 | 9781614592228 | 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 | 9781614592228 | Written Communication Practices | |
| | | | Student/Teacher | Activity | 9781614592228 | 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 | 9781614592228 | Dressing, Emily Post Style | |
| | | | Student/Teacher | Activity | 9781614592228 | 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 | 9781614592228 | Dressing, Emily Post Style | |
| | | | Student/Teacher | Activity | 9781614592228 | 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 | 9781614592228 | Employability Skills | |
| | | | Student/Teacher | Activity | 9781614592228 | 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 | 9781614592228 | Management of Energy, Money & Tasks | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Managing Tasks; Project- Work-Life Balance | Management of Energy, Money & Tasks |
| | | | Student/Teacher | Narrative | 9781614592228 | Employability Skills | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity - Positive Power | Employability Skills |
| | | | Student/Teacher | | 9781614592228 | 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 | 9781614592228 | Employability Skills | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Knots; Activity- Skills Flashcards; Project- Personal Skills | Employability Skills |
| | | | Student/Teacher | Narrative | 9781614592228 | Personal Development- Self-Esteem | |
| | | | Student/Teacher | Activity | 9781614592228 | 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 | 9781614592228 | Employability Skills | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Knots; Activity- Skills Flashcards; Project- Personal Skills | Employability Skills |
| | | | Student/Teacher | Narrative | 9781614592228 | Personal Development- Self-Esteem | |
| | | | Student/Teacher | Activity | 9781614592228 | 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 | 9781614592228 | Teamwork & Collaboration | |
| | | | Student/Teacher | Activity | 9781614592228 | 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 | 9781614592228 | Leadership Styles | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Parts of a Leader; Project- Historical Leaders; Project- Leadership Video | Leadership Styles |
| (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 | 9781614592228 | Decision Making | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Decision Making Process; Project- Decisions Made; Project- Future Decisions | Decision Making |

| 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 | (ii) employ adaptability in practical applications | Student/Teacher | Narrative | 9781614592228 | Decision Making | |
| | | | Student/Teacher | Activity | 9781614592228 | 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 | 9781614592228 | Decision Making | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Decision Making Process; Project- Decisions Made; Project-Future Decisions | Decision Making |
| (2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to: | (A) organize oral and written information | (i) organize oral information | Student/Teacher | Narrative | 9781614592228 | Public Speaking Basics | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity - Communication Circle Teacher Instruction Sheet; Project-Speech Evaluation; Vocabulary Handout | Public Speaking Basics |
| | | | Student/Teacher | Activity | 9781614592228 | Project - Famous Speaker Profile | Public Speaking Basics |
| (2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to: | (A) organize oral and written information | (ii) organize written information | Student/Teacher | Narrative | 9781614592228 | Written Communication Practices | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Blog; Activity- Letter; Activity-Letter Answer Key; Project- Editor's Marks; Project- Informative Pamphlet; Project- Venn Diagram | Written Communication Practices |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|---|--|-----------------|---------------|----------------|---|--|
| (2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to: | (B) compose a variety of written documents such as menus, presentations, and advertisements | (i) compose a variety of written documents | Student/Teacher | Narrative | 9781614592228 | Written Communication Practices | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Blog; Activity- Letter; Activity- Letter Answer Key; Project- Editor's Marks; Project- Informative Pamphlet; Project- Venn Diagram | Written Communication Practices |
| (2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to: | (C) calculate numerical concepts such as weights, measurements, and percentages | (i) calculate numerical concepts | Student/Teacher | Narrative | 9781614592228 | Food Math & Measurements | |
| | | | Student/Teacher | Activity | 9781614592228 | 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 gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to: | (D) identify how scientific principles are used in the food service industry | (i) identify how scientific principles are used in the food service industry | Student/Teacher | Narrative | 9781614592228 | Chemical Processes in Food Science | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Carmelization; Activity- Fermentation; Activity- Leavening; Project- Food Show | Chemical Processes in Food Science |
| | | | Student/Teacher | Narrative | 9781614592228 | Scientific Principles: Chemical Properties | |
| | | | Student/Teacher | Activity | 9781614592228 | 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 gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to: | (E) use mathematics and science knowledge and skills to produce quality food products | (i) use mathematics knowledge to produce quality food products | Student/Teacher | Narrative | 9781614592228 | Food Math & Measurements | |
| | | | Student/Teacher | Activity | 9781614592228 | 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 gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to: | (E) use mathematics and science knowledge and skills to produce quality food products | (ii) use mathematics skills to produce quality food products | Student/Teacher | Narrative | 9781614592228 | Food Math & Measurements | |
| | | | Student/Teacher | Activity | 9781614592228 | 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 gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to: | (E) use mathematics and science knowledge and skills to produce quality food products | (iii) use science knowledge to produce quality food products | Student/Teacher | Narrative | 9781614592228 | Chemical Processes in Food Science | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Carmelization; Activity-Fermentation; Activity- Leavening; Project- Food Show | Chemical Processes in Food Science |
| | | | Student/Teacher | Narrative | 9781614592228 | Scientific Principles: Chemical Properties | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Food Ingredient ClassificationProject- 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 gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to: | (E) use mathematics and science knowledge and skills to produce quality food products | (iv) use science skills to produce quality food products | Student/Teacher | Narrative | 9781614592228 | Chemical Processes in Food Science | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Carmelization; Activity-Fermentation; Activity- Leavening; Project- Food Show | Chemical Processes in Food Science |
| | | | Student/Teacher | Narrative | 9781614592228 | Scientific Principles: Chemical Properties | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Food Ingredient ClassificationProject- Fermentation of Root Beer | Scientific Principles: Chemical Properties |
