

# ***Culinary Arts Standards***



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**Vision**

*All Nevada students are equipped and feel empowered to attain their vision of success*

**Mission**

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



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## Acknowledgements

The development of Nevada career and technical education (CTE) standards and assessments is a collaborative effort sponsored by the Nevada Department of Education (NDE) Office of Career Readiness, Adult Learning, and Education Options. The Nevada Department of Education relies on educators and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. More importantly, the NDE would like to recognize the time and commitment by the writing team members in developing the career and technical standards for Culinary Arts.

## Standards Development Members

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## 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 is coordinated with industry experts to ensure the standards include the proper content; or (3) nationally recognized standards currently endorsed by business and industry.

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

## 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 two-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 crosswalks and alignment sections of the document show 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 connect with and support the academic content standards that are listed. The crosswalks and alignments are not intended to teach academic standards.

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.

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**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)\*****Performance Standard 1.1: Explore the History and Organization of CTSOs**

- 1.1.1 Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law
- 1.1.2 Research nationally recognized CTSOs
- 1.1.3 Investigate the impact of federal and state government regarding the progression and operation of CTSOs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS])

**Performance Standard 1.2: Develop Leadership Skills**

- 1.2.1 Discuss the purpose of parliamentary procedure
- 1.2.2 Demonstrate the proper use of parliamentary procedure
- 1.2.3 Differentiate between an office and a committee
- 1.2.4 Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions
- 1.2.5 Participate in local, regional, state, or national conferences, events, or competitions
- 1.2.6 Describe the importance of a constitution and bylaws to the operation of a CTSO chapter

**Performance Standard 1.3: Participate in Community Service**

- 1.3.1 Explore opportunities in community service-related work-based learning (WBL)
- 1.3.2 Participate in a service learning (program related) and/or community service project or activity
- 1.3.3 Engage with business and industry partners for community service

**Performance Standard 1.4: Develop Professional and Career Skills**

- 1.4.1 Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills)
- 1.4.2 Describe the appropriate professional/workplace attire and its importance
- 1.4.3 Investigate industry-standard credentials/certifications available within this Career Cluster™
- 1.4.4 Participate in authentic contextualized instructional activities
- 1.4.5 Demonstrate technical skills in various student organization activities/events

**Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)**

- 1.5.1 Make a connection between program standards to career pathway(s)
- 1.5.2 Explain the importance of participation and completion of a program of study
- 1.5.3 Promote community awareness of local student organizations associated with CTE programs

\*Refer to the program of study Curriculum Framework for appropriate CTSO(s).

**CONTENT STANDARD 2.0: ANALYZE CAREER OPTIONS AND FOODSERVICE INDUSTRY PROFESSIONAL STANDARDS****Performance Standard 2.1: Describe the Professional Foodservice Industry History, Traditions, and Current Trends**

- 2.1.1 Explore the history of the foodservice industry
- 2.1.2 Differentiate historical, current, emerging, and sustainability trends in the foodservice industry

**Performance Standard 2.2: Analyze Career Paths and Opportunities in Foodservice Industries**

- 2.2.1 Differentiate between job descriptions
- 2.2.2 Explore career, educational, and professional organizations and opportunities associated with the foodservice industry

**Performance Standard 2.3: Develop and Model Professional and Ethical Workplace Behaviors**

- 2.3.1 Wear and maintain proper food production and service operation attire to comply with local health regulations
- 2.3.2 Demonstrate professional and ethical workplace behaviors in a variety of foodservice settings (e.g., navigating situations, non-verbal communication, language and protocol, behavior)

**CONTENT STANDARD 3.0: INTEGRATE KNOWLEDGE AND SKILLS IN SANITATION AND SAFETY****Performance Standard 3.1: Investigate Microorganisms Found in Food and Their Role in Food Borne Illness**

