

2012 – 2013

**Arkansas Department of Career Education
Model Framework**

Course Title: Culinary Arts I

Career Cluster: Hospitality & Tourism

Course Number	493260
Credit	Choose an item.
CIP Number	120500
Grade Level	10-12
Prerequisite	Introduction to Culinary Arts
Course Type	Core
Teacher Certification	090 Family & Consumer Science 091 Vocational Home Economics 215 Family & Consumer Science 580 Culinary Arts & Chef Preparation 598 Food Production, Management & Services
CTSO	FCCLA
Facility Requirements	http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx
Industry Certifications	http://www.servsafe.com/home http://arhospitality.org/education-training/online-food-handlers-course/

Course Description

Culinary Arts I is a year course designed to expand students' knowledge in the culinary arts profession, emphasis in this course is given to the study of kitchen staples, principals of cooking, soups, stocks and sauces, dairy products, eggs, fruit and vegetables, grains and pasta cookery, meat cookery and principles of baking. Upon completion of this course, students should have attained basic skills needed for entry level employment in the food service industry, customer relations, purchasing and storage of foods, cooking techniques and principles of baking.

Program Structure

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Laboratory Activities

Click here to enter text.

Special Notes

Click here to enter text.

Career and Technical Student Organization (CTSO)

FCCLA

Standard 1.0 Introduction to discovering Culinary Arts as a career opportunity

Performance Indicator 1.1 Review weights and measurements, conversions and costing	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
1.1.1 Demonstrate correct techniques for measuring and weighing foods	<ul style="list-style-type: none"> Demonstrate correct measuring and weighing techniques in lab 	R11-12.3	CRP 2	
1.1.2 Differentiate between recipe cost , menu cost , and food cost , and food cost percentage .	<ul style="list-style-type: none"> Create a chart showing various food costs related to recipes, menu costing and food cost percentage 	SL11-12.4	HTRFB 5	
1.1.3 Demonstrate how to determine recipe cost	<ul style="list-style-type: none"> Calculate the cost of preparing a recipe using unit pricing. 	R11-12.8	HTRFB 5	
1.1.4 Illustrate menu costing	<ul style="list-style-type: none"> Calculate portion cost of a menu item 	R11-12.8	HTRFB 5	
1.1.5 Calculate food cost percentage	<ul style="list-style-type: none"> Calculate food cost percentage for various menu items according to industry 	R11-12.8	HTRFB 5	
Performance Indicator 1.2 Discuss safety and sanitation procedures	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
1.2.1 Compile local, state, and federal health and safety standards for the food service industry.	<ul style="list-style-type: none"> Investigate web sites of health and safety standards for the food service industry Assess information gathered from research and write summary Have guest speaker from Department of Health, Education and Welfare and do a “mock” inspection—have them discuss importance of health and safety standards 	L11-12.4 L11-12.6		

Performance Indicator 1.3 Identify lab safety procedures	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
1.3.1 Demonstrate proper lab procedures	<ul style="list-style-type: none"> Have students write, evaluate and teach lab procedures to each other 	SL11-12.1	HTRFB 4	
Performance Indicator 1.4 Identify job opportunities in various commercial and noncommercial food service operations	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
1.4.1 Research various culinary careers	<ul style="list-style-type: none"> Research various careers related to culinary arts using various technological resources 	R11-12.9	HTRFB 9	FPS 8.1 FSDN 9.1
Performance Indicator 1.5 Identify small business opportunities available in food service	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
1.5.1 Analyze opportunities in various food service venues	<ul style="list-style-type: none"> Interview a business owner and prepare a written report Present oral reports to class of interview 	SL11-12.3 SL11-12.4	HTRFB 9	

Standard 2.0 Research and develop culinary production techniques				
Performance Indicator 2.1 Explain seasonings and flavorings	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
2.1.1 Contrast different types of seasonings and flavorings	<ul style="list-style-type: none"> Show examples of herbs and spices and blends—allow students to taste test to experience various flavorings and aromas 	SL11-12.1		FSDN 9.2 FSDN 9.3
Performance Indicator 2.2 Explain the characteristics of herbs versus spices	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
2.2.1 Research the origin of various herbs and spices	<ul style="list-style-type: none"> Research on Internet and create a chart of herbs/spices and their origins 	R11-12.7	HTRFB 3	
2.2.2 Describe how to store herbs and spices	<ul style="list-style-type: none"> Explore various methods of storing herbs and spices 	R11-12.9	HTRFB 2	
Performance Indicator 2.3 Identify commonly used condiments	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
2.3.1 Match sample food selections with appropriate condiments	<ul style="list-style-type: none"> Sample salsas, relishes, and various other condiments 	SL11-12.1		FSDN 9.2

Performance Indicator 2.4 Identify a variety of nuts and seeds	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
2.4.1 Experiment with different ways to prepare nuts and seeds (Ex. Blanching, roasting, etc.)	<ul style="list-style-type: none"> Taste test raw vs. toasted seeds and nuts 	R11-12.3		FSDN 9.3
Performance Indicator 2.5 Identify the factors that affect sensory evaluation	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
2.5.1 Develop a food tasting to practice sensory evaluation	<ul style="list-style-type: none"> Have a variety of flavors—sweet, savory, bitter, etc and differentiate between them 	SL11-12.2	CRP 4	FSDN 9.2
Performance Indicator 2.6 Identify various knife cuts and give appropriate measurements of each	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
2.6.1 Demonstrate knife cuts using fruits and/or vegetables	Practice the following knife skills: batonnet, brunoise, chiffonade, diagonal, dice, julienne, mince, oblique, paysanne, rondelle, tourne	R11-12.3	CRP 2	
Performance Indicator 2.7 Explain how to prepare a thickener	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
2.7.1 Develop a recipe using a standard thickener	<ul style="list-style-type: none"> Create a gravy using either cornstarch or flour 	SL11-12.1 R11-12.3	CRP 2	FSDN 9.3
2.7.2 Create a roux, slurry, beurre manie or liaison	<ul style="list-style-type: none"> Prepare a roux, slurry, beurre manie' and a liaison 	R11-12.3	CRP 2	FSDN 9.3

Performance Indicator 2.8 Explain the categories of stocks, broths, and bouillons	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
2.8.1 Create an example of a stock, broth or bouillon	<ul style="list-style-type: none"> Prepare a beef stock, chicken stock, or fumet. Demonstrate how to make a Bouquet Garni, Sachet 	R11-12.3	CRP 2	FSDN 9.3
Performance Indicator 2.9 Identify basic mise en place techniques	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
2.9.1 Demonstrate rendering and clarifying fats	<ul style="list-style-type: none"> Demonstrate rendering and clarifying fats such as bacon, lard, and butter 	R11-12.3	CRP 2	FSDN 9.3
2.9.2 Demonstrate separating eggs properly	<ul style="list-style-type: none"> Practice separating eggs 	R11-12.3	CRP 2	FSDN 9.3
2.9.3 Investigate tempering ingredients	<ul style="list-style-type: none"> Practice tempering ingredients such as eggs and hot liquids 	R11-12.3	CRP 2	FSDN 9.3
2.9.4 Explain how to prepare foams and meringues	<ul style="list-style-type: none"> Prepare foams, soft meringues, and hard meringues 	R11-12.3	CRP 2	FSDN 9.3
2.9.5 Illustrate reduction and straining using the china cap	<ul style="list-style-type: none"> Practice reductions of stocks or liquids and straining 	R11-12.3	CRP 2	FSDN 9.3
2.9.6 Discuss differences in heavy and light whipping cream	<ul style="list-style-type: none"> Prepare whipped cream using heavy and light whipping cream 	R11-12.3	CRP 2	FSDN 9.3