| (3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to: | (A) develop and deliver presentations | (i) develop presentations | Student/Teacher | Narrative | 9781614592228 | Presentation Strategies & Tactics | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Presentation Development; Project- Career Opportunities Speech; Project- Presentation Tips | Presentation Strategies & Tactics |
| (3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to: | (A) develop and deliver presentations | (ii) deliver presentations | Student/Teacher | Narrative | 9781614592228 | Presentation Strategies & Tactics | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Presentation Development; Project- Career Opportunities Speech; Project- Presentation Tips | Presentation Strategies & Tactics |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|--|--|-----------------|---------------|----------------|---|-------------------------------|
| (3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to: | (B) identify various marketing strategies used by the food service industry such as traditional and innovative marketing strategies | (i) identify various marketing strategies used by the food service industry | Student/Teacher | Narrative | 9781614592228 | Marketing & the Food Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Definition Matchup; Activity- Definition Matchup Answer Key; Activity- Sales Promotion Material Matchup; Activity- Sales Promotion Material Matchup Answer Key; Activity - SWOT Analysis Chart; Activity - SWOT Analysis Chart Answer Key; Project- Contemporary Market Mix; Project- Food Service Operations Advertising Profile; Project- SWOT Analysis | Marketing & the Food Industry |
| (3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to: | (C) demonstrate proper techniques for answering restaurant phones | (i) demonstrate proper techniques for answering restaurant phones | Student/Teacher | Narrative | 9781614592228 | Telecommunications Basics | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Telecommunications Scenarios | Telecommunications Basics |
| (3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to: | (D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients | (i) relate interpersonal communications to enhance communication with coworkers | Student/Teacher | Narrative | 9781614592228 | Communication Styles | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Model Communication; Project- Proximity | Communication Styles |
| (3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to: | (D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients | (ii) relate interpersonal communications to enhance communication with employers | Student/Teacher | Narrative | 9781614592228 | Communication Styles | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Model Communication; Project- Proximity | Communication Styles |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|--|---|-----------------|---------------|----------------|---|----------------------|
| (3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to: | (D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients | (iii) relate interpersonal communications to enhance communication with customers | Student/Teacher | Narrative | 9781614592228 | Communication Styles | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Model Communication; Project- Proximity | Communication Styles |
| (3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to: | (D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients | (iv) relate interpersonal communications to enhance communication with clients | Student/Teacher | Narrative | 9781614592228 | Communication Styles | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Model Communication; Project- Proximity | Communication Styles |
| (3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to: | (E) demonstrate active listening skills to obtain and clarify information | (i) demonstrate active listening skills to obtain information | Student/Teacher | Narrative | 9781614592228 | Listening 101 | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Draw What You Hear Teacher Instruction Sheet; Project- Newsletter | Listening 101 |
| (3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to: | (E) demonstrate active listening skills to obtain and clarify information | (ii) demonstrate active listening skills to clarify information | Student/Teacher | Narrative | 9781614592228 | Listening 101 | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Draw What You Hear Teacher Instruction Sheet; Project- Newsletter | Listening 101 |
| (4) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to: | (A) generate creative ideas to solve problems by brainstorming possible solutions | (i) generate creative ideas to solve problems by brainstorming possible solutions | Student/Teacher | Narrative | 9781614592228 | Employability Skills | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Problem Solving; Activity- Problem Solving Answer Key | Employability Skills |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|--|--|-----------------|---------------|----------------|---|--------------------------|
| (4) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to: | (B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers | (i) employ critical-thinking skills to resolve conflicts with individuals | Student/Teacher | Narrative | 9781614592228 | Employability Skills | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Problem Solving; Activity- Problem Solving Answer Key | Employability Skills |
| (4) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to: | (B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers | (ii) employ interpersonal skills to resolve conflicts with individuals | Student/Teacher | Narrative | 9781614592228 | Conflict Management | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Conflict Management Style; Activity- Positive Language; Activity- What Caused the Conflict; Project- Conflict Theories; Project- Ethical Guidelines for Mediators; Vocabulary Handout | Conflict Management |
| (5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to: | (A) use information technology tools and applications to perform workplace responsibilities | (i) use information technology tools to perform workplace responsibilities | 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 |
|--|---|--|-----------------|---------------|----------------|---|--------------------------|
| (5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to: | (A) use information technology tools and applications to perform workplace responsibilities | (ii) use information technology applications to perform workplace responsibilities | 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 |
| (5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to: | (B) demonstrate knowledge and use of point-of-sale systems | (i) demonstrate knowledge of point-of-sale systems | 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 |
| (5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to: | (B) demonstrate knowledge and use of point-of-sale systems | (ii) demonstrate use of point-of-sale systems | 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 |
|--|---|--|-----------------|---------------|----------------|--|----------------------------------|
| (5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to: | (C) evaluate Internet resources for information | (i) evaluate Internet resources for information | Student/Teacher | Narrative | 9781614592228 | Internet Basics | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Internet How-to Manual; Project- Research the Research | Internet Basics |
| (6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to: | (A) explain the different types and functions of kitchen, front-of-the-house, and support roles | (i) explain the different types of kitchen roles | 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- 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 |
