

**Foundations of Restaurant Management & Culinary Arts
(Levels One and Two) © 2011
Correlated to:
Georgia Standards - Culinary Arts II
(High School)**

GEORGIA STANDARDS - INTRODUCTION TO CULINARY ARTS	Foundations of Restaurant Management & Culinary Arts (Levels One and Two) © 2011
Culinary Arts II is an advanced and rigorous in-depth course designed for the student who has continued the Culinary Arts Pathway and wishes to continue their education at the post secondary level or enter the foodservice industry as a proficient and well rounded individual. Strong importance is given to refining hands on production of the classic fundamentals in the commercial kitchen.	
CA-CAII-1. Students will identify skills, certifications, and experience required for careers in the hospitality, tourism and foodservice industries.	
a. Discuss and trace the differences and similarities of various types of international and regional cuisines.	<u>LEVEL ONE</u> – SE: 9, 10, 11, 14-31, 32, 33, 391 (Q 6), 607, 608, 691 (1, 3), 699, 709 (Qs 7, 8), 710 (1), 714, 722 (2) <u>LEVEL TWO</u> – SE: 415-416, 419, 542 (3), 543, 547, 550 (Q 8), 564, 635, 637-659, 660, 661, 662-671, 672, 673, 674-683, 684, 685, 686, 687, 693, 689-691, 695-708, 709, 710, 711-722, 723, 724, 725-735, 736, 737, 738-751, 752, 753, 754, 755, 757-760
b. Discuss pros and cons of various food service organizations (national, state, and local) and their relation to students and food service professionals.	<u>LEVEL ONE</u> – SE: iv-v, 74, 218, 348, 741, 756, 784-787, 788 (Qs 7, 8), 807-809 <u>LEVEL TWO</u> – SE: iv-v, 761-763
c. Identify types of establishments, job titles, duties, employment opportunities, and benefits at local, state, and national levels.	<u>LEVEL ONE</u> – SE: 1, 4-5, 6-13, 31, 32, 33, 34-50, 51, 52, 66, 67 (3), 73-74, 76, 90, 154-155, 163, 204, 207 (3), 214-215, 220, 224-231, 232, 233, 264, 265, 270-271, 368, 412-413, 444, 462-463, 488-489, 508, 512, 513-519, 521, 522, 523-531, 534, 535, 537-538, 544-545, 602, 616-617, 627 (2), 667, 632-634, 651 (1), 661-662, 676-677, 732-738, 746, 748, 760, 776 (3), 782-787, 788 (Q 8), 789 (3), 790-798, 799, 800 <u>LEVEL TWO</u> – SE: 0-1, 4-5, 49, 78-79, 144-145, 174, 218-219, 284-285, 300-302, 305 (1), 350-351, 361, 416, 432-433, 458, 502-503, 572-573, 636, 694-695, 703, 762-763, 773
d. Name, describe, and discuss the various food service styles and basic concepts of culinary management.	<u>LEVEL ONE</u> – SE: 7-11, 30, 32 Q 1), 48-49, 225-230, 231, 232, 233, 411, 455, 627 (2), 652-666, 667, 668, 670, 793, 799 (Q 3), 800 (2) <u>LEVEL TWO</u> – SE: 163 (1), 192-193, 218-219, 502-503

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e. Identify, describe, and discuss the roles, responsibilities, and various salaries of supervising and the various aspects of the management team and describe various types of scheduling approaches.	<p><u>LEVEL ONE</u> – SE: 48-49, 51 (Q 2), 224-231, 462-475, 476, 478-497, 498, 499, 503, 520, 521, 522, 523-533, 534, 535, 538, 661-662, 667 (Q 4), 793, 798, 799 (Q 3), 800</p> <p><u>LEVEL TWO</u> – SE: 111, 146-161, 175-181, 184-195, 196, 197, 209, 218-219, 432-433</p>
ACADEMIC STANDARDS:	
ELA10 RC3. The student acquires new vocabulary in each content area and uses it correctly.	<p><u>LEVEL ONE</u> – SE: 30-33, 50-52, 63-65, 67, 91-93, 100-103, 121-125, 132-134, 145-147, 149, 171-173, 196-198, 205-207, 209, 231-233, 259-262, 264-265, 299-301, 316-318, 342-344, 358-360, 362-363, 378-381, 390-392, 401-403, 405, 421-423, 440-442, 452-454, 456-457, 474-477, 496-499, 519-522, 533-535, 537-538, 568-570, 602-605, 607-608, 624-626, 648-651, 666-668, 670, 689-691, 708-710, 720-722, 724-725, 746-749, 757-760, 774-776, 787-789, 798-800, 802-803, 818-852</p> <p><u>LEVEL TWO</u> – SE: 35-38, 50-52, 65-67, 69-70, 105-108, 129-132, 134-136, 160-163, 179-183, 194-197, 207-210, 212-213, 240-242, 253-256, 273-275, 277, 303-305, 321-324, 339-342, 344-345, 375-378, 391-294, 410-414, 419-421, 423-424, 443-446, 464-467, 491-495, 497, 511-513, 521-523, 530-532, 540-542, 549-551, 559-562, 564-565, 583-585, 598-600, 611-613, 628-630, 632, 658-661, 671-673, 683-685, 687, 708-710, 722-724, 734-737, 751-753, 755, 782-809</p>
ELA11LSV1. The student participates in student-to-teacher, student-to-student and group verbal interactions.	<p><u>LEVEL ONE</u> – SE: 33, 52, 65, 67, 93, 103, 125, 134, 147, 149, 173, 198, 207, 209, 233, 262, 264-265, 301, 318, 344, 360, 362-363, 381, 392, 403, 405, 407-409, 423, 442, 454, 456-457, 477, 499, 522, 535, 537-538, 570, 605, 607-608, 611-613, 626, 651, 668, 670, 691, 710, 722, 724-725, 727-729, 749, 760, 776, 789, 800, 802-803</p> <p><u>LEVEL TWO</u> – SE: 38, 52, 67, 69-70, 73-75, 108, 132, 134-136, 163, 183, 197, 210, 212-213, 242, 256, 275, 277, 279-281, 305, 324, 342, 344-345, 378, 394, 414, 421, 423-424, 427-429, 446, 467, 495, 497, 513, 523, 532, 542, 551, 562, 564-565, 567-569, 585, 600, 613, 630, 632, 661, 673, 685, 687, 689-691, 710, 724, 737, 753, 755, 757-760</p>

