

CULINARY ARTS STANDARDS



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Office of Career Readiness, Adult Learning, and Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

www.doe.nv.gov

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All Nevadans ready for success in the 21st century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence



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STANDARDS DEVELOPMENT MEMBERS

Gregg Carano	Senior V.P. Food & Beverage	Eldorado Resorts Inc., Reno
Holly Mae Lindsay	Manager	Emeril’s Restaurants, Las Vegas
Christopher Nichols, M.A., Ed.S.	Curriculum & Instructional Technology Manager	The Culinary Academy of Las Vegas
Jay Rathmann, C.E.C., C.C.A., W.C.E.C.	Owner/Chef	BJ’s Barbecue Company Sparks
Craig Rodrigue	Chef Instructor	Truckee Meadows Community College, Reno
Edward Shortsleeve, C.E.C.	Chef Instructor	East Career & Technical Academy, Las Vegas
Kerry P. Stack	Culinary and Baking Instructor/CTE Department Chair	Douglas High School, Minden
Fred Wright, C.E.C., A.A.C.	Chef Instructor	Academy of Arts, Careers & Technology, Reno
Paul F. Zdanis, C.E.C., A.A.C	Chef Instructor/Department Chair	East Career & Technical Academy, Las Vegas

BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally recognized standards endorsed by business and industry.

The Culinary Arts standards were validated through active participation of business and industry representatives on the development team.

PROJECT COORDINATOR

Karen Chessell, Education Programs Professional
 Education, Hospitality, and Human Services
 Office of Career Readiness, Adult Learning, and Education Options
 Nevada Department of Education

INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Culinary Arts program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.
- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.
- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Culinary Arts program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Culinary Arts program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, CULA is the Standards Reference Code for Culinary Arts. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be CULA.2.3.4.

CONTENT STANDARD 1.0: ANALYZE CAREER PATHWAYS AND EMPLOY INDUSTRY PROFESSIONAL STANDARDS**PERFORMANCE STANDARD 1.1: EXAMINE THE PROFESSIONAL FOODSERVICE INDUSTRY, INCLUDING HISTORY, TRADITIONS, CURRENT, AND EMERGING TRENDS**

- 1.1.1 Explore the history of the foodservice industry
- 1.1.2 Differentiate historical, current, and emerging trends in the foodservice industry
- 1.1.3 Explore international and regional cuisines

PERFORMANCE STANDARD 1.2: ANALYZE CAREER PATHS AND OPPORTUNITIES IN THE FOODSERVICE INDUSTRY

- 1.2.1 Differentiate between job descriptions
- 1.2.2 Explore career and educational opportunities
- 1.2.3 Create an online media and/or print media culinary portfolio
- 1.2.4 Perform different jobs in food production and service operations

PERFORMANCE STANDARD 1.3: PARTICIPATE IN COMMUNITY SERVICE

- 1.3.1 Wear and maintain proper food production and service operation attire to comply with local health regulations
- 1.3.2 Engage in professional and ethical workplace behaviors (i.e., verbal, and non-verbal communication, teamwork, time management, etc.)

CONTENT STANDARD 2.0: INTEGRATE KNOWLEDGE AND SKILLS IN SANITATION AND SAFETY**PERFORMANCE STANDARD 2.1: INVESTIGATE HAZARDS AND THEIR ROLE IN FOOD BORNE ILLNESS**

- 2.1.1 Investigate hazards attributed to food borne illness (e.g., physical, biological, chemical)
- 2.1.2 Analyze food borne illnesses, symptoms, and their causes
- 2.1.3 Practice safe food handling techniques and prevention of food borne illnesses (proper hold and store practices, proper glove use, etc.)