| (6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to: | (A) explain the different types and functions of kitchen, front-of-the-house, and support roles | (ii) explain the different types of front-of-the-house roles | 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- 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 |
| (6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to: | (A) explain the different types and functions of kitchen, front-of-the-house, and support roles | (iii) explain the different types of support roles | 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- 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 |
|--|---|---|-----------------|---------------|----------------|--|-------------------------------------|
| (6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to: | (A) explain the different types and functions of kitchen, front-of-the-house, and support roles | (iv) explain the different functions of kitchen roles | 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- 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 |
| (6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to: | (A) explain the different types and functions of kitchen, front-of-the-house, and support roles | (v) explain the different functions of front-of-the-house roles | 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- 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 |
| (6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to: | (A) explain the different types and functions of kitchen, front-of-the-house, and support roles | (vi) explain the different functions of support roles | 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- 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 |
| (6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to: | (B) investigate quality-control standards and practices | (i) investigate quality-control standards | Student/Teacher | Narrative | 9781614592228 | Food Quality & Palatability Factors | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Quality Assurance | Food Quality & Palatability Factors |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|---|--|---|-----------------|---------------|----------------|---|--|
| (6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to: | (B) investigate quality-control standards and practices | (ii) investigate quality-control practices | Student/Teacher | Narrative | 9781614592228 | Food Quality & Palatability Factors | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Quality Assurance | Food Quality & Palatability Factors |
| (6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to: | (C) differentiate between various styles of restaurant services such as table, buffet, fast food, fast casual, and quick service | (i) differentiate between various styles of restaurant services | 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 | Structure of the Food Service Industry |
| (6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to: | (D) illustrate various place settings using proper placement of dining utensils | (i) illustrate various place settings using proper placement of dining utensils | 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 |
| (6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to: | (E) demonstrate the proper service techniques in food service operations | (i) demonstrate the proper service techniques in food service operations | Student/Teacher | Narrative | 9781614592228 | Eating with Emily Post | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Rules of Serving | Eating with Emily Post |
| (7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to: | (A) assess workplace conditions with regard to safety and health | (i) assess workplace conditions with regard to safety | 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 |
|---|--|--|-----------------|---------------|----------------|---|--|
| (7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to: | (A) assess workplace conditions with regards to safety and health | (ii) assess workplace conditions with regard to health | 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 |
| (7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to: | (B) analyze potential effects caused by common chemicals and hazardous materials | (i) analyze potential effects caused by common chemicals | Student/Teacher | Narrative | 9781614592228 | Sanitation & Safety in Food Production | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Sanitation Terms; Activity- Sanitation Terms Answer Key; Project- MSDS Challenge; Student Handout- Basics of the Right to Know Law | Sanitation & Safety in Food Production |
| (7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to: | (B) analyze potential effects caused by common chemicals and hazardous materials | (ii) analyze potential effects caused by hazardous materials | Student/Teacher | Narrative | 9781614592228 | Sanitation & Safety in Food Production | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Sanitation Terms; Activity- Sanitation Terms Answer Key; Project- MSDS Challenge; Student Handout- Basics of the Right to Know Law | Sanitation & Safety in Food Production |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|---|--|---|-----------------|---------------|----------------|---|----------------------|
| (7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to: | (C) demonstrate first aid and cardiopulmonary resuscitation skills | (i) demonstrate first aid skills | Student/Teacher | Narrative | 9781614592228 | First Aid Basics | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- EMT Role Play; Activity- EMT Role Play Teacher Instruction Sheet; Project- First Aid Procedure Brochure; Project- First Aid Procedure Brochure Teacher Instruction Sheet | First Aid Basics |
| (7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to: | (C) demonstrate first aid and cardiopulmonary resuscitation skills | (ii) demonstrate cardiopulmonary resuscitation skills | Student/Teacher | Narrative | 9781614592228 | First Aid Basics | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- EMT Role Play; Activity- EMT Role Play Teacher Instruction Sheet; Project- First Aid Procedure Brochure; Project- First Aid Procedure Brochure Teacher Instruction Sheet | First Aid Basics |
| (7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to: | (D) apply safety and sanitation standards common to the workplace | (i) apply safety standards common to the workplace | 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 |
|---|---|---|-----------------|---------------|----------------|--|---|
| (7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to: | (D) apply safety and sanitation standards common to the workplace | (ii) apply sanitation standards common to the workplace | 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 |
| (7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to: | (E) research sources of food-borne illness and determine ways to prevent them | (i) research sources of food-borne illness | 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 |
| (7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to: | (E) research sources of food-borne illness and determine ways to prevent them | (ii) determine ways to prevent [food-borne illness] | 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 |
|---|---|--|-----------------|---------------|----------------|--|----------------------------------|
| (7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to: | (F) determine professional attire and personal hygiene for restaurant employees | (i) determine professional attire for restaurant employees | Student/Teacher | Narrative | 9781614592228 | Careers in the Culinary Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- In the Public's Eye ; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers | Careers in the Culinary Industry |