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ELARL5. The student participates in student-to-teacher, student-to-student and group verbal interactions	<u>LEVEL ONE</u> – SE: 33, 52, 65, 67, 93, 103, 125, 134, 147, 149, 173, 198, 207, 209, 233, 262, 264-265, 301, 318, 344, 360, 362-363, 381, 392, 403, 405, 407-409, 423, 442, 454, 456-457, 477, 499, 522, 535, 537-538, 570, 605, 607-608, 611-613, 626, 651, 668, 670, 691, 710, 722, 724-725, 727-729, 749, 760, 776, 789, 800, 802-803 <u>LEVEL TWO</u> – SE: 38, 52, 67, 69-70, 73-75, 108, 132, 134-136, 163, 183, 197, 210, 212-213, 242, 256, 275, 277, 279-281, 305, 324, 342, 344-345, 378, 394, 414, 421, 423-424, 427-429, 446, 467, 495, 497, 513, 523, 532, 542, 551, 562, 564-565, 567-569, 585, 600, 613, 630, 632, 661, 673, 685, 687, 689-691, 710, 724, 737, 753, 755, 757-760
NFCS-8.1. Analyze career paths within the food production and food service industries.	<u>LEVEL ONE</u> – SE: 4-5, 6-13, 32 (Q 6), 34-50, 51, 52, 66, 67, 73-74, 76, 90, 154-155, 163, 204, 207 (3), 214-215, 220, 224-231, 233 (3), 264, 265, 270-271, 368, 412-413, 444, 462-463, 488-489, 508, 512, 513-519, 521, 522, 523-531, 534, 535, 537-538, 544-545, 602, 616-617, 627 (2), 632-634, 651 (1), 661-662, 676-677, 732-738, 746, 748, 760, 776 (3), 782-787, 788 (Q 8), 789 (3), 790-795, 798, 799, 800, 802-803 <u>LEVEL TWO</u> – SE: 0-1, 4-5, 49, 78-79, 144-145, 174, 218-219, 284-285, 300-302, 305 (1), 350-351, 361, 416, 432-433, 458, 502-503, 572-573, 636, 694-695, 703, 762-763, 773-780
CA-CAII-2. Students will examine and apply the principals of food sanitation and safety in foodservice operations and kitchen environments to achieve a nationally recognized food safety certification.	
a. Follow state and local sanitation and safety codes.	<u>LEVEL ONE</u> – SE: 89-90, 91, 92, 62, 163-171, 175, 637-640, 648, 650 (Q 8) <u>LEVEL TWO</u> – SE: 135, 575-577, 585 (1), 595-596, 603-604, 607-608, 648, 763
b. Demonstrate sanitary procedures in food receiving, sorting, storage, preparation, cooking, holding, cooling, reheating, and service.	<u>LEVEL ONE</u> – SE: 84-86, 93 (3), 94-101, 102, 103, 104-123, 124, 125, 135-145, 146, 147, 149, 663, 815-817 <u>LEVEL TWO</u> – SE: 56, 59, 87, 237-238, 248, 329-333, 339-340, 341, 386-387, 418, 509, 602-603, 769-771
c. Identify security measures for a facility, food, equipment, and personal safety.	<u>LEVEL ONE</u> – SE: 86, 91, 93 (3), 204-205, 209 <u>LEVEL TWO</u> – SE: 296, 298, 703

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d. Demonstrate proper use, care, and cleaning of commercial foodservice equipment and facilities.	<u>LEVEL ONE</u> – SE: 135-143, 145, 146, 147 <u>LEVEL TWO</u> – SE: 386-387, 578-579
ACADEMIC STANDARDS:	
SSCG17. The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.	<u>LEVEL ONE</u> – SE: <i>For related activities, see 149, 522 (2)</i> <u>LEVEL TWO</u> – SE: <i>For related activity, see 585 (1)</i>
SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.	<u>LEVEL ONE</u> – SE: 93, 103, 125, 134, 147, 149, 198, 207, 209, 301, 811 <u>LEVEL TWO</u> – SE: 56, 59, 386-387, 404-406, 414, 418, 509, 613, 765
NFCS-8.3. Demonstrate food safety and sanitation procedures.	<u>LEVEL ONE</u> – SE: 93, 103, 125, 134, 147, 149, 198, 207, 209, 811, 815 <u>LEVEL TWO</u> – SE: 56, 59, 386-387, 404-406, 414, 418, 509, 578-580, 583, 607, 608, 613, 765, 769
CA-CAII-3. Students will demonstrate and master commercial food preparation of all menu categories to produce a variety of food products.	
a. Identify and prepare regional, ethnic, and international cuisines.	<u>LEVEL ONE</u> – SE: 9, 10, 11, 14-31, 32, 33, 388, 391 (Q 6), 394, 398, 409, 607, 608, 612, 691 (1, 3), 699, 709 (Qs 7, 8), 710 (1), 714, 719, 722 (2) <u>LEVEL TWO</u> – SE: 74, 252, 279, 370, 400, 415-416, 419, 542 (3), 543, 547, 550 (Q 8), 564, 569, 635, 637-659, 660, 661, 662-671, 672, 673, 674-683, 684, 685, 686, 687, 693, 689-691, 695-708, 709, 710, 711-722, 723, 724, 725-735, 736, 737, 738-751, 752, 753, 754, 755, 757-760

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b. Compare and contrast food items prepared using moist heat, dry heat, and combination cooking methods using various types of foodservice equipment such as a range, oven, fryer, griddle, steamer etc.	<u>LEVEL ONE</u> – SE: 285-288, 291-296, 299, 300, (Qs 7, 8), 316, 319-342, 343, 344*, 363*, 560-563, 569, 590-603, 604, 605, 611-613, 677-680, 683-689, 690, 691, 693-696, 698-708, 709, 710, 711, 720, 721, 722, 725, 727-729 <u>LEVEL TWO</u> – SE: 24-36, 39-43, 75, 120-121, 368-376, 377, 378, 380-392, 407-412, 413, 414, 639-640, 643-644, 646-648, 650, 653-654, 657, 658-659, 661, 665, 670, 671, 672 (Qs 2, 4), 678, 682, 683, 684, 685 (3), 687, 689-691, 698-699, 703, 705-706, 708, 709, 710, 715, 718, 720-721, 722, 723, 729, 731, 733, 735, 737, 740, 743, 745, 749-750, 751, 752, 757-760
c. Fabricate and prepare various meats, poultry, and seafood using both moist and dry heat cooking methods.	<u>LEVEL ONE</u> – SE: 321-333, 344, 362-363 <u>LEVEL TWO</u> – SE: 120-121, 352-376, 377, 378, 379-392, 395-412, 413, 414, 427-429, 685 (3), 689-691, 707, 737, 753, 757-758, 760
d. Prepare stocks, soups and sauces and match with appropriate foods.	<u>LEVEL ONE</u> – SE: 369-379, 380, 381, 382-390, 391, 392, 393-401, 402, 405, 407-409, 564-566 <u>LEVEL TWO</u> – SE: 19, 118-119, 271-272, 281, 389, 555-557, 560, 562, 640, 647, 649, 657, 689, 717, 741
e. Prepare vegetables, fruits and starches (pasta, grains, etc.) by using moist and dry heat cooking methods.	<u>LEVEL ONE</u> – SE: 560-563, 590-603, 604, 605, 611-613, 677-680, 683-689, 690, 691, 693-696, 698-708, 709, 710, 711, 720, 721, 722, 725, 727-729 <u>LEVEL TWO</u> – SE: 114-115, 116, 121, 130, 131, 136
ACADEMIC STANDARDS:	
SSWG2. The student will explain the cultural aspects of geography.	<u>LEVEL ONE</u> – SE: 14-27, 31, 32, 33 (1), 391 (Q 6), 607 (2), 691 (1), 699, 709 (Q 7), 710 (1), 722 (2) <u>LEVEL TWO</u> – SE: 451-452, 637-659, 660, 661, 662-671, 672, 673, 674-683, 684, 685, 686, 687, 695-708, 709, 710, 711-722, 723, 724, 725-735, 736, 737, 738-751, 752, 753, 754, 755