Standard 3.0 Develop and Analyze the principles of cooking, considering nutritive value with a variety of cooking methods				
Performance Indicator 3.1 Explain how cooking affects a food's nutritive value, texture, color, aroma and flavor	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
3.1.1 Analyze the changes that occur on a food during	<ul style="list-style-type: none"> Create a chart explaining how food's nutritive value, texture, color, aroma, and flavor are affected when cooked 	R11-12.9	CRP 4	FSDN 9.3 NW 14.3 NW 14.4
Performance Indicator 3.2 Classify various cooking methods	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
3.2.1 Categorize various cooking methods and their effects on food	<ul style="list-style-type: none"> Chart various methods of cooking for various food types 	R11-12.2	CRP 4	FSDN 9.3
Performance Indicator 3.3 Identify dry cooking techniques	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
3.3.1 Compare examples of dry heat cooking techniques	<ul style="list-style-type: none"> Demonstrate various dry heat cooking techniques such as grilling, broiling, baking, roasting, sautéing, frying 	R11-12.3	CRP 2	FSDN 9.3
Performance Indicator 3.4 Explain moist cooking techniques	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
3.4.1 Create food items examples using moist heat cooking techniques	<ul style="list-style-type: none"> Observe evaporation during process of cooking with moist heat techniques 	SL11-12.4		FSDN 9.3

Performance Indicator 3.5 Identify combination cooking techniques	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
3.1.1 Demonstrate examples of combination cooking techniques	<ul style="list-style-type: none"> Prepare foods using combination cooking technique such as a stew and a braise 	R11-12.3	CRP 2	FSDN 9.3
Performance Indicator 3.6 Explain the variety of oils and how they are used in cooking	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
3.6.1 Illustrate the types of oils that are derived from seeds, plants and vegetables	<ul style="list-style-type: none"> Create an activity to chart types of oils and their source to include canola oil, olive oils, etc. 	SL11-12.1 R11-12.7	CRP 4	
3.6.2 Match the types of fats and oils that are derived from animal and non-animal products	<ul style="list-style-type: none"> Show examples of shortening, and other hydrogenation , lipids, etc. 	R11-12.9		
3.6.3 Analyze the reaction temperatures (melt point, smoke point and flash point) of fats	<ul style="list-style-type: none"> Demonstrate melting point, flash point, etc and analyze how it effects what you are cooking 	R11-12.3		FSDN 9.3
3.6.4 Differentiate how to clarify butter	<ul style="list-style-type: none"> Demonstrate a lab of clarify butter 	R11-12.3	CRP 2	FSDN 9.3
Performance Indicator 3.7 Explain the emulsification process	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
3.7.1 Discuss the emulsification process using a traditional mayonnaise	<ul style="list-style-type: none"> Prepare a traditional mayonnaise 	R11-12.3	CRP 2	FSDN 9.3
3.1.2 Create an	<ul style="list-style-type: none"> Prepare an emulsified vinaigrette dressing using 	R11-12.3	CRP 2	FSDN 9.3

emulsified vinaigrette dressing	various types of oils and compare flavors	SL11-12.1		
Performance Indicator 3.8 Identify factors that can cause rancidity	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
3.8.1 Determine correct techniques for storing oils and fats	<ul style="list-style-type: none"> Apply techniques for correct and incorrect storage of oils and fats 	SL11-12.1	HTRFB 2	

Standard 4.0 Preparing Stocks, Soups and Sauces using a variety of cooking methods

Performance Indicator 4.1 Demonstrate knowledge and rules for preparing stocks	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
4.1.1 Investigate types of stocks and ingredients	<ul style="list-style-type: none"> List and discuss types of stocks and ingredients 	L11-12.6		
4.1.2 Identify the criteria for acceptable stock	<ul style="list-style-type: none"> Produce an outline of proper production methods for stocks 	R11-12.2	CRP 2	
4.1.3 List the equipment needed for preparing stock	<ul style="list-style-type: none"> Students will mis en place for preparing stock 	R11-12.3	CRP 2	
4.1.4 Assess methods for safely storing stocks	<ul style="list-style-type: none"> Demonstrate methods for safely storing stocks 	SL11-12.1	HTRFB 2	FSDN 9.2 FMM 5.3
4.1.5 Focus on one type of stock and preparation techniques	<ul style="list-style-type: none"> Prepare a stock and evaluate results 	R11-12.3 SL11-12.4	CRP 2	FSDN 9.3
Performance Indicator 4.2 Demonstrate knowledge of soups and proper preparation of various types	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
4.2.1 Identify and discuss the types of soups	<ul style="list-style-type: none"> Discussion should include the following soups: Bisque Borscht Bouillon Chowder Cold soups Consommé Gazpacho Thick soup Thin soup Vichyssoise 	L11-12.4		

4.2.2 State the basic steps and procedures for preparing soups	Demonstrate: <ul style="list-style-type: none"> • how to puree, • use of a skimmer and sieve, • prepare a Bouquet Garni, • use of a cheese cloth • use of a china cap, • how to deglaze a pan • practice extraction of flavors, • use of a broth, • how to clarify a soup 	R11-12.3	CRP 2	FSDN 9.3
4.2.3 Evaluate the ability to make a thin soup and a thick soup	<ul style="list-style-type: none"> • Prepare a thick and a thin soup 	R11-12.3	CRP 2	FSDN 9.3
Performance Indicator 4.3 Identify types of sauces	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
4.3.1 Compare and contrast the basic types of sauces	<ul style="list-style-type: none"> • Distinguish different types of sauces to include the following: Bechamel Espagnole Hollandaise Veloute Tomato 	L11-12.4		FSDN 9.3
4.3.2 Explain the characteristics of well-prepared sauces	<ul style="list-style-type: none"> • Create and taste test the different aspects of prepared sauces 	SL11-12.1		FSDN 9.2
4.3.3 Explore the types of thickening agents	<ul style="list-style-type: none"> • Make a gravy utilizing a roux as a thickener and a Caesar dressing using lecithin as a thickener 	R11-12.3	CRP 2	FSDN 9.3
4.3.4 Summarize the steps for making a mother sauce	<ul style="list-style-type: none"> • Create a chart with steps of making a mother sauce 	SL11-12.1	CRP 4	
4.3.5 Create a sauce	<ul style="list-style-type: none"> • Demonstrate the emulsification process by creating a hollandaise sauce 	R11-12.3	CRP 2	FSDN 9.3

Standard 5.0 Dairy products and the various techniques used in cooking				
Performance Indicator 5.1 Identify a variety of milk based products	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.1.1 Create a list of milk based products	<ul style="list-style-type: none"> Research dairy products available in various countries using technological resources 	R11-12.2	CRP 7 HTRFB 3	
Performance Indicator 5.2 Identify concentrated, cultured dairy, cream and butter products	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.2.1 Compare and contrast the various types of dairy products	<ul style="list-style-type: none"> Sample a variety of concentrated, cultured dairy, cream and butter products in the laboratory to include the following items: Buttermilk Creams Dry milk powder Evaporated milk Half and half Heavy whipping cream Light cream Light whipping cream Sour cream Sweetened condensed milk Yogurt 	L11-12.4		

Performance Indicator 5.3 Identify proper procedures for whipping cream, scalding milk, souring milk	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.3.1 Direct proper procedures for whipping cream, scalding milk, and souring milk in laboratory	<ul style="list-style-type: none"> Complete lab activities that involve whip cream, scald milk, and sour milk 	R11-12.3	CRP 2	FSDN 9.3

Performance Indicator 5.4 Explain various techniques and problems while cooking with dairy products	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.4.1 Predict techniques and problems that arise while cooking with dairy products	<ul style="list-style-type: none"> Observe conditions that result in failed recipes using dairy 	SL11-12.1	CRP 8	FSDN 9.3
Performance Indicator 5.5 Plan laboratories using milk products	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.5.1 Construct recipes using milk products	<ul style="list-style-type: none"> Prepare a pastry cream 	R11-12.3	CRP 2	FSDN 9.3

Performance Indicator 5.6 Identify various cheeses	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.6.1 List the various cheeses	Chart various cheeses using characteristics, origins and milk type	SL11-12.4	CRP 4	
Performance Indicator 5.7 Differentiate between fresh, semi-soft, firm and hard cheeses	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.7.1 Differentiate between Fresh, Semi-soft, Firm and Hard cheeses	<ul style="list-style-type: none"> • Sample and evaluate the various types of cheeses to include from the following categories: • Firm cheese • Hard cheese • Imitation cheese • Processed cheese 	SL11-12.5		
Performance Indicator 5.8 Describe the process of cheese-making	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.8.1 View media exhibiting the cheese-making process	<ul style="list-style-type: none"> • Identify during video activities such as ultra-pasteurization 	L11-12.4		
Performance Indicator 5.9 Classify foods that are complementary with a variety of cheeses	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.9.1 Assess foods that pair with various cheeses	<ul style="list-style-type: none"> • Outline classic pairings of cheeses with various foods • • • • 	SL11-12.1	HT 3	FSDN 9.3