- 3.1.1 Investigate hazards attributed to food borne illness (e.g., physical, biological, chemical)
- 3.1.2 Practice safe food handling techniques for prevention of food borne illnesses (e.g., purchasing, preparation, storage and holding, labeling, ready-to-eat packaging, and service)
- 3.1.3 Describe food borne illnesses, symptoms, and their causes (e.g., Norovirus, Nontyphoidal Salmonella, Salmonella Typhi, E. coli, Shigella, and Hepatitis A)

**Performance Standard 3.2: Comply with Health Department Regulations**

- 3.2.1 Practice appropriate personal hygiene/health procedures (e.g., hand-washing techniques, reporting symptoms of personal illness, following exclusion policies)
- 3.2.2 Demonstrate an awareness of current local health department regulations

**Performance Standard 3.3: Utilize Proper Facility Management Techniques for Cleaning**

- 3.3.1 Apply proper warewashing and pot washing techniques
- 3.3.2 Identify, label, and utilize approved chemicals appropriately
- 3.3.3 Understand and be able to locate Safety Data Sheets (SDS)
- 3.3.4 Practice proper facility cleaning and sanitation
- 3.3.5 Follow cleaning schedules

**Performance Standard 3.4: Describe Workplace Procedures to Prevent Accidents, Respond to Emergencies, and Treat Injuries**

- 3.4.1 Implement appropriate procedures and precautions to prevent accidents and injuries
- 3.4.2 Simulate basic first aid procedures (e.g., for cuts, burns, biohazards, heat-related illnesses)
- 3.4.3 Identify the different classes of fire, safety procedures, prevention, and management equipment
- 3.4.4 Comply with current Occupational Safety and Health Administration (OSHA) standards



**CONTENT STANDARD 4.0: APPLY SKILLS IN FOOD SERVICE, EQUIPMENT, AND PRODUCTION****Performance Standard 4.1: Explore Foodservice Tools and Standardized Equipment**

- 4.1.1 Determine tools and equipment for appropriate use
- 4.1.2 Operate equipment appropriately and safely
- 4.1.3 Clean and maintain tools and equipment

**Performance Standard 4.2: Develop Necessary Knife Skills**

- 4.2.1 Determine knives for appropriate use
- 4.2.2 Identify parts of knives
- 4.2.3 Demonstrate how to properly handle, sharpen, and maintain knives
- 4.2.4 Produce and describe knife cuts (e.g., the eleven classical knife cuts)

**Performance Standard 4.3: Establish Workplace Mise En Place**

- 4.3.1 Demonstrate mise en place
- 4.3.2 Evaluate workplace situations with proper mise en place

**Performance Standard 4.4: Employ Proper Measuring Techniques**

- 4.4.1 Utilize weights and measures to demonstrate proper scaling and measurement techniques (Imperial and metric)
- 4.4.2 Select the appropriate measuring equipment for its intended use
- 4.4.3 Describe the difference between weight and volume measurements
- 4.4.4 Convert recipe quantities between weight and volume measurements

**Performance Standard 4.5: Utilize Standardized Recipes**

- 4.5.1 Examine the structure and functions of standardized recipes
- 4.5.2 Utilize a standardized recipe
- 4.5.3 Increase and decrease yields of standardized recipes
- 4.5.4 Write a standardized recipe including portion control/size and yield
- 4.5.5 Adapt recipes for environmental conditions

**Performance Standard 4.6: Examine the Relationship Between Purchasing, Receiving, Storeroom Operations, Inventory, and Cost Control**

- 4.6.1 Implement quality control procedures with receiving, storeroom operations, storage, and product rotation
- 4.6.2 Utilize product purchasing specifications
- 4.6.3 Demonstrate inventory control as it relates to food cost and par levels

## **CONTENT STANDARD 5.0: DEMONSTRATE MENU PLANNING**

### **Performance Standard 5.1: Evaluate Nutrition Principles and Specialized Dietary Plans**

- 5.1.1 Identify common food allergens
- 5.1.2 Assess cooking techniques to maximize nutrient retention in food
- 5.1.3 Interpret and incorporate nutrition knowledge for recipe development and menu
- 5.1.4 Analyze food for best nutritional value
- 5.1.5 Explain special dietary needs and menu modifications (e.g., allergens, diseases, populations at high risk, dietary trends)