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SC5. Students will understand that the rate at which a chemical reaction occurs can be affected by changing concentration, temperature, or pressure and the addition of a catalyst.	<u>LEVEL ONE</u> – SE: 67, 149, 339-340, 362-363, 405, 561 <u>LEVEL TWO</u> – SE: 69, 345, 424, 506, 511, 512 (Q 1), 514-521, 523 (1), 524-526, 530, 531 (Q 1), 564-565
NFCS-8.5.2. Demonstrate a variety of cooking methods including roasting and baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, working, convection, microwaving, and other emerging technologies.	<u>LEVEL ONE</u> – SE: 291-292, 295, 300, (Q 7), 316, 319-342, 343, 344*, 363*, 560-563, 567, 569, 590-603, 604, 605, 611-613*, 677-680, 683-689, 690, 691, 693-696, 698-708, 709, 710, 711, 720, 721, 722, 725, 727-729* <u>LEVEL TWO</u> – SE: 24-36, 39-43, 61, 73-75*, 114, 120-121, 252, 368-376, 377, 378, 380-392, 407-412, 413, 414, 427-429*, 538-539, 567-569*, 639-640, 643-644, 646-648, 650, 653-654, 657, 658-659, 661, 665, 670, 671, 672 (Qs 2, 4), 678, 682, 683, 684, 685 (3), 687, 689-691, 698-699*, 703, 705-706, 708, 709, 710, 715, 718, 720-721, 722, 723, 729, 731, 733, 735, 737, 740, 743, 745, 749-750, 751, 752, 757-760*
CA-CAII-4. Students will discuss and practice Garde Manger.	
a. Plan, prepare, and display hot and cold hors d'oeuvres, salads, sandwiches, relishes, canapés, garnishes, carvings, and decorations.	<u>LEVEL ONE</u> – SE: 226, 340-341, 362, 562, 567 <u>LEVEL TWO</u> – SE: 53-65, 67, 69, 75, 122-123, 234-236, 242, 257-273, 275, 279, 416, 558-559, 759
b. Plan and execute a theme banquet to include menu selection, banquet layout and design, and food presentation using platters, bowls, mirrors, etc.	<u>LEVEL ONE</u> – SE: 33 <u>LEVEL TWO</u> – SE: 266, 421, 661, 635, 686, 693, 754

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c. Prepare various food art presentations using edible food products.	<u>LEVEL ONE</u> – SE: 340-341, 342, 562, 567 <u>LEVEL TWO</u> – SE: 123, 236, 257-265, 267, 268, 272, 275, 359, 421, 537, 539, 553, 558-559, 560, 561, 698, 745
ACADEMIC STANDARDS:	
ELAALRC4. The student establishes a context for information acquired by reading across subject areas.	<u>LEVEL ONE</u> – SE: 33, 52, 65, 67, 93, 103, 125, 134, 147, 149, 173, 198, 207, 209, 233, 262, 264-265, 301, 318, 344, 360, 362-363, 381, 392, 403, 405, 423, 442, 454, 456-457, 477, 499, 522, 535, 537-538, 570, 605, 607-608, 626, 651, 668, 670, 691, 710, 722, 724-725, 749, 760, 776, 789, 800, 802-803 <u>LEVEL TWO</u> – SE: 38, 52, 67, 69-70, 108, 132, 134-136, 163, 183, 197, 210, 212-213, 242, 256, 275, 277, 305, 324, 342, 344-345, 378, 394, 414, 421, 423-424, 446, 467, 495, 497, 513, 523, 532, 542, 551, 562, 564-565, 585, 600, 613, 630, 632, 661, 673, 685, 687, 710, 724, 737, 753, 755
NFCS-8.5. Demonstrate commercial preparation for all menu categories to produce a variety of food products.	<u>LEVEL ONE</u> – SE: 319-342, 344, 362-363, 371-379, 380, 381, 384-390, 392, 394-401, 403, 407-409, 558-568, 569, 585-603, 611-613, 683-689, 690, 691, 698-699, 705-708, 717-720, 727-729 <u>LEVEL TWO</u> – SE: 24-35, 39-50, 53-56, 62-65, 67, 73-75, 224-240, 242, 246-247, 250, 253-254, 258, 261-267, 270-273, 275, 279-281, 358, 362-363, 368-375, 383, 384, 387-392, 394, 401-402, 404-412, 414, 427-429, 510, 513, 515, 516-521, 522, 525, 527, 528, 530, 532, 554, 537-540, 542, 545, 547-549, 551, 554-555-560, 561, 562, 567-569, 647, 649, 666, 679, 689-691, 702, 707, 710, 714-715, 728, 742, 757-760
CA-CAII-5. Students will demonstrate and master the commercial preparation of all fundamental bakery categories to produce a variety of baked, pastry, and dessert products.	
a. Demonstrate the proper principles of baking and identifying formulas used to increase and decrease recipes as well as baking ingredients.	<u>LEVEL ONE</u> – SE: 247-249, 260, 261 (Q 5) <u>LEVEL TWO</u> – SE: 508-510, 511, 512, 513, 564

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b. Apply the proper principles of baking to custards, gelatin products, glazing tarts, crème brûlees, crème anglaises, holiday breads and cakes, pate a choux, chocolates, and tempering.	<u>LEVEL ONE</u> – SE: See Level 2. <u>LEVEL TWO</u> – SE: 528-529, 530, 537, 540, 541 (Q 7), 547-548, 549, 550 (Q 7), 551, 552, 555-560, 562 (1, 2), 568, 569
c. Demonstrate proper use, care, and cleaning of mixers, ovens, cutlery, scales, hand utensils, pots, and baking pans.	<u>LEVEL ONE</u> – SE: 138-143, 145, 146, 147, 252, 285-291, 294, 296, 299, 300 (Qs 3, 4) <u>LEVEL TWO</u> – SE: 41, 61, 73, 75, 308, 387-388, 515-516, 519, 529, 567, 568, 578-579, 580, 590, 598
d. Demonstrate proper use and storage of baking supplies.	<u>LEVEL ONE</u> – SE: 249-254, 283-284 <u>LEVEL TWO</u> – SE: 510, 515, 516, 518-519, 528, 534, 535, 537, 547, 555, 556
e. Identify, demonstrate, and use the proper procedures to weigh and measure dry and liquid baking ingredients using the English or metric system.	<u>LEVEL ONE</u> – SE: 241-243, 249-254, 264-265 <u>LEVEL TWO</u> – SE: 513, 518, 567-569
Sample Tasks for bread making: Identifying various flours, function of yeast, proper baking equipment needed, understanding formulas used in the bakeshop, how to accurately measure liquid and dry ingredients, mixing techniques of dough, stages of dough, shaping of dough, baking of the bread and evaluating the quality of the bread.	
ACADEMIC STANDARDS:	

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MC4P5. Students will represent mathematics in multiple ways.	<u>LEVEL ONE</u> – SE: 67, 149, 209, 234-260, 261, 262, 264-265, 362-363, 405, 456-457, 537-538, 607-608, 724-725, 802-803 <u>LEVEL TWO</u> – SE: 69-70, 134-136, 146-161, 162, 163, 164-181, 182, 183, 184-195, 196, 197, 198-202, 203-208, 209, 210, 212-213, 277, 344-345, 423-424, 497, 508-509, 512 (Q 8), 513 (1), 522 (Q 6), 564-565, 632, 687, 755
SCSh4. Students will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.	<u>LEVEL ONE</u> – SE: 301, 344, 362-363, 407-409, 607, 611-613, 691, 724-725, 727-729 <u>LEVEL TWO</u> – SE: 73-75, 131 (Q 6), 158-159, 161, 162 (Q 8), 163, 210, 213, 256, 279-281, 320-321, 427-429, 513 (1), 532 (2), 543 (1), 551 (1), 562 (1), 564-565, 567-569, 689-691, 757-759
NFCS-8.5. Demonstrate commercial preparation for all menu categories to produce a variety of food products.	<u>LEVEL ONE</u> – SE: 319-342, 344, 362-363, 371-379, 380, 381, 384-390, 392, 394-401, 403, 407-409, 558-568, 569, 585-603, 611-613, 683-689, 690, 691, 698-699, 705-708, 717-720, 727-729 <u>LEVEL TWO</u> – SE: 24-35, 39-50, 53-56, 62-65, 67, 73-75, 224-240, 242, 246-247, 250, 253-254, 258, 261-267, 270-273, 275, 279-281, 358, 362-363, 368-375, 383, 384, 387-392, 394, 401-402, 404-412, 414, 427-429, 510, 513, 515, 516-521, 522, 525, 527, 528, 530, 532, 554, 537-540, 542, 545, 547-549, 551, 554-555-560, 561, 562, 567-569, 647, 649, 666, 679, 689-691, 702, 707, 710, 714-715, 728, 742, 757-760
CA-CAII-6. Students will identify and apply practices required for menu planning and development, purchasing and receiving, cost control and analysis, and marketing functions in quality food service operations.	
a. List basic menu planning principles, discuss the various types of restaurant menus and their importance to the overall operation of the facility, and define a la carte, table d'hotel, California, du jour, and cycle menus.	<u>LEVEL ONE</u> – SE: 353-354, 360, 363, 607 <u>LEVEL TWO</u> – SE: 117-125, 129-130, 131, 132, 134-135, 471-493, 494, 495, 497