Performance Indicator 5.10 Compare the taste, texture, aroma and color of a variety of cheeses	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.10.1 Compare and contrast the various types of cheeses	<ul style="list-style-type: none"> Host a cheese tasting event using complementary foods and judging the taste, texture, aroma and color of cheeses 	SL11-12.4	CRP 2	
Standard 6.0 Prepare nutritious and quality eggs in a variety of cooking methods				
Performance Indicator 6.1 Describe techniques used to store eggs	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
6.1.1 Demonstrate correct methods used in storing eggs	<ul style="list-style-type: none"> Map out refrigeration storage using correct placement of eggs Set guidelines for appropriate storage to include in shell and out of shell 	SL11-12.1 SL11-12.4	HTRFB 2	FSDN 9.2 FPS 8.2
Performance Indicator 6.2 Analyze purpose of eggs used in cooking	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
6.2.1 Compare and contrast appropriate uses for eggs in cooking	<ul style="list-style-type: none"> Chart the various purposes of eggs in cooking to include binding, leavening, enriching, and textures 		CRP 4	
6.2.2 Formulate various cooking methods using both eggs and egg substitute	<ul style="list-style-type: none"> Using the same recipe, students will make recipes using eggs and then egg substitute to compare and contrast the results and evaluate best outcome 	R11-12.3	CRP 2	FSDN 9.2

Performance Indicator 6.3 Determine recipe modifications used in egg preparation	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
6.3.1 Modify recipes by increasing and decreasing quantity of eggs	<ul style="list-style-type: none"> • Demonstrate recipes where increasing/decreasing eggs will affect the outcome—specifically custard recipes and/or cake—predict what will happen when eggs are increased/decreased in recipe • Purposefully affect the outcome of above recipes so that results are dramatic and obvious, compare results 	R11-12.3	CRP 2	FSDN 9.2 FSDN 9.3
6.3.2 Distinguish the different parts of an egg	<ul style="list-style-type: none"> • Illustrate as a technical drawing and label the parts of an egg to include: <ul style="list-style-type: none"> • Albumen • Chalazae • Shell • Yolk 	L11-12.4	CRP 4	
Performance Indicator 6.4 Perform various techniques and methods of egg preparation	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
6.4.1 Execute egg preparation techniques and methods	<ul style="list-style-type: none"> • Demonstrate tempering, soft peaks, hard peaks with eggs • Observe possible challenges to techniques and determine possible causes of failure 	R11-12.3 SL11-12.4	CRP 2	FSDN 9.3
6.4.2 Prepare eggs using the following moist heat methods: in-shell cooking, poaching, and various breakfast preparations	Create the following egg dishes: <ul style="list-style-type: none"> • Omelet • Quiche • Shirred eggs • Souffle • Poaching • Boiled 	R11-12.3		FSDN 9.3

Standard 7.0 Prepare nutritious and quality fruits and vegetables in a variety of cooking methods				
Performance Indicator 7.1 Identify desired qualities of fruit	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
7.1.1 Identify qualities of different hybrids and varieties of fruits	<ul style="list-style-type: none"> Inspect different varieties of fruit and judge taste, texture, color, and use 	R11-12.8		FSDN 9.2
Performance Indicator 7.2 Judge a fruits ripeness	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
7.2.1 Predict ripening factors of a variety of fruits	<ul style="list-style-type: none"> In lab, monitor ripening times and factors affecting ripening of a variety of fruits 	R11-12.9		
7.2.2 Categorize uses of varieties of fruits and their uses	<ul style="list-style-type: none"> Chart the appropriate uses of a fruits and their varieties—for example the different types of apples 	SL11-12.4	CRP 4	
Performance Indicator 7.3 Prepare garnishes, peel, segment, slice, pit, core and juice a variety of fruits	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
7.3.1 Peel, pare, and segment fruits	<ul style="list-style-type: none"> Practice the techniques of peeling, paring, and segmenting fruits 	R11-12.3	CRP 2	FSDN 9.3
7.3.2 Prepare garnishes using fruits	<ul style="list-style-type: none"> Demonstrate various types of garnishes to include zest of a lemon 		CRP 2	FSDN 9.3
7.3.3 Slice, pit, and core fruits	<ul style="list-style-type: none"> Practice the techniques of slicing, pitting, and coring fruits 	R11-12.3	CRP 2	FSDN 9.3
7.3.4 Juice fruits	<ul style="list-style-type: none"> Practice the techniques of juicing fruits 	R11-12.3	CRP 2	
Performance Indicator 7.4	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards

Perform various ways of cooking fruits				
7.4.1 Prepare fruits using a variety of cooking methods	<ul style="list-style-type: none"> Utilize various cooking methods to cook fruits such as poaching, grilling, sautéing, and baking 	R11-12.3	CRP 2	FSDN 9.3
Performance Indicator 7.5 Prepare fruits for serving	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
7.5.1 Prepare fruits for use in catering events	Create a fruit tray using various garnishing methods for presentations	R11-12.3	CRP 2	FSDN 9.3
Performance Indicator 7.7 Identify varieties of vegetables and legumes	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
7.7.1 Distinguish the various vegetables	<ul style="list-style-type: none"> Chart the varieties of vegetables and legumes 	L11-12.4	CRP 4	
Performance Indicator 7.8 Prepare vegetables for recipes and garnishing	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
7.8.1 Preparing vegetables using knife skills	<ul style="list-style-type: none"> Practice knife skills using exact dimensions provided in a rubric 	R11-12.3	CRP 2	
7.8.2 Create vegetable garnishes	<ul style="list-style-type: none"> Prepare appropriate garnishes that complement the dish or recipe prepared 	SL11-12.4	CRP 2	FSDN 9.3
Performance Indicator 7.9 Prepare vegetables for cooking and serving	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
7.9.1 Prepare vegetables using a variety of cooking methods	<ul style="list-style-type: none"> Cook vegetables using the following methods: steaming, boiling, broiling, sautéing, roasting, refreshing, blanching, carmelization 	R11-12.3	CRP 2	FSDN 9.3
7.9.2 Test vegetables for doneness	<ul style="list-style-type: none"> Test vegetables for various types of doneness to include: fork-tender, crisp-tender, 	L11-12.4	CRP 2	FSDN 9.2 FSDN 9.3

Performance Indicator 7.10 Preserving vegetables for future use	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
7.10.1 Compare freezing and drying vegetables using appropriate methods	<ul style="list-style-type: none"> Prepare vegetables for freezing and drying and observe possible problems with freezer burn 	R11-12.3 SL11-12.1	CRP 2	FSDN 9.3
7.10.2 Assess the importance of the preservation of vegetables for future use and its effect on cost	<ul style="list-style-type: none"> Create a spreadsheet that shows the food-cost percentage for a unit of a vegetable (for example food cost percentage for a bag of carrots) 	SL11-12.2	HTRFB 5	

Standard 8.0 Prepare nutritious and quality Grains and Pastas in a variety of cooking methods				
Performance Indicator 8.1 Identify pasta and grains	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
8.1.1 Differentiate between factory produced pasta and fresh pasta	Prepare both fresh and factory pasta and write a summary comparing the difference in taste and texture	R11-12.3 L11-12.6	CRP 2 CRP 4	FSDN 9.2 FSDN 9.3
8.1.2 Identify the various types of grains	<ul style="list-style-type: none"> Prepare the following types of grains: wild rice, polished rice, quinoa, semolina flour, hominy 	R11-12.3	CRP 2	FSDN 9.3
Performance Indicator 8.3 Prepare grains and pastas	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
8.3.1 Prepare grains and pastas	<ul style="list-style-type: none"> Create a combination of the following dishes: Pasta cooked al dente' Polenta Risotta Pilaf Paella <p>Write a summary comparing the differences in the methods of preparation.</p>	R11-12.3 L11-12.6	CRP 2 CRP 4	

