



Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p>12. Give examples of portion-control devices used in foodservice operations.</p> <p>13. List the steps in the process to control food costs.</p> <p>14. Forecast sales by analyzing and evaluating sales histories, popularity indices, and production sheets.</p> <p>15. Calculate a recipe's yield and the number of portions it will produce.</p> <p>16. Use a conversion factor to calculate a new yield for an existing recipe.</p> <p>17. Explain the importance of standards for controlling production volume</p> <p>18. List and describe standard procedures used for controlling production volume.</p> <p>19. List and explain the various methods for menu pricing.</p> <p>20. List factors that affect labor costs.</p> <p>21. List factors that affect labor costs.</p> <p>22. Describe the relationship between sales volume and labor costs.</p> <p>23. Explain the difference between a master schedule and a crew schedule.</p> <p>24. Describe the components and factors to consider when developing labor schedules.</p> <p>25. List and describe purchasing, receiving, and storage procedures that help to preserve quality and control costs.</p> <p>26. List ways to evaluate a finished product for quality.</p> <p>27. Describe the process for identifying quality problems in the kitchen.</p> <p>28. Determine the dollar value of inventory.</p> <p>29. List and explain the various methods of inventory pricing.</p>	C-14, C15, C-16, C-28,	<p>(3) Charts, tables, graphs, mean measurements</p> <p>(1) Unit conversions</p>	6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4; 6.SP.1; 6.SP.2	S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; S.ID.2
	<p><b>I. Restaurants and Food Beverage Services</b></p> <p>F. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.</p> <p>1. Interpret calculations of food, labor, and</p>	Restaurant Food Beverage Services F-1	(3) Percents, unit conversions, add, subtract, multiply, divide	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.RP.2; 6.RP.3; 7.EE.2; 6.NS.1; 6.EE.2; 6.NS.2;	A.APR.1; A.APR.7; N.RN.3; N.Q.1

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	pricing to ensure profitability.		Decimals, whole numbers, fractions	6.NS.3; 6.NS.5; 7.NS.1; 7.NS.2; 7.NS.3; 7.EE.3	
2	<b>Culinary Core</b>				
	<p><b>I. ProStart Level 1</b></p> <p><b>A. Welcome to the Foodservice Industry</b></p> <p>1. Identify the two segments of the restaurant and foodservice industry, and give examples of businesses in each of them.</p> <p><b>B. Keeping Food Safe</b></p> <p>1. Define what a foodborne-illness outbreak is, and list the costs associated with one.</p> <p>2. Recognize risks associated with high-risk populations.</p> <p>3. Identify factors that affect the growth of pathogens (FAT TOM).</p> <p>4. Identify characteristics of TCS food and list examples.</p> <p>5. Identify methods for preventing biological contamination.</p> <p>6. List guidelines for storing chemicals safely.</p> <p>7. Recognize the need for food defense systems.</p> <p>8. Identify the most common allergens and methods for preventing allergic reactions.</p> <p>9. Identify government agencies that regulate the restaurant and foodservice industry.</p> <p>10. List personal behaviors that can contaminate food.</p> <p>11. List the steps to proper handwashing, and identify when hands should be washed.</p> <p>12. Identify proper personal cleanliness practices and appropriate work attire.</p> <p>13. Identify ways to handle ready-to-eat food safely.</p> <p>14. Identify when food handlers should be prevented from working around food or from working in the operation.</p> <p>15. Identify ways to prevent cross-contamination.</p> <p>16. Identify ways to prevent time-temperature abuse.</p> <p>17. List different temperature-measuring devices and their uses.</p> <p>18. Identify characteristics of an approved</p>	Food service Industry B-3, B-16, B-17, B-19, B-20, B-21, B-22, B-28,	(1) Calculate elapsed time, temperature vs. volume, cause and effect, reading scales	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.G.2; 6.G.3; 7.G.6; 8.G.9; 6.EE.2; 7.G.1; 6.SP.4	A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.GMD.1; G.GMD.3; G.MG.2

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p>food source.</p> <p>19. Identify criteria for accepting or rejecting food during receiving.</p> <p>20. Identify the minimum internal temperature requirements for cooking various TCS food.</p> <p>21. Identify the minimum internal temperature requirements for cooking various TCS food.</p> <p>22. Outline proper procedures for holding, cooling, and reheating TCS food.</p> <p>23. Identify ways to handle food ready for service.</p> <p>24. Outline proper procedures for preparing and serving food for off-site service.</p> <p>25. List the HACCP principles and explain their importance to food safety.</p> <p>26. Explain the difference between cleaning and sanitizing.</p> <p>27. Outline proper procedures for cleaning and sanitizing tools and equipment.</p> <p>28. Identify factors that affect the effectiveness of sanitizers.</p> <p>29. List the elements of a master cleaning schedule.</p> <p>30. Identify organizations that certify that equipment meets sanitation standards.</p> <p>31. Outline proper procedures for managing pests.</p>				
	<p><b>C. Workplace Safety</b></p> <p>1. State who is legally responsible for providing a safe environment and ensuring safe practices.</p> <p>2. Define the role of Occupational Safety and Health Administration regulations.</p> <p>3. State the Hazard Communication Standard requirements for employers.</p> <p>4. List the requirements for storing hazardous chemicals in an operation.</p> <p>5. Explain the importance of general safety audits and safety training.</p> <p>6. Explain the importance of completing accident reports.</p> <p>7. Describe the purpose of an emergency plan.</p> <p>8. List ways to use protective clothing and equipment to prevent injuries.</p> <p>9. Identify electrical hazards that contribute to accidental fires.</p> <p>10. Classify different types of fires and fire extinguishers.</p> <p>11. Identify the cleaning frequency for</p>				

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p>equipment as a way to prevent fires.</p> <p>12. Outline the actions to take in the event of a fire at a restaurant or foodservice operation.</p> <p>13. Identify procedures for preventing slips, trips, and fall in a foodservice operation.</p> <p>14. Outline the procedure for cleaning up spills on floors.</p> <p>15. Demonstrate how to use ladders safely.</p> <p>16. Demonstrate proper lifting and carrying procedures to avoid injury.</p> <p>17. Demonstrate correct and safe use of knives.</p> <p>18. Outline basic first aid concepts and procedures.</p> <p>19. Recognize the importance of locking doors.</p> <p><b>E. Kitchen Essentials 2 - Equipment and Techniques</b></p> <p>1. Identify the equipment needed for receiving and storing food and supplies.</p> <p>2. Identify the equipment needed for pre-preparation.</p> <p>3. List the different types of knives used in the foodservice kitchen and give examples of their uses.</p> <p>4. Identify basic types of pots and pans and their common uses.</p> <p>5. List the different types of preparation equipment used in the foodservice kitchen and give examples of their uses.</p> <p>6. Identify the kitchen equipment needed for holding and serving food and beverages.</p> <p>7. Apply effective mise en place through practice.</p> <p>8. Explain how to care for knives properly.</p> <p>9. Demonstrate the proper use of knives.</p>	<p>Kitchen essentials E-1</p>	<p>(2) Linear measure</p>	<p>6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3</p>	<p>A.APR.1; A.APR.7; N.RN.3; N.Q.1</p>
	<p><b>I. Hospitality and Tourism</b></p> <p><b>D. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.</b></p> <p>1. State the rationale for rules and laws designed to promote safety and health in the workplace.</p> <p>2. Assess workplace conditions with regard to safety and health.</p> <p><b>E. Identify potential, real and perceived hazards and emergency situations and determine the</b></p>	<p>Hospitality and tourism</p>			