### **Performance Standard 5.2: Explore Menu Writing Principles**

- 5.2.1 Differentiate between menu types and layouts based on service styles
- 5.2.2 Identify how menu prices are determined
- 5.2.3 Calculate the cost of a recipe
- 5.2.4 Apply design principles to create a menu using descriptive writing

**CONTENT STANDARD 6.0: DEMONSTRATE BAKERY PRODUCTION TECHNIQUES****Performance Standard 6.1: Demonstrate a Variety of Techniques for Preparing Dough and Batter Recipes**

- 6.1.1 Differentiate between common baking ingredients and their functions
- 6.1.2 Prepare yeasted lean and rich doughs, quick breads, and Pate a Choux paste using appropriate mixing methods
- 6.1.3 Prepare a variety of short dough, pie crusts, and cookies using appropriate mixing methods

**Performance Standard 6.2: Demonstrate a Variety of Techniques for Preparing Deserts**

- 6.2.1 Prepare a variety of custards, puddings, and mousse
- 6.2.2 Prepare a variety of pies, tarts, and cakes using appropriate mixing methods
- 6.2.3 Prepare a variety of icings and fillings for appropriate uses
- 6.2.4 Prepare a variety of dessert sauces

**CONTENT STANDARD 7.0: DEMONSTRATE GARDE MANGER TECHNIQUES**

**Performance Standard 7.1: Demonstrate a Variety of Techniques for Preparing Salads, Sandwiches, Appetizers, Hors D’oeuvres, and Creating Attractive Presentations**

- 7.1.1 Prepare various salads, dressings, and dips
- 7.1.2 Prepare a variety of hot and cold sandwiches
- 7.1.3 Prepare a variety of appetizers and hors d’oeuvres
- 7.1.4 Discuss techniques for attractive presentations (e.g., garnishes, plating)

**CONTENT STANDARD 8.0: SELECT, STORE AND PREPARE FOOD PRODUCTS FOR INTENDED USES****Performance Standard 8.1: Demonstrate Knowledge of Principles Regarding the Selection, Storage, and Preparation of Fruits and Vegetables**

- 8.1.1 Select fruits and vegetables for intended uses based on seasonality and origin
- 8.1.2 Prepare a variety of fruits and vegetables using various cooking methods

**Performance Standard 8.2: Demonstrate Knowledge of Principles Regarding the Selection, Storage, and Preparation of Starches and Grains**

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

**Performance Standard 8.3: Demonstrate Knowledge of Principles Regarding the Selection, Storage, and Preparation of Dairy Products and Alternative Dairy Products**

- 8.3.1 Discuss various dairy and dairy alternative products for intended uses
- 8.3.2 Prepare a variety of foods utilizing dairy and dairy alternative products

**Performance Standard 8.4: Demonstrate Knowledge of Principles Regarding the Selection, Storage, and Preparation of Eggs, Egg Products, and Egg Alternatives**

- 8.4.1 Describe the components and functions of eggs, egg products, and egg alternatives
- 8.4.2 Prepare and serve eggs using a variety of cooking methods

**Performance Standard 8.5: Demonstrate Knowledge of Spices, Oils and Vinegars, and Fresh and Dried Herbs**

- 8.5.1 Identify fresh and dried herbs and spices for various uses
- 8.5.2 Identify oils and vinegars for various uses
- 8.5.3 Maintain quality of spices and herbs through proper holding and storage

**Performance Standard 8.6: Demonstrate Knowledge of Principles Regarding the Selection, Storage, and Preparation Presentation of Meats and Poultry**

- 8.6.1 Select appropriate cuts for intended uses
- 8.6.2 Identify appropriate fabricating methods of meats
- 8.6.3 Identify appropriate fabricating methods of poultry
- 8.6.4 Identify uses of animal by-products
- 8.6.5 Outline federal grading standards
- 8.6.6 Prepare a variety of meats and poultry using various cooking methods

