

**Pro Start 1 – Grades 11-12**

Short description of course: This basic course from the National Restaurant Association (NRA) introduces students into the world of culinary arts and hospitality management. Basic communication skills, safety and sanitation, food preparation, meal planning, and other topics are taught in this beginning course. FCCLA may be an integral part of this course.

Concurrent enrollment: May be available for this course

Pathway(s): Foundation course for Food Services & Culinary Arts and Hospitality Services pathways

<b>COURSE STANDARDS / OBJECTIVES</b>	<b>INTEGRATED MATH CONCEPTS</b>	<b>INTEGRATED LITERACY CONCEPTS</b>	<b>INTEGRATED SCIENCE CONCEPTS</b>
<p><b>S-1 Students will explore the history and careers of the food service, tourism and lodging industries.</b>  <b>O-CH 1 - Overview of the Restaurant and Foodservice Industry</b>  <b>O-1:</b> Identify the two segments of the restaurant and foodservice industry, and give examples of businesses in each of them.  <b>O-2:</b> Categorize the types of businesses that make up the travel and tourism industry.  <b>O-3:</b> Outline the growth of the hospitality industry throughout the history of the world, emphasizing growth in the United States.  <b>O- 4:</b> List chefs who have made significant culinary contributions, and note their major accomplishments.  <b>O-5:</b> List entrepreneurs who have influenced foodservice in the United States.  <b>O-6:</b> Identify foodservice opportunities provided by the travel and tourism industry.  <b>O-7:</b> Identify career opportunities offered by the travel and tourism industry.  <b>O-8:</b> Identify the two major categories</p>		<p><b>O-1, O-2, O-3, O-4, O-5, O-8, O-9 - Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Key Ideas and Details #2 – “Determine the central ideas of conclusions of a text; summarize ... by paraphrasing...in simpler but still accurate terms.”</b></p> <p><b>O-6, O-7, O-11 - Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Integration of Knowledge and Ideas #7 – “Integrate and evaluate multiple sources of information presented in diverse formats and media ... in order to address a question or solve a problem.”</b></p> <p><b>O-4, O-5, O-10, O-12, O-13 - Writing Standards for Literacy in Technical Subjects Gr. 11-12 – Range of Writing #10 – “Write routinely over extended time frames ... and shorter time frames .... For a range of discipline-specific tasks, purposes, and audiences.”</b></p>	

<p>of jobs in the restaurant and foodservice industry.</p> <p><b>O-9:</b> Name reasons why people travel.</p> <p><b>O-10:</b> Describe the differences between leisure and business travelers.</p> <p><b>O-11:</b> Identify national organizations that rate commercial lodging and foodservice establishments, and list factors used in making their rating judgments.</p> <p><b>O-12:</b> List and describe the characteristic types of lodging operations.</p> <p><b>O-13:</b> List and describe activities associated with front-desk operations.</p>			
<p><b>S-2 Students will keep food safe through the use of proper sanitation techniques.</b></p> <p><b>O-CH 2: Keeping Food Safe</b></p> <p><b>O-1:</b> Define what a foodborne-illness outbreak is, and list the costs associated with one</p> <p><b>O-2:</b> Recognize risks associated with high-risk populations.</p> <p><b>O-3:</b> Identify factors that affect the growth of pathogens (FAT TOM).</p> <p><b>O-4:</b> Identify characteristics of TCS food and list examples.</p> <p><b>O-5:</b> Identify methods for preventing biological contamination.</p> <p><b>O-6:</b> List guidelines for storing chemicals safely.</p> <p><b>O-7:</b> Recognize the need for food defense systems.</p> <p><b>O-8:</b> Identify the most common allergens and methods for preventing allergic reactions.</p> <p><b>O-9:</b> Identify government agencies that regulate the restaurant and</p>	<p><b>O-1 - Relationships between Quantities High School Integrated Pathway: Mathematics 1 – A.CED.3.</b>  “Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>”</p> <p><i>Number system Gr. 7 – 7.NS.3.</i>  “Solve real-world and mathematical problems involving the four operations with rational numbers.”</p> <p>*determine the financial cost of a foodborne-illness outbreak</p>	<p><b>O-1 - Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Craft and Structure #4 -</b> “Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific ... technical context relevant to grades 11-12 texts and topics.”</p> <p>*food borne-illness outbreak, biological contamination, FAT TOM, TCS food</p> <p><b>O-2 through O-31</b></p> <p><i>Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Key Ideas and Details #2 –</i> “Determine the central ideas of conclusions of a text; summarize ... by paraphrasing...in simpler but still accurate terms.”</p> <p><i>Writing Standards for Literacy in Technical Subjects Gr. 11-12 – Range of Writing #10 –</i> “Write routinely over</p>	