| (7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to: | (F) determine professional attire and personal hygiene for restaurant employees | (ii) determine personal hygiene for restaurant employees | Student/Teacher | Narrative | 9781614592228 | Careers in the Culinary Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- In the Public's Eye ; Activity- In the Public's Eye Teacher Instruction Sheet; Project- Culinary Careers | Careers in the Culinary Industry |
| | | | Student/Teacher | Narrative | 9781614592228 | Dressing, Emily Post Style | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|---|---|---|-----------------|---------------|----------------|--|---|
| (7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to: | (G) prepare for a state or national food sanitation certification or other appropriate certifications | (i) prepare for a state or national food sanitation certification or other appropriate certifications | 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. |
| (8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to: | (A) apply team-building skills | (i) apply team-building skills | Student/Teacher | Narrative | 9781614592228 | Teamwork & Collaboration | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Team Roles; Activity- Words of Teamwork; Project- Work-Related Problem Solving | Teamwork & Collaboration |
| (8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to: | (B) apply decision-making and problem-solving skills | (i) apply decision-making skills | Student/Teacher | Narrative | 9781614592228 | Decision Making | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Decision Making Process; Project- Decisions Made; Project- Future Decisions | Decision Making |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|---|---|--|-----------------|---------------|----------------|--|--------------------------|
| (8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to: | (B) apply decision-making and problem-solving skills | (ii) apply problem-solving skills | Student/Teacher | Narrative | 9781614592228 | Decision Making | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Decision Making Process; Project- Decisions Made; Project- Future Decisions | Decision Making |
| (8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to: | (C) determine leadership and teamwork qualities to aid in creating a pleasant working atmosphere | (i) determine leadership qualities to aid in creating a pleasant working atmosphere | Student/Teacher | Narrative | 9781614592228 | Leadership Styles | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Parts of a Leader; Project- Leadership Video | Leadership Styles |
| (8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to: | (C) determine leadership and teamwork qualities to aid in creating a pleasant working atmosphere | (ii) determine teamwork qualities to aid in creating a pleasant working atmosphere | Student/Teacher | Narrative | 9781614592228 | Teamwork & Collaboration | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Team Roles; Activity- Words of Teamwork; Project- Work-Related Problem Solving | Teamwork & Collaboration |
| (8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to: | (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 |
| (8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to: | (D) participate in community leadership and teamwork opportunities to enhance professional skills | (ii) participate in teamwork opportunities to enhance professional skills | Student/Teacher | Narrative | 9781614592228 | Teamwork & Collaboration | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Team Roles; Activity- Words of Teamwork; Project- Work-Related Problem Solving | Teamwork & Collaboration |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|---|---|-----------------|---------------|----------------|---|---|
| (9) The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to: | (A) demonstrate ethical reasoning in a variety of workplace situations in order to make decisions | (i) demonstrate ethical reasoning in a variety of workplace situations in order to make decisions | Student/Teacher | Narrative | 9781614592228 | Ethics in Business | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Business Social Responsibility; Activity- Ethical Dilemmas; Activity- Ethics Role Play; Activity- Ethics Role Play Teacher Instruction Sheet; Project- Code of Ethics; Project- Laws & Regulations; Project- Unethical Case Study | Ethics in Business |
| (9) The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to: | (B) interpret and explain written organizational policies and procedures to help employees perform their jobs | (i) interpret written organizational policies and procedures to help employees perform their jobs | Student/Teacher | Narrative | 9781614592228 | Creating Employee Policies & Procedures | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Example Personnel Policy | Creating Employee Policies & Procedures |
| (9) The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to: | (B) interpret and explain written organizational policies and procedures to help employees perform their jobs | (ii) explain written organizational policies and procedures to help employees perform their jobs | Student/Teacher | Narrative | 9781614592228 | Creating Employee Policies & Procedures | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Example Personnel Policy | Creating Employee Policies & Procedures |
| (9) The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to: | (C) develop guidelines for professional conduct | (i) develop guidelines for professional conduct | Student/Teacher | Narrative | 9781614592228 | Creating Employee Policies & Procedures | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Example Personnel Policy | Creating Employee Policies & Procedures |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|---|--|-----------------|---------------|----------------|--|----------------------------------|
| (10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to: | (A) demonstrate a proactive understanding of self-responsibility and self-management | (i) demonstrate a proactive understanding of self-responsibility | 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- 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 |
| (10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to: | (A) demonstrate a proactive understanding of self-responsibility and self-management | (ii) demonstrate a proactive understanding of self-management | 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- 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 |
| (10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to: | (B) identify behaviors needed to be employable and maintain employment such as positive work ethics and positive personal qualities | (i) identify behaviors needed to be employable | Student/Teacher | Narrative | 9781614592228 | Employability Skills | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Skills Flashcards; Project- Personal Skills | Employability Skills |
| (10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to: | (B) identify behaviors needed to be employable and maintain employment such as positive work ethics and positive personal qualities | (ii) identify behaviors needed to maintain employment | Student/Teacher | Narrative | 9781614592228 | Employability Skills | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Skills Flashcards; Project- Personal Skills | Employability Skills |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|---|--|-----------------|---------------|----------------|---|----------------------------------|
| (10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to: | (C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance | (i) identify the effects of exercise on job performance | 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- 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 |