PERFORMANCE STANDARD 2.2: COMPLY WITH HEALTH DEPARTMENT REGULATIONS

- 2.2.1 Practice appropriate personal hygiene/health procedures (i.e., hand-washing techniques, reporting symptoms of personal illness, following exclusion policies, etc.)
- 2.2.2 Demonstrate an awareness of the current FDA Model Food Code
- 2.2.3 Demonstrate an awareness of current local health department regulations

PERFORMANCE STANDARD 2.3: ANALYZE HAACP PRINCIPLES TO MINIMIZE THE RISKS OF FOOD BORNE ILLNESSES

- 2.3.1 Explain a Hazard Analysis Critical Control Point (HACCP) plan
- 2.3.2 Define the flow of food through the operation
- 2.3.3 Evaluate and modify principles in a HACCP plan

PERFORMANCE STANDARD 2.4: UTILIZE PROPER TECHNIQUES FOR CLEANING AND SANITATION

- 2.4.1 Apply proper warewashing and pot washing techniques
- 2.4.2 Identify and utilize approved chemicals and appropriate uses
- 2.4.3 Understand and be able to locate Safety Data Sheets (SDS)
- 2.4.4 Practice proper facility cleaning and sanitation
- 2.4.5 Follow cleaning schedules

PERFORMANCE STANDARD 2.5: DEMONSTRATE BASIC FIRST AID PROCEDURES FOR INJURIES COMMON IN FOODSERVICE OPERATIONS

- 2.5.1 Practice appropriate personal hygiene/health procedures (i.e., hand-washing techniques, reporting symptoms of personal illness, following exclusion policies, etc.)
- 2.5.2 Demonstrate an awareness of the current FDA Model Food Code
- 2.5.3 Demonstrate an awareness of current local health department regulations

PERFORMANCE STANDARD 2.6: RECOGNIZE PROCEDURES AND PRECAUTIONS TO PREVENT ACCIDENTS AND INJURIES

- 2.6.1 Implement appropriate procedures and precautions to prevent accidents and injuries
- 2.6.2 Comply with current OSHA standards

CONTENT STANDARD 3.0: APPLY SKILLS IN FOOD SERVICE, EQUIPMENT, AND PRODUCTION**PERFORMANCE STANDARD 3.1: EXPLORE FOODSERVICE TOOLS AND STANDARD EQUIPMENT**

- 3.1.1 Determine tools and equipment for appropriate use
- 3.1.2 Operate equipment appropriately and safely
- 3.1.3 Clean and maintain tools and equipment

PERFORMANCE STANDARD 3.2: DEVELOP INDUSTRY STANDARD KNIFE SKILLS

- 3.2.1 Determine knives for appropriate use
- 3.2.2 Identify parts of knives
- 3.2.3 Demonstrate how to properly handle, sharpen, and maintain knives
- 3.2.4 Produce and describe knife cuts (e.g., the eleven classical knife cuts)

PERFORMANCE STANDARD 3.3: ESTABLISH WORKPLACE MISE EN PLACE

- 3.3.1 Demonstrate mise en place
- 3.3.2 Evaluate workplace situations with proper mise en place

PERFORMANCE STANDARD 3.4: EMPLOY PROPER MEASURING TECHNIQUES

- 3.4.1 Determine tools and equipment for appropriate use
- 3.4.2 Operate equipment appropriately and safely
- 3.4.3 Clean and maintain tools and equipment

PERFORMANCE STANDARD 3.5: UTILIZE RECIPE STANDARDS

- 3.5.1 Examine the structure and functions of standard recipes
- 3.5.2 Write a standard recipe (including portion control/size)
- 3.5.3 Utilize a standard recipe
- 3.5.4 Increase or decrease a standard recipe yield(s)

PERFORMANCE STANDARD 3.6: EXAMINE THE RELATIONSHIP BETWEEN COST CONTROL AND PURCHASING

- 3.6.1 Implement quality control storage procedures
- 3.6.2 Calculate the cost of a recipe
- 3.6.3 Utilize product purchase specifications
- 3.6.4 Demonstrate inventory control as it relates to food cost and par levels

CONTENT STANDARD 4.0: DEMONSTRATE MENU PLANNING**PERFORMANCE STANDARD 4.1: EXPLORE MENU WRITING AND COSTING PRINCIPLES**

- 4.1.1 Differentiate between menu types and layouts
- 4.1.2 Identify how menu prices are determined
- 4.1.3 Calculate the cost of a recipe
- 4.1.4 Apply design principles to create a menu (using descriptive writing)