<p>foodservice industry.</p> <p><b>O-10:</b> List personal behaviors that can contaminate food.</p> <p><b>O-11:</b> List the steps to proper handwashing, and identify when hands should be washed.</p> <p><b>O-12:</b> Identify proper personal cleanliness practices and appropriate work attire.</p> <p><b>O-13:</b> Identify ways to handle ready-to-eat food safely.</p> <p><b>O-14:</b> Identify when food handlers should be prevented from working around food or from working in the operation.</p> <p><b>O-15:</b> Identify ways to prevent cross-contamination.</p> <p><b>O-16:</b> Identify ways to prevent time-temperature abuse.</p> <p><b>O-17:</b> List different temperature-measuring devices and their uses.</p> <p><b>O-18:</b> Identify characteristics of an approved food source.</p> <p><b>O-19:</b> Identify criteria for accepting or rejecting food during receiving.</p> <p><b>O-20:</b> Outline proper procedures for storing food.</p> <p><b>O-21:</b> Identify the minimum internal temperature requirements for cooking various TCS food.</p> <p><b>O-22:</b> Outline proper procedures for holding, cooling, and reheating TCS food.</p> <p><b>O-23:</b> Identify ways to handle food ready for service.</p> <p><b>O-24:</b> Outline proper procedures for preparing and serving food for off-site service.</p> <p><b>O-25:</b> List the HACCP principles and explain their importance to food</p>		<p>extended time frames ... and shorter time frames .... For a range of discipline-specific tasks, purposes, and audiences.”</p> <p>*use text and teaching materials to present, review, and master information</p>	
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<p>safety.</p> <p><b>O-26:</b> Explain the difference between cleaning and sanitizing.</p> <p><b>O-27:</b> Outline proper procedures for cleaning and sanitizing tools and equipment.</p> <p><b>O-28:</b> Identify factors that affect the effectiveness of sanitizers.</p> <p><b>O-29:</b> List the elements of a master cleaning schedule.</p> <p><b>O-30:</b> Identify organizations that certify that equipment meets sanitation standards.</p> <p><b>O-31:</b> Outline proper procedures for managing pests.</p>			
<p><b>S-3 Students will consistently implement workplace safety.</b></p> <p><b>O-CH 3: Workplace Safety</b></p> <p><b>O-1:</b> State who is legally responsible for providing a safe environment and ensuring safe practices.</p> <p><b>O-2:</b> Define the role of Occupational Safety and Health Administration regulations.</p> <p><b>O-3:</b> State the Hazard Communication Standard requirements for employers.</p> <p><b>O-4:</b> List the requirements for storing hazardous chemicals in an operation.</p> <p><b>O-5:</b> Explain the importance of general safety audits and safety training.</p> <p><b>O-6:</b> Explain the importance of completing accident reports.</p> <p><b>O-7:</b> Describe the purpose of an emergency plan.</p> <p><b>O-8:</b> List ways to use protective clothing and equipment to prevent injuries.</p> <p><b>O-9:</b> Identify electrical hazards that contribute to accidental fires.</p>		<p><b>O-1 through O-14</b></p> <p><i>Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Key Ideas and Details #2 – “Determine the central ideas of conclusions of a text; summarize ... by paraphrasing...in simpler but still accurate terms.”</i></p> <p><i>Writing Standards for Literacy in Technical Subjects Gr. 11-12 – Range of Writing #10 – “Write routinely over extended time frames ... and shorter time frames .... For a range of discipline-specific tasks, purposes, and audiences.”</i></p> <p><b>O-17 – Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Key Ideas and Details #3 – “Follow precisely a complex multistep procedure when carrying out ... or performing technical tasks; analyze the specific results based on explanations in the text.”</b></p>	<p><b>O-5, O-9, O-13, O-14 - First Aid – Health Education Core Standard 4 -</b> Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safety in the home, school, and community.</p>