Standard 9.0 Prepare nutritious and quality Meat, Poultry and Fish Cookery in a variety of cooking methods				
Performance Indicator 9.1 Categorize the structure and composition of meats	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
9.1.1 Distinguish various meat characteristics	<ul style="list-style-type: none"> Cutting a piece of protein, display various meat structures including silverskin, muscle grain, elastin, and fat 	R11-12.3 L11-12.4	CRP 2	
Performance Indicator 9.2 Understand meat inspection and grading	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
9.2.1 Recognize differences in USDA meat grading	<ul style="list-style-type: none"> Chart the levels of meat grading and the properties exhibited with each grade and discuss why one grade would be preferential over another for various purposes 	L11-12.6	CRP 4	
9.2.2 Identify the variety of meat cuts: beef, pork, poultry, fish and shellfish	<ul style="list-style-type: none"> Illustrate and label a technical drawing to mimic the USDA standards for meat cutting 	R11-12.4 SL11-12.4	CRP 4	
Performance Indicator 9.3 Exhibit techniques of proper meat purchase and storage	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
9.3.1 Exhibit correct purchasing procedures and requirements for meats: beef, pork, poultry, fish and shellfish	<ul style="list-style-type: none"> Chart crucial factors to ensure meat quality and safety to include sell by date, freshness signs in fish and shellfish, and coloring View ServSafe videos regarding receiving, purchasing and storage 	L11-12.6 SL11-12.3	HTRFB 2	
9.3.2 Assess proper storage procedures for beef, pork, poultry, fish and shellfish	<ul style="list-style-type: none"> Chart appropriate storage procedures and placement within cooler/freezer for all proteins View ServSafe videos regarding receiving, purchasing and storage 	R11-12.7 SL11-12.3	HTRFB 2	FMM 5.3 FPS 8.2 FSDN 9.2

Performance Indicator 9.4 Prepare using various techniques and methods meat, poultry and fish	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
9.4.1 Prepare beef	<ul style="list-style-type: none"> Prepare various cuts of beef using appropriate recipes 	R11-12.3	CRP 2	
9.4.2 Prepare poultry	<ul style="list-style-type: none"> Prepare poultry using various recipes using various types of poultry and various methods of cooking 	R11-12.3	CRP 2	FSDN 9.3
9.4.3 Prepare fish and shellfish	<ul style="list-style-type: none"> Prepare fish and shellfish using appropriate recipes 	R11-12.3	CRP 2	FSDN 9.3

Standard 10.0 Understand the baking process and the specialized principles of baking				
Performance Indicator 10.1 Recognize and select ingredients in a bake shop	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
10.1.1 Identify ingredients in a bake shop by categories	Chart and explain the purpose of the following: <ul style="list-style-type: none"> leavening agents flours sweeteners doughs nuts dairy products 	W11-12.2a	CRP 4	

Performance Indicator 10.2 Understand the baking process	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
10.2.1 Apprise the effect of time and temperature on baking raw materials	<ul style="list-style-type: none"> Bake various products, charting time and temperature and describe the end result such as cookies, cakes, or breads 	R11-12.3	CRP 2	FSDN 9.3
10.2.2 Create goods using different leaveners	<ul style="list-style-type: none"> Use leaveners (baking soda, baking powder, eggs, yeast) and determine how and why each works in recipes 	R11-12.3	CRP 2	FSDN 9.2 FSDN 9.3
10.2.3 Determine effects of convection vs. conventional oven	<ul style="list-style-type: none"> Use different ovens and observe the different affect each has on baked goods paying attention to browning and time savings 		HTRFB 7	FSDN 9.2 FSDN 9.3
Performance Indicator 10.3 Use specialized tools of the bake shop	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
10.3.1 Use the specialized tools of the bake shop to produce baked goods	<ul style="list-style-type: none"> Use or show the use of the following tools in a bread lab: <ul style="list-style-type: none"> Docking Peel Reel oven 		CRP 2	FSDN 9.3
Performance Indicator 10.4 Store baking supplies correctly	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
10.4.1 Cite the specifications and proper storage for all baking supplies	<ul style="list-style-type: none"> Chart proper storage and conditions for all baking supplies and cite possible issues such as infestation, moisture issues and how to resolve 	W11-12.1b	CRP 4	
10.4.2 Assess the viability of various baking supplies	<ul style="list-style-type: none"> Test baking mixes and leaveners for use by date or viability 	R11-12.3		FSDN 9.2 FSDN 9.3

Performance Indicator 10.5 Preparation of baked items	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
10.5.1 Prepare yeast breads and rolls	<ul style="list-style-type: none"> Prepare yeast rolls and explain bench rest, benching, knead, panning, proof, punching, scaling, retarding, oven spring, release of carbon dioxide by yeast throughout the process 	R11-12.3	CRP 2	FSDN 9.2 FSDN 9.3
10.5.2 Prepare Quick Breads	<ul style="list-style-type: none"> Discuss development of gluten while preparing various types of quick bread 	W11-12.1a		FSDN 9.3
10.5.3 Prepare pastry dough	<ul style="list-style-type: none"> Prepare a rolled in, dough and use egg wash and fluting etc. in preparation 	R11-12.3	CRP 2	FSDN 9.3
10.5.4 Prepare fillings	<ul style="list-style-type: none"> Cook fillings for various baked goods such as pastry cream, cooked fruit fillings, or other 	R11-12.3	CRP 2	FSDN 9.3
10.5.5 Prepare cakes	<ul style="list-style-type: none"> Bake cakes of various types to include pound cakes, sponge, butter cake, etc and discuss appropriate uses 	R11-12.3 SL11-12.1	CRP 2	FSDN 9.3
10.5.6 Prepare frostings and toppings	<ul style="list-style-type: none"> Prepare variety of frostings and toppings for appropriate use in cakes like: ganache, buttercream, whipped frosting and glazes 	R11-12.3	CRP 2	FSDN 9.3
10.5.7 Prepare cookies	<ul style="list-style-type: none"> Prepare cookies such as: a drop batter cookie, rolled, meringue, or bar 	R11-12.3	CRP 2	FSDN 9.3

Standard 1.0 Introduction to discovering Culinary Arts as a career opportunity

1. Department of Health, Education, and Welfare - an agency that checks to see that an establishment has eliminated safety hazards from a workplace, in addition to inspecting for the sanitary handling of food
2. Food cost-the cost of food used to make a menu item for a customer efficiently an operation generates sales
3. Food cost percentage-a statistic that reflects the portion of food sales that was spent on
4. Menu cost- the full cost to prepare each individual menu item, including the cost of running the total food service business
5. Recipe cost-a breakdown of each ingredient, to be aware of the cost of the recipe
6. Unit pricing--the price of an item per ounce, pound, or other accepted unit of measure

Standard 2.0 Research and develop culinary production techniques

1. Aroma - a distinctive pleasing smell
2. Batonnet - 1/4 inch thick matchstick shaped cuts
3. Beurre Manie' - a combination of equal amounts by weight of flour and soft whole butter. It is whisked into a simmering sauce at the end of the cooking process for quick thickening and added sheen and flavor.
4. Blends - combinations of herbs, spices and seeds that are used as flavorings
5. Bouillon - a clear seasoned soup made usually from lean beef
6. Bouquet Garni - fresh vegetables and herbs tied together and used to flavor stocks
7. Broth - liquid that results from simmering meats; also called bouillon
8. Brunoise - 1/8 inch thick cubes cut from julienne slices
9. Chiffonade - to finely slice or shred leafy vegetables or herbs
10. China Cap – a cone shaped strainer used for straining sauce and gravy and for making puree
11. Clarify Fats – in butter, when the fats have been separated from the water and milk solids, in other fats to heat and strained
12. Condiment - cooked or prepared flavorings or seasonings served with foods to enhance their flavor
13. Diagonal - elongated or oval shaped slices of cylindrical vegetables or fruits
14. Dice - to cut into very small cubes of even size
15. Fumet - a stock made from fish bones or shellfish shells and vegetables simmered in a liquid with flavorings
16. Herbs - the leaves and stems of plants that are used as flavor builders
17. Julienne - to cut into long narrow strips

