

Culinary Arts Supplemental Program Resources



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Introduction

This document provides supplemental information for the Culinary Arts program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Culinary Arts program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Culinary Arts standards for the Hospitality and Tourism program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Culinary Arts



The Culinary Arts program provides students with an introduction to the principles and techniques of commercial food production. Areas of study include basic skills in food handling, food and nutritional science, equipment technology, cooking methods, kitchen safety, sanitation procedures, and employability skills in environments that model industry standards.

Hospitality and Tourism Career Cluster

Hospitality and Tourism is focused on management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel related services

Postsecondary Options

Certificate/License

- Baking and Pastry (TMCC)
- Culinary Arts (CSN, TMCC)
- Pastry Arts (CSN, TMCC)
- Food and Beverage Management (CSN)

Associates Degree

- Culinary Arts (CSN, TMCC)
- Pastry Arts (CSN, TMCC)

Bachelor's Degree

- Culinary Arts (CSN)
- Food Service Operations (CSN)
- Biomedical Engineering (UNR)



Approved Courses

- Culinary Arts I
- Culinary Arts II

Complementary Courses

- Culinary Arts II LAB **
- Culinary Arts Advanced Studies
- Baking and Pastry
- Nutrition for Culinary Arts
- CTE Work Experience – Hospitality and Tourism
- Industry-Recognized Credential – Culinary Arts

Work-Based Learning Opportunities

Job Shadowing / Internship / CTE Work Experience/ School-based Enterprise/ Apprenticeship Ready Programs

Career and Technical Student Organization



State Recognized Industry Certifications

Refer to the Governor's Office of Innovation's [Nevada Eligible Industry Credentialing List](#)

Aligned to Industry

Occupation	Median Wage Per year	Annual Openings	% Growth
Cooks	\$34,320	441,400	6%
Chefs and Head Cooks	\$58,920	24,600	8%
Baker	\$34,950	40,400	5%

For additional information on this cluster, please contact:

cteinfo@doe.nv.gov

Website: <https://doe.nv.gov/offices/craleo/cte>

Source U.S. Bureau of Labor Statistics 2022

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Program Structure for Culinary Arts

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provides a completed program of study. The Lab is a complementary course available concurrently with the Culinary Arts II course.

Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Culinary Arts I	CUL ARTS I	12.0503	16	053	G	1.00	12	12.0503G1.0012
R	Culinary Arts II	CUL ARTS II	12.0503	16	053	G	1.00	22	12.0503G1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Culinary Arts II LAB	CUL ARTS II L	12.0503	16	053	E	1.00	22	16053E1.0022
C	Culinary Arts Advanced Studies	CUL ARTS AS	12.0503	16	053	E	1.00	11	16053E1.0011
C	Baking and Pastry	BAKEP	12.0501	16	056	E	1.00	11	16056E1.0011
C	Nutrition for Culinary Arts	NUTRITION CULA	19.0501	19	252	E	1.00	11	19252E1.0011
C	Industry Recognized Credential - Culinary Arts	IRC CUL ARTS	12.0503	16	999	E	1.00	11	16999E1.0011
C	CTE Work Experience - Hospitality and Tourism	WORK EXPER HOSP	99.0009	16	198	G	1.00	11	16198G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

Course Descriptions

Culinary Arts I

Prerequisite: None

This course provides students with an introduction to the principles and techniques of commercial food production and the exploration of career and technical student organizations. The classroom is patterned after industry with emphasis on food related careers. Students acquire basic skills in food handling, food and nutritional science, equipment technology, cooking methods, kitchen safety, sanitation procedures, and employability skills. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Culinary Arts II

Prerequisite: Culinary Arts I

This course is a continuation of Culinary Arts I. This course prepares culinary students to build on fundamental skills developed in Culinary Arts I. Students will receive practical training in areas of food preparation, equipment use, and service. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Culinary Arts II LAB

Prerequisite: Concurrent enrollment in Culinary Arts II

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in this program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Culinary Arts Advanced Studies

Prerequisite: Completion of Culinary Arts Program of Study

This course is offered to students who have completed all content standards in the Culinary Arts program of study and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

Baking and Pastry

Prerequisite: Completion of Culinary Arts Program of Study

This course is offered to students who have completed all content standards in the Culinary Arts program of study. The Baking and Pastry complementary course provides a study of the Baking and Pastry arts. Students explore baking terminology, tool and equipment use, formula conversions, functions of ingredients, and methods used in creating breads, pastries, cookies, cakes, and other desserts. The fundamentals of basic decorating skills are also covered. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Nutrition for Culinary Arts

Prerequisite: Completion of Culinary Arts Program of Study

This course is offered to students who have completed all content standards in the Culinary Arts program of study. This course provides an introduction to the study of foods and nutrition. Emphasis is placed on the exploration of foods and meal planning in relation to nutrition science, fitness, the lifecycle, customs, and preparation techniques. Kitchen safety, sanitation, and resources management are integral parts of this course.