## **Performance Standard 8.7: Demonstrate Knowledge of Principles Regarding the Selection, Storage, and Preparation of Fish and Shellfish**

- 8.7.1 Identify market forms of fish and shellfish for intended uses (e.g., whole, drawn, fresh frozen, filet)
- 8.7.2 Identify fabricating methods for fish and shellfish
- 8.7.3 Identify uses of fish and shellfish by-products
- 8.7.4 Identify quality and freshness characteristics of whole and fabricated fish and shellfish
- 8.7.5 Prepare a variety of fish and shellfish using various cooking methods

**CONTENT STANDARD 9.0: DEMONSTRATE TECHNIQUES FOR STOCKS, SAUCES, AND SOUPS****Performance Standard 9.1: Demonstrate Knowledge of Principles Regarding the Preparation of Stocks, Sauces, and Soups**

- 9.1.1 Explore a variety of stocks, sauces, and soups for various uses
- 9.1.2 Demonstrate the proper ratio of ingredients in the production of stocks, sauces, and soups (e.g., mirepoix, sachet, bones, liquid)
- 9.1.3 Prepare a variety of thickening agents (e.g., roux, slurries, reduction)
- 9.1.4 Explore the five classical mother sauces and derivatives

**CONTENT STANDARD 10.0: DEMONSTRATE APPROPRIATE COOKING METHODS**

**Performance Standard 10.1: Demonstrate Dry Heat, Moist Heat, and Combination Cooking Methods**

- 10.1.1 Demonstrate methods of dry heat cooking with and without fat
- 10.1.2 Demonstrate methods of moist heat cooking
- 10.1.3 Demonstrate methods of combination cooking
- 10.1.4 Discuss alternative cooking methods (e.g., sous vide, smoking, pressure cooking)



**CONTENT STANDARD 11.0: DEMONSTRATE PROPER FRONT-OF-HOUSE (FOH) PROCEDURES****Performance Standard 11.1: Explore Various Service Styles**

- 11.1.1 Apply mise en place for FOH
- 11.1.2 Discuss a variety of table settings
- 11.1.3 Distinguish between service styles
- 11.1.4 Use proper customer service and techniques for greeting, seating, menu presentation, service, and end-of-service etiquette

**Performance Standard 11.2: Explore Beverage Service**

- 11.2.1 Serve a variety of hot and cold beverages
- 11.2.2 Apply mise en place for beverage service
- 11.2.3 Discuss responsible alcohol service and industry certification requirements

**CONTENT STANDARD 12.0: ANALYZE AND DEMONSTRATE BUSINESS OPERATIONS**

**Performance Standard 12.1: Describe Marketing Strategies in the Foodservice Industry**

12.1.1 Describe various marketing techniques utilized in the foodservice industry

12.1.2 Evaluate marketing campaigns in a variety of media (e.g., print, internet, social media, email)

## Crosswalks and Alignments

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses.

### **Crosswalks (Academic Standards)**

The crosswalks of the Culinary Arts Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Culinary Arts program connect with and 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 connections 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 connect with and support academic learning.

### **Alignments (Science and Engineering Practices)**

In addition to connections 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 connect with and support academic learning.

### **Crosswalks (Common Career Technical Core)**

The crosswalks of the Culinary Arts Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Culinary Arts program connect with and 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 Services Career Pathway.