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p><b>appropriate safety and security measures in the hospitality and tourism workplace.</b></p> <ol style="list-style-type: none"> <li>1. Outline safety and security issues for individuals and groups to minimize risks.</li> <li>2. Identify resources to utilize in various emergency situations for self, co-workers, and guests/customers.</li> <li>3. Create response plans to cope with hazards and emergency situations applicable to the hospitality and tourism industries.</li> </ol>				
<b>3</b>	<b>ServSafe &amp; Sanitation</b>				
	<p><b>I. ServSafe</b>  <b>A. Providing Safe Food</b></p> <ol style="list-style-type: none"> <li>1. Know what a foodborne illness is and determine when one has occurred.</li> <li>2. List challenges to food safety.</li> <li>3. Be aware of the costs of a foodborne illness.</li> <li>4. Have an understanding of contaminants that can make food unsafe.</li> <li>5. Know how food becomes unsafe.</li> <li>6. Identify food most likely to become unsafe.</li> <li>7. Recognize populations at high risk for</li> </ol>	<p>ServSafe  A-2, A-4, A-5,   A-6,</p>	<p>(1)  Elapsed time scale  (1)  time vs. temperatures  (3)  linear graphs,  (1)  Problem solving</p>	<p>6.NS.2; 6.NS.3;  7.NS.1; 7.EE.3;  6.SP.4</p>	<p>A.APR.1; A.APR.7;  N.RN.3; N.Q.1;  N.Q.2; N.Q.3; S.ID.6</p>

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p>foodborne illness.</p> <p>8. Identify government agencies that regulate food establishments.</p> <p>9. Note the training responsibilities of a manager in a foodservice operation.</p> <p><b>B. Forms of Contamination</b></p> <p>1. Identify ways in which contamination can occur.</p> <p>2. List the factors that affect the growth of foodborne pathogens (FAT TOM).</p> <p>3. Distinguish major foodborne pathogens and their sources; resulting illnesses and their symptoms.</p> <p>4. Identify ways of preventing viral- bacterial- parasitic- and fungal contamination.</p> <p>5. Recognize the naturally occurring toxins and ways of preventing illnesses from them.</p> <p>6. Note physical and chemical contaminants and methods of prevention.</p> <p>7. Recognize points in the operation where food is at risk from deliberate contamination.</p> <p>8. Identify what to do in response to a foodborne-illness outbreak.</p> <p>9. Know the most common food allergens and their associated symptoms.</p> <p>10. Be aware of methods of preventing allergic reactions.</p> <p><b>C. The Safe Food Handler</b></p> <p>1. Have an understanding of how food handlers can contaminate food.</p> <p>2. Describe correct handwashing procedure.</p> <p>3. Distinguish when and where hands should be washed.</p> <p>4. Note hand antiseptics and when to use them.</p> <p>5. Identify hand-maintenance requirements including fingernail length- false fingernails- and nail polish.</p> <p>6. Ascertain the correct way to cover infected wounds.</p> <p>7. Note how to use single-use gloves and when to change them.</p> <p>8. Recognize the importance of avoiding bare-hand contact with ready-to-eat food.</p> <p>9. List requirements for staff work attire.</p> <p>10. Know the jewelry that poses a hazard to food safety.</p> <p>11. Be aware of policies regarding eating- drinking- and smoking as they relate to food safety.</p>	<p>Forms of contamination B-2, B-4-B-6, B-8</p> <p>C-1-C-13</p>	<p>(1) Elapsed time, Date or calendar, problem-solving,</p> <p>Math symbols Range, Date food and ordering</p> <p>Time vs. temp, linear graphing</p> <p>Problem-solving based on time and temperature</p>	<p>6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.SP.4</p>	<p>A.APR.1; A.APR.7; N.RN.3; N.Q.1; N.Q.2; N.Q.3; S.ID.6</p>

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p>12. Identify criteria for excluding staff from the operation or restricting them from working with or around food.</p> <p>13. Know illnesses that need to be reported to the regulatory authority.</p> <p><b>D. The Flow of Food: An Introduction</b></p> <ol style="list-style-type: none"> <li>1. Recognize ways of preventing cross-contamination.</li> <li>2. Identify ways of preventing time-temperature abuse.</li> <li>3. List different types of temperature-measure devices and their uses.</li> <li>4. Know the general guidelines for thermometer use.</li> </ol> <p><b>E. The Flow of Food: Purchasing, Receiving, and Storage</b></p> <ol style="list-style-type: none"> <li>1. Understand characteristics of an approved supplier.</li> <li>2. Distinguish guidelines for receiving deliveries.</li> <li>3. Note requirements for key drop deliveries.</li> <li>4. Identify procedure for handling food recalls.</li> <li>5. Be aware of procedures for checking the temperatures of various food items.</li> <li>6. Know the temperature requirements when receiving food.</li> <li>7. Describe packaging requirements when receiving food.</li> <li>8. List documentation required when receiving food.</li> <li>9. Ascertain quality requirements when receiving food.</li> <li>10. Identify requirements for labeling and date marking food.</li> <li>11. List temperature requirements for food in storage.</li> <li>12. Understand how to rotate food using first-in- first-out (FIFO).</li> <li>13. Distinguish practices that can prevent cross-contamination during storage.</li> <li>14. Describe locations where food should not be stored.</li> </ol> <p><b>F. The Flow of Food: Preparation</b></p> <ol style="list-style-type: none"> <li>1. Ascertain the correct ways for prepping food to prevent cross-contamination and time-temperature abuse.</li> <li>2. List safe methods for thawing food.</li> <li>3. Know the minimum internal cooking</li> </ol>	<p>Flow of food D-2-4</p> <p>Purchasing, receiving E-10, E-11-E-12</p> <p>Flow of food prep F-1</p>	<p>(1) Elapsed time, Linear measure, problem-solving</p> <p>(1) (calendar dating –first in, first out)</p> <p>(1) Time and fahrenheit degrees</p>	<p>6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.SP.4</p> <p>6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3</p>	<p>A.APR.1; A.APR.7; N.RN.3; N.Q.1; N.Q.2; N.Q.3; S.ID.6</p> <p>A.APR.1; A.APR.7; N.RN.3; N.Q.1</p>



Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p>temperatures for TCS food.</p> <ol style="list-style-type: none"> <li>4. Have an understanding of the correct way to cook TCS food in a microwave oven.</li> <li>5. Identify requirements for partially cooking TCS food.</li> <li>6. Be aware of the importance of informing consumers of risks when serving raw or undercooked food.</li> <li>7. Recognize methods and time-temperature requirements for cooling TCS food.</li> <li>8. Understand time and temperature requirements for reheating TCS food.</li> </ol> <p><b>G. The Flow of Food: Service</b></p> <ol style="list-style-type: none"> <li>1. Time and temperature requirements for holding hot and cold TCS food.</li> <li>2. Ascertain ways of preventing time-temperature abuse and cross-contamination when displaying and serving food.</li> <li>3. Know the requirements for using time rather than temperature as the only method of control when holding ready-to-eat food.</li> <li>4. Be aware of ways of minimizing bare-hand contact with ready-to-eat food.</li> <li>5. Note how to prevent staff from contaminating food during service.</li> <li>6. Describe how to prevent customers from contaminating self-service areas.</li> <li>7. Distinguish the possible hazards of transporting food and ways of preventing them.</li> <li>8. Know the possible hazards of vending food and ways of preventing them.</li> </ol> <p><b>H. Food Safety Management Systems</b></p> <ol style="list-style-type: none"> <li>1. Methods for achieving active managerial control.</li> <li>2. Understand the Food and Drug Administration's (FDA) public health interventions.</li> <li>3. List the seven HACCP principles for preventing foodborne illness.</li> </ol> <p><b>I. Safe Facilities and Pest Management</b></p> <ol style="list-style-type: none"> <li>1. Identify characteristics of correct interior finishes including doors- walls- and ceilings.</li> <li>2. Distinguish organizations that certify equipment that meets sanitation standards.</li> <li>3. Know requirements for installing equipment.</li> <li>4. Identify requirements for dishwashing facilities.</li> <li>5. Understand requirements for handwashing</li> </ol>	<p>G-1, G-3, G-8 Flow of food service</p> <p>Food safety H1-H-2, H-3</p> <p>Facilities, pest Mgt. I-4, I-5</p>	<p>(1) Problem-solving, elapsed time, vending calendar,</p> <p>(1) Problem-solving, Logic, if/then statements</p> <p>(2) ph Measurements, reading charts, problem-solving, temperatures and water temps, logic, if/then</p>	<p>6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.SP.4</p> <p>6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4</p>	<p>A.APR.1; A.APR.7; N.RN.3; N.Q.1; N.Q.2; N.Q.3; S.ID.6</p> <p>N.Q.1; N.Q.2; N.Q.3; S.ID.6; S.CP.1</p> <p>A.APR.1; A.APR.7; N.RN.3; S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; S.CP.1; N.Q.1; N.Q.2; N.Q.3; S.ID.6</p>

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p>stations.</p> <p>6. Have an understanding of approved water sources.</p> <p>7. Ascertain methods for preventing cross-connection and backflow.</p> <p>8. Be aware of the correct response to a wastewater overflow.</p> <p>9. Understand importance of lighting in an operation.</p> <p>10. Be aware that each area of the operation has its own lighting-intensity requirements .</p> <p>11. Understand importance of cleaning and maintaining ventilation systems .</p> <p>12. Identify requirements for handling garbage including correct storage and removal.</p> <p>13. Be aware of the ways to keep physical facilities in good repair.</p> <p>14. Identify the imminent health hazards that can affect a facility.</p> <p>15. Know how to respond to imminent health hazards.</p> <p>16. Have an understanding of methods for denying pests access to an operation.</p> <p>17. Identify methods for denying pests food and shelter.</p> <p><b>J. Cleaning and Sanitizing</b></p> <p>1. Be aware of how to use cleaners correctly.</p> <p>2. Have an understanding of approved sanitizers including chlorine- iodine- and quats.</p> <p>3. Be aware of factors affecting the efficiency of sanitizers (e.g.- contact time- water temperature- concentration- water hardness- and pH).</p> <p>4. Know how to clean and sanitize food-contact surfaces.</p> <p>5. Recognize required frequency for cleaning and sanitizing food-contact surfaces.</p> <p>6. Ascertain correct machine-dishwashing procedures.</p> <p>7. Identify how to clean and sanitize items in a three-compartment sink.</p> <p>8. Know how to store clean and sanitized tableware and equipment.</p> <p>9. Recognize how to clean the premises.</p> <p>10. Identify how to store cleaning tools and supplies.</p> <p>11. Identify how to develop a cleaning program.</p>	<p>Cleaning and sanitizing J-2, J-3,</p> <p>J-6, J-7</p>	<p>(2) ph Measurements, reading charts, problem-solving, temperatures and water temps, logic, if/then</p> <p>Pressure measurement, scale reading, pressure gauging</p>	<p>6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4</p> <p>6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4</p>	<p>A.APR.1; A.APR.7; N.RN.3; S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; S.CP.1; N.Q.1; N.Q.2; N.Q.3; S.ID.6</p> <p>S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1</p>

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p><b>I. Restaurants and Food/Beverage Services</b></p> <p><b>C. Demonstrate safety and sanitation procedures in food and beverage service facilities.</b></p> <ol style="list-style-type: none"> <li>1. Identify sanitation procedures to ensure facility is in compliance with health codes.</li> <li>2. Identify overall safety procedures necessary to maintain a safe work area.</li> <li>3. Demonstrate emergency and first-aid knowledge and procedures applicable to the workplace.</li> </ol>				
<b>4</b>	<b>Guest Relations</b>				
	<p><b>I. ProStart Level 1</b></p> <p><b>J. Serving Your Guests</b></p> <ol style="list-style-type: none"> <li>1. Explain the importance of customer service to the restaurant and foodservice industry.</li> <li>2. List the reasons for making a good first impression and give examples of how to make one.</li> <li>3. Describe the types of customers that may have special needs.</li> <li>4. Identify ways to identify customer needs.</li> <li>5. Outline the process for receiving and recording reservations and special requests.</li> <li>6. Outline the process for taking orders at the table, beginning with the greeting.</li> <li>7. Define suggestive selling, and give examples of how to do it.</li> <li>8. Identify basic guidelines for serving alcohol to guests.</li> <li>9. List methods for processing payment.</li> <li>10. List ways to obtain feedback from guests and determine their satisfaction.</li> <li>11. Explain how customer complaints should be resolved.</li> <li>12. Describe the four traditional styles of</li> </ol>	ProStart level 1			

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	service: American, French, English, and Russian. 13. Identify contemporary styles of service. 14. Demonstrate setting and clearing items properly. 15. Describe traditional service staff roles, and list the duties and responsibilities of each. 16. Identify various server tools and the correct way to stock a service station.				
	<b>I. Restaurants and Food/Beverage Services</b> <b>B. Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.</b> 1. Interpret and use tables, charts, and figures. 2. Understand verbal and nonverbal communications to provide a positive experience for guest. 3. Manage unexpected situations to ensure continuity of quality services. 4. Use basic academic skills to perform effectively in the workplace.	Restaurants food and beverage service B-1 B-4	(2) Locating info, charts, tables, forecasting, data & statistics  Whole numbers, add, subtract, multiply, divide	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4	A.APR.1; A.APR.7; N.RN.3; N.Q.1; S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; S.ID.5
	<b>I. Hospitality and Tourism</b> <b>C. Demonstrate hospitality and tourism customer service skills that meet customers' needs.</b> 1. Use customer comments to guide customer satisfaction policies. 2. Integrate the principles of customer service to positively impact organizational performance. 3. Identify and compare services and products from related industries to understand how they affect hospitality and tourism products and services.	Hospitality and tourism C-1, C-3	(2) Locating info, charts, tables, forecasting, data & statistics	6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4; 6.SP.5	S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; S.ID.5