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b. Demonstrate procedures for purchasing meat, poultry, fish, dairy and staple items and describe proper techniques of receiving and storing fresh, frozen, refrigerated, and staple goods.	<u>LEVEL ONE</u> – SE: 108-111, 124, 125, 127-129, 272-273, 555-557, 569 (Q 2), 568, 569 (Q 2), 582-585, 603, 697, 704, 710 (3) <u>LEVEL TWO</u> – SE: 10, 17, 20-22, 37 (Q 3), 109-110, 285-303, 304, 305, 306-322, 323, 324, 325-340, 341, 342, 345, 364-367, 375-376, 377 (Q 3), 381-387, 391-392, 393 (Q 1), 398-406, 410-411, 414 (1), 615-616, 622, 629 (Q 8), 630 (1)
c. Analyze written specifications for a variety of food products and describe their importance on food and labor controls.	<u>LEVEL ONE</u> – SE: See Level 2. <u>LEVEL TWO</u> – SE: 306-322, 323, 324, 345
d. Explain proper receiving and storing of cleaning supplies, chemicals, and nonfood products.	<u>LEVEL ONE</u> – SE: 84-85, 92 (Q 3), 137, 161-162, 171, 172 (Q 2), 209 <u>LEVEL TWO</u> – SE: See Level 1.
e. Describe HACCP critical control points managed by the purchasing and receiving functions.	<u>LEVEL ONE</u> – SE: 104, 108-113, 121-122, 124, 125, 126-132, 133, 134 <u>LEVEL TWO</u> – SE: 203, 395
f. Identify and demonstrate standard procedures for calculating and controlling food, beverage, and labor costs.	<u>LEVEL ONE</u> – SE: See Level 2. <u>LEVEL TWO</u> – SE: 146-161, 162, 163, 164-181, 182, 183, 184-195, 196, 197
g. Demonstrate the process of costing recipes and menu items.	<u>LEVEL ONE</u> – SE: 258-259, 260, 261, 262 (3), 264 <u>LEVEL TWO</u> – SE: 168-171, 177-181, 182, 183, 482-485, 493, 495 (3), 497

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h. Calculate recipe costs and pricing per portion (purchased and edible portion).	<u>LEVEL ONE</u> – SE: 258-259, 260, 261, 262 (3), 264 <u>LEVEL TWO</u> – SE: 168-171, 177-181, 182, 183, 482-485, 493, 495 (3), 497
i. Discuss ethical issues related to purchasing and inventory control in a foodservice operation.	<u>LEVEL ONE</u> – SE: <i>For related information see 489-492, 538</i> <u>LEVEL TWO</u> – SE: 300-302, 303, 305 (1), 334-338, 342 (2, 3)
j. Identify the components of a marketing plan and analyze local area/marketing segment information.	<u>LEVEL ONE</u> – SE: 642-644, 650 (Q 6) <u>LEVEL TWO</u> – SE: 433-444, 445, 446, 447-465, 466, 467, 468-470, 492, 494 (Q 1), 495 (1), 497
ACADEMIC STANDARDS:	
MC1P1. Student will solve problems using appropriately technology.	<u>LEVEL ONE</u> – SE: 62, 344, 360, 362-363, 451, 510, 532, 607, 631, 635, 691 (2) <u>LEVEL TWO</u> – SE: 134-136, 158-159, 161, 162 (Q 8), 163, 210, 212-213, 256, 320-321, 562 (3), 564-565
ELA10 W3. The student uses research and technology to support writing.	<u>LEVEL ONE</u> – SE: 33, 52, 65, 67, 93, 103, 125, 134, 147, 149, 173, 198, 207, 209, 233, 262, 264-265, 301, 318, 344, 360, 362-363, 381, 392, 403, 405, 407-409, 423, 442, 454, 456-457, 477, 499, 522, 535, 537-538, 570, 605, 607-608, 611-613, 626, 651, 668, 670, 691, 710, 722, 724-725, 727-729, 749, 760, 776, 789, 800, 802-803 <u>LEVEL TWO</u> – SE: 38, 52, 67, 69-70, 73-75, 108, 132, 134-136, 163, 183, 197, 210, 212-213, 242, 256, 275, 277, 279-281, 305, 324, 342, 344-345, 378, 394, 414, 421, 423-424, 427-429, 446, 467, 495, 497, 513, 523, 532, 542, 551, 562, 564-565, 567-569, 585, 600, 613, 630, 632, 661, 673, 685, 687, 689-691, 710, 724, 737, 753, 755, 757-760

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ELA10 RC3. The student acquires new vocabulary in each content area and uses correctly.	<p><u>LEVEL ONE</u> – SE: 91-93, 100-103, 132-134, 145-147, 259-262, 264-265, 299-301, 316-318, 342-344, 362-363, 496-499, 568-570, 602-605, 607-608, 689-691, 708-710, 724-725, 818-852</p> <p><u>LEVEL TWO</u> – SE: 35-38, 50-52, 65-67, 69-70, 105-108, 129-132, 134-136, 160-163, 179-183, 194-197, 207-210, 212-213, 240-242, 253-256, 273-275, 277, 303-305, 321-324, 339-342, 344-345, 375-378, 391-294, 410-414, 419-421, 423-424, 443-446, 464-467, 491-495, 497, 628-630, 632, 782-809</p>
SSEF1. The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs and trade offs for individuals, businesses and governments	<p><u>LEVEL TWO</u> – SE: <i>For related information, see 146-161, 162-163, 345, 423</i></p>
NFCS-8.6. Demonstrate implementation of food service management functions.	<p><u>LEVEL ONE</u> – SE: 65, 67, 93, 134, 147, 149, 179, 198, 207, 209, 233, 262, 264-265, 301, 363, 442, 454, 457, 477, 499, 522, 537-538, 535, 651, 668, 670, 800, 811-813, 815-817</p> <p><u>LEVEL TWO</u> – SE: 163, 183, 197, 210, 212, 305, 324, 342, 345, 446, 467, 495, 585, 600, 613, 765-767, 769-771</p>
CA-CAII-7. Students will identify and apply basic nutritional information on the effects of the structures and functions of nutrients before, during, and after food preparation and processing.	
a. Evaluate Recommended Dietary Allowances (RDAs) and the Food Guide Pyramid to plan meals.	<p><u>LEVEL ONE</u> – SE: 346, 351-357, 359 (Q 8), 834</p> <p><u>LEVEL TWO</u> – SE: 100-101, 132 (2), 134, 135-136</p>
b. Demonstrate food preparation techniques that conserve nutrients and make recipes more healthful.	<p><u>LEVEL ONE</u> – SE: 325, 338, 359 (Q 6)</p> <p><u>LEVEL TWO</u> – SE: 109-130, 131, 132</p>