<p><b>O-10:</b> Classify different types of fires and fire extinguishers.</p> <p><b>O-11:</b> Identify the cleaning frequency for equipment as a way to prevent fires.</p> <p><b>O-12:</b> Outline the actions to take in the event of a fire at a restaurant or foodservice operation.</p> <p><b>O-13:</b> Identify procedures for preventing slips, trips, and fall in a foodservice operation.</p> <p><b>O-14:</b> Outline the procedure for cleaning up spills on floors.</p> <p><b>O-15:</b> Demonstrate how to use ladders safely.</p> <p><b>O-16:</b> Demonstrate proper lifting and carrying procedures to avoid injury.</p> <p><b>O-17:</b> Demonstrate correct and safe use of knives.</p> <p><b>O-18:</b> Outline basic first aid concepts and procedures.</p> <p><b>O-19:</b> Recognize the importance of locking doors.</p>			
<p><b>S- 4 Students will identify professional kitchen essentials and understand standardized recipes.</b></p> <p><b>O-CH 4: Kitchen Essentials I</b></p> <p><b>O-1:</b> Define professionalism, and explain what it means to culinary professionals.</p> <p><b>O-2:</b> List the stations and positions in the kitchen brigade and the dining brigade.</p> <p><b>O-3:</b> Perform basic math calculations using numbers or fractions.</p> <p><b>O-4:</b> Identify the components and functions of a standardized recipe.</p> <p><b>O-5:</b> Convert recipes to yield smaller and larger quantities based on operational needs.</p>	<p><b>O-3— <i>The Number System Gr. 7 – 7.NS.3.</i> “Solve real-world and mathematical problems involving the four operations with rational numbers.”</b></p> <p><b>O-5 – <i>The Number System Gr. 6 – 6.NS.1.</i> “Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, ... <i>How much chocolate will each person get if 3 people share ½ lb of chocolate</i></b></p>	<p><b>O-1 - <i>Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Craft and Structure #4</i> - “Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific ... technical context relevant to grades 11-12 texts and topics.”</b></p> <p>*professionalism and culinary professionals, kitchen and dining brigade</p> <p><b>O-2, O-3 – <i>Reading Standards for</i></b></p>	

<p><b>O-6:</b> Explain the difference between customary and metric measurement units, and convert units between the two systems.</p> <p><b>O-7:</b> Demonstrate measuring and portioning using the appropriate small wares and utensils.</p> <p><b>O- 8:</b> Given a problem, calculate as purchased (AP) and edible portion (EP) amounts.</p> <p><b>O-9:</b> Calculate the total cost and portion costs of a standardized recipe.</p>	<p><i>equally? ...”</i></p> <p><i>Number and Operations-Fractions Gr. 5 – 5.NF.4.</i> “Apply and extend previous understanding of multiplication to multiply a fraction or a whole number by a fraction.”</p> <p><b>O-6 – Relationships between Quantities - High School Integrated Pathway: Mathematics 1 - N-Q.1.</b> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; ...”</p> <p><i>Relationships between Quantities - High School Integrated Pathway: Mathematics 1 - N-Q.3.</i> “Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.”</p> <p>Standard Metric to US measures – to the nearest 1/100<sup>th</sup> –  2.2.lb = 1 kg,      1 lb. = .45kg,  1 oz = 28.35 g,    4.23 c. = 1 L,  1 c = .27 L,</p> <p><i>Ratios and Proportional Relationships Gr. 7 – 7.RP.1 –</i> “Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units ...”</p> <p><i>Ratios and Proportional Relationships Gr. 6 – 6.RP.3.d –</i> “Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.”</p> <p><b>O-8, O-9 – Relationships Between</b></p>	<p><i>Literacy in Technical Subjects Gr. 11-12 – Key Ideas and Details #2 –</i> “Determine the central ideas of conclusions of a text; summarize ... by paraphrasing...in simpler but still accurate terms.”</p>	
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<p><b>S-5 Students will identify professional kitchen equipment and techniques.</b></p> <p><b>O-CH 5: Kitchen Essentials II</b></p> <p><b>O-1:</b> Identify the equipment needed for receiving and storing food and supplies.</p> <p><b>O-2:</b> Identify the equipment needed for pre-preparation.</p> <p><b>O-3:</b> List the different types of knives used in the foodservice kitchen and give examples of their uses.</p> <p><b>O-4:</b> Identify basic types of pots and pans and their common uses.</p> <p><b>O-5:</b> List the different types of preparation equipment used in the foodservice kitchen and give examples of their uses.</p> <p><b>O-6:</b> Identify the kitchen equipment needed for holding and serving food and beverages.</p> <p><b>O-7:</b> Apply effective mise en place through practice.</p> <p><b>O-8:</b> Explain how to care for knives properly.</p> <p><b>O-9:</b> Demonstrate the proper use of knives.</p> <p><b>O-10:</b> Explain the difference between seasoning and flavoring.</p> <p><b>O-11:</b> Describe and demonstration</p>	<p><b>O-20 – Ratios and Proportional Relationships Gr. 6 – “6.RP.3.c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.”</b></p> <p><i>Ratios and Proportional Relationships Gr. 7 – 7.RP.3 - “Use proportional relationships to solve multistep ratio and percent problems.”</i></p> <p>*interpret information on a food label</p>	<p><b>O-1 through O-6, O-8, O-10 through O-18</b></p> <p><i>Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Key Ideas and Details #2 – “Determine the central ideas or conclusions of a text; summarize ... by paraphrasing...in simpler but still accurate terms.”</i></p> <p><i>Writing Standards for Literacy in Technical Subjects Gr. 11-12 – Range of Writing #10 – “Write routinely over extended time frames ... and shorter time frames .... For a range of discipline-specific tasks, purposes, and audiences.”</i></p> <p><b>O-21 - Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Craft and Structure #4 - “Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific ... technical context relevant to grades 11-12 texts and topics.”</b></p> <p>*obesity</p>	