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
5	<b>Basic Cooking</b>				
	<p><b>I. ProStart Level 1</b></p> <p><b>E. Kitchen Essentials 2 - Equipment and Techniques</b></p> <p>10. Explain the difference between seasoning and flavoring.</p> <p>11. Describe and demonstration basic pre-preparation techniques.</p> <p>12. List and explain how the three types of cooking work.</p> <p>13. Describe dry-heat cooking methods and list the foods to which they are suited.</p> <p>14. Describe moist-heat cooking methods and list the foods to which they are suited.</p> <p>15. Describe combination-heat cooking methods and list the foods to which they are suited.</p> <p>16. Identify ways to determine if a food is done cooking.</p> <p>17. List guidelines for plating or storing food that has finished cooking.</p> <p><b>F. Stocks, Sauces, and Soups</b></p> <p>1. Identify the four essential parts of stock and the proper ingredients for each.</p> <p>2. List and explain the various types of stock and their ingredients.</p> <p>3. Demonstrate three methods for preparing bones for stock.</p> <p>4. Prepare the ingredients for and cook several kinds of stocks.</p> <p>5. Explain how and why to degrease stock.</p> <p>6. List the ways to cool stock properly.</p> <p>7. Identify the grand sauces and describe other sauces made from them.</p> <p>8. List the proper ingredients for sauces.</p> <p>9. Prepare several kinds of sauces.</p> <p>10. Match sauces to appropriate food.</p> <p>11. Identify the two basic kinds of soups and give examples of each.</p> <p>12. Explain the preparation of the basic ingredients for broth, consommé, purée, clear, and cream soups.</p> <p>13. Prepare several kinds of soups</p>	<p>Kitchen essentials E-16, E-17</p> <p>Stocks, sauces, soup F-1, F-2, F-4</p> <p>F-6, F-9, F-13</p>	<p>(1) Measure temperatures, problem-solving</p> <p>(1) Ratios</p> <p>(1) Time and temperature Problem-solving</p>	<p>6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4</p> <p>6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3; 7.EE.3</p> <p>6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3</p>	<p>S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; N.Q.1; N.Q.2; N.Q.3; S.ID.6</p> <p>G.MG.3</p> <p>A.APR.1; A.APR.7; N.RN.3; N.Q.1; N.Q.2; N.Q.3; S.ID.6</p>

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p><b>I. Fruits and Vegetables</b>  6. Match and cook fruit to appropriate methods.  10. Match and cook vegetables to appropriate methods.</p> <p><b>K. Potatoes and Grains</b>  1. Identify and describe different types of potatoes.  2. Outline methods to select, receive, and store potatoes.  3. Using a variety of recipes and cooking methods, prepare potatoes.  4. Identify and describe different types of grains and legumes.  5. List the characteristics of eggs and identify ways to keep them safe.  6. Prepare and serve eggs using a variety of cooking methods.  7. Prepare pancakes, crêpes, waffles, and French toast.  8. Prepare ham, hash, grits, cold cereals, oatmeal, and sausage.  9. Prepare coffee, tea, and cocoa.  10. Give examples of different types of sandwiches, including simple hot, open-faced, hors d'oeuvres, grilled, deep-fried, and simple cold.  11. Explain the roles of the three components of a sandwich: bread, spread, and filling.  12. Prepare common sandwich spreads and fillings.  13. List the necessary tools and equipment to make sandwiches at a sandwich station.  14. Demonstrate preparation of several types of sandwiches.</p>	<p>Fruits and vegetables</p> <p>I-6, I-10</p> <p>Potatoes, Grains</p> <p>K-6, K-7, K-8, K-9, K-12, K-13, K-14</p>	<p>Math conversions</p> <p>(1)  Temperature, volume, weight, ratios, measurements. Math conversions</p>	<p>6.NS.2; 6.NS.3;  7.NS.1; 7.EE.3;  6.RP.1; 6.RP.2;  6.RP.3; 7.RP.1;  7.RP.2; 7.RP.3;  7.EE.3; 6.G.2; 6.G.3;  7.G.6; 8.G.9; 6.EE.2;  7.G.1</p>	<p>A.APR.1; A.APR.7;  N.RN.3; N.Q.1;  G.MG.3; G.GMD.1;  G.GMD.3; G.MG.2</p>
	<p><b>II. ProStart Level 2</b></p> <p><b>A. Breakfast Food and Sandwiches</b>  1. List the characteristics of milk and identify ways to keep it safe.  2. Identify the different forms of cream and their fat contents.  3. Differentiate between butter and butter substitutes and recognize the characteristics of each.  4. Identify the different types of cheese and give examples of each.  5. List the characteristics of eggs and identify ways to keep them safe.</p>	<p>Breakfast foods</p> <p>A-6,- A-9  A-12, A-14</p>	<p>(1)  Temperature, volume, weight, ratios, measurements. Math conversions</p>	<p>6.NS.2; 6.NS.3;  7.NS.1; 6.RP.1;  6.RP.2; 6.RP.3;  7.RP.1; 7.RP.2;  7.RP.3; 7.EE.3;  6.G.2; 6.G.3; 7.G.6;  8.G.9; 6.EE.2; 7.G.1</p>	<p>A.APR.1; A.APR.7;  N.RN.3; N.Q.1;  G.MG.3; G.GMD.1;  G.GMD.3; G.MG.2</p>

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p>6. Prepare and serve eggs using a variety of cooking methods.</p> <p>7. Prepare pancakes, crêpes, waffles, and French toast.</p> <p>8. Prepare ham, hash, grits, cold cereals, oatmeal, and sausage.</p> <p>9. Prepare coffee, tea, and cocoa.</p> <p>10. Give examples of different types of sandwiches, including simple hot, open-faced, hors d'oeuvres, grilled, deep-fried, and simple cold.</p> <p>11. Explain the roles of the three components of a sandwich: bread, spread, and filling.</p> <p>12. Prepare common sandwich spreads and fillings.</p> <p>13. List the necessary tools and equipment to make sandwiches at a sandwich station.</p> <p>14. Demonstrate preparation of several types of sandwiches.</p>				
<b>6</b>	<b>Baking &amp; Pastry</b>				
	<p><b>II. ProStart Level 2</b></p> <p><b>H. Desserts and Baked Goods</b></p> <p>1. Identify and use common ingredients in baking.</p> <p>2. Calculate ingredient weights using baker's percentages.</p> <p>3. Convert baking recipes to a new yield.</p> <p>4. Differentiate between lean doughs, rich doughs, sponge doughs, and sourdoughs, and give examples.</p> <p>5. Mix yeast dough using the straight-mix method.</p> <p>6. Proof bake shop items.</p> <p>7. Prepare yeast breads.</p> <p>8. Prepare different types of quick breads and cake batters.</p> <p>9. Identify the functions of icings and determine which are best suited for different baked goods.</p> <p>10. Describe and prepare steamed puddings and dessert soufflés.</p> <p>11. Prepare pie dough using the 3-2-1 method.</p> <p>12. Describe the procedure for baking blind.</p> <p>13. Describe roll-in dough, phyllo dough, and pâte à choux.</p> <p>14. Prepare cookies using various makeup methods.</p> <p>15. Explain how chocolate is made, including chocolate liquor, cocoa butter, and cocoa</p>	<p>Desserts and Baked goods H-2, H-3,</p> <p>H-7, H-10, H-11, H14,</p>	<p>( Baker percentages, Substituting variables into formulas. Solving linear equations. Measuring weight and volume balance scale.</p> <p>Ratios Temperature and time.</p>	<p>6.RP.2; 6.RP.3; 6.EE.2; 6.EE.6; 6.EE.7; 6.EE.8; 6.EE.9; 7.EE.1; 7.EE.2; 7.EE.3; 7.EE.4; 8.EE.7; 8.EE.8; 8.F.4</p> <p>6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3; 6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3</p>	<p>A.CED.1; A.CED.2; A.CED.3; A.CED.4; A.REI.3; A.REI.4; A.REI.10; F.LE.1; F.LE.2; F.LE.5; F.IF.5; A.SSE.1; F.BF.1; S.ID.6</p> <p>G.MG.3; A.APR.1; A.APR.7; N.RN.3; N.Q.1</p>