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c. Demonstrate food ingredient substitution techniques for various diets such as food allergy, vegetarian, low-sodium, low fat, and reduced calorie.	<u>LEVEL ONE</u> – SE: 86-88, 347-348, 360, 405, 557, 622, 670, 722, 725 <u>LEVEL TWO</u> – SE: 9, 77, 100, 123-125, 132, 134, 136, 324 (1), 360-361, 414 (2), 554, 640-641, 665, 684 (Q 6), 739
d. Analyze the impact food processing and preservation techniques have on the nutritive value of food.	<u>LEVEL ONE</u> – SE: 355-356 <u>LEVEL TWO</u> – SE: 109-116, 131
ACADEMIC STANDARDS:	
SCSh5. Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.	<u>LEVEL ONE</u> – SE: 33, 52, 65, 67, 93, 103, 125, 134, 147, 149, 173, 198, 207, 209, 233, 262, 264-265, 301, 318, 344, 360, 362-363, 381, 392, 403, 405, 407-409, 423, 442, 454, 456-457, 477, 499, 522, 535, 537-538, 570, 605, 607-608, 611-613, 626, 651, 668, 670, 691, 710, 722, 724-725, 727-729, 749, 760, 776, 789, 800, 802-803 <u>LEVEL TWO</u> – SE: 38, 52, 67, 69-70, 73-75, 108, 132, 134-136, 163, 183, 197, 210, 212-213, 242, 256, 275, 277, 279-281, 305, 324, 342, 344-345, 378, 394, 414, 421, 423-424, 427-429, 446, 467, 495, 497, 513, 523, 532, 542, 551, 562, 564-565, 567-569, 585, 600, 613, 630, 632, 661, 673, 685, 687, 689-691, 710, 724, 737, 753, 755, 757-760
NFCS-9.3. Evaluate nutrition principles, food plans, preparation techniques, and Specialized dietary plans.	<u>LEVEL ONE</u> – SE: 307, 346-358, 359, 360, 405, 557, 622, 670, 722, 725 <u>LEVEL TWO</u> – SE: 79-106, 107, 108, 109-130, 131, 132, 134-136, 324 (1), 360-361, 414 (2), 554, 640-641, 665, 684 (Q 6)
CA-CAII-8. Students will identify and apply dining room operations.	

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a. List and describe the rules and responsibilities of all dining room personnel and explain the various types of service delivery such as cafeteria, quick service, buffet, and table.	<u>LEVEL ONE</u> – SE: 7-8, 9, 10, 30, 32 (Q 1), 48-49, 225-230, 231, 232, 233, 618-625, 626, 627 (2), 632, 652-666, 667, 668, 670, 793, 799 (Q 3), 800 (2) <u>LEVEL TWO</u> – SE: 44, 163 (1), 192-193, 218-219, 274 (Q 5), 415-416, 419, 421 (2), 455, 502-503
b. Explain the role of quality service and how customer satisfaction directly affects a foodservice establishment's success.	<u>LEVEL ONE</u> – SE: 617-625, 626, 627, 628-635, 642-649, 650, 651, 652-655, 661-666, 667, 668, 670 <u>LEVEL TWO</u> – SE: 154, 447-448, 454-455, 457-458, 468-469
c. Demonstrate the similarities and differences between American, French, English, Russian, and self service styles of dining.	<u>LEVEL ONE</u> – SE: 652-666, 657, 668, 670 <u>LEVEL TWO</u> – SE: See Level 1.
d. Describe and demonstrate tableside preparations such as a la minute dishes, carving meats, and slicing desserts.	<u>LEVEL ONE</u> – SE: 8, 654-655, 663-665, 667, 668 <u>LEVEL TWO</u> – SE: See Level 1.
e. Describe various procedures for processing guest checks.	<u>LEVEL ONE</u> – SE: 635, 640-641, 648-649, 650 (Q 7), 670 <u>LEVEL TWO</u> – SE: See Level 1.

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f. Describe sales techniques for food service personnel including menu knowledge and suggestive selling.	<u>LEVEL ONE</u> – SE: 622, 636-637, 648, 650 (Qs 2, 5), 651 (2), 670 <u>LEVEL TWO</u> – SE: 154, 457-458, 468-470, 472, 481, 495, 598, 799
ACADEMIC STANDARDS:	
ELAALRC3. The student acquires new vocabulary in each content area and uses it correctly.	<u>LEVEL ONE</u> – SE: 30-32, 50-52, 231-233, 624-626, 648-651, 666-668, 670, 798-800, 802-803, 818-852 <u>LEVEL TWO</u> – SE: 50-52, 160-163, 194-197, 240-242, 273-275, 277, 419-421, 464-467, 491-495, 497, 511-513, 782-809
ELAALRC2. The student participates in discussions related to curricular learning in all subject areas.	<u>LEVEL ONE</u> – SE: 33, 52, 65, 67, 93, 103, 125, 134, 147, 149, 173, 198, 207, 209, 233, 262, 264-265, 301, 318, 344, 360, 362-363, 381, 392, 403, 405, 423, 442, 454, 456-457, 477, 499, 522, 535, 537-538, 570, 605, 607-608, 626, 651, 668, 670, 691, 710, 722, 724-725, 749, 760, 776, 789, 800, 802-803 <u>LEVEL TWO</u> – SE: 38, 52, 67, 69-70, 108, 132, 134-136, 163, 183, 197, 210, 212-213, 242, 256, 275, 277, 305, 324, 342, 344-345, 378, 394, 414, 421, 423-424, 446, 467, 495, 497, 513, 523, 532, 542, 551, 562, 564-565, 585, 600, 613, 630, 632, 661, 673, 685, 687, 710, 724, 737, 753. 755
NFCS-9.3. Demonstrate the concept of internal and external customer service.	<u>LEVEL ONE</u> – SE: 6-13, 30-31, 32, 33, 35-50, 51, 52, 67, 119-120, 617-625, 626, 627, 628-649, 650, 651, 652-666, 667, 668, 670, 811-813 <u>LEVEL TWO</u> – SE: 433-444, 445, 446, 447-465, 467, 468-493, 494, 495, 497, 765-767
CA-CAII-9. Students will identify and demonstrate practices required for commercial food service operations management.	

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a. Identify general requirements to start up an on/off premise catering business to include but not limited to insurance, licensing, advertising, record maintenance, purchasing guidelines, and inventory storage.	<u>LEVEL ONE</u> – SE: 8, 9, 36-37, 51 (Q 9), 52 (1), 125 (1) <u>LEVEL TWO</u> – SE: 152, 154-155, 160, 162, 163, 290, 293-298, 303, 304 (Qs 1-3, 7), 305 (3), 320-321
b. Create and develop a concept restaurant’s marketing plan, menu, facility layout, and design.	<u>LEVEL ONE</u> – SE: 32 (Q 8), 33 (3), 51 (Q 9), 52 (1), 67, 363, 627, 668 <u>LEVEL TWO</u> – SE: 163, 446, 495, 497
ACADEMIC STANDARDS:	
ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.	<u>LEVEL ONE</u> – SE: 30-33, 50-52, 63-65, 67, 91-93, 132-134, 145-147, 149, 196-198, 209, 231-233, 264-265, 299-301, 362-363, 421-423, 440-442, 452-454, 456-457, 474-477, 496-499, 519-522, 533-535, 537-538, 624-626, 648-651, 666-668, 670, 746-749, 787-789, 798-800, 818-852 <u>LEVEL TWO</u> – SE: 160-163, 179-183, 194-197, 207-210, 212-213, 303-305, 321-324, 339-342, 344-345, 443-446, 464-467, 491-495, 497, 583-585, 598-600, 611-613, 628-630, 632, 782-809
MC4N1. Students will represent and operate with complex numbers.	<u>LEVEL ONE</u> – SE: 67, 149, 209, 234-244, 255-256, 262, 264-265, 362-363, 405, 456-457, 537-538, 607-608, 724-725, 802-803 <u>LEVEL TWO</u> – SE: 69-70, 134-136, 146-161, 162, 163, 164-181, 182, 183, 184-195, 196, 197, 198-202, 203-208, 209, 210, 212-213, 277, 344-345, 423-424, 497, 564-565, 632, 687, 755
NFCS-9.3. Demonstrate implementation of food service management functions.	<u>LEVEL ONE</u> – SE: 65, 67, 93, 134, 147, 149, 179, 198, 207, 209, 233, 262, 264-265, 301, 363, 442, 454, 457, 477, 499, 522, 537-538, 535, 651, 668, 670, 800, 811-813, 815-817 <u>LEVEL TWO</u> – SE: 163, 183, 197, 210, 212, 305, 324, 342, 345, 446, 467, 495, 585, 600, 613, 765-767, 769-771