<p>basic pre-preparation techniques.</p> <p><b>O-12:</b> List and explain how the three types of cooking work.</p> <p><b>O-13:</b> Describe dry-heat cooking methods and list the foods to which they are suited.</p> <p><b>O-14:</b> Describe moist-heat cooking methods and list the foods to which they are suited.</p> <p><b>O-15:</b> Describe combination-heat cooking methods and list the foods to which they are suited.</p> <p><b>O-16:</b> Identify ways to determine if a food is done cooking.</p> <p><b>O-17:</b> List guidelines for plating or storing food that has finished cooking.</p> <p><b>O-18:</b> Describe a healthy diet.</p> <p><b>O-19:</b> Use the Dietary Guidelines for Americans and MyPlate to plan meals.</p> <p><b>O- 20:</b> Interpret information on a nutrition label.</p> <p><b>O-21:</b> Define obesity and explain how it can be prevented.</p>			
<p><b>S-6 Students will discuss, prepare and present a quality stock, sauce and soup.</b></p> <p><b>O-CH 6: Stocks, Sauces, and Soup</b></p> <p><b>O-1:</b> Identify the four essential parts of stock and the proper ingredients for each.</p> <p><b>O-2:</b> List and explain the various types of stock and their ingredients.</p> <p><b>O-3:</b> Demonstrate three methods for preparing bones for stock.</p> <p><b>O-4:</b> Prepare the ingredients for and cook several kinds of stocks.</p> <p><b>O-5:</b> Explain how and why to degrease stock.</p> <p><b>O-6:</b> List the ways to cool stock properly.</p>	<p><b>O-4, O-9, O-13 – Number System Gr. 6 – Ratios and Proportional Relationships Gr. 6 – “6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems, ... Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</b></p> <p><i>Number system Gr. 7 – “7.NS.1. Apply and extend previous understandings of operations with fractions to add and subtract rational numbers...</i></p> <p><i>Number system Gr. 7 – “ 7.NS.2.</i></p>	<p><b>O-1, O-2, O-3, O-4, O-7 - Reading Standards for Technical Subjects Gr. 9-12 – Craft and Structure #4 – “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific ... technical context...”</b></p> <p>*stock soups, grand sauces, broth, consommé, purée, clear, and cream soups</p> <p><b>O-3, O-4, O-9, O-13 – Reading Standards for Technical Subjects Gr9-12 – Key Ideas and Details #3 – “Follow precisely a complex multistep</b></p>	<p><b>O- 1, O-2, O-5, O-6, O-8, O-12 – Chemistry Core Standard 4 Objective 1.f - “Investigate everyday chemical reactions that occur in a student's home (e.g., baking, rusting, bleaching, cleaning).”</b></p> <p>*preparing, cooling, and storing stock properly; how thickening agents work (flour, corn starch, potato starch)</p>