PERFORMANCE STANDARD 4.2: EVALUATE NUTRITION PRINCIPLES AND SPECIALIZED DIETARY NEEDS

- 4.2.1 Assess cooking techniques to maximize nutrient retention in food
- 4.2.2 Interpret and incorporate basic nutrition knowledge to menu planning and ingredient modification
- 4.2.3 Analyze and compare food for nutritional value
- 4.2.4 Explain special dietary needs and available modifications
- 4.2.5 Identify common food allergies and appropriate substitutions

CONTENT STANDARD 5.0: DEMONSTRATE BAKERY PRODUCTION TECHNIQUES**PERFORMANCE STANDARD 5.1: DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING AND PRESENTING BREADS**

- 5.1.1 Differentiate between common baking ingredients and their functions
- 5.1.2 Prepare yeast breads and quick breads using appropriate mixing methods
- 5.1.3 Adapt recipes for environmental conditions

PERFORMANCE STANDARD 5.2: DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING AND PRESENTING PASTRIES

- 5.2.1 Prepare a variety of pastries to include laminated, lean, and rich doughs and Pate a Choux paste using appropriate mixing methods
- 5.2.2 Prepare a variety of icings and fillings for appropriate uses
- 5.2.3 Adapt recipes for environmental conditions

PERFORMANCE STANDARD 5.3: DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING AND PRESENTING DESSERTS

- 5.3.1 Prepare a variety of custards, puddings, and mousse
- 5.3.2 Prepare a variety of pies, cakes, and cookies using appropriate mixing methods
- 5.3.3 Prepare a variety of dessert sauces
- 5.3.4 Adapt recipes for environmental conditions

CONTENT STANDARD 6.0: DEMONSTRATE GARDE MANGER TECHNIQUES**PERFORMANCE STANDARD 6.1: DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING AND PRESENTING SALADS, SANDWICHES, APPETIZERS, AND HORS D'OEUVRES**

- 6.1.1 Prepare various salads, dressings, and dips
- 6.1.2 Prepare a variety of hot and cold sandwiches
- 6.1.3 Prepare a variety of appetizers and hors d'oeuvres

CONTENT STANDARD 7.0: SELECT AND UTILIZE FOOD PRODUCTS APPROPRIATELY**PERFORMANCE STANDARD 7.1: DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION, PREPARATION, AND PRESENTATION OF FRUITS**

- 7.1.1 Select fruits for intended uses based on seasonality and origin
- 7.1.2 Prepare a variety of fruits using various cooking methods

PERFORMANCE STANDARD 7.2: DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION, PREPARATION, AND PRESENTATION OF STARCHES AND GRAINS

- 7.2.1 Select starches and grains for intended uses based on seasonality and origin
- 7.2.2 Prepare a variety of starches and grains using various cooking methods

PERFORMANCE STANDARD 7.3: DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION, PREPARATION, AND PRESENTATION OF VEGETABLES

- 7.3.1 Select vegetables for intended uses based on seasonality and origin
- 7.3.2 Prepare a variety of vegetables using various cooking methods

PERFORMANCE STANDARD 7.4: DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION, PREPARATION, AND PRESENTATION OF DAIRY AND DAIRY ALTERNATIVE PRODUCTS

- 7.4.1 Discuss various dairy and dairy alternative products for intended uses (cheese, yogurt, cultured dairy, etc.)
- 7.4.2 Differentiate between dairy products based upon fat content for appropriate uses
- 7.4.3 Prepare a variety of foods utilizing dairy and dairy alternative products

PERFORMANCE STANDARD 7.5: DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION, PREPARATION, AND PRESENTATION OF EGGS

- 7.5.1 Describe the components and functions of eggs and egg products (processed, pasteurized, shell, etc.)
- 7.5.2 Prepare and serve eggs using a variety of cooking methods

PERFORMANCE STANDARD 7.6: DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION, PREPARATION, AND PRESENTATION OF MEATS

- 7.6.1 Select appropriate cuts for intended uses
- 7.6.2 Identify appropriate fabricating methods of meats
- 7.6.3 Identify uses of animal by-products
- 7.6.4 Outline federal grading standards
- 7.6.5 Prepare a variety of meats using various cooking methods

PERFORMANCE STANDARD 7.7: DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION, PREPARATION, AND PRESENTATION OF POULTRY