**Crosswalk of Culinary Arts Standards  
and the Nevada Academic Content Standards**

**Content Standard 1.0: Integrate Career and Technical Student Organizations (CTSOs)**

Performance Indicators	Nevada Academic Content Standards
1.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b></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.11-12.2 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>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.1.2	<p><b>English Language Arts: Speaking and Listening Standards</b></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.11-12.2 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>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>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>
1.1.3	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>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
1.2.1	<p><b>English Language Arts: Speaking and Listening Standards</b></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.11-12.2 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>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.2.4	<p><b>English Language Arts: Speaking and Listening Standards</b></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.11-12.2 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>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.2.5	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
1.4.1	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Performance Indicators	Nevada Academic Content Standards
1.4.2	<p><b>English Language Arts: Speaking and Listening Standards</b></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.11-12.2 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>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>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>
1.4.3	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>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>
1.4.4	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.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>
1.4.5	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

Performance Indicators	Nevada Academic Content Standards
1.5.2	<p><b>English Language Arts: Language Standards</b>  L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>  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.  SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  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>

**Content Standard 2.0: Analyze Career Options and Foodservice Industry Professional Standards**

Performance Indicators	Nevada Academic Content Standards
2.1.1	<p><b>English Language Arts: Reading Standards for Informational Text</b>                      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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      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>
2.1.2	<p><b>English Language Arts: Reading Standards for Informational Text</b>                      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>
2.2.1	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      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>
2.2.2	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      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>



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**Content Standard 3.0: Integrate Knowledge and Skills in Sanitation and Safety**

Performance Indicators	Nevada Academic Content Standards
3.1.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
3.1.3	<b>English Language Arts: Speaking and Listening Standards</b> 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.  SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
3.2.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
3.3.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
3.4.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
3.4.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.

**Content Standard 4.0: Apply Skills in Food Service, Equipment, and Production**

Performance Indicators	Nevada Academic Content Standards
4.2.4	<b>English Language Arts: Speaking and Listening Standards</b> 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.
4.4.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
4.4.4	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
4.5.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
4.5.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
4.5.3	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
4.5.4	<b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4.6.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
4.6.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
4.6.3	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.

## Content Standard 5.0: Demonstrate Menu Planning

Performance Indicators	Nevada Academic Content Standards
5.1.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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>
5.1.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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>
5.1.3	<p><b>English Language Arts: Reading Standards for Informational Text</b> 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><b>English Language Arts: Writing Standards</b> 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>
5.1.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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>
5.1.5	<p><b>English Language Arts: Language Standards</b> L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Speaking and Listening Standards</b> 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.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
5.2.1	<p><b>English Language Arts: Speaking and Listening Standards</b> 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>

Performance Indicators	Nevada Academic Content Standards
5.2.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      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>
5.2.4	<p><b>English Language Arts: Writing Standards</b>                      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>

## Content Standard 6.0: Demonstrate Bakery Production Techniques

Performance Indicators	Nevada Academic Content Standards
6.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b></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>
6.1.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>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>
6.1.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>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>
6.2.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>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>
6.2.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>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>
6.2.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>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>
6.2.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>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>

**Content Standard 7.0: Demonstrate Garde Manger Techniques**

Performance Indicators	Nevada Academic Content Standards
7.1.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      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>
7.1.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      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>
7.1.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      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>

## Content Standard 8.0: Select, Store, and Prepare Food Products for Intended Uses

Performance Indicators	Nevada Academic Content Standards
8.1.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
8.2.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
8.3.1	<b>English Language Arts: Writing Standards</b> 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.
8.3.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
8.4.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
8.5.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
8.5.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
8.5.3	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
8.6.1	<b>English Language Arts: Speaking and Listening Standards</b> 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.  SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
8.6.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.

Performance Indicators	Nevada Academic Content Standards
8.6.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></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> <p>RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
8.6.5	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></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> <p>RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
8.6.6	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>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>
8.7.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
8.7.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></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> <p>RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>



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**Content Standard 9.0: Demonstrate Techniques for Stocks, Sauces, and Soups**

Performance Indicators	Nevada Academic Content Standards
9.1.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
9.1.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
9.1.3	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.