<p><b>O-7:</b> Identify the grand sauces and describe other sauces made from them.</p> <p><b>O-8:</b> List the proper ingredients for sauces.</p> <p><b>O-9:</b> Prepare several kinds of sauces.</p> <p><b>O-10:</b> Match sauces to appropriate food.</p> <p><b>O-11:</b> Identify the two basic kinds of soups and give examples of each.</p> <p><b>O-12:</b> Explain the preparation of the basic ingredients for broth, consommé, purée, clear, and cream soups.</p> <p><b>O-13:</b> Prepare several kinds of soups.</p>	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.”</p> <p><i>Expressions and Equations Gr. 7–</i></p> <p>“Use properties of operations to generate equivalent expressions – Solve real-life and mathematical problems using numerical and algebraic expressions and equations.”</p> <p><i>Mathematics 1 Gr.9 – Relationships between Quantities – “N.Q.2. “Define appropriate quantities for the purpose of descriptive modeling.</i></p> <p>*Give students the standard recipe and have them complete the mathematical computations to achieve the desired yield</p>	<p>procedure when carrying out experiments, taking measurement, or performing technical tasks... defined in the text.”</p> <p>*follow recipes to correctly prepare soups and sauces</p>	
<p><b>S- 7 Students will describe and identify various effective communication processes.</b></p> <p><b>O-CH 7: Communication</b></p> <p><b>O-1:</b> Describe the communication process.</p> <p><b>O-2:</b> Identify obstacles to effective communication and explain how to prevent them.</p> <p><b>O-3:</b> Explain how personal characteristics can affect communication.</p> <p><b>O-4:</b> List and demonstrate effective listening skills.</p> <p><b>O-5:</b> List and demonstrate effective speaking skills.</p> <p><b>O-6:</b> Identify and use business-appropriate telephone skills.</p> <p><b>O-7:</b> List and demonstrate effective writing skills.</p> <p><b>O-8:</b> Define organizational communication and give examples of</p>		<p><b>O-1 through O-10</b></p> <p><i>Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Key Ideas and Details #2 – “Determine the central ideas of conclusions of a text; summarize ... by paraphrasing...in simpler but still accurate terms.”</i></p> <p><i>Writing Standards for Literacy in Technical Subjects Gr. 11-12 – Range of Writing #10 – “Write routinely over extended time frames ... and shorter time frames .... For a range of discipline-specific tasks, purposes, and audiences.”</i></p> <p><b>O-4, O-5, O-6 – Speaking and Listening Standards Gr. 11-12 – Comprehension and Collaboration #1c. – “Propel conversations by posing and responding to questions</b></p>	

<p>when it might be used.</p> <p><b>O-9:</b> Describe interpersonal communication.</p> <p><b>O-10:</b> List ways to build relationships through interpersonal communication.</p>		<p>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.”</p> <p><b>O- 7 – Writing Standard for Literacy in Technical Subjects Gr. 9-12 – Range of Writing #10 –</b> “Write routinely over extended time frames ... and shorter time frames ... for a range of discipline-specific tasks, purposes, and audiences.”</p>	
<p><b>S-8 Students will identify the essentials of effective management in the work place.</b></p> <p><b>O-CH 8: Management Essentials</b></p> <p><b>O-1:</b> State the difference between school and workplace environments.</p> <p><b>O-2:</b> Explain how stereotypes and prejudices can negatively affect working together.</p> <p><b>O-3:</b> Identify the benefits of diversity to a workplace.</p> <p><b>O-4:</b> List ways to promote diversity in the workplace.</p> <p><b>O-5:</b> Describe what a harassment-free environment and mutually respectful workplace is.</p> <p><b>O-6:</b> List guidelines for handling harassment claims.</p> <p><b>O-7:</b> Explain the concept of teamwork.</p> <p><b>O-8:</b> Describe ethics, and explain their importance to the restaurant and foodservice industry.</p> <p><b>O-9:</b> Identify the behaviors of a leader.</p> <p><b>O-10:</b> Identify common expectations</p>		<p><b>O-1 through O-10, O-13 through O-21, O-23, O-24, O-26 through O-31</b></p> <p><i>Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Key Ideas and Details #2 –</i> “Determine the central ideas of conclusions of a text; summarize ... by paraphrasing...in simpler but still accurate terms.”</p> <p><i>Writing Standards for Literacy in Technical Subjects Gr. 11-12 – Range of Writing #10 –</i> “Write routinely over extended time frames ... and shorter time frames .... For a range of discipline-specific tasks, purposes, and audiences.”</p> <p><b>O-11, O-12, O-22 - Reading Standards for Technical Subjects Gr. 9-12 – Craft and Structure #4 –</b> “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific ... technical context...”</p>	