| | | | Student/Teacher | Activity | 9781614592228 | Project - Work Habits | Careers in the Culinary Industry |
| (10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to: | (C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance | (ii) identify the effects of nutritional dietary habits on job performance | 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- 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 |
| | | | Student/Teacher | Activity | 9781614592228 | Project - Work Habits | Careers in the Culinary Industry |
| (10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to: | (C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance | (iii) identify the effects of emotional factors on job performance | 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- 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 |
| | | | Student/Teacher | Activity | 9781614592228 | Project - Work Habits | Careers in the Culinary Industry |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|---|---|-----------------|---------------|----------------|---|----------------------------------|
| (10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to: | (C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance | (iv) evaluate the effects of exercise on job performance | 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- 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 |
| | | | Student/Teacher | Activity | 9781614592228 | Project - Work Habits | Careers in the Culinary Industry |
| (10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to: | (C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance | (v) evaluate the effects of nutritional dietary habits on job performance | 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- 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 |
| | | | Student/Teacher | Activity | 9781614592228 | Project - Work Habits | Careers in the Culinary Industry |
| (10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to: | (C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance | (vi) evaluate the effects of emotional factors on job performance | 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- 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 |
| | | | Student/Teacher | Activity | 9781614592228 | Project - Work Habits | Careers in the Culinary Industry |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|---|---|-----------------|---------------|----------------|--|-------------------------------------|
| (10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to: | (D) implement stress-management techniques | (i) implement stress-management techniques | Student/Teacher | Narrative | 9781614592228 | Employability Skills | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Personal Skills | Employability Skills |
| (10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to: | (E) follow directions and procedures independently | (i) follow directions independently | Student/Teacher | Narrative | 9781614592228 | Employability Skills | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Personal Skills | Employability Skills |
| | | | Student/Teacher | Activity | 9781614592228 | Activity - Career Connections | Employability Skills |
| (10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to: | (E) follow directions and procedures independently | (ii) follow procedures independently | Student/Teacher | Narrative | 9781614592228 | Employability Skills | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Personal Skills | Employability Skills |
| | | | Student/Teacher | Activity | 9781614592228 | Activity - Career Connections | Employability Skills |
| (11) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to: | (A) apply effective practices for managing time and energy | (i) apply effective practices managing time | Student/Teacher | Narrative | 9781614592228 | Management of Energy, Money & Tasks | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Opportunity Costs; Project- Managing Tasks; Project- Work-Life Balance | Management of Energy, Money & Tasks |
| (11) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to: | (A) apply effective practices for managing time and energy | (ii) apply effective practices for managing energy | Student/Teacher | Narrative | 9781614592228 | Management of Energy, Money & Tasks | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Opportunity Costs; Project- Managing Tasks; Project- Work-Life Balance | Management of Energy, Money & Tasks |
| (11) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to: | (B) analyze various steps in the career decision-making process | (i) analyze various steps in the career decision-making process | Student/Teacher | Narrative | 9781614592228 | Decision Making | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity-Decision Making Process; Project- Future Decisions | Decision Making |
| | | | Student/Teacher | Narrative | 9781614592228 | Careers in the Culinary Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | 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 |
|--|---|--|-----------------|---------------|----------------|--|--|
| (11) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to: | (C) discuss the importance of balancing a career, family, and leisure activities | (i) discuss the importance of balancing a career, family, and leisure activities | Student/Teacher | Narrative | 9781614592228 | Management of Energy, Money & Tasks | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Opportunity Costs; Project- Work-Life Balance | Management of Energy, Money & Tasks |
| (12) The student knows and understands the importance of employability skills. The student is expected to: | (A) demonstrate skills related to seeking employment in the food service industry | (i) demonstrate skills related to seeking employment in the food service industry | Student/Teacher | Narrative | 9781614592228 | Formulas for Career Success: Job Search | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Early Employment Debate; Project- How Did You Get Your Job | Formulas for Career Success: Job Search |
| | | | Student/Teacher | Narrative | 9781614592228 | Careers in the Culinary Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Culinary Careers | Careers in the Culinary Industry |
| (12) The student knows and understands the importance of employability skills. The student is expected to: | (B) identify the required training and educational requirements that lead toward appropriate career goals | (i) identify the required training that lead[s] toward appropriate career goals | Student/Teacher | Narrative | 9781614592228 | Careers in the Culinary Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Culinary Careers | Careers in the Culinary Industry |
| | | | Student/Teacher | Narrative | 9781614592228 | Jobs, Careers & Education | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- My Future; Project- Career Plan Timeline; Project- School to Career | Jobs, Careers & Education |
| (12) The student knows and understands the importance of employability skills. The student is expected to: | (B) identify the required training and educational requirements that lead toward appropriate career goals | (ii) identify the educational requirements that lead toward appropriate career goals | Student/Teacher | Narrative | 9781614592228 | Careers in the Culinary Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Culinary Careers | Careers in the Culinary Industry |
| | | | Student/Teacher | Narrative | 9781614592228 | Jobs, Careers & Education | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- My Future; Project- Career Plan Timeline; Project- School to Career | Jobs, Careers & Education |