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p>powder.</p> <p>16. Demonstrate how to store chocolate properly.</p> <p>17. Explain how chocolate is tempered.</p> <p>18. Explain how crème anglaise, pastry creams, and Bavarian creams are made, and how they are used in desserts.</p> <p>19. List the characteristics of ice cream and give examples of other frozen desserts.</p> <p>20. List the steps for preparing poached fruits and tortes.</p> <p>21. List the steps for preparing poached fruits and tortes.</p>				
<b>7</b>	<b>Management</b>				
	<p><b>I. ProStart Level 1</b></p> <p><b>H. Management Essentials</b></p> <p>1. State the difference between school and workplace environments.</p> <p>2. Explain how stereotypes and prejudices can negatively affect working together.</p> <p>3. Identify the benefits of diversity to a workplace.</p> <p>4. List ways to promote diversity in the workplace.</p> <p>5. Describe what a harassment-free environment and mutually respectful workplace is.</p> <p>6. List guidelines for handling harassment claims.</p> <p>7. Explain the concept of teamwork.</p> <p>8. Describe ethics, and explain their importance to the restaurant and foodservice industry.</p> <p>9. Identify the behaviors of a leader.</p> <p>10. Identify common expectations that employees have about managers.</p> <p>11. Define motivation, and explain a leader's responsibility to motivate employees.</p> <p>12. Define organizational goal, and explain why this type of goal should be SMART.</p> <p>13. Explain the purpose of vision statements and mission statements.</p> <p>14. Identify how employees' roles and jobs impact a mission and goals.</p> <p>15. List the steps for solving a problem and explain how each step contributes to finding a solution.</p> <p>16. Explain the importance of individual development to your restaurant or foodservice career.</p>		<p>H18: Level 1</p> <p>Whole Numbers: Adding and Multiplying</p> <p>Fractions: Adding and Multiplying</p> <p>Decimals: Adding and Multiplying</p> <p>Percents: Compute</p> <p>H29 &amp; H30: Level 2</p> <p>Whole Numbers: Adding and Multiplying</p> <p>Decimals: Adding and Multiplying</p> <p>Ratio</p> <p>Problem Solving</p>	<p>6.NS.2; 6.NS.3; 7.NS.1; 6.RP.2; 6.RP.3; 7.EE.2; 7.EE.3</p> <p>6.NS.2; 6.NS.3; 7.EE.3; 6.NS.5; 7.NS.1; 7.NS.2; 7.NS.3; 6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3; 7.EE.3</p>	<p>A.APR.1; A.APR.7; N.RN.3; N.Q.1</p> <p>A.APR.1; A.APR.7; N.RN.3; G.MG.3; N.Q.1; N.Q.2; N.Q.3; S.ID.6</p>



Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p>17. Explain what is included in a job description and explain the importance of these documents to a business.</p> <p>18. Identify the difference between exempt and non-exempt employees.</p> <p>19. Explain a manager's responsibility for maintaining labor law knowledge.</p> <p>20. Identify discriminatory language and practices in the hiring process.</p> <p>21. Identify methods for ensuring a fair and consistent hiring process.</p> <p>22. Describe the typical phases of onboarding and explain its importance to a business.</p> <p>23. Explain what employees can expect during orientation.</p> <p>24. List items that employees receive during orientation.</p> <p>25. Identify the typical topics addressed in orientation sessions and employee manuals.</p> <p>26. Identify the benefits of training.</p> <p>27. List skills that a trainer should have.</p> <p>28. Identify the key points of effective employee training.</p> <p>29. List the benefits of cross-training.</p> <p>30. Summarize and discuss effective group training and on-the-job training.</p> <p>31. Describe the employee evaluation process.</p>				
	<p><b>II. ProStart Level 2</b></p> <p><b>E. Purchasing and Inventory</b></p> <p>1. Define the terms purchasing, selection, and procurement.</p> <p>2. Outline the objectives of the purchasing function in a foodservice operation.</p> <p>3. Explain the relationship between primary and intermediary sources and retailers.</p> <p>4. Explain the differences between formal and informal buying and the formal bidding process.</p> <p>5. List the types of goods and service that a foodservice operation might buy.</p> <p>6. Describe the buyer's role in a foodservice operation and explain the importance of ethical behavior to a buyer.</p> <p>7. List the factors that help to determine an operation's quality standards.</p> <p>8. Identify ways to communicate quality standards and give examples of standards a foodservice operation might use.</p> <p>9. Describe buyer considerations when conducting a make-or-buy analysis.</p> <p>10. Outline the process for procuring products and services.</p>		<p>Whole Numbers: Adding and Multiplying Decimals: Adding and Multiplying(Level 3) Customary Measures: Weight and Volume Statistics: Charts and Tables, Bar and Line Graphs(Level 2)</p> <p>Pricing the Menu, recipe costing Historical Records(Sales Mix Report, popularity index) Reorder points, par levels</p>	<p>6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 7.SP.5; 8.SP.1; 8.SP.3; 8.SP.4; 6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5;</p> <p>6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 6.RP.1; 6.RP.2;</p>	<p>A.APR.1; A.APR.7; N.RN.3; N.Q.1; S.ID.1; S.ID.2; S.ID.3; S.ID.5; S.ID.6; S.MD.1; S.CP.1; S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6</p> <p>A.APR.1; A.APR.7; N.RN.3; S.ID.5; S.IC.3; N.Q.1; N.Q.2; N.Q.3; S.ID.6; G.MG.3</p>

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<ul style="list-style-type: none"> <li>11. Identify production records used to calculate buying needs.</li> <li>12. Write purchase orders for items to be purchased.</li> <li>13. List ways to verify that supplier services meet an operation's needs.</li> <li>14. List factors that affect food prices.</li> <li>15. List proper procedures for receiving deliveries.</li> <li>16. List proper procedures for storing food and supplies.</li> <li>17. Describe perpetual inventory and physical inventory systems.</li> <li>18. Explain the difference between perishable and nonperishable food items.</li> </ul>		<p>Production Records, make-or-buy analysis Problem Solving</p> <p>Ratio and Proportion: Direct and Inverse Variation Quantity Purchasing, Economies of Scales, Cost per item</p>	6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3	
	<p><b>I. Restaurants and Food/Beverage Services</b></p> <p><b>A. Describe ethical and legal responsibilities in food and beverage service facilities.</b></p> <ul style="list-style-type: none"> <li>1. Utilize comments and suggestions from the customer service area to formulate improvements and ensure guest satisfaction.</li> <li>2. Comply with laws regarding hiring, harassment, and safety issues.</li> <li>3. Apply ethical and legal guidelines as they relate to restaurants and food and beverage services job performance.</li> <li>4. Identify ethical issues and model ethical behavior in the workplace.</li> </ul> <p><b>E. Demonstrate leadership qualities and collaboration with others.</b></p> <ul style="list-style-type: none"> <li>1. Model leadership and teamwork qualities to aid in employee retention.</li> <li>2. Formulate staff development plans to create an effective working team.</li> <li>3. Make staffing decisions based on proven managerial skills to improve staff performance.</li> <li>4. Establish and maintain effective working relationships with all levels of personnel and other departments to provide effective services to guests.</li> </ul>				
	<p><b>I. Hospitality and Tourism</b></p> <p><b>D. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.</b></p> <ul style="list-style-type: none"> <li>3. Demonstrate application of legal policies to comply with laws regarding hiring, harassment,</li> </ul>				