<p>that employees have about managers.</p> <p><b>O-11:</b> Define motivation, and explain a leader’s responsibility to motivate employees.</p> <p><b>O-12:</b> Define organizational goal, and explain why this type of goal should be SMART.</p> <p><b>O-13:</b> Explain the purpose of vision statements and mission statements.</p> <p><b>O-14:</b> Identify how employees’ roles and jobs impact a mission and goals.</p> <p><b>O-15:</b> List the steps for solving a problem and explain how each step contributes to finding a solution.</p> <p><b>O-16:</b> Explain the importance of individual development to your restaurant or foodservice career.</p> <p><b>O-17:</b> Explain what is included in a job description and explain the importance of these documents to a business.</p> <p><b>O-18:</b> Identify the difference between exempt and non-exempt employees.</p> <p><b>O-19:</b> Explain a manager’s responsibility for maintaining labor law knowledge.</p> <p><b>O-20:</b> Identify discriminatory language and practices in the hiring process.</p> <p><b>O-21:</b> Identify methods for ensuring a fair and consistent hiring process.</p> <p><b>O-22:</b> Describe the typical phases of onboarding and explain its importance to a business.</p> <p><b>O-23:</b> Explain what employees can expect during orientation.</p> <p><b>O-24:</b> List items that employees receive during orientation.</p> <p><b>O-25:</b> Identify the typical topics addressed in orientation sessions and employee manuals.</p>		<p>*motivation, SMART goals, onboarding</p> <p><b>O-25 - Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Integration of Knowledge and Ideas #7 – “Integrate and evaluate multiple sources of information presented in diverse formats and media ... in order to address a question or solve a problem.”</b></p>	
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<p><b>O-26:</b> Identify the benefits of training.</p> <p><b>O-27:</b> List skills that a trainer should have.</p> <p><b>O-28:</b> Identify the key points of effective employee training.</p> <p><b>O-29:</b> List the benefits of cross-training.</p> <p><b>O-30:</b> Summarize and discuss effective group training and on-the-job training.</p> <p><b>O-31:</b> Describe the employee evaluation process.</p>			
<p><b>S-9 Students will explore and utilize fruits and vegetables.</b></p> <p><b>O-CH 9: Fruits and Vegetables</b></p> <p><b>O-1:</b> Identify and describe different types of fruit.</p> <p><b>O-2:</b> List and explain the USDA quality grades for produce.</p> <p><b>O-3:</b> List factors that affect produce purchasing decisions.</p> <p><b>O-4:</b> Identify procedures for storing fruit.</p> <p><b>O-5:</b> Explain how to prevent enzymatic browning of fruit.</p> <p><b>O-6:</b> Match and cook fruit to appropriate methods.</p> <p><b>O-7:</b> Identify and describe different types of vegetables.</p> <p><b>O-8:</b> Describe hydroponic farming.</p> <p><b>O-9:</b> Identify procedures for storing vegetables.</p> <p><b>O-10:</b> Match and cook vegetables to appropriate methods.</p> <p><b>O-11:</b> List ways to hold vegetables that maintain their quality.</p>	<p><b>O-6, O-10 – Number System Gr. 6 – Ratios and Proportional Relationships Gr. 6 – “6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems, ... Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</b></p> <p><i>Number system Gr. 7 – “7.NS.1. Apply and extend previous understandings of operations with fractions to add and subtract rational numbers...</i></p> <p><i>Number system Gr. 7 – “ 7.NS.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.”</i></p> <p><i>Expressions and Equations Gr. 7– “Use properties of operations to generate equivalent expressions ... Solve real-life and mathematical problems using numerical and algebraic expressions and equations.”</i></p> <p><i>Mathematics 1 Gr.9 – Relationships</i></p>	<p><b>O-1 through O-5, O-7, O-9, O-9, O-11</b></p> <p><i>Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Key Ideas and Details #2 – “Determine the central ideas of conclusions of a text; summarize ... by paraphrasing...in simpler but still accurate terms.”</i></p> <p><i>Writing Standards for Literacy in Technical Subjects Gr. 11-12 – Range of Writing #10 – “Write routinely over extended time frames ... and shorter time frames .... For a range of discipline-specific tasks, purposes, and audiences.”</i></p> <p><b>O-6, O-10 – Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Key Ideas and Details #3 – “Follow precisely a complex multistep procedure when carrying out ... or performing technical tasks; analyze the specific results based on explanations in the text.”</b></p> <p><i>*follow recipes for fruit and vegetable preparation</i></p>	<p><b>O- 5, O-6, O-10 – Chemistry, Biology, AP Biology – chemical make-up of vitamins and minerals and their function in the body</b></p> <p><i>Chemistry – chemical reactions that occur to nutrients and pigments during preparation</i></p>