| (12) The student knows and understands the importance of employability skills. The student is expected to: | (C) select educational and work history highlights to include in a career portfolio | (i) select educational highlights to include in a career portfolio | Student/Teacher | Narrative | 9781614592228 | Formulas for Career Success: Portfolio Development | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Choosing Artifacts; Activity- Creating Artifacts; Project- Portfolio Development; Project- Digital Portfolio | Formulas for Career Success: Portfolio Development |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|---|---|-----------------|---------------|----------------|--|--|
| (12) The student knows and understands the importance of employability skills. The student is expected to: | (C) select educational and work history highlights to include in a career portfolio | (ii) select work history highlights to include in a career portfolio | Student/Teacher | Narrative | 9781614592228 | Formulas for Career Success: Portfolio Development | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Choosing Artifacts; Activity- Creating Artifacts; Project- Portfolio Development; Project- Digital Portfolio | Formulas for Career Success: Portfolio Development |
| (12) The student knows and understands the importance of employability skills. The student is expected to: | (D) create and update a personal career portfolio | (i) create a personal career portfolio | Student/Teacher | Narrative | 9781614592228 | Formulas for Career Success: Portfolio Development | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Choosing Artifacts; Activity- Creating Artifacts; Project- Portfolio Development; Project- Digital Portfolio | Formulas for Career Success: Portfolio Development |
| (12) The student knows and understands the importance of employability skills. The student is expected to: | (D) create and update a personal career portfolio | (ii) update a personal career portfolio | Student/Teacher | Narrative | 9781614592228 | Formulas for Career Success: Portfolio Development | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Choosing Artifacts; Activity- Creating Artifacts; Project- Portfolio Development; Project- Digital Portfolio | Formulas for Career Success: Portfolio Development |
| (12) The student knows and understands the importance of employability skills. The student is expected to: | (E) recognize required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements | (i) recognize required employment forms | Student/Teacher | Narrative | 9781614592228 | Formulas of Career Success: Job Applications | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Application Critique; Project- Filling Out an Application | Formulas of Career Success: Job Applications |
| | | | Student/Teacher | Narrative | 9781614592228 | Formulas for Career Success: After the Interview | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Filling Out a W-5 | Formulas for Career Success: After the Interview |
| (12) The student knows and understands the importance of employability skills. The student is expected to: | (E) recognize required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements | (ii) recognize the functions [of required employment forms] to meet employment requirements | Student/Teacher | Narrative | 9781614592228 | Formulas of Career Success: Job Applications | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Application Critique; Project- Filling Out an Application | Formulas of Career Success: Job Applications |
| | | | Student/Teacher | Narrative | 9781614592228 | Formulas for Career Success: After the Interview | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Filling Out a W-5 | Formulas for Career Success: After the Interview |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|--|--|-----------------|---------------|----------------|---|---|
| (12) The student knows and understands the importance of employability skills. The student is expected to: | (F) research the local and regional labor workforce market to determine opportunities for advancement | (i) research the local labor workforce market to determine opportunities for advancement | Student/Teacher | Narrative | 9781614592228 | Careers in the Culinary Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Culinary Careers | Careers in the Culinary Industry |
| (12) The student knows and understands the importance of employability skills. The student is expected to: | (F) research the local and regional labor workforce market to determine opportunities for advancement | (ii) research the regional labor workforce market to determine opportunities for advancement | Student/Teacher | Narrative | 9781614592228 | Careers in the Culinary Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Culinary Careers | Careers in the Culinary Industry |
| (12) The student knows and understands the importance of employability skills. The student is expected to: | (G) investigate professional development training opportunities to keep current on relevant trends and information within the industry | (i) investigate professional development training opportunities to keep current on relevant trends within the industry | Student/Teacher | Narrative | 9781614592228 | Careers in the Culinary Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Culinary Careers | Careers in the Culinary Industry |
| (12) The student knows and understands the importance of employability skills. The student is expected to: | (G) investigate professional development training opportunities to keep current on relevant trends and information within the industry | (ii) investigate professional development training opportunities to keep current on relevant information within the industry | Student/Teacher | Narrative | 9781614592228 | Careers in the Culinary Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Culinary Careers | Careers in the Culinary Industry |
| (12) The student knows and understands the importance of employability skills. The student is expected to: | (H) recognize entrepreneurship opportunities | (i) recognize entrepreneurship opportunities | Student/Teacher | Narrative | 9781614592228 | Careers in the Culinary Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Culinary Careers | Careers in the Culinary Industry |
| (12) The student knows and understands the importance of employability skills. The student is expected to: | | | Student/Teacher | Narrative | 9781614592228 | Structure of the Food Service Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Chefs & Entrepreneurs | Structure of the Food Service Industry |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Chefs & Entrepreneurs | Structure of the Food Service Industry |
| (13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to: | (A) define job-specific technical vocabulary | (i) define job-specific technical vocabulary | Student/Teacher | Narrative | 9781614592228 | Introduction to Culinary Techniques & Methods | |
| | | | Student/Teacher | Activity | 9781614592228 | Vocabulary Handout: Activity - Types of Cuts Flashcards | Introduction to Culinary Techniques & Methods |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|--|--|-----------------|---------------|----------------|--|--|
| | | | Student/Teacher | Narrative | 9781614592228 | Kitchen Equipment | |
| | | | Student/Teacher | Activity | 9781614592228 | Vocabulary Handout | Kitchen Equipment |
| (13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to: | (B) analyze customer comments to formulate improvements in services and products and training of staff | (i) analyze customer comments to formulate improvements in services | 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 |
| (13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to: | (B) analyze customer comments to formulate improvements in services and products and training of staff | (ii) analyze customer comments to formulate improvements in products | 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 |