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	and safety issues.				
<b>8</b>	<b>Marketing and Entrepreneurship</b>				
	<p><b>I. ProStart Level 1</b></p> <p><b>G. Communication</b></p> <ol style="list-style-type: none"> <li>1. Describe the communication process.</li> <li>2. Identify obstacles to effective communication and explain how to prevent them.</li> <li>3. Explain how personal characteristics can affect communication.</li> <li>4. List and demonstrate effective listening skills.</li> <li>5. List and demonstrate effective speaking skills.</li> <li>6. Identify and use business-appropriate telephone skills.</li> <li>7. List and demonstrate effective writing skills.</li> <li>8. Define organizational communication and give examples of when it might be used.</li> <li>9. Describe interpersonal communication.</li> <li>10. List ways to build relationships through interpersonal communication.</li> </ol>				
	<p><b>II. ProStart Level 2</b></p> <p><b>G. Marketing</b></p> <ol style="list-style-type: none"> <li>1. Define marketing, and list the steps in the marketing process.</li> <li>2. Explain the role that marketing plays in determining products and services.</li> <li>3. List factors that affect a market environment.</li> <li>4. Define target market, and explain why it is important to a business.</li> <li>5. Identify the parts of a SWOT analysis.</li> <li>6. List ways to attract and keep customers.</li> <li>7. List reasons why promotions are important.</li> <li>8. Identify the steps in developing a promotion mix and a promotion plan.</li> <li>9. Explain the importance of training to promotions.</li> <li>10. Recognize different types of sales promotions.</li> <li>11. List the benefits of public relations.</li> <li>12. Identify opportunities for public relations.</li> <li>13. Explain the importance of the menu to a</li> </ol>		<p>Statistics: Bar &amp; Line Graphs, Charts and Graphs(ProStartville)</p> <p>Percents: Read and Write, Compute</p> <p>Ratios (G15) – Menu Mix</p> <p>Whole Numbers: Add, Subtract, Multiplication (Level 1)</p> <p>Decimals: Add, Subtract (Level 1)</p> <p>Problem Solving</p>	<p>7.EE.2; 7.EE.3; 6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3; 6.NS.2; 6.NS.3; 6.NS.5; 7.NS.1; 7.NS.2; 7.NS.3; 6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4; 6.EE.2</p>	<p>A.APR.1; A.APR.7; N.RN.3; G.MG.3; S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; N.Q.1; N.Q.2; N.Q.3; S.ID.6; A.CED.4</p>

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	foodservice operation. 14. Describe à la carte, table d'hôte, California, limited, du jour, and cycle menus. 15. Organize the information on a menu. 16. Explain principles of menu layout and design. 17. Identify ways to test new menu items. 18. Explain the purposes of a menu sales mix analysis. 19. Define profitability and target margin. 20. Classify menu items according to their popularity. 21. List and compare basic pricing methods.		Algebra: Substituting data into formulas (Level 1)		
	<p><b>I. Restaurants and Food/Beverage Services</b></p> <p><b>F. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.</b></p> 2. Compare alternative ways of marketing to develop a promotional package. 3. Anticipate future needs using information about current trends that contribute to effectively price and market food and beverage offerings. <p><b>H. Utilize technical resources for food services and beverage operations to update or enhance present practice.</b></p> 1. Use software applications to manage food service operations. 2. Retrieve website information to use in menu planning, recipes, and for product information. 4. Determine the appropriate type of food service to provide quality customer service. 6. Describe the role of the menu as a marketing and planning tool.		Percents: Read and Write, Compute  Ratio: (Turnover) (Level 2+)  Statistics: Charts and Tables, Bar and Line Graphs(Level 1)  Problem Solving	7.EE.2; 6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3; 7.EE.3; 6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4	G.MG.3; S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; N.Q.1; N.Q.2; N.Q.3; S.ID.6
	<p><b>I. Hospitality and Tourism</b></p> <p><b>A. Describe the key components of marketing and promoting hospitality and tourism products and services.</b></p> 1. Demonstrate knowledge of marketing techniques commonly used in the hospitality and tourism industry to sell a product or service. 2. Identify effects of the economy on the hospitality and tourism industry to effectively plan products and services.				

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
9	<b>Advanced Cooking</b>				
	<p><b>I. ProStart Level 2</b>  <b>F. Meat, Poultry, and Seafood.</b>  1. Outline the federal grading systems for meat.  2. Describe the various kinds of meat.  3. Identify the proper purchasing and storing procedures for meat.  4. List factors that affect purchasing decisions for meat.  5. Outline basic techniques for cooking meat.  6. Match various cooking methods with different forms of meat.  7. Outline the federal grading systems for poultry.  8. Describe the various kinds of poultry.  9. Identify the proper purchasing and storing procedures for poultry.  10. List factors that affect purchasing decisions for poultry.  11. Outline basic techniques for cooking poultry.  12. Match various cooking methods with different forms of poultry.  13. Outline the federal grading systems for seafood.  14. Describe the various kinds of seafood.  15. Identify the proper purchasing and storing procedures for seafood.  16. Outline basic techniques for cooking seafood.  17. Outline basic techniques for cooking seafood.  18. Match various cooking methods with different forms of seafood.  19. Identify and describe different types of charcuterie.  20. Explain garde manger and how it relates to charcuterie.</p> <p><b>J. Global Cuisine 1: The Americas</b>  1. Identify the major influences, ingredients, flavors, and cooking techniques of Northeastern American cuisine.  2. Identify the major influences, ingredients, flavors, and cooking techniques of Midwestern</p>		<p>Customary Measure: Time &amp; Temperature</p> <p>Percentages: Converting convection oven time and temperature.</p> <p>Ratios: Shrink percentage, number of items per lb.</p> <p>Problem Solving (Level 1)</p>	<p>6.NS.2; 6.NS.3;  7.NS.1; 7.EE.2;  7.EE.3; 6.RP.1;  6.RP.2; 6.RP.3;  7.RP.1; 7.RP.2;  7.RP.3</p>	<p>A.APR.1; A.APR.7;  N.RN.3; G.MG.3;  N.Q.1; N.Q.2; N.Q.3;  S.ID.6</p>

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p>American cuisine.</p> <p>3. Identify the major influences, ingredients, flavors, and cooking techniques of Southern American cuisine.</p> <p>4. Identify the major influences, ingredients, flavors, and cooking techniques of Southwestern American cuisine.</p> <p>5. Identify the major influences, ingredients, flavors, and cooking techniques of Pacific Coast/Rim cuisine.</p> <p>6. Identify the major influences, ingredients, flavors, and cooking techniques of Mexican cuisine.</p> <p>7. Identify the major influences, ingredients, flavors, and cooking techniques of Central American cuisine.</p> <p>8. Identify the major influences, ingredients, flavors, and cooking techniques of Caribbean cuisine.</p> <p>9. Identify the major influences, ingredients, flavors, and cooking techniques of Brazilian cuisine.</p> <p>10. Identify the major influences, ingredients, flavors, and cooking techniques of Bolivian cuisine.</p> <p><b>K. Global Cuisine 2: Europe, the Mediterranean, the Middle East, and Asia</b></p> <p>1. Identify the major influences, ingredients, flavors, and cooking techniques of French cuisine.</p> <p>2. Identify the major influences, ingredients, flavors, and cooking techniques of Italian cuisine.</p> <p>3. Identify the major influences, ingredients, flavors, and cooking techniques of Spanish cuisine.</p> <p>4. Identify the major influences, ingredients, flavors, and cooking techniques of Moroccan cuisine.</p> <p>5. Identify the major influences, ingredients, flavors, and cooking techniques of Greek cuisine.</p> <p>6. Identify the major influences, ingredients, flavors, and cooking techniques of Tunisian cuisine.</p> <p>7. Identify the major influences, ingredients, flavors, and cooking techniques of Egyptian cuisine.</p> <p>8. Identify the major influences, ingredients, flavors, and cooking techniques of Iranian cuisine.</p> <p>9. Identify the major influences, ingredients, flavors, and cooking techniques of Saudi Arabian</p>				