	<p><i>between Quantities</i> – “N.Q.2. “Define appropriate quantities for the purpose of descriptive modeling.  *Give students the standard recipe and have them complete the mathematical computations to achieve the desired yield</p>		
<p><b>S-10 Students will discuss the importance of serving your guests.</b>  <b>O-CH 10: Serving Your Guests</b>  <b>O-1:</b> Explain the importance of customer service to the restaurant and foodservice industry.  <b>O-2:</b> List the reasons for making a good first impression and give examples of how to make one.  <b>O-3:</b> Describe the types of customers that may have special needs.  <b>O-4:</b> Identify ways to identify customer needs.  <b>O- 5:</b> Outline the process for receiving and recording reservations and special requests.  <b>O-6:</b> Outline the process for taking orders at the table, beginning with the greeting.  <b>O-7:</b> Define suggestive selling, and give examples of how to do it.  <b>O-8:</b> Identify basic guidelines for serving alcohol to guests.  <b>O-9:</b> List methods for processing payment.  <b>O-10:</b> List ways to obtain feedback from guests and determine their satisfaction.  <b>O-11:</b> Explain how customer complaints should be resolved.  <b>O-12:</b> Describe the four traditional styles of service: American, French, English, and Russian.</p>	<p><b>O-10 – Statistics and Probability Gr. 7 – 7.SP.2</b> – “Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge variation in estimates or predictions.”</p>	<p><b>O-1 through O-6, O-8 through O-13, O-15, O-16</b>  <i>Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Key Ideas and Details #2</i> – “Determine the central ideas of conclusions of a text; summarize ... by paraphrasing...in simpler but still accurate terms.”  <i>Writing Standards for Literacy in Technical Subjects Gr. 11-12 – Range of Writing #10</i> – “Write routinely over extended time frames ... and shorter time frames .... For a range of discipline-specific tasks, purposes, and audiences.”   <b>O-7 - Reading Standards for Technical Subjects Gr. 9-12 – Craft and Structure #4</b> – “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific ... technical context...”  *suggestive selling</p>	