- 7.7.1 Select appropriate cuts for intended uses
- 7.7.2 Identify appropriate fabricating methods of poultry
- 7.7.3 Identify uses of animal by-products
- 7.7.4 Prepare poultry using various cooking methods

PERFORMANCE STANDARD 7.8: DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION, PREPARATION, AND PRESENTATION OF FISH AND SHELLFISH

- 7.8.1 Identify market forms of fish and shellfish for intended uses (i.e., whole, drawn, fresh frozen, filet, etc.)
- 7.8.2 Identify fabricating methods for fish and shellfish
- 7.8.3 Identify uses of fish and shellfish by-products
- 7.8.4 Identify quality and freshness characteristics of whole and fabricated fish and shellfish
- 7.8.5 Prepare a variety of fish and shellfish using various cooking methods

PERFORMANCE STANDARD 7.9: DEMONSTRATE KNOWLEDGE OF SPICES, OILS, AND VINEGARS, AND FRESH AND DRIED HERBS

- 7.9.1 Identify spices and fresh and dried herbs for uses
- 7.9.2 Maintain quality of spices and herbs through proper holding and storage

PERFORMANCE STANDARD 7.10: DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING DRY STORAGE ITEMS

- 7.10.1 Select dry goods for appropriate uses
- 7.10.2 Demonstrate proper dry storage rotation methods (First In, First Out (FIFO)), shelf life

CONTENT STANDARD 8.0: DEMONSTRATE TECHNIQUES FOR STOCKS, SAUCES, AND SOUPS**PERFORMANCE STANDARD 8.1: DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE PREPARATION OF STOCKS, SAUCES, AND SOUPS**

- 8.1.1 Prepare a variety of stocks, sauces, and soups for various uses
- 8.1.2 Demonstrate the proper ratio of ingredients in the production of stocks, sauces, and soups (i.e., mirepoix, sachet, bones, liquid, etc.)
- 8.1.3 Prepare a variety of thickening agents (i.e., roux, slurries, reduction, etc.)
- 8.1.4 Prepare the five classical mother sauces and their derivatives

CONTENT STANDARD 9.0: DEMONSTRATE APPROPRIATE COOKING METHODS**PERFORMANCE STANDARD 9.1: DEMONSTRATE DRY HEAT, MOIST HEAT, COMBINATION, AND ALTERNATIVE COOKING METHODS**

- 9.1.1 Explain and demonstrate methods of dry heat cooking with and without fat
- 9.1.2 Explain and demonstrate methods of moist heat cooking
- 9.1.3 Explain and demonstrate methods of combination cooking
- 9.1.4 Discuss alternative cooking methods (i.e., sous vide, smoking, pressure cooking, etc.)

CONTENT STANDARD 10.0: DEMONSTRATE PROPER FRONT-OF-THE-HOUSE PROCEDURES**PERFORMANCE STANDARD 10.1: EXPLORE VARIOUS SERVICE STYLES**

- 10.1.1 Apply mise en place for the front-of-the-house
- 10.1.2 Display a variety of table settings
- 10.1.3 Perform a variety of service styles
- 10.1.4 Identify and use proper techniques for greeting, seating, and presenting the menu to customers
- 10.1.5 Align menu types to service styles

PERFORMANCE STANDARD 10.2: DEMONSTRATE AN AWARENESS OF BEVERAGE SERVICE

- 10.2.1 Prepare and serve a variety of hot and cold beverages
- 10.2.2 Apply mise en place for beverage service
- 10.2.3 Discuss responsible alcohol service and industry certification requirements

CONTENT STANDARD 11.0: ANALYZE AND DEMONSTRATE BUSINESS OPERATIONS**PERFORMANCE STANDARD 11.1: DEMONSTRATE AN AWARENESS OF PROFESSIONAL ORGANIZATIONS IN THE FOODSERVICE INDUSTRY**

- 11.1.1 Explore student and professional organizations associated with the foodservice industry
- 11.1.2 Participate in a student and/or professional organization function

PERFORMANCE STANDARD 11.2: EXPLORE ENTREPRENEURSHIP OPPORTUNITIES IN THE FOODSERVICE INDUSTRY

- 11.2.1 Construct components of a business plan
- 11.2.2 Identify support networks for entrepreneurship and business opportunities

PERFORMANCE STANDARD 11.3: DESCRIBE MARKETING STRATEGIES IN THE FOODSERVICE INDUSTRY

- 11.3.1 Describe various marketing techniques utilized in the foodservice industry
- 11.3.2 Evaluate marketing campaigns in a variety of media (i.e., print, internet, social media, email, etc.)