18. Liaison - a mixture of egg yolks and heavy cream used to thicken and enrich sauces
19. Mince - to cut into very fine pieces
20. Oblique - small pieces of food, usually vegetables, with two angle-cut sides
21. Paysanne - foods cut into flat square, round or triangle items with dimensions of 1/2 inch by 1/2 inch by 1/8 inch
22. Relishes - is a cooked, pickled, or chopped vegetable or fruit food item typically used as a condiment in particular to enhance a staple
23. Render - to melt down, extract by heating
24. Rondelle - 1/8 inch thick disk shaped slices of cylindrical vegetables or fruits
25. Roux - equal parts of cooked flour and fat used to thicken liquids; used in Cajun cooking
26. Sachet - French for "bag of spices", aromatic ingredients tied in a cheesecloth bag and used to flavor stocks and other foods
27. Salsa - Spanish for "sauce", generally a cold chunky mixture of fresh herbs, spices, fruits and/or vegetables used as a sauce for meat, poultry, fish or shellfish
28. Savory - pleasing to the taste or smell
29. Sensory Evaluation - a method of scientifically testing food, using the human senses of sight, smell, taste, touch and hearing
30. Slurry - a mixture of raw starch and cold liquid used for thickening
31. Spices - any of various aromatic plant products used to season or flavor foods
32. Stock - flavorful liquid made by gently simmering bones or vegetable to extract their flavor, aroma, color, body, and nutrients
33. Tempering - to heat chocolate gently and gradually so it will form a smooth, even shell when it cools
34. Tourne - French for "to turn", cut foods usually vegetables into football-shaped pieces with seven equal sides and blunt ends

Standard 3.0 Develop and analyze the principles of cooking, considering nutritive value with a variety of cooking methods

1. Bake - cook in the oven in dry heat without a cover
2. Broil – to cook by direct heat, as on a gridiron over the heat or in an oven under the heat
3. Canola Oil - neutral, light colored oil with little flavor, high in monounsaturated fat
4. Clarified Butter - clear butter made by melting butter and removing the solid particles
5. Combination cooking- cooking method that involves more than one cooking method such as both moist and dry heat
6. Dry Heat Cooking - cooking food uncovered without added liquid or fat
7. Emulsification Process - process by which generally unmixable liquids such as oil and water are forced into a uniform distribution
8. Fat - in cooking, a lipid that is solid at room temperature
9. Flash Point - temperature at which a solid fat melts
10. Fry - to cook in hot fat
11. Grilling - a method of short order cooking on a griddle
12. Hydrogenation - the process used to harden oils.
13. Lipid - a group of compounds that includes triglycerides (fat and oil), the phospholipids (lecithin), and sterols (cholesterol). they are insoluble in water and have a greasy feel.
14. Melting Point - the temperature at which a substance changes from a solid to a liquid
15. Moist Heat Cooking - method in which food is cooked in hot liquid, steam, or a combination of both
16. Oils - types of fats that remain liquid at room temperature

17. Olive Oil - quality depends on soil, high in monounsaturated fat and ranges in color from deep green to pale yellow
18. Roast - to cook uncovered in the oven with dry heat
19. Sauté - to cook food in a small amount of fat, stirring or flipping it frequently
20. Shortening - a white, flavorless solid fat formulated for baking or deep frying; any fat used in baking to tenderize the product by shortening gluten strands
21. Smoking Point - the temperature at which a fat produces smoke

Standard 4.0 Preparing Stocks, Soups and Sauces using a assortment of cooking methods

1. Béchamel - a rich cream sauce or white sauce
2. Bisque - thick, very rich soup usually made from shellfish such as lobster and shrimp with a cream base thickened with roux
3. Borscht - a Russian beet soup which may include other ingredients such as onions, tomatoes, and beef stock
4. Bouillon - a clear seasoned soup made usually from lean beef
5. Bouquet Garni - fresh vegetables and herbs tied together and used to flavor stocks
6. Broth - liquid that results from simmering meats; also called bouillon
7. Cheesecloth - a light, fine mesh gauge used to strain liquids and make sachets
8. Chowder - an unstrained stew-like soup of fish or vegetables with milk and potatoes; usually contains salt pork and no other meat
9. Cold Soups - soups classified according to their consistency and served cold such as jellied consommé and vichyssoise
10. Consommé - broth or stock that has been clarified
11. Deglaze - process of adding a liquid to a cooking pan to remove the crusted juices and browned food particles to retain flavor
12. Espagnole - a sauce prepared from brown stock and roux
13. Extraction - process of pulling or drawing out flavor from foods
14. Gazpacho - spicy, chilled soup of Spanish origin made of tomato juice and tomatoes, bouillon, cucumber and other fresh vegetables and seasonings
15. Hollandaise - a rich, warm, mayonnaise like sauce made from egg yolk and butter and seasoned with lemon juice and salt
16. Mise en Place - literally, in French, "to put in place"; the preparation and assembly of ingredients, pans, utensils, and equipment or serving pieces needed for a particular dish or service\

17. Mother sauce-types of sauces that can be seasoned and garnished to make a wide variety of small or compound sauces
18. Puree - to put food through a fine sieve or a food mill to form a thick and smooth liquid
19. Sauce - any fluid or dressing which is served with or on other foods to enhance flavor
20. Sieve - strainer for separating solid or partly solid particles from liquids
21. Skimmer - a tool used to remove a substance from the surface of a liquid
22. Stock - flavorful liquid made by gently simmering bones or vegetable to extract their flavor, aroma, color, body, and nutrients
23. Thick Soup - soups which derive thickness from products added to the stock or pureed vegetables such as cream soups, chowders, and bisques
24. Thickening Agent - ingredients used to thicken sauces such as flour, cornstarch, arrowroot, gelatin, and liaisons
25. Thin Soup - clear rich liquid prepared without the use of a thickener such as French onion, bouillon or consommé
26. Veloute - sauce derived from stock made from chicken, veal or fish with light roux added for thickening
27. Vichyssoise - a cream soup of potatoes and pureed leeks that may be served hot or cold

Standard 5.0 Dairy products and the various techniques used in cooking

1. Buttermilk - produced by adding a culture to fresh pasteurized whole or skim milk
2. Creams - include light, fluffy or creamy textured dessert foods made with whipped cream or whipped egg whites such as Bavarian Creams, Chiffons, Mousses and Crème Chantilly
3. Dry Milk Powder - made by removing all moisture from pasteurized milk to create a shelf stable powder
4. Evaporated Milk- produced by removing approximately 60% of the water from the whole homogenized milk
5. Firm Cheese - a category of cheeses characterized by a flaky sometimes dense texture
6. Fresh Cheese - uncooked and unripened cheese
7. Half and Half - a mixture of whole milk and cream containing between 10-18% milk fat
8. Hard Cheese - a category of cheese characterized by a hard or brittle texture. These cheeses have been carefully aged for extended periods of time and have a moisture content of 30%.
9. Heavy Whipping Cream- a product containing not less than 36% milk fat that whips easily and hold a whipped texture longer than other creams
10. Imitation Cheese - usually manufactured with dairy or soy products to mimic characteristics of various cheeses
11. Light Cream- product with more than 18% but less than 30% milk fat
12. Light Whipping Cream- a product containing between 30-36% milk fat that is used for thickening and enriching sauces and making ice cream
13. Processed Cheese - made from a combination of aged and green cheeses mixed with emulsifiers and flavorings, pasteurized then poured into molds to set
14. Scald - to heat a liquid to just below the boiling point; to dip food into boiling water or pour boiling water the food
15. Semi-soft Cheese - a category of cheeses characterized by a mild, buttery flavor with a smooth sliceable texture

16. Sour Cream - produced by adding a culture to homogenized light cream
17. Sweetened Condensed Milk - milk that has had 60% of its water removed and contains a large amount of sugar
18. Ultra-Pasteurization - process in which milk is heated to very high temperature for a very short time to destroy virtually all bacteria
19. Yogurt - a thickened, tart custard-like product made from milk