**Content Standard 10.0: Demonstrate Appropriate Cooking Methods**

Performance Indicators	Nevada Academic Content Standards
10.1.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      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>
10.1.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      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>
10.1.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      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>
10.1.4	<p><b>English Language Arts: Speaking and Listening Standards</b>                      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>

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**Content Standard 11.0: Demonstrate Proper Front-of-House (FOH) Procedures**

Performance Indicators	Nevada Academic Content Standards
11.1.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
11.1.2	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
11.1.3	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
11.1.4	<b>English Language Arts: Speaking and Listening Standards</b> 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.)
11.2.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
11.2.3	<b>English Language Arts: Reading Standards for Informational Text</b> 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 12.0: Analyze and Demonstrate Business Operations**

Performance Indicators	Nevada Academic Content Standards
12.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
12.1.2	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</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.	3.1.2; 3.2.1, 3.2.3; 3.3.2; 3.4.1 4.5.5; 4.6.1, 4.6.3 5.1.1-5.1.3; 5.2.2, 5.2.3
2. Reason abstractly and quantitatively.	4.4.1, 4.4.4; 4.5.3, 4.5.5; 4.6.3 5.1.4, 5.1.5
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	3.3.2
5. Use appropriate tools strategically.	3.3.3-3.3.5
6. Attend to precision.	3.3.2
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

**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).	3.1.1, 3.1.3 4.5.5 5.1.1, 5.1.2, 5.1.5
2. Developing and using models.	
3. Planning and carrying out investigations.	
4. Analyzing and interpreting data.	
5. Using mathematics and computational thinking.	3.3.2-3.3.5 4.1.3; 4.4.1, 4.4.4; 4.5.2-4.5.5; 4.6.1-4.6.3 5.1.3, 5.1.4; 5.2.2, 5.2.3 6.1.2, 6.1.3; 6.2.1-6.2.4 7.1.1-7.1.3 8.1.2; 8.2.2; 8.3.2; 8.4.2; 8.6.6; 8.7.5 9.1.1, 9.1.3 10.1.1-10.1.3 11.1.1
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	

### 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.	12.1.1, 12.1.2
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.	2.1.1, 2.1.2
3. Demonstrate hospitality and tourism customer service skills that meet customers' needs.	11.1.4; 11.2.3
4. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.	3.1.4; 3.4.4
5. Identify potential, real, and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.	3.4.1-3.4.4 4.1.2; 4.2.3; 4.6.1
6. Describe career opportunities and means to attain those opportunities in each of the Hospitality and Tourism Career Pathways.	2.2.1, 2.2.2

Restaurants and Food/ Beverage Services Career Pathway	Performance Indicators
1. Describe ethical and legal responsibilities in food and beverage service facilities.	2.3.2
2. Demonstrate safety and sanitation procedures in food and beverage service facilities.	2.3.1; 3.1.1, 3.1.3, 3.2.1 3.2.3; 3.3.1-3.3.5 3.4.1-3.4.4; 4.1.2, 4.2.3
3. Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.	11.1.4, 11.2.3
4. Demonstrate leadership qualities and collaboration with others.	2.3.2; 11.2.3
5. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.	12.1.1
6. Explain the benefits of the use of computerized systems to manage food service operations and guest service.	12.1.1
7. Utilize technical resources for food services and beverage operations to update or enhance present practice.	3.2.2, 3.2.3; 5.2.4 12.1.1, 12.1.2
8. Implement standard operating procedures related to food and beverage production and guest service.	3.1.2; 3.2.1; 3.3.1, 3.3.2 3.4.4; 4.1.1-4.1.3; 4.4.1 4.4.2; 4.5.4; 5.1.2; 5.2.2 5.2.3; 6.1.2, 6.1.3 6.2.1-6.2.4; 7.1.1-7.1.3 8.1.2; 8.2.2; 8.3.2; 8.4.2 8.5.3; 8.6.6; 8.7.5; 9.1.1, 9.1.3; 10.1.1-10.1.3 11.1.1, 11.1.4; 11.2.3
9. Describe career opportunities and qualifications in the restaurant and food service industry.	2.2.1, 2.2.2
10. Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.	2.3.2; 11.1.4; 11.2.3