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Reading Standards:	
MRC. Students will enhance reading in all curriculum areas by:	
a. Reading in all curriculum areas	
<ul style="list-style-type: none"> • Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas. 	
<ul style="list-style-type: none"> • Read both informational and fictional texts in a variety of genres and modes of discourse. 	<u>LEVEL TWO</u> – SE: 378 (2)
<ul style="list-style-type: none"> • Read technical texts related to various subject areas. 	<u>LEVEL ONE</u> – SE: 67, 149, 290, 264-265, 362-363, 405, 456-457, 537-538, 607-608, 670, 724-725, 802-803 <u>LEVEL TWO</u> – SE: 69-70, 134-136, 212-213, 277, 344-345, 423-424, 497, 564-565, 632, 687, 755
b. Discussing books	
<ul style="list-style-type: none"> • Discuss messages and themes from books in all subject areas. 	<u>LEVEL ONE</u> – SE: 33, 52, 65, 67, 93, 103, 125, 134, 147, 149, 173, 198, 207, 209, 233, 262, 264-265, 301, 318, 344, 360, 362-363, 381, 392, 403, 405, 423, 442, 454, 456-457, 477, 499, 522, 535, 537-538, 570, 605, 607-608, 626, 651, 668, 670, 691, 710, 722, 724-725, 749, 760, 776, 789, 800, 802-803 <u>LEVEL TWO</u> – SE: 38, 52, 67, 69-70, 108, 132, 134-136, 163, 183, 197, 210, 212-213, 242, 256, 275, 277, 305, 324, 342, 344-345, 378, 394, 414, 421, 423-424, 446, 467, 495, 497, 513, 523, 532, 542, 551, 562, 564-565, 585, 600, 613, 630, 632, 661, 673, 685, 687, 710, 724, 737, 753, 755

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<ul style="list-style-type: none"> • Respond to a variety of texts in multiple modes of discourse. 	<p><u>LEVEL ONE</u> – SE: 33, 52, 65, 67, 93, 103, 125, 134, 147, 149, 173, 198, 207, 209, 233, 262, 264-265, 301, 318, 344, 360, 362-363, 381, 392, 403, 405, 423, 442, 454, 456-457, 477, 499, 522, 535, 537-538, 570, 605, 607-608, 626, 651, 668, 670, 691, 710, 722, 724-725, 749, 760, 776, 789, 800, 802-803</p> <p><u>LEVEL TWO</u> – SE: 38, 52, 67, 69-70, 108, 132, 134-136, 163, 183, 197, 210, 212-213, 242, 256, 275, 277, 305, 324, 342, 344-345, 378, 394, 414, 421, 423-424, 446, 467, 495, 497, 513, 523, 532, 542, 551, 562, 564-565, 585, 600, 613, 630, 632, 661, 673, 685, 687, 710, 724, 737, 753, 755</p>
<ul style="list-style-type: none"> • Relate messages and themes from one subject area to messages and themes in another area. 	<p><u>LEVEL ONE</u> – SE: 33, 52, 65, 67, 93, 103, 125, 134, 147, 149, 173, 198, 207, 209, 233, 262, 264-265, 301, 318, 344, 360, 362-363, 381, 392, 403, 405, 423, 442, 454, 456-457, 477, 499, 522, 535, 537-538, 570, 605, 607-608, 626, 651, 668, 670, 691, 710, 722, 724-725, 749, 760, 776, 789, 800, 802-803</p> <p><u>LEVEL TWO</u> – SE: 38, 52, 67, 69-70, 108, 132, 134-136, 163, 183, 197, 210, 212-213, 242, 256, 275, 277, 305, 324, 342, 344-345, 378, 394, 414, 421, 423-424, 446, 467, 495, 497, 513, 523, 532, 542, 551, 562, 564-565, 585, 600, 613, 630, 632, 661, 673, 685, 687, 710, 724, 737, 753, 755</p>
<ul style="list-style-type: none"> • Evaluate the merit of texts in every subject discipline. 	<p><u>LEVEL ONE</u> – SE: 33, 52, 65, 67, 93, 103, 125, 134, 147, 149, 173, 198, 207, 209, 233, 262, 264-265, 301, 318, 344, 360, 362-363, 381, 392, 403, 405, 423, 442, 454, 456-457, 477, 499, 522, 535, 537-538, 570, 605, 607-608, 626, 651, 668, 670, 691, 710, 722, 724-725, 749, 760, 776, 789, 800, 802-803</p> <p><u>LEVEL TWO</u> – SE: 38, 52, 67, 69-70, 108, 132, 134-136, 163, 183, 197, 210, 212-213, 242, 256, 275, 277, 305, 324, 342, 344-345, 378, 394, 414, 421, 423-424, 446, 467, 495, 497, 513, 523, 532, 542, 551, 562, 564-565, 585, 600, 613, 630, 632, 661, 673, 685, 687, 710, 724, 737, 753, 755</p>
<ul style="list-style-type: none"> • Examine author’s purpose in writing. 	<p><u>LEVEL ONE</u> – SE: 33, 52, 65, 67, 93, 103, 125, 134, 147, 149, 173, 198, 207, 209, 233, 262, 264-265, 301, 318, 344, 360, 362-363, 381, 392, 403, 405, 423, 442, 454, 456-457, 477, 499, 522, 535, 537-538, 570, 605, 607-608, 626, 651, 668, 670, 691, 710, 722, 724-725, 749, 760, 776, 789, 800, 802-803</p> <p><u>LEVEL TWO</u> – SE: 38, 52, 67, 69-70, 108, 132, 134-136, 163, 183, 197, 210, 212-213, 242, 256, 275, 277, 305, 324, 342, 344-345, 378, 394, 414, 421, 423-424, 446, 467, 495, 497, 513, 523, 532, 542, 551, 562, 564-565, 585, 600, 613, 630, 632, 661, 673, 685, 687, 710, 724, 737, 753, 755</p>