CROSSWALKS AND ALIGNMENTS**CROSSWALKS (ACADEMIC STANDARDS)**

The crosswalk of the Culinary Arts Standards shows links to the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Culinary Arts program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Culinary Arts Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Culinary Arts program support academic learning.

ALIGNMENTS (SCIENCE AND ENGINEERING PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Culinary Arts Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Culinary Arts program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Culinary Arts Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Culinary Arts program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Culinary Arts Standards are crosswalked to the Hospitality and Tourism Career Cluster™ and the Restaurant and Food & Beverage Career Pathway.

**CROSSWALK OF CULINARY ARTS STANDARDS
AND THE NEVADA ACADEMIC CONTENT STANDARDS**

CONTENT STANDARD 1.0: ANALYZE CAREER PATHWAYS AND EMPLOY INDUSTRY PROFESSIONAL STANDARDS

Performance Indicators	Nevada Academic Content Standards
1.1.1	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 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.</p> <p>English Language Arts: Reading Standards for Informational Text RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
1.1.2	<p>English Language Arts: Reading Standards for Informational Text RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>
1.1.3	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 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.</p> <p>English Language Arts: Reading Standards for Informational Text RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
1.1.4	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 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.</p> <p>English Language Arts: Reading Standards for Informational Text RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
1.2.1	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 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.</p>

Performance Indicators	Nevada Academic Content Standards
1.2.2	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 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.</p>
1.2.3	<p>English Language Arts: Writing Standards W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.7 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.</p>

CONTENT STANDARD 2.0: INTEGRATE KNOWLEDGE AND SKILLS IN SANITATION AND SAFETY

Performance Indicators	Nevada Academic Content Standards
2.1.1	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.4 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.</p>
2.1.2	<p>English Language Arts: Reading Standards for Informational Text RI.11-12.7 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.</p> <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.8 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.</p>
2.2.2	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
2.3.1	<p>English Language Arts: Reading Standards for Informational Text RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>English Language Arts: Writing Standards W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
2.3.3	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.7 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.</p> <p>RST.11-12.9 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.</p>
2.4.2	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 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.</p>
2.6.2	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>

CONTENT STANDARD 3.0: APPLY SKILLS IN FOOD SERVICE, EQUIPMENT, AND PRODUCTION

Performance Indicators	Nevada Academic Content Standards
3.2.4	<p>English Language Arts: Speaking and Listening Standards SL.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.</p>
3.5.1	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
3.5.2	<p>English Language Arts: Writing Standards W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
3.5.3	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
3.6.3	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>

CONTENT STANDARD 4.0: DEMONSTRATE MENU PLANNING

Performance Indicators	Nevada Academic Content Standards
4.1.1	<p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a 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.</p> <p>SL.11-12.1c 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.</p>
4.1.4	<p>English Language Arts: Writing Standards</p> <p>W.11-12.8 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 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.</p>
4.2.2	<p>English Language Arts: Reading Standards for Informational Text</p> <p>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>English Language Arts: Writing Standards</p> <p>W.11-12.7 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
4.2.4	<p>English Language Arts: Writing Standards</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
4.2.5	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</p> <p>RST.11-12.4 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.</p>

CONTENT STANDARD 5.0: DEMONSTRATE BAKERY PRODUCTION TECHNIQUES

Performance Indicators	Nevada Academic Content Standards
5.1.1	<p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a 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.</p> <p>SL.11-12.1c 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.</p>

CONTENT STANDARD 7.0: SELECT AND UTILIZE FOOD PRODUCTS APPROPRIATELY

Performance Indicators	Nevada Academic Content Standards
7.4.1	<p>English Language Arts: Writing Standards W.11-12.8 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 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.</p>
7.6.2	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.4 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. RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
7.6.4	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.4 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. RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
7.7.2	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.4 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. RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
7.8.1	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
7.8.2	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.4 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. RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>