| (13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to: | (B) analyze customer comments to formulate improvements in services and products and training of staff | (iii) analyze customer comments to formulate improvements in training of staff | 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 |
| (13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to: | (C) detail ways to achieve high rates of customer satisfaction | (i) detail ways to achieve high rates of customer satisfaction | 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 |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|---|---|-----------------|---------------|----------------|---|--|
| (13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to: | (D) use different types of payment options to facilitate customer payments for services | (i) use different types of payment options to facilitate customer payments for services | Student/Teacher | Narrative | 9781614592228 | Customer Service in the Hospitality & Tourism Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Customer Service Techniques; Project- Technologies & Tourism Services | Customer Service in the Hospitality & Tourism Industry |
| (13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to: | (E) demonstrate technical skills used in producing quality food service | (i) demonstrate technical skills used in producing quality food service | 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; Activity- Is It Done Chart; Activity- Types of Cuts Flashcards; Project- In the Kitchen Cookery Method Demonstration; Project - In the Kitchen Practice Cutting Techniques; Project- Safety First Knife Edition; Student Handout- Parts of a Knife | Introduction to Culinary Techniques & Methods |
| (14) The student understands factors that affect the food service industry. The student is expected to: | (A) outline the history and growth of the food service industry | (i) outline the history of the food service industry | Student/Teacher | Narrative | 9781614592228 | Structure of the Food Service Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Chefs & Entrepreneurs; Project- Chefs & Entrepreneurs Teacher Instruction Sheet; Project- Restaurant Development | Structure of the Food Service Industry |
| (14) The student understands factors that affect the food service industry. The student is expected to: | (A) outline the history and growth of the food service industry | (ii) outline the growth of the food service industry | Student/Teacher | Narrative | 9781614592228 | Structure of the Food Service Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Chefs & Entrepreneurs; Project- Chefs & Entrepreneurs Teacher Instruction Sheet; 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 |
|---|--|--|-----------------|---------------|----------------|--|---|
| (14) The student understands factors that affect the food service industry. The student is expected to: | (B) identify an entrepreneur who has made significant contributions to the food service industry | (i) identify an entrepreneur who has made significant contributions to the food service industry | Student/Teacher | Narrative | 9781614592228 | Structure of the Food Service Industry | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Chefs & Entrepreneurs; Project- Chefs & Entrepreneurs Teacher Instruction Sheet; Project- Restaurant Development | Structure of the Food Service Industry |
| (14) The student understands factors that affect the food service industry. The student is expected to: | (C) explain cultural globalization and its influence on food | (i) explain cultural globalization | Student/Teacher | Narrative | 9781614592228 | Global Cuisine: North America | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Minority Holidays | Global Cuisine: North America |
| | | | Student/Teacher | Narrative | 9781614592228 | Global Cuisine: Mediterranean; Global Cuisine: Central America & Carribean; Global Cuisine: Europe; Global Cuisine: South America; Global Cuisine: Middle East; Global Cuisine: Asia | 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. |
| (14) The student understands factors that affect the food service industry. The student is expected to: | (C) explain cultural globalization and its influence on food | (ii) explain [the] influence [of cultural globalization] on food | Student/Teacher | Narrative | 9781614592228 | Global Cuisine: North America | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Seasoning Taste Lab; Project- Famous Chef; Project- Signature Dish; Project- Minority Holidays | Global Cuisine: North America |
| | | | Student/Teacher | Narrative | 9781614592228 | Global Cuisine: Mediterranean; Global Cuisine: Central America & Carribean; Global Cuisine: Europe; Global Cuisine: South America; Global Cuisine: Middle East; Global Cuisine: Asia | 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. |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|---|---|-----------------|---------------|----------------|---|---|
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (A) identify the role of mise en place | (i) identify the role of mise en place | 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 |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (B) identify and use large and small equipment in the professional food service setting | (i) identify large equipment in the professional food service setting | 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 |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (B) identify and use large and small equipment in the professional food service setting | (ii) use large equipment in the professional food service setting | 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 |
| | | | Student/Teacher | Narrative | 9781614592228 | Kitchen Equipment | |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (B) identify and use large and small equipment in the professional food service setting | (iii) identify small equipment in the professional food service setting | 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 |
|--|---|---|-----------------|---------------|----------------|--|---|
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (B) identify and use large and small equipment in the professional food service setting | (iv) use small equipment in the professional food service setting | 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 |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (C) identify the types of knives and proper usage in a commercial kitchen | (i) identify the types of knives in a commercial kitchen | Student/Teacher | Narrative | 9781614592228 | Kitchen Equipment | |
| | | | Student/Teacher | Narrative | 9781614592228 | Introduction to Culinary Techniques & Methods | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Safety First Knife Edition; Student Handout- Parts of a Knife | Introduction to Culinary Techniques & Methods |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (C) identify the types of knives and proper usage in a commercial kitchen | (ii) identify proper usage [of knives] in a commercial kitchen | Student/Teacher | Narrative | 9781614592228 | Kitchen Equipment | |
| | | | Student/Teacher | Narrative | 9781614592228 | Introduction to Culinary Techniques & Methods | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Safety First Knife Edition; Student Handout- Parts of a Knife | Introduction to Culinary Techniques & Methods |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (D) demonstrate proper knife safety, handling, cleaning, and storage | (i) demonstrate proper knife safety | Student/Teacher | Narrative | 9781614592228 | Kitchen Equipment | |
| | | | Student/Teacher | Narrative | 9781614592228 | Introduction to Culinary Techniques & Methods | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Safety First Knife Edition; Student Handout- Parts of a Knife | Introduction to Culinary Techniques & Methods |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (D) demonstrate proper knife safety, handling, cleaning, and storage | (ii) demonstrate proper knife handling | Student/Teacher | Narrative | 9781614592228 | Kitchen Equipment | |