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<ul style="list-style-type: none"> • Recognize the features of disciplinary texts. 	<p><u>LEVEL ONE</u> – SE: vi-viii, xii-xiii, 6, 72, 155, 216, 271, 369, 413, 463, 546, 617, 677, 733, 807, 811, 815, 818, 853</p> <p><u>LEVEL TWO</u> – SE: vi-viii, xii-xiii, 5, 79, 146, 219, 285, 352, 433, 503, 574, 637, 695, 761, 765, 769, 782, 809</p>
c. Building vocabulary knowledge	
<ul style="list-style-type: none"> • Demonstrate an understanding of contextual vocabulary in various subjects. 	<p><u>LEVEL ONE</u> – SE: 30-33, 50-52, 63-65, 67, 91-93, 100-103, 121-125, 132-134, 145-147, 149, 171-173, 196-198, 205-207, 209, 231-233, 259-262, 264-265, 299-301, 316-318, 342-344, 358-360, 362-363, 378-381, 390-392, 401-403, 405, 421-423, 440-442, 452-454, 456-457, 474-477, 496-499, 519-522, 533-535, 537-538, 568-570, 602-605, 607-608, 624-626, 648-651, 666-668, 670, 689-691, 708-710, 720-722, 724-725, 746-749, 757-760, 774-776, 787-789, 798-800, 802-803</p> <p><u>LEVEL TWO</u> – SE: 35-38, 50-52, 65-67, 69-70, 105-108, 129-132, 134-136, 160-163, 179-183, 194-197, 207-210, 212-213, 240-242, 253-256, 273-275, 277, 303-305, 321-324, 339-342, 344-345, 375-378, 391-394, 410-414, 419-421, 423-424, 443-446, 464-467, 491-495, 497, 511-513, 521-523, 530-532, 540-542, 549-551, 559-562, 564-565, 583-585, 598-600, 611-613, 628-630, 632, 658-661, 671-673, 683-685, 687, 708-710, 722-724, 734-737, 751-753, 755</p>
<ul style="list-style-type: none"> • Use content vocabulary in writing and speaking. 	<p><u>LEVEL ONE</u> – SE: 32-33, 51-52, 64-65, 67, 92-93, 102-103, 124-125, 133-134, 145-147, 149, 172-173, 197-198, 206-207, 209, 232-233, 261-262, 264-265, 300-301, 317-318, 343-344, 359-360, 362-363, 380-381, 391-392, 402-403, 405, 422-423, 441-442, 453-454, 456-457, 476-477, 498-499, 521-522, 534-535, 537-538, 569-570, 604-605, 607-608, 625-626, 650-651, 667-668, 670, 690-691, 709-710, 721-722, 724-725, 748-749, 759-760, 775-776, 788-789, 799-800, 802-803</p> <p><u>LEVEL TWO</u> – SE: 37-38, 51-52, 66-67, 69-70, 107-108, 131-132, 134-136, 162-163, 182-183, 196-197, 209-210, 212-213, 241-242, 255-256, 274-275, 277, 304-305, 323-324, 341-342, 344-345, 377-378, 393-394, 413-414, 420-421, 423-424, 445-446, 466-467, 494-495, 497, 512-513, 522-523, 531-532, 541-542, 550-551, 561-562, 564-565, 584-585, 599-600, 612-613, 629-630, 632, 660-661, 672-673, 684-685, 687, 709-710, 723-724, 736-737, 752-753, 755</p>

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<ul style="list-style-type: none"> • Explore understanding of new words found in subject area texts. 	<p><u>LEVEL ONE</u> – SE: 32-33, 51-52, 64-65, 67, 92-93, 102-103, 124-125, 133-134, 145-147, 149, 172-173, 197-198, 206-207, 209, 232-233, 261-262, 264-265, 300-301, 317-318, 343-344, 359-360, 362-363, 380-381, 391-392, 402-403, 405, 422-423, 441-442, 453-454, 456-457, 476-477, 498-499, 521-522, 534-535, 537-538, 569-570, 604-605, 607-608, 625-626, 650-651, 667-668, 670, 690-691, 709-710, 721-722, 724-725, 748-749, 759-760, 775-776, 788-789, 799-800, 802-803, 818-852</p> <p><u>LEVEL TWO</u> – SE: 37-38, 51-52, 66-67, 69-70, 107-108, 131-132, 134-136, 162-163, 182-183, 196-197, 209-210, 212-213, 241-242, 255-256, 274-275, 277, 304-305, 323-324, 341-342, 344-345, 377-378, 393-394, 413-414, 420-421, 423-424, 445-446, 466-467, 494-495, 497, 512-513, 522-523, 531-532, 541-542, 550-551, 561-562, 564-565, 584-585, 599-600, 612-613, 629-630, 632, 660-661, 672-673, 684-685, 687, 709-710, 723-724, 736-737, 752-753, 755, 782-808</p>
d. Establishing context	
<ul style="list-style-type: none"> • Explore life experiences related to subject area content. 	<p><u>LEVEL ONE</u> – SE: 32-33, 51-52, 64-65, 67, 92-93, 102-103, 124-125, 133-134, 145-147, 149, 172-173, 197-198, 206-207, 209, 232-233, 261-262, 264-265, 300-301, 317-318, 343-344, 359-360, 362-363, 380-381, 391-392, 402-403, 405, 407-409, 422-423, 441-442, 453-454, 456-457, 476-477, 498-499, 521-522, 534-535, 537-538, 569-570, 604-605, 607-608, 611-613, 625-626, 650-651, 667-668, 670, 690-691, 709-710, 721-722, 724-725, 727-729, 748-749, 759-760, 775-776, 788-789, 799-800, 802-803</p> <p><u>LEVEL TWO</u> – SE: 37-38, 51-52, 66-67, 69-70, 73-75, 107-108, 131-132, 134-136, 162-163, 182-183, 196-197, 209-210, 212-213, 241-242, 255-256, 274-275, 277, 279-281, 304-305, 323-324, 341-342, 344-345, 377-378, 393-394, 413-414, 420-421, 423-424, 427-429, 445-446, 466-467, 494-495, 497, 512-513, 522-523, 531-532, 541-542, 550-551, 561-562, 564-565, 567-569, 584-585, 599-600, 612-613, 629-630, 632, 660-661, 672-673, 684-685, 687, 689-691, 709-710, 723-724, 736-737, 752-753, 755, 757-760</p>

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<ul style="list-style-type: none"> • Discuss in both writing and speaking how certain words are subject area related. 	<p><u>LEVEL ONE</u> – SE: 32-33, 51-52, 64-65, 67, 92-93, 102-103, 124-125, 133-134, 145-147, 149, 172-173, 197-198, 206-207, 209, 232-233, 261-262, 264-265, 300-301, 317-318, 343-344, 359-360, 362-363, 380-381, 391-392, 402-403, 405, 422-423, 441-442, 453-454, 456-457, 476-477, 498-499, 521-522, 534-535, 537-538, 569-570, 604-605, 607-608, 625-626, 650-651, 667-668, 670, 690-691, 709-710, 721-722, 724-725, 748-749, 759-760, 775-776, 788-789, 799-800, 802-803</p> <p><u>LEVEL TWO</u> – SE: 37-38, 51-52, 66-67, 69-70, 107-108, 131-132, 134-136, 162-163, 182-183, 196-197, 209-210, 212-213, 241-242, 255-256, 274-275, 277, 304-305, 323-324, 341-342, 344-345, 377-378, 393-394, 413-414, 420-421, 423-424, 445-446, 466-467, 494-495, 497, 512-513, 522-523, 531-532, 541-542, 550-551, 561-562, 564-565, 584-585, 599-600, 612-613, 629-630, 632, 660-661, 672-673, 684-685, 687, 709-710, 723-724, 736-737, 752-753, 755</p>
<ul style="list-style-type: none"> • Determine strategies for finding content and contextual meaning for unknown words. 	<p><u>LEVEL ONE</u> – SE: vii, 7, 35, 53, 74, 94, 104, 126, 135, 156, 174, 199, 216, 234, 272, 302, 319, 345, 369, 382, 393, 413, 424, 443, 464, 478, 500, 523, 546, 571, 618, 628, 692, 711, 734, 750, 761, 777, 790</p> <p><u>LEVEL TWO</u> – SE: vii, 6, 39, 53, 80, 109, 146, 164, 185, 198, 219, 243, 257, 286, 306, 325, 352, 379, 395, 415, 434, 447, 468, 504, 514, 524, 533, 543, 552, 574, 586, 601, 614, 637, 662, 676, 696, 711, 725, 738</p>
CTAE Foundation Skills –	
<p>The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state’s academic performance standards.</p>	
<p>The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education’s 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.</p>	