CONTENT STANDARD 9.0: DEMONSTRATE APPROPRIATE COOKING METHODS

Performance Indicators	Nevada Academic Content Standards
9.1.1	<p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a 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.</p> <p>SL.11-12.1c 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.</p>
9.1.2	<p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a 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</p> <p>SL.11-12.1c 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.</p>
9.1.3	<p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1a 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.</p> <p>SL.11-12.1c 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.</p>
9.1.4	<p>English Language Arts: Reading Standards for Informational Text</p> <p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>

CONTENT STANDARD 10.0: DEMONSTRATE PROPER FRONT-OF-THE-HOUSE PROCEDURES

Performance Indicators	Nevada Academic Content Standards
10.1.4	English Language Arts: Speaking and Listening Standards SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
10.2.3	English Language Arts: Reading Standards for Informational Text RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CONTENT STANDARD 11.0: ANALYZE AND DEMONSTRATE BUSINESS OPERATIONS

Performance Indicators	Nevada Academic Content Standards
11.2.1	<p>English Language Arts: Writing Standards RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.2 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.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
11.2.2	<p>English Language Arts: Reading Standards for Informational Text RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
11.3.2	<p>English Language Arts: Writing Standards W.11-12.5 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.</p>

**ALIGNMENT OF CULINARY ARTS STANDARDS
AND THE MATHEMATICAL PRACTICES**

Mathematical Practices	Culinary Arts Performance Indicators
1. Make sense of problems and persevere in solving them.	2.1.3, 2.4.2, 2.4.4; 3.1.4; 4.2.4; 5.1.3, 5.2.3, 5.3.4 6.1.3; 7.8.7; 8.1.3, 8.1.4
2. Reason abstractly and quantitatively.	2.3.2, 2.4.4; 3.5.2, 3.5.4, 3.6.4; 4.2.2, 4.2.3
3. Construct viable arguments and critique the reasoning of others.	2.4.2, 2.4.4, 2.4.5; 3.5.2, 3.5.3, 3.5.4, 3.6.1, 3.6.2, 3.6.3, 3.6.4 4.1.2, 4.1.3, 4.2.3; 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2 5.3.3, 5.3.4; 6.1.1, 6.1.2, 6.1.3 7.1.2, 7.2.2, 7.3.2, 7.4.3, 7.5.2, 7.6.5, 7.7.4, 7.8.5; 8.1.1, 8.1.3 8.1.4; 10.1.1, 10.2.1, 10.2.2; 11.2.1
4. Model with mathematics.	
5. Use appropriate tools strategically.	2.3.3, 2.4.2, 2.4.3, 2.4.5, 2.5.3, 2.6.1, 2.6.2 3.1.1, 3.1.2, 3.5.3, 3.6.2, 3.6.4; 4.1.3 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3, 5.3.4 6.1.1, 6.1.2, 6.1.3 7.1.2, 7.2.2, 7.3.2, 7.4.3, 7.5.2, 7.6.5, 7.7.4, 7.8.5 8.1.1, 8.1.3, 8.1.4
6. Attend to precision.	2.1.3, 2.2.1, 2.3.3, 2.4.2, 2.4.4, 2.4.5, 2.6.2 3.1.3, 3.5.3, 3.5.4, 3.6.2, 3.6.4 4.1.3, 4.2.1, 4.2.3 5.1.2, 5.1.3, 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.3.4 8.1.3
7. Look for and make use of structure.	3.5.1, 3.5.2, 3.5.3, 3.5.4 8.1.2; 11.2.1
8. Look for and express regularity in repeated reasoning.	2.4.4; 3.4.1, 3.5.1, 3.5.3, 3.6.4