<p><b>O-13:</b> Identify contemporary styles of service.</p> <p><b>O-14:</b> Demonstrate setting and clearing items properly.</p> <p><b>O-15:</b> Describe traditional service staff roles, and list the duties and responsibilities of each.</p> <p><b>O-16:</b> Identify various server tools and the correct way to stock a service station.</p>			
<p><b>S-11 Students will properly identify the selection, storage and use of potatoes and grains.</b></p> <p><b>O-CH 11: Potatoes and Grains</b></p> <p><b>O-1:</b> Identify and describe different types of potatoes.</p> <p><b>O-2:</b> Outline methods to select, receive, and store potatoes.</p> <p><b>O-3:</b> Using a variety of recipes and cooking methods, prepare potatoes.</p> <p><b>O-4:</b> Identify and describe different types of grains and legumes.</p> <p><b>O-5:</b> Using a variety of recipes and cooking methods, prepare grains and legumes.</p> <p><b>O-6:</b> Outline methods to select, receive, and store grains.</p> <p><b>O-7:</b> Identify and describe different types of pasta.</p> <p><b>O-8:</b> Using a variety of recipes and cooking methods, prepare pasta.</p> <p><b>O-9:</b> Describe and prepare dumplings.</p>	<p><b>O-3, O-5, O-8, O-9 – Number System Gr. 6 – Ratios and Proportional Relationships Gr. 6 – “6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems, ... Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</b></p> <p><i>Number system Gr. 7 – “7.NS.1. Apply and extend previous understandings of operations with fractions to add and subtract rational numbers...</i></p> <p><i>Number system Gr. 7 – “ 7.NS.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.”</i></p> <p><i>Expressions and Equations Gr. 7– “Use properties of operations to generate equivalent expressions ... Solve real-life and mathematical problems using numerical and algebraic expressions and equations.”</i></p> <p><i>Mathematics 1 Gr.9 – Relationships between Quantities – “N.Q.2. “Define appropriate quantities for the</i></p>	<p><b>O-1, O-2, O-4, O-6, O-7, O-9</b></p> <p><i>Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Key Ideas and Details #2 – “Determine the central ideas of conclusions of a text; summarize ... by paraphrasing...in simpler but still accurate terms.”</i></p> <p><i>Writing Standards for Literacy in Technical Subjects Gr. 11-12 – Range of Writing #10 – “Write routinely over extended time frames ... and shorter time frames .... For a range of discipline-specific tasks, purposes, and audiences.”</i></p> <p><b>O-3, O-5, O-8, O-9 – Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Key Ideas and Details #3 – “Follow precisely a complex multistep procedure when carrying out ... or performing technical tasks; analyze the specific results based on explanations in the text.”</b></p> <p><i>*follow recipes to produce quality food product that can be served in a professional food establishment</i></p>	<p><b>O-5, O-8, O-9 – Biology Core Standard 2 Objective 1.b. “Identify the function of the four major macromolecules (i.e., carbohydrates, proteins, lipids, nucleic acids).”</b></p> <p><i>MaP 02.11 “Describe the structures and functions of carbohydrates, proteins, lipids, and nucleic acids.”</i></p> <p><i>* chemical form and function of CHO, effect of heat on CHO in rice, potatoes, pasta, and dumplings; functions of the ingredients in the recipes</i></p>

	<p>purpose of descriptive modeling.  *Give students the standard recipe and have them complete the mathematical computations to achieve the desired yield</p>		
<p><b>S-12 Students will explore building a successful career in the hospitality industry.</b>  <b>O-CH 12: Building a Successful Career in the Industry</b>  <b>O-1:</b> Outline a plan for an effective job search.  <b>O-2:</b> Write a resume that lists your experience, skills, and achievements.  <b>O-3:</b> Write an effective cover letter.  <b>O-4:</b> Compile the best examples of your work into a portfolio.  <b>O-5:</b> Read and complete a job application form.  <b>O-6:</b> Outline the steps to choosing a college or trade school and identify resources for answering those questions.  <b>O-7:</b> Read and complete college and scholarship application forms.  <b>O-8:</b> List ways to find and apply for scholarships.  <b>O-9:</b> List the steps to an effective job interview.  <b>O-10:</b> Identify the differences between closed- and open-ended questions in interviews.  <b>O-11:</b> Explain the follow-up steps for a job interview.  <b>O-12:</b> List factors for maintaining health and wellness throughout a restaurant or foodservice career.  <b>O-13:</b> Describe the relationship between time and stress.  <b>O-14:</b> List ways to manage time and</p>		<p><b>O-1, O-6 through O-16</b>  <i>Reading Standards for Literacy in Technical Subjects Gr. 11-12 – Key Ideas and Details #2</i> – “Determine the central ideas of conclusions of a text; summarize ... by paraphrasing...in simpler but still accurate terms.”  <i>Writing Standards for Literacy in Technical Subjects Gr. 11-12 – Range of Writing #10</i> – “Write routinely over extended time frames ... and shorter time frames .... For a range of discipline-specific tasks, purposes, and audiences.”   <b>O-2, O-3, O-4, O-5 – Writing Standards for Literacy in Technical Subjects Gr. 11-12 – Production and Distribution of Writing #5, #6</b> – “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. ... 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.”</p>	

<p>stress.</p> <p><b>O-15:</b> Outline the steps to resigning a job</p> <p><b>O-16:</b> Explain the importance of professional development and list ways to achieve it.</p>			
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