| | | | Student/Teacher | Narrative | 9781614592228 | Introduction to Culinary Techniques & Methods | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Safety First Knife Edition; Student Handout- Parts of a Knife | Introduction to Culinary Techniques & Methods |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|---|---|-----------------|---------------|----------------|---|---|
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (D) demonstrate proper knife safety, handling, cleaning, and storage | (iii) demonstrates proper knife cleaning | Student/Teacher | Narrative | 9781614592228 | Kitchen Equipment | |
| | | | Student/Teacher | Narrative | 9781614592228 | Introduction to Culinary Techniques & Methods | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Safety First Knife Edition; Student Handout- Parts of a Knife | Introduction to Culinary Techniques & Methods |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (D) demonstrate proper knife safety, handling, cleaning, and storage | (iv) demonstrates proper knife storage | Student/Teacher | Narrative | 9781614592228 | Kitchen Equipment | |
| | | | Student/Teacher | Narrative | 9781614592228 | Introduction to Culinary Techniques & Methods | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- Safety First Knife Edition; Student Handout- Parts of a Knife | Introduction to Culinary Techniques & Methods |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (E) differentiate between different types of produce and identify factors such as grading, purchasing, storage, and usage | (i) differentiate between different types of produce | Student/Teacher | Narrative | 9781614592228 | Fruits & Vegetables | |
| | | | Student/Teacher | Activity | 9781614592228 | 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 | Fruits & Vegetables |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (E) differentiate between different types of produce and identify factors such as grading, purchasing, storage, and usage | (ii) identify factors [of different types of produce] | Student/Teacher | Narrative | 9781614592228 | Fruits & Vegetables | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Storage Guidelines Chart; Project- In the Kitchen Fruit Preparation Techniques; Project- In the Kitchen Vegetable Preparation Techniques; Project- Fruit Encyclopedia; Project- Vegetable Encyclopedia; Student Handout- Holding Vegetables; Student Handout- Vegetable Color Changes Guide; Student Handout- Vegetable Cooking Guide | Fruits & Vegetables |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|--|--------------------------------------|-----------------|---------------|----------------|---|--|
| (13) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (F) differentiate between dry goods and identify factors such as purchasing and storage | (i) differentiate between dry goods | Student/Teacher | Narrative | 9781614592228 | Herbs & Spices | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Herb & Spice Scavenger Hunt; Project- Herb & Spice Encyclopedia; Project- In the Kitchen Herb & Spice Recipe Application | Herbs & Spices |
| | | | Student/Teacher | Narrative | 9781614592228 | Desserts & Baked Goods | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Flour Cheat Sheet | Desserts & Baked Goods |
| | | | Student/Teacher | Narrative | 9781614592228 | Grains, Legumes & Pastas; Activity- Profile Page | Grains, Legumes & Pastas: Europe; PLEASE NOTE: Due to space limitations, the narrative and associated activity are listed on one line. Several lesson and corresponding activities satisfy this standard. |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (F) differentiate between dry goods and identify factors such as purchasing and storage | (ii) identify factors [of dry goods] | Student/Teacher | Narrative | 9781614592228 | Herbs & Spices | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Herb & Spice Scavenger Hunt; Project- Herb & Spice Encyclopedia; Project- In the Kitchen Herb & Spice Recipe Application | Herbs & Spices |
| | | | Student/Teacher | Narrative | 9781614592228 | Desserts & Baked Goods | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Flour Cheat Sheet | Desserts & Baked Goods |
| | | | Student/Teacher | Narrative | 9781614592228 | Grains, Legumes & Pastas; Activity- Profile Page | Grains, Legumes & Pastas: Europe; PLEASE NOTE: Due to space limitations, the narrative and associated activity are listed on one line. Several lessons and corresponding activities satisfy this standard. |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (G) differentiate between proteins and identify factors such as types, grades, purchasing, and storage | (i) differentiate between proteins | Student/Teacher | Narrative | 9781614592228 | Meat, Poultry & Seafood | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Market Forms of Fish; Activity- Meat on the Menu; Activity- Poultry Fabrication Diagram; Project- Beef Steak Color Guide ; Project- Meat Fabrication Diagram; Project- Types of Seafood Chart | Meat, Poultry & Seafood |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location |
|--|--|---|-----------------|---------------|----------------|---|---|
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (G) differentiate between proteins and identify factors such as types, grades, purchasing, and storage | (ii) identify factors [of proteins] | Student/Teacher | Narrative | 9781614592228 | Meat, Poultry & Seafood | |
| | | | Student/Teacher | Activity | 9781614592228 | Activity- Market Forms of Fish; Activity- Meat on the Menu; Activity- Poultry Fabrication Diagram; Project- Beef Steak Color Guide ; Project- Meat Fabrication Diagram; Project- Types of Seafood Chart | Meat, Poultry & Seafood |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (H) describe the methods of cooking, including dry heat, moist heat, and combination heat | (i) describe the methods of cooking, including dry heat | Student/Teacher | Narrative | 9781614592228 | Introduction to Culinary Techniques & Methods | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- In the Kitchen Cookery Method Demonstration; Activity- Is It Done Chart | Introduction to Culinary Techniques & Methods |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (H) describe the methods of cooking, including dry heat, moist heat, and combination heat | (ii) describe the methods of cooking, including moist heat | Student/Teacher | Narrative | 9781614592228 | Introduction to Culinary Techniques & Methods | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- In the Kitchen Cookery Method Demonstration; Activity- Is It Done Chart | Introduction to Culinary Techniques & Methods |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (H) describe the methods of cooking, including dry heat, moist heat, and combination heat | (iii) describe the methods of cooking, including combination heat | Student/Teacher | Narrative | 9781614592228 | Introduction to Culinary Techniques & Methods | |
| | | | Student/Teacher | Activity | 9781614592228 | Project- In the Kitchen Cookery Method Demonstration; Activity- Is It Done Chart | Introduction to Culinary Techniques & Methods |
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (I) differentiate between common baking methods and identify common ingredients used in baking | (i) differentiate between common baking methods | 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 |
|--|--|---|-----------------|---------------|----------------|---|------------------------|
| (15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to: | (l) differentiate between common baking methods and identify common ingredients used in baking | (ii) identify common ingredients used in baking | 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 |