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CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.	<p><u>LEVEL ONE</u> – SE: 4-5, 6-13, 32 (Q 6), 34-50, 51, 52, 66, 67, 73-74, 76, 90, 149, 154-155, 163, 204, 207 (3), 209, 214-215, 220, 224-231, 233 (3), 264-265, 270-271, 362-363, 368, 405, 412-413, 444, 456-457, 462-463, 488-489, 508, 512, 513-519, 521, 522, 523-531, 534, 535, 537-538, 544-545, 602, 607-608, 616-617, 627 (2), 632-634, 651 (1), 661-662, 670, 676-677, 724-725, 732-738*, 746, 748 (Q 8)*, 760, 776 (3), 782-787, 788 (Q 8), 789 (3), 790-795, 798, 799, 800, 802-803</p> <p><u>LEVEL TWO</u> – SE: 0-1, 4-5, 49, 69-70, 78-79, 134-135, 144-145, 174, 212-213, 218-219, 277, 284-285, 300-302, 305 (1), 344-345, 350-351, 361, 416, 423-424, 432-433, 458, 497, 502-503, 564-565, 572-573, 632, 636, 687, 694-695, 703, 755, 762-763, 773-780</p>
CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.	<p><u>LEVEL ONE</u> – SE: <i>For related opportunities, see</i> 68-69, 150-151, 210-211, 266-267, 364-365, 406-407, 458-459, 539-540, 609-610, 671-672, 726, 804-805</p> <p><u>LEVEL TWO</u> – SE: <i>For related opportunities, see</i> 71-72, 137-138, 214-215, 278, 346-347, 425-426, 498-499, 566-567, 633, 688, 756</p>
CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.	<p><u>LEVEL ONE</u> – SE: 33, 52, 65, 93, 103, 125, 134, 147, 173, 198, 207, 222-230, 231, 233, 262, 301, 318, 344, 360, 381, 392, 403, 407-409, 413-421, 422, 423, 424-440, 441, 442, 443-452, 453, 454, 456-457, 463-475, 476, 477, 499, 522, 535, 537-538, 570, 605, 611-613, 626, 651, 668, 691, 710, 722, 727-729, 749, 760, 776, 789, 800, 802-803</p> <p><u>LEVEL TWO</u> – SE: 38, 52, 67, 73-75, 108, 132, 163, 174, 183, 192-193, 197, 210, 242, 256, 275, 279-281, 305, 324, 342, 378, 394, 414, 421, 427-429, 440-441, 446, 467, 495, 513, 523, 532, 542, 551, 562, 567-569, 585, 600, 613, 630, 661, 673, 685, 689-691, 710, 724, 737, 753, 757-760</p>
CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.	<p><u>LEVEL ONE</u> – SE: 469-472, 477 (1), 484-488, 499 (2), 644-647, 649, 651 (3), 815-816</p> <p><u>LEVEL TWO</u> – SE: 135, 157, 193, 197 (3), 203-204, 268, 286, 329, 363, 386-387, 394 (1), 414 (2), 491, 558, 769-770</p>

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CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.	<p><u>LEVEL ONE</u> – SE: 51 (Q 9), 62, 159, 235, 360, 451, 506, 507, 510, 532, 635, 644, 532, 537, 631, 632, 635, 644, 735, 738, 742, 753, 755, 760, 784-786, 800, 802-803</p> <p><u>LEVEL TWO</u> – SE: 73, 132, 134, 153, 158-159, 161, 162 (Q 8), 293, (2), 360, 513, 562, 621, 627, 679, 724, 761, 762, 763, 776, 779</p>
CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.	<p><u>LEVEL ONE</u> – SE: 7-13, 30, 32 (Q 1), 34-50, 51, 52, 56-59, 63, 64, 65, 225-231, 232, 233, 619-620, 627 (2), 632, 661-663, 666, 667 (Q 3), 670 (1), 790-798, 799, 800 (2), 802-803</p> <p><u>LEVEL TWO</u> – SE: 144-145, 192-193, 196 (Q 5), 415-416, 419, 455</p>
CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.	<p><u>LEVEL ONE</u> – SE: 74-77, 91, 100-101, 121-123, 126-132, 133, 134, 135-145, 146, 147, 149, 155-171, 172, 173, 174-196, 197, 198, 199-205, 206, 207, 209, 777-782, 787, 788, 789, 811-813, 815-817</p> <p><u>LEVEL TWO</u> – SE: 386-387, 573-583, 584, 585, 586-598, 599, 600, 601-611, 612, 613, 614-628, 629, 630, 632, 765-767, 769-771</p>
CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	<p><u>LEVEL ONE</u> – SE: 33, 52, 65, 93, 103, 125, 134, 147, 173, 198, 207, 222-230, 231, 233, 262, 301, 318, 344, 360, 381, 392, 403, 407-409, 423, 442, 454, 463-475, 476, 477, 499, 522, 535, 537-538, 570, 605, 611-613, 626, 651, 668, 691, 710, 722, 727-729, 749, 760, 776, 789, 800, 802-803</p> <p><u>LEVEL TWO</u> – SE: 38, 52, 67, 73-75, 108, 132, 163, 183, 192-193, 197, 210, 242, 256, 275, 279-281, 305, 324, 342, 378, 394, 414, 421, 427-429, 440-441, 446, 467, 495, 513, 523, 532, 542, 551, 562, 567-569, 585, 600, 613, 630, 661, 673, 685, 689-691, 710, 724, 737, 753, 757-760</p>

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CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.	<p><u>LEVEL ONE</u> – SE: 74-77, 89-90, 91, 155-171, 172, 173, 174-196, 197, 198, 199-205, 206, 207, 209, 469-472, 475, 476, 477 (1), 489, 492, 496, 498 (Q 1), 500, 503-504, 508, 511-513, 522, 637-640, 648, 650 (Q 8), 811-813, 815-816</p> <p><u>LEVEL TWO</u> – SE: 166, 206, 301-302, 303, 304 (Q 4), 305 (1), 333-335, 338-339, 342, 360, 387, 398, 411, 710 (3), 329, 333, 360, 398, 411, 418, 522, 604, 703, 762-763, 765-767, 769-771</p>
CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.	<p><u>LEVEL ONE</u> – SE: 4-5, 6-13, 32 (Q 6), 34-50, 51, 52, 66, 67, 73-74, 76, 90, 154-155, 163, 204, 207 (3), 214-215, 220, 224-231, 233 (3), 264, 265, 270-271, 368, 412-413, 444, 462-463, 488-489, 508, 512, 513-519, 521, 522, 523-531, 534, 535, 537-538, 544-545, 602, 616-617, 627 (2), 632-634, 651 (1), 661-662, 676-677, 732-747, 748, 749, 750-758, 759, 760, 761-774, 775, 776 (3), 777-787, 788 (Q 8), 789 (3), 790-795, 798, 799, 800, 802-803</p> <p><u>LEVEL TWO</u> – SE: 0-1, 4-5, 49, 78-79, 144-145, 174, 218-219, 284-285, 300-302, 305 (1), 350-351, 361, 416, 432-433, 458, 502-503, 572-573, 636, 694-695, 703, 762-763, 773-780</p>
CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.	<p><u>LEVEL ONE</u> – SE: 0-1, 4-5, 24, 29*, 33, 214-215, 270-271, 368-369, 462-463, 544-545, 616-617, 676-677, 732-733</p> <p><u>LEVEL TWO</u> – SE: 0-1, 15, 78-79, 144-145, 218-219, 242 (1), 272, 284-285, 350-351, 432-433, 502-503, 554, 572-573, 636, 652, 694-695</p>
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