**ALIGNMENT OF CULINARY ARTS STANDARDS
AND THE SCIENCE AND ENGINEERING PRACTICES**

Science and Engineering Practices	Culinary Arts Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	2.1.1; 2.3.1; 3.4.1; 3.5.1 4.2.3 6.1.3 8.1.3, 8.1.4
2. Developing and using models.	2.3.1 3.4.1, 3.5.2 4.2.3, 4.3.3 6.1.3 7.3.3, 7.3.4
3. Planning and carrying out investigations.	1.2.1 4.1.1, 4.1.8
4. Analyzing and interpreting data.	1.1.6; 1.2.3 3.2.2, 3.2.9, 3.2.10 4.1.1; 4.3.4-4.3.6, 4.3.8
5. Using mathematics and computational thinking.	1.1.2, 1.1.3, 1.1.5; 1.2.3, 1.2.4; 1.3.1, 1.3.3; 1.5.6; 1.7.6, 1.7.7 2.1.1-2.1.8, 2.1.10; 2.2.1-2.2.7; 2.4.1-2.4.5 2.5.1, 2.5.2; 2.5.5-2.5.7; 2.6.1, 2.6.2, 2.6.4 3.1.8; 3.2.8, 3.2.10; 3.3.1, 3.3.3-3.3.5 4.1.2-4.1.4, 4.1.6, 4.1.7, 4.1.9-4.1.13; 4.2.2-4.2.5
6. Constructing explanations (for science) and designing solutions (for engineering).	1.2.2, 1.2.5, 1.2.7; 1.3.4-1.3.8; 1.4.6; 1.5.1-1.5.5; 1.7.5 2.3.4; 2.4.2; 2.5.3-2.5.6; 2.6.3 3.3.1, 3.3.3 4.1.2, 4.1.5; 4.2.2, 4.2.5; 4.3.7, 4.3.8
7. Engaging in argument from evidence.	1.1.1, 1.1.4; 1.2.6; 1.4.1-1.4.5 2.3.1, 2.3.3 3.3.2
8. Obtaining, evaluating, and communicating information.	1.2.6; 1.3.2 2.3.2

**CROSSWALKS OF CULINARY ARTS STANDARDS
AND THE COMMON CAREER TECHNICAL CORE**

Hospitality and Tourism Career Cluster™	Performance Indicators
1. Describe the key components of marketing and promoting hospitality and tourism products and services.	1.2.3 11.3.1, 11.3.2
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.	1.1.2
3. Demonstrate hospitality and tourism customer service skills that meet customers' needs.	
4. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.	2.2.3
5. Identify potential, real, and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.	2.1.1; 2.3.1, 2.3.3; 2.4.4 2.5.1, 2.5.2, 2.5.3; 2.6.1 2.6.2
6. Describe career opportunities and means to attain those opportunities in each of the Hospitality and Tourism Career Pathways.	1.2.2

Restaurants and Food/ Beverage Services Career Pathway	Performance Indicators
1. Describe ethical and legal responsibilities in food and beverage service facilities.	1.3.2
2. Demonstrate safety and sanitation procedures in food and beverage service facilities.	2.1.3; 2.2.1, 2.2.2, 2.2.3 2.3.1, 2.3.3; 2.4.4; 2.6.1 2.6.2
3. Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.	
4. Demonstrate leadership qualities and collaboration with others.	
5. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.	4.1.2 11.3.1, 11.3.2
6. Explain the benefits of the use of computerized systems to manage food service operations and guest service.	
7. Utilize technical resources for food services and beverage operations to update or enhance present practice.	
8. Implement standard operating procedures related to food and beverage production and guest service.	3.1.1; 3.2.1; 3.4.1 4.2.1, 4.2.2, 4.2.3 7.1.2; 7.2.2; 7.3.2; 7.4.3 7.5.2; 7.6.5; 7.7.4, 7.8.5 8.1.1, 8.1.2, 8.1.3, 8.1.4 9.1.1, 9.1.2, 9.1.3, 9.1.4 10.1.3
9. Describe career opportunities and qualifications in the restaurant and food service industry.	1.2.2, 1.2.4
10. Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.	1.2.4; 1.3.2 2.1.3; 2.2.2; 2.3.1, 2.3.2 2.3.3; 2.4.2, 2.4.3, 2.4.4 2.4.5; 2.5.1; 2.6.1, 2.6.2 3.1.2; 3.4.2; 3.5.1, 3.5.2 3.5.3 4.1.3; 4.2.2, 4.2.3 5.1.2; 5.2.1, 5.2.2, 5.3.1 5.3.2, 5.3.3 6.1.1, 6.1.2, 6.1.3 7.1.2; 7.2.2; 7.3.2; 7.4.3 7.5.2; 7.6.5; 7.7.4; 7.8.5 8.1.1, 8.1.3, 8.1.4 10.1.3, 10.1.4; 10.2.1