Standard 6.0 Prepare nutritious and quality eggs in a variety of cooking methods

1. Albumen - the clear runny part of an uncooked egg that turns milky white when cooked, also called egg white
2. Chalazae Cord - thick, twisted strands imbedded in the albumen of an egg that anchors it to the yolk
3. Omelet - slightly beaten egg dish usually with a filling
4. Quiche - classic breakfast and brunch entrée created by baking an egg custard mixture and fillings in a crust
5. Shell - the outer most part of an egg, it is made up of calcium carbonate
6. Shirred Eggs - baked eggs in individual cups
7. Soufflé' - light, fluffy baked egg dish consisting of a base (such as a heavy white sauce) mixed with egg yolks and flavoring ingredients into which beaten egg whites are folded just before baking
8. Yolk - the yellow center part of an egg

Standard 7.0 Prepare nutritious and quality fruits and vegetables in a variety of cooking methods

1. Blanch - to briefly immerse food in boiling water or steam, to inactivates the enzymes in foods
2. Caramelization - the chemical browning reaction that can occur when a sugar is heated. A characteristic color and flavor develops
3. Garnish - decorative, edible items added to enhance the appearance of the main food item
4. Hybrid - fruit that results from cross breeding fruits from different species that are genetically unlike
5. Legume - a group of vegetables with double seamed pods with a single row of seeds, dry beans and peas
6. Refreshing - cooked vegetables added to ice water to stop the cooking process
7. Respiration Rate - rate at which the cells of a fruit use up oxygen and produce carbon dioxide during ripening
8. Varieties - result from breeding fruits of the same species but that have different qualities
9. Vegetable - any herbaceous plant with little woody tissue that is edible
10. Zest - the thin colored part of a citrus peel.

Standard 8.0 Prepare nutritious and quality Grains and Pastas in a variety of cooking methods

1. Al dente` - a French term which means "to the tooth" and refers to a food being prepared so that it is firm to the bite, not soft or mushy
2. Hominy- dried corn soaked in lye
3. Paella- a Spanish dish of rice, saffron, chicken, seafood
4. Pasta-a type of noodle, a staple food, of traditional Italian cuisine, made from flour and served in a number of dishes
5. Pilaf- a method of cooking grains in which the grain is sautéed in butter before being added to the cooking liquid
6. Polenta- a starch dish that is made from corn meal that is gradually sprinkled into simmering water and stirred until it forms a thick paste
7. Polished rice- rice in which the germ has been removed
8. Quinoa-a grain high in nutrients traditional grown as a staple food, is a complete protein
9. Risotto - a cooking method for grains in which the grains are lightly sautéed in butter and then a liquid is gradually added
10. Semolina flour- a course purified wheat that is used in making pasta, cereal and pudding
11. Wild rice-long, slender grains with a dark brown to black color, nutty flavor and chewy texture

Standard 9.0 Prepare nutritious and quality Meat, Poultry and Fish Cookery in a variety of cooking methods

1. USDA- (United States Department of Agriculture) the federal agency that imposes standards for the quality and safety of food products in the United States
2. Silverskin- a white and silvery colored connective tissue attached to various pieces of meat it is most commonly removed from the meat since it does not add any benefit to the cooking or eating of the meat
3. Muscle grain- it is the direction which the muscle fibers are aligned in meat
4. Elastin-a flexible but tough connective tissue found in ligaments and tendons, also know as silver skin

Standard 10.0 Understand the baking process and the specialized principles of baking

1. Bench Rest - a short proofing stage for dough allowing gluten to relax
2. Benching - the handling of the dough on the baker's table
3. Carbon Dioxide - a gas released by the action of yeast in bread dough that makes the dough rise
4. Docking - process of making small holes in the surface of an item before baking
5. Dough - a mixture that can be worked with the hands
6. Drop Batter - a batter thick enough to be spooned
7. Egg Wash - where beaten egg is applied to bake goods by brushing to improve the finished appearance
8. Flute - a manner of decorating crust by making uniform folds, groves or twists in the crust, such as around the edge of a pie
9. Gluten - protein found in flour that develops into long, elastic strands during the mixing and kneading process; it produces a light, even texture in the finished bread product
10. Knead - a mixing process in which dough is folded, pressed, and squeezed to strengthen the gluten strands and allow yeast dough to develop the proper texture
11. Leavening Agent - any product, mechanical, chemical, or biological, that is used in baking that creates rise by releasing a gas when subjected to heat, moisture, or acid
12. Oven Spring - the sudden rise and expansion of dough in the oven
13. Panning - a process of placing dough in correct pan
14. Peel - a wooden board used to remove breads from the oven
15. Proof - in yeast dough production, the final rising stage that occurs after the dough is shaped but before baking
16. Punching - the process of deflating yeast dough which increased uniformity

17. Reel Oven - an oven with multiple rotating shelves
18. Retard - the chilling of yeast dough to keep it from rising
19. Rolled In - a type of dough which the fat is combined in a rolling, folding action
20. Scaling - the division of the dough into the size pieces needed

Common Core State Standards Grades 9-12

ELA Speaking and Listening Standards Grades 9-10

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. **SL9-10.1**
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **SL9-10.1a**
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. **SL9-10.1b**
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **SL9-10.1c**
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **SL9-10.1d**
2. Integrate multiple sources of information presented in diverse media or format(e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL9-10.2**
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **SL9-10.3**
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **SL9-10.4**
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL9-10.5**

ELA Speaking and Listening Standards Grades 11-12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. **SL11-12.1**
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **SL11-12.1a**

- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **SL11-12.1b**
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **SL11-12.1c**
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **SL11-12.1d**
- 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **SL11-12.2**
 - 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **SL11-12.3**
 - 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **SL11-12.4**
 - 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL11-12.5**

ELA Language Grades 9-10

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L9-10.4**
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L9-10.4a**
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). **L9-10.4b**
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **L9-10.4c**
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L9-10.4d**
- 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L9-10.6**

ELA Language Grades 11-12

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **L11-12.4**
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L11-12.4a**
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). **L11-12.4b**
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **L11-12.4c**
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) **L11-12.4d**
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L11-12.6**

Reading Standards for Literacy in Science and Technical Subjects Grades 9-10

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. **R9-10.1**
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. **R9-10.2**
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. **R9-10.3**
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. **R9-10.4**
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). **R9-10.5**
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. **R9-10.6**
7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. **R9-10.7**
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. **R9-10.8**
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. **R9-10.9**
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. **R9-10.10**

Reading Standards for Literacy in Science and Technical Subjects Grades 11-12

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **R11-12.1**
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. **R11-12.2**
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **R11-12.3**
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. **R11-12.4**
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **R11-12.5**
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. **R11-12.6**
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **R11-12.7**
8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **R11-12.8**
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **R11-12.9**
10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. **R11-12.10**

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10

1. Write arguments focused on discipline-specific content. **W9-10.1**
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. **W9-10.1a**
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. **W9-10.1b**
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **W9-10.1c**
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **W9-10.1d**
 - e. Provide a concluding statement or section that follows from or supports the argument presented. **W9-10.1e**
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **W9-10.2**
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **W9-10.2a**
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **W9-10.2b**
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. **W9-10.2c**
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. **W9-10.2d**
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **W9-10.2e**
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **W9-10.2f**
3. Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. **W9-10.3**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W9-10.4**
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W9-10.5**
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **W9-10.6**

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W9-10.7**
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **W9-10.8**
9. Draw evidence from informational texts to support analysis, reflection, and research. **W9-10.9**
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W9-10.10**

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 11-12

1. Write arguments focused on discipline-specific content. **W11-12.1**
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. **W11-12.1a**
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. **W11-12.1b**
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **W11-12.1c**
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **W11-12.1d**
 - e. Provide a concluding statement or section that follows from or supports the argument presented. **W11-12.1e**
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **W11-12.2**
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **W11-12.2a**
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **W11-12.2b**
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **W11-12.2c**

- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. **W11-12.2d**
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). **W11-12.2e**
- 3. Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. **W11-12.3**
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W11-12.4**
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W11-12.5**
- 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **W11-12.6**
- 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W11-12.7**
- 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **W11-12.8**
- 9. Draw evidence from informational texts to support analysis, reflection, and research. **W11-12.9**
- 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W11-12.10**

Common Career and Technical Core Standards

Human Services Career Cluster

Human Services Career Cluster Standards (HU)

- 1. Evaluate principles of planning, development, implementation, and evaluation to accomplish long-range goals in human services. **HU1**
- 2. Evaluate the role of the family, community and human services in society and the economy. **HU2**
- 3. Use effective communication with human services clients and their families. **HU3**
- 4. Demonstrate ethical and legal conduct in human services settings. **HU4**
- 5. Evaluate career opportunities in each of the Human Services Career Pathways. **HU5**

6. Explain how human development principles enhance the well-being of individuals and families. **HU6**

Consumer Services Career Pathway (HU-CSM)

1. Summarize necessary credentials, licensures, or state specific requirements to prepare for a career in consumer services. **HU-CSM1**
2. Communicate product or equipment features that meet the needs of clients and consumer. **HU-CSM2**
3. Make consumer services recommendations meeting the needs of clients or customers. **HU-CSM3**
4. Analyze financial/economic situations when making recommendations about consumer services. **HU-CSM4**
5. Use standard business processes or procedures to create consumer service information and facilitate client interactions. **HU-CSM5**
6. Use a variety of methods to educate audiences about consumer services. **HU-CSM6**
7. Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. **HU-CSM7**
8. Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes. **HU-CSM8**

Early Childhood Development and Services Career Pathway (HU-EC)

1. Demonstrate communication techniques with children to facilitate ongoing development and enhance learning. **HU-EC1**
2. Communicate effectively with fellow staff members to facilitate child development activities. **HU-EC2**
3. Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes. **HU-EC3**
4. Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning. **HU-EC4**
5. Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards. **HU-EC5**
6. Adhere to ethical and legal responsibilities, laws, and regulations to protect children and families. **HU-EC6**
7. Apply principles of child growth and development, including social, emotional, physical, and cognitive milestones, to provide comprehensive program offerings. **HU-EC7**
8. Evaluate curriculum for inclusiveness of children with special needs. **HU-EC8**

Family and Community Services Career Pathway (HU-FAM)

1. Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan. **HU-FAM1**
2. Identify community resources to provide family and community services. **HU-FAM2**
3. Communicate effectively to gain support from the client's family and other support groups. **HU-FAM3**
4. Comply with laws and procedures that govern abuse, neglect, confidentiality, and other health and safety situations. **HU-FAM4**
5. Evaluate crisis prevention, intervention, and resolution techniques to formulate emergency plans. **HU-FAM5**

Personal Care Services Career Pathway (HU-PC)

1. Analyze basic principles of biology, chemistry, and human anatomy for safe and effective utilization and selection of personal care products and services. **HU-PC1**
2. Evaluate an individualized personal care plan that reflects client preferences, needs, and interests for a course of treatment/action. **HU-PC2**
3. Utilize data and information to maintain electronic records of client services and make recommendations for personal care services. **HU-PC3**
4. Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. **HU-PC4**
5. Develop organizational policies, procedures, and regulations to establish personal care organization priorities, to accomplish the mission, and to provide high quality service to a diverse set of clients and families. **HU-PC5**
6. Identify personal care business opportunities enhanced by community involvement, self-improvement, and current trends. **HU-PC6**
7. Apply various methods of obtaining feedback to understand expectations and promote high quality standards. **HU-PC7**

Hospitality & Tourism Career Cluster

Hospitality & Tourism Career Cluster Standards

1. Describe the key components of marketing and promoting hospitality and tourism products and services. **HT1**
2. Evaluate the nature and scope of the Hospitality and Tourism Career Cluster and the role of hospitality and tourism in society and the economy. **HT2**
3. Demonstrate hospitality and tourism customer service skills that meet customers' needs. **HT3**
4. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace. **HT4**
5. Identify potential (real and perceived) hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace. **HT5**
6. Describe career opportunities and means to attain those opportunities in each of the Hospitality and Tourism Career Pathways. **HT6**

Lodging Career Pathway (HT-LOD)

1. Use various communication technologies are used to accomplish work tasks in lodging facilities. **HT-LOD1**
2. Explain the role and importance of housekeeping operations to the lodging facilities. **HT-LOD2**
3. Allocate staff positions to meet the needs of various lodging departments. **HT-LOD3**
4. Describe the role and responsibilities of lodging managers. **HT-LOD4**
5. Compare the advantages and disadvantages of independently owned and chain-affiliated lodging facilities. **HT-LOD5**
6. Analyze the departmental interrelationships of a lodging facility. **HT-LOD6**
7. Explain various check-in and check-out procedures used in the lodging industry. **HT-LOD7**

8. Understand reservation procedures used in the lodging industry. **HT-LOD8**
9. Explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility. **HT-LOD9**
10. Explain how cash control procedures are used in the lodging industry. **HT-LOD10**
11. Explain how guests and property are protected to minimize losses or liabilities in the lodging facility. **HT-LOD11**
12. Explain the basic legal issues in lodging management. **HT-LOD12**

Restaurants and Food and Beverage Services Career Pathway (HT-RFB)

1. Describe ethical and legal responsibilities in food and beverage service facilities. **HT-RFB1**
2. Demonstrate safety and sanitation procedures in food and beverage facilities. **HT-RFB2**
3. Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities. **HT-RFB3**
4. Demonstrate leadership qualities and collaboration with others. **HT-RFB4**
5. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities. **HT-RFB5**
6. Explain the benefits of the use of computerized systems to manage food service operations and guest service. **HT-RFB6**
7. Utilize technical resources for food services and beverage operations to update or enhance present practice. **HT-RFB7**
8. Implement standard operating procedures related to food and beverage production and guest service. **HT-RFB8**
9. Describe career opportunities and qualifications in the restaurant and food service industry. **HT-RFB9**
10. Apply listening, reading and writing, and speaking skills to enhance operations and customer service in food and beverage service facilities. **HT-RFB10**

Education and Training Career Cluster

Education and Training Career Cluster Standards (ED)

1. Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning. **ED1**
2. Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts. **ED2**
3. Use critical thinking to process educational communications, perspectives, policies, and/or procedures. **ED3**
4. Evaluate and manage risks to safety, health, and the environment in education and training settings. **ED4**
5. Demonstrate group collaboration skills to enhance professional education and training practice. **ED5**
6. Analyze ethical and legal policies of professional education and training settings. **ED6**
7. Explain legal rights that apply to individuals and practitioners within education and training settings. **ED7**
8. Demonstrate ethical and legal behavior within and outside education and training settings. **ED8**
9. Describe state-specific professional development requirements to maintain employment and to advance in an education and training career. **ED9**
10. Apply organizational skills and logic to enhance professional education and training practice. **ED10**
11. Demonstrate group management skills that enhance professional education and training practice. **ED11**

Teaching and Training Career Pathway (ED-TT)

1. Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. **ED-TT1**
2. Employ knowledge of learning and developmental theory to describe individual learners. **ED-TT2**
3. Use content knowledge and skills of instruction to develop standards-based goals and assessments. **ED-TT3**
4. Identify materials and resources needed to support instructional plans. **ED-TT4**
5. Establish a positive climate to promote learning. **TT5**
6. Identify motivational, social, and psychological effective practices that guide personal conduct. **ED-TT6**
7. Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. **ED-TT7**
8. Demonstrate flexibility and adaptability in instructional planning. **ED-TT8**
9. Utilize assessment and evaluation tools and data to advance learner achievement and adjust learning plans. **ED-TT9**
10. Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and needed professional development. **ED-TT10**
11. Implement strategies to maintain relationships with others to increase support for the organization. **ED-TT11**

Common Career and Technical Core Career Ready Practices (CCTC CRP)