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p>cuisine.</p> <p>10. Identify the major influences, ingredients, flavors, and cooking techniques of Chinese cuisine.</p> <p>11. Identify the major influences, ingredients, flavors, and cooking techniques of Japanese cuisine.</p> <p>12. Identify the major influences, ingredients, flavors, and cooking techniques of Indian cuisine.</p>				
	<p><b>I. Restaurants and Food/Beverage Services</b></p> <p><b>D. Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.</b></p> <p>1. Utilize facts and statistics retrieved from ethnic and geographical studies in a service environment.</p> <p><b>H. Utilize technical resources for food services and beverage operations to update or enhance present practice.</b></p> <p>5. Evaluate types of kitchen equipment to match the correct cooking methodology.</p>		<p>Statistics: Read charts and locating information.</p> <p>Problem Solving (Level 1)</p>	<p>6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4</p>	<p>S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; N.Q.1; N.Q.2; N.Q.3; S.ID.6</p>
<b>10</b>	<b>Advanced Cooking</b>				
	<p><b>I. ProStart Level 1</b></p> <p><b>I. Fruits and Vegetables</b></p> <p>1. Identify and describe different types of fruit.</p> <p>2. List and explain the USDA quality grades for produce.</p> <p>3. List factors that affect produce purchasing decisions.</p> <p>4. Identify procedures for storing fruit.</p> <p>7. Identify and describe different types of vegetables.</p> <p>9. Identify procedures for storing vegetables.</p> <p>11. List ways to hold vegetables that maintain their quality.</p>		<p>Whole Numbers: Counting, Comparison</p> <p>Customary Measure: Temperature and Time</p> <p>Ratio: Count Comparison</p> <p>Problem Solving (Level 1)</p>	<p>6.NS.2; 6.NS.3; 7.NS.1; 6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3; 7.EE.3</p>	<p>A.APR.1; A.APR.7; N.RN.3; G.MG.3; N.Q.1; N.Q.2; N.Q.3; S.ID.6</p>
	<p><b>II. ProStart Level 2</b></p> <p><b>D. Salads and Garnishing</b></p> <p>1. Identify and describe the various ingredients used to make salads.</p> <p>2. List the four parts of a salad and explain the role of each.</p> <p>3. Identify various types of salad and explain how to prepare them.</p>	Price out salad bar	<p>Ratios (Level 1)</p> <p>Temperature, weight, average (Level 3)</p>	<p>6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3; 6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3</p>	<p>G.MG.3; A.APR.1; A.APR.7; N.RN.3; N.Q.1</p>

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<ul style="list-style-type: none"> <li>4. Explain the roles of salads on the menu.</li> <li>5. Design attractive salads.</li> <li>6. Identify proper procedures for cleaning salad greens.</li> <li>7. Identify proper procedures for storing salads.</li> <li>8. Differentiate among various oils and vinegars.</li> <li>9. Prepare vinaigrettes and other emulsions.</li> <li>10. Match dressings to salad ingredients.</li> <li>11. Give examples of ingredients used to make dips.</li> <li>12. Prepare several dips.</li> <li>13. Give examples of garnishes.</li> <li>14. Describe and prepare ingredients commonly used as garnishes.</li> <li>15. Garnish various items, including plates, desserts, and soups.</li> </ul>				
<b>11</b>	<b>Sustainability &amp; Nutrition</b>				
	<p><b>I. ProStart Level 1</b></p> <p><b>E. Kitchen Essentials 2 - Equipment and Techniques</b></p> <ul style="list-style-type: none"> <li>18. Describe a healthy diet.</li> <li>19. Use the Dietary Guidelines for Americans and MyPyramid to plan meals.</li> <li>20. Interpret information on a nutrition label.</li> </ul> <p>21. Define obesity and explain how it can be prevented.</p> <p><b>I. Fruits and Vegetables</b></p> <ul style="list-style-type: none"> <li>5. Explain how to prevent enzymatic browning of fruit.</li> <li>8. Describe hydroponic farming.</li> </ul>	BMI	Charts, Ratio, Percentage, Tables (Level 1)	7.EE.2; 7.EE.3; 6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4	G.MG.3; S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1
	<p><b>II. ProStart Level 2</b></p> <p><b>B. Nutrition</b></p> <ul style="list-style-type: none"> <li>1. Explain why nutrition is important to the foodservice industry.</li> <li>2. List the six basic types of nutrients found in food.</li> <li>3. Describe how phytochemicals and fiber function in the body.</li> <li>4. Name the types of carbohydrates and fats and describe their function in the body.</li> <li>5. Identify food sources of carbohydrates and fats.</li> </ul>	<p>Calculate Recipe, fats, protein</p> <p>Healthy diet guidelines</p>	Percentages, Charts, figures, locating information (Level 1)	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.RP.2; 6.RP.3; 7.EE.2; 6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4	A.APR.1; A.APR.7; N.RN.3; N.Q.1; S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; S.ID.5



Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p>6. Describe cholesterol and identify its food sources.</p> <p>7. Describe the makeup of proteins and their function in the body.</p> <p>8. Identify food sources of proteins.</p> <p>9. Describe the three major vegetarian diets.</p> <p>10. List the functions of vitamins, minerals, and water in the body.</p> <p>11. Identify food sources of vitamins, minerals, and water.</p> <p>12. Explain what food additives are and how they function in food.</p> <p>13. Explain the role of digestion in nutrition and health.</p> <p>14. List and describe techniques for food preparation that preserve nutrients.</p> <p>15. Suggest ways to make menus and recipes more healthful.</p> <p>16. Suggest healthful substitutes for high-fat items.</p> <p>17. List and define recent developments in food production that may affect nutrition.</p> <p><b>I. Sustainability in the Restaurant and Foodservice Industry</b></p> <p>1. Define the terms sustainability and conservation.</p> <p>2. Explain why water conservation is important.</p> <p>3. List ways in which a restaurant or foodservice operation can improve the efficiency of its water usage.</p> <p>4. Explain the differences between renewable and nonrenewable energy sources.</p> <p>5. Explain why using energy efficiently is important.</p> <p>6. List ways in which a restaurant or foodservice operation can improve the efficiency of its energy usage.</p> <p>7. List ways in which a restaurant or foodservice operation can build or make structural improvements to its facility in a sustainable way.</p> <p>8. Identify ways to reduce the total amount of waste in a restaurant or foodservice operation.</p> <p>9. List items that a restaurant or foodservice operation can reuse.</p> <p>10. List items that a restaurant or foodservice operation can recycle.</p> <p>11. Define the term local sourcing.</p> <p>12. Identify the steps a restaurant or</p>	<p>Ex. Sour cream comparison</p> <p>Ex. Water cost MSU Brody Hall Kent ISD</p>	<p>Percentages, subtraction (Level 1)</p> <p>(Level 3)</p> <p>Whole Number:</p> <p>Statistics: Graphs</p> <p>Percentage:</p> <p>Volume: Weight</p>	<p>6.NS.2; 6.NS.3; 7.NS.1; 6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4; 6.RP.2; 6.RP.3; 7.SP.5; 8.SP.1; 8.SP.3; 8.SP.4; 7.EE.2; 7.EE.3 6.G.2; 6.G.3; 7.G.6; 8.G.9; 7.G.1</p>	<p>A.APR.1; A.APR.7; N.RN.3; N.Q.1; S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; S.ID.2; S.ID.3; S.ID.5; S.ID.6; S.MD.1; S.CP.1 G.GMD.1; G.GMD.3; G.MG.2</p>