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Act as a responsible and contributing citizen and employee. CRP1 2. Apply appropriate academic and technical skills. CRP2 3. Attend to personal health and financial well-being. CRP3 4. Communicate clearly, effectively, and with reason. CRP4 5. Consider the environmental, social and economic impacts of decisions. CRP5 6. Demonstrate creativity and innovation. CRP6 7. Employ valid and reliable research strategies. CRP7 | <ol style="list-style-type: none"> 8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP8 9. Model integrity, ethical leadership, and effective management. CRP9 10. Plan education and career path aligned to personal goals. CRP10 11. Use technology to enhance productivity. CRP11 12. Work productively in teams while using cultural/global competence. CRP12 |
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National Standards for Family and Consumer Sciences

Career, Community and Family Connections

1. Integrate multiple life roles and responsibilities in family, work, and community settings. **CCFC1**
 - 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global). **CCFC1.1**
 - 1.2 Demonstrate transferable and employability skills in school, community and workplace settings. **CCFC1.2**
 - 1.3 Evaluate the reciprocal effects of individual and family participation in community activities. **CCFC1.3**

Consumer and Family Resources

2. Evaluate management practices related to the human, economic, and environmental resources. **CFR2**
 - 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital. **CFR2.1**
 - 2.2 Analyze the relationship of the environment to family and consumer resources. **CFR2.2**
 - 2.3 Analyze policies that support consumer rights and responsibilities. **CFR2.3**
 - 2.4 Evaluate the effects of technology on individual and family resources. **CFR2.4**
 - 2.5 Analyze relationships between the economic system and consumer actions. **CFR2.5**
 - 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span. **CFR2.6**

Consumer Services

3. Integrate knowledge, skills, and practices needed for a career in consumer services. **CS3**
 - 3.1 Analyze career paths within consumer service industries. **CS3.1**
 - 3.2 Analyze factors that affect consumer advocacy. **CS3.2**
 - 3.3 Analyze factors in developing a long-term financial management plan. **CS3.3**
 - 3.4 Analyze resource consumption for conservation and waste management practices. **CS3.4**
 - 3.5 Demonstrate skills needed for product development, testing, and presentation. **CS3.5**

Education and Early Childhood

4. Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. **EEC4**
 - 4.1 Analyze career paths within early childhood, education, and related services. **EEC4.1**
 - 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services. **EEC4.2**
 - 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. **EEC4.3**
 - 4.4 Demonstrate a safe and healthy learning environment for children. **EEC4.4**
 - 4.5 Demonstrate techniques for positive collaborative relationships with children. **EEC4.5**
 - 4.6 Demonstrate professional practices and standards related to working with children. **EEC4.6**

Facilities Management and Maintenance

- 5. Integrate knowledge, skills, and practices required for careers in facilities management and maintenance. **FMM5**
 - 5.1 Analyze career paths within the facilities management and maintenance areas. **FMM5.1**
 - 5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities. **FMM5.2**
 - 5.3 Demonstrate sanitation procedures for a clean and safe environment. **FMM5.3**
 - 5.4 Apply hazardous materials and waste management procedures. **FMM5.4**
 - 5.5 Demonstrate a work environment that provides safety and security. **FMM5.5**
 - 5.6 Demonstrate laundering processes aligned with industry standards and regulations. **FMM5.6**
 - 5.7 Demonstrate facilities management functions. **FMM5.7**

Family

- 6. Evaluate the significance of family and its effects on the well-being of individuals and society. **F6**
 - 6.1 Analyze the effects of family as a system on individuals and society. **F6.1**
 - 6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families. **F6.2**

Family and Community Services

- 7. Synthesize knowledge, skills, and practices required for careers in family & community services. **FCS7**
 - 7.1 Analyze career paths within family and community services. **FCS7.1**
 - 7.2 Analyze factors relating to providing family and community services. **FCS7.2**
 - 7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services. **FCS7.3**
 - 7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions. **FCS7.4**
 - 7.5 Evaluate services for individuals and families with a variety of disadvantaging conditions. **FCS7.5**

Food Production and Services

- 8. Integrate knowledge, skills, and practices required for careers in food production and services. **FPS8**
 - 8.1 Analyze career paths within the food production and food services industries. **FPS8.1**
 - 8.2 Demonstrate food safety and sanitation procedures. **FPS8.2**

Food Science, Dietetics, and Nutrition

- 9. Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition. **FSDN9**
 - 9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries. **FSDN9.1**
 - 9.2 Apply risk management procedures to food safety, food testing, and sanitation. **FSDN9.2**
 - 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans. **FSDN9.3**
 - 9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings. **FSDN9.4**
 - 9.5 Demonstrate use of current technology in food product development and marketing. **FSDN9.5**
 - 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices. **FSDN9.6**

Hospitality, Tourism, and Recreation

- 10. Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation. **HTR10**
 - 10.1 Analyze career paths within the hospitality, tourism and recreation industries. **HTR10.1**
 - 10.2 Demonstrate procedures applied to safety, security, and environmental issues. **HTR10.2**
 - 10.3 Apply concepts of quality service to assure customer satisfaction. **HTR10.3**
 - 10.4 Demonstrate practices and skills involved in lodging occupations. **HTR10.4**
 - 10.5 Demonstrate practices and skills for travel related services. **HTR10.5**
 - 10.6 Demonstrate management of recreation, leisure, and other programs and events. **HTR10.6**

Housing and Interior Design

- 11. Integrate knowledge, skills, and practices required for careers in housing and interior design. **HID11**
 - 11.1 Analyze career paths within the housing, interior design, and furnishings industries. **HID11.1**
 - 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options. **HID11.2**
 - 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs. **HID11.3**
 - 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries. **HID11.4**
 - 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages. **HID11.5**
 - 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors. **HID11.6**
 - 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas. **HID11.7**
 - 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries. **HID11.8**
 - 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design, and furnishings industries. **HID11.9**

Human Development

- 12. Analyze factors that influence human growth and development. **HD12**
 - 12.1 Analyze principles of human growth and development across the life span. **HD12.1**
 - 12.2 Analyze conditions that influence human growth and development. **HD12.2**
 - 12.3 Analyze strategies that promote growth and development across the life span. **HD12.3**

Interpersonal Relationships

- 13. Demonstrate respectful and caring relationships in the family, workplace and community. **IR13**
 - 13.1 Analyze functions and expectations of various types of relationships. **IR13.1**
 - 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships. **IR13.2**
 - 13.3 Demonstrate communication skills that contribute to positive relationships. **IR13.3**

- 13.4 Evaluate effective conflict prevention and management techniques. **IR13.4**
- 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community. **IR13.5**
- 13.6 Demonstrate standards that guide behavior in interpersonal relationships. **IR13.6**

Nutrition and Wellness

- 14. Demonstrate nutrition and wellness practices that enhance individual and family well-being. **NW14**
 - 14.1 Analyze factors that influence nutrition and wellness practices across the life span. **NW14.1**
 - 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. **NW14.2**
 - 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. **NW14.3**
 - 14.4 Evaluate factors that affect food safety from production through consumption. **NW14.4**
 - 14.5 Evaluate the influence of science and technology on food composition, safety, and other issues. **NW14.5**

Parenting

- 15. Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families. **P15**
 - 15.1 Analyze roles and responsibilities of parenting. **P15.1**
 - 15.2 Evaluate parenting practices that maximize human growth and development. **P15.2**
 - 15.3 Evaluate external support systems that provide services for parents. **P15.3**
 - 15.4 Analyze physical and emotional factors related to beginning the parenting process. **P15.4**

Textiles, Fashion, and Apparel

- 16. Integrate knowledge, skills, and practices required for careers in textiles and apparels. **TFA16**
 - 16.1 Analyze career paths within textile apparel and design industries. **TFA16.1**
 - 16.2 Evaluate fiber and textile products and materials. **TFA16.2**
 - 16.3 Demonstrate fashion, apparel, and textile design skills. **TFA16.3**
 - 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products. **TFA16.4**
 - 16.5 Evaluate elements of textile, apparel, and fashion merchandising. **TFA16.5**
 - 16.6 Evaluate the components of customer service. **TFA16.6**
 - 16.7 Demonstrate general operational procedures required for business profitability and career success. **TFA16.7**