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p>foodservice operation should take to purchase and then promote the use of sustainable food products.</p> <p>13. Identify the issues surrounding the global production of seafood, coffee, animals, and organic food.</p>				
	<p><b>I. Restaurants and Food/Beverages</b></p> <p><b>F. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.</b></p> <p>4. Discuss sustainable practices and how it impacts profitability and customer demands (i.e. locally grown products, organics, recycled or recyclable products).</p> <p><b>H. Utilize technical resources for food services and beverage operations to update or enhance present practice.</b></p> <p>3. Prepare nutritional, quality foods utilizing basic food knowledge.</p>				
<b>12</b>	<b>Career and Professional Development</b>				
	<p><b>I. ProStart Level 1</b></p> <p><b>A. Welcome to the Foodservice Industry</b></p> <p>2. Categorize the types of businesses that make up the travel and tourism industry.</p> <p>3. Outline the growth of the hospitality industry throughout the history of the world, emphasizing growth in the United States.</p> <p>4. List chefs who have made significant culinary contributions, and note their major accomplishments.</p> <p>5. List entrepreneurs who have influenced foodservice in the United States.</p> <p>6. Identify foodservice opportunities provided by the travel and tourism industry.</p> <p>7. Identify career opportunities offered by the travel and tourism industry.</p> <p>8. Name reasons why people travel.</p> <p>9. Name reasons why people travel.</p> <p>10. Describe the differences between leisure and business travelers.</p> <p>11. Identify national organizations that rate commercial lodging and foodservice establishments, and list factors used in making their rating judgments.</p> <p>12. List and describe the characteristic types</p>	Ex: Time and Population statistics	Statistics: Charts and Tables Line Graphs (Level 1)	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 7.SP.5; 8.SP.1; 8.SP.3; 8.SP.4; 6.EE.2; 6.EE.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1; S.ID.1; S.ID.2; S.ID.3; S.ID.5; S.ID.6; S.MD.1; S.CP.1; S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p>of lodging operations. 13. List and describe activities associated with front-desk operations.</p> <p><b>D. Kitchen Essentials 1 – Professionalism</b> 1. Define professionalism, and explain what it means to culinary professionals. 2. List the stations and positions in the kitchen brigade and the dining brigade.</p> <p><b>L. Building a Successful Career in the Industry</b> 1. Identify skills needed by foodservice professionals. 2. Outline a plan for an effective job search. 3. Write a resume that lists your experience, skills, and achievements. 4. Write an effective cover letter. 5. Compile the best examples of your work into a portfolio. 6. Read and complete a job application form. 7. Outline the steps to choosing a college or trade school and identify resources for answering those questions. 8. Read and complete college and scholarship application forms. 9. List ways to find and apply for scholarships. 10. List the steps to an effective job interview. 11. Identify the differences between closed- and open-ended questions in interviews. 12. Explain the follow-up steps for a job interview. 13. List factors for maintaining health and wellness throughout a restaurant or foodservice career. 14. Describe the relationship between time and stress. 15. List ways to manage time and stress. 16. Outline the steps to resigning a job. 17. Explain the importance of professional development and list ways to achieve it. 18. Identify career opportunities in the restaurant and foodservice industry. 19. Identify career opportunities in the lodging industry. 20. Identify career opportunities in the travel industry. 21. Identify career opportunities in the tourism industry.</p>	<p>Ex. Department of Labor and Statistics</p> <p>Two Weeks Notice, Reading Schedule</p>	<p>Statistics: Locating information on graphs</p> <p>Charts and Tables</p> <p>Customary Measure: Use of time</p> <p>Whole Numbers: Addition, Subtraction, Multiplication and Division(Level 1)</p>	<p>6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 7.SP.5; 8.SP.1; 8.SP.3; 8.SP.4; 6.EE.2; 6.EE.3;</p> <p>6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3</p>	<p>S.ID.1; S.ID.2; S.ID.3; S.ID.5; S.ID.6; S.MD.1; S.CP.1; S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6</p> <p>A.APR.1; A.APR.7; N.RN.3; N.Q.1</p>
	<p><b>I. Restaurants and Food/Beverage Services</b> I. Describe career opportunities and</p>				

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	<p><b>qualifications in the restaurant and food service industry.</b></p> <ol style="list-style-type: none"> <li>1. Identify steps needed to obtain a job in the restaurant and food service industry.</li> <li>2. Identify behaviors and personal habits needed to retain a job in the restaurant and food service industry.</li> <li>3. Examine career opportunities available in restaurants and food service operations.</li> <li>4. Differentiate career opportunities in restaurant and food service operations in the various industry sectors (e.g., independent vs. chain operations).</li> </ol>				
	<p><b>I. Hospitality and Tourism</b></p> <p><b>B. Evaluate the nature and scope of the Hospitality &amp; Tourism Career Cluster and the role of hospitality and tourism in society and the economy.</b></p> <ol style="list-style-type: none"> <li>1. Identify management styles within a variety of organizational structures.</li> <li>2. Trace the development of the hospitality and tourism industry to understand the overall structure.</li> </ol> <p><b>F. Describe career opportunities and means to attain those opportunities in each of the Hospitality &amp; Tourism Career Pathways.</b></p> <ol style="list-style-type: none"> <li>1. Research career opportunities based upon their fit with personal career goals in the hospitality and tourism industries.</li> <li>2. Match personal interests and aptitudes to careers in the hospitality and tourism industry when researching opportunities within the pathways.</li> <li>3. Examine entry-level, skilled level, and supervisory positions and the qualifications and skills needed for different levels of hospitality and tourism employment.</li> <li>4. Develop a career plan for advancement in hospitality and tourism careers.</li> <li>5. Identify ethical issues and concerns in the hospitality and tourism career field.</li> </ol> <p><b>G. Describe ethical and legal responsibilities in food and beverage service facilities.</b></p> <ol style="list-style-type: none"> <li>1. Research career opportunities based upon their fit with personal career goals in the hospitality and tourism industries.</li> <li>2. Match personal interests and aptitudes to careers in the hospitality and tourism industry when researching opportunities within the</li> </ol>				

Segment	CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
	pathways. 3. Examine entry-level, skilled level, and supervisory positions and the qualifications and skills needed for different levels of hospitality and tourism employment. 4. Develop a career plan for advancement in hospitality and tourism careers. 5. Identify ethical issues and concerns in the hospitality and tourism career field.				
	<b>I. Career Ready Practices</b> <b>A. Career Ready Skills</b> 1. Act as a responsible and contributing citizen and employee. 2. Apply appropriate academic and technical skills. 3. Attend to personal health and financial well-being. 4. Communicate clearly, effectively and with reason. 5. Consider the environmental, social and economic impacts of decisions. 6. Demonstrate creativity and innovation. 7. Employ valid and reliable research strategies. 8. Model integrity, ethical leadership and effective management. 9. Plan education and career path aligned to personal goals. 10. Use technology to enhance productivity. 11. Utilize critical thinking to make sense of problems and persevere in solving them. 12. Work productively in teams while using cultural/global competence.				