Industry-Recognized Credential – Culinary Arts

Prerequisite: Completion of Culinary Arts Program of Study

This course is offered to students who have completed all content standards in the Culinary Arts program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Culinary Arts Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Culinary Arts program.

CTE Classroom Equipment

Total: \$14,235

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Presentation Equipment (e.g., interactive whiteboard (IWB), or other interactive display system with software and accessories)	\$3,500	\$3,500
1	Networkable Laser Printer (black/white or color)	\$1,000	\$1,000
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$400	\$800
1	Bookcase (36" x 12" x 42")	\$115	\$115
1	Eyewash Station	\$300	\$300
4	Fire Extinguisher	\$130	\$520
3	Handwashing Sink	\$1,500	\$4,500
1	Multiple Compartment Sink	\$1,800	\$1,800
2	Prep Sink	\$800	\$1,600
1	First Aid Kit	\$100	\$100

Program Equipment

Total: \$160,075

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Technology Storage/Charging System	\$2,000	\$2,000
1	Teacher Computer (enhanced memory/storage, download capable)	\$1,500	\$1,500
Varies	Student Computer Accessories	\$600	\$600
1	Commercial Washer/Dryer (in classroom/lab)	\$2,500	\$2,500
1	Hood/Exhaust System	\$10,000	\$10,000
1	Commercial Ranges	\$6,000	\$6,000
1	Dishwasher with Side Boards	\$10,000	\$10,000
1	Convection Oven Double Deck Standard	\$6,000	\$6,000
1	Commercial Mixer (20 quart with attachments)	\$5,000	\$5,000
6	Mixer (6 quart)	\$800	\$4,800

Supplemental Program Resources

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QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Ice Machine	\$3,000	\$3,000
1	Walk In Freezer (e.g., 6'x8'x7')	\$8,000	\$8,000
1	Reach In Freezer (e.g., 48 cubic feet))	\$3,000	\$3,000
1	Proofing Cabinet	\$4,500	\$4,500
1	Demonstration Table with Video	\$7,000	\$7,000
1	Commercial Deep Fat Fryer	\$1,500	\$1,500
1	Radiant Char Broiler (with refrigerated base)	\$3,500	\$3,500
2	Induction Burner (temperature control)	\$1,500	\$3,000
1	Commercial Coffee Maker (single or double)	\$1,600	\$1,600
1	Beverage Dispenser (refrigerated units)	\$1,100	\$1,100
3	Reach In Refrigerator	\$5,500	\$16,500
1	Walk In Refrigerator (e.g., 6'x8'x7')	\$8,000	\$8,000
1	Beverage Station	\$1,200	\$1,200
5	Commercial Microwave Oven	\$700	\$3,500
7	Prep Table (based on four students around a 5' table)	\$500	\$3,500
2	Utility Cart with Shelves	\$500	\$1,000
1	Griddle (with base)	\$2,200	\$2,200
1	Salamander Broiler (mounted)	\$4,500	\$4,500
2	Commercial Food Processor (with attachments)	\$2,000	\$4,000
2	Commercial Blender	\$800	\$1,600
2	Hanging Utensil Rack	\$800	\$1,600
1	Point of Sale System (or cash management tool)	\$1,000	\$1,000
25	Chef Coat and Apron	\$75	\$1,875

Instructional Materials

Total:

\$8,300

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks Approved CTE Instructional Materials list can be found here .	\$100	\$2,500
1	Teacher Textbook Edition and Resources	\$500	\$500
1	Office Productivity Software Suite	\$2,500	\$2,500
1	Curriculum Resources	\$800	\$800

Supplemental Program Resources

2023

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Industry Based Software Licenses (including online simulations)	\$2,000	\$2,000

Instructional Supplies

Total:

\$37,300

QTY	ITEM DESCRIPTION	UNIT	TOTAL
18	Stainless Steel Storage Shelving	\$150	\$2,700
10	Floor Mats	\$100	\$1,000
5	Lobby Brooms and Dustpan Set	\$50	\$250
Varies	Commercial Bakeware (loaf pans, cake pans, sheet pans, hotel pans, etc.) (based on seven stations with four students each)	\$1,750	\$1,750
Varies	Kitchen Tools and Supplies (pans, pots, mixing bowls, spatulas, rolling pins, whisks, peelers, etc.)	\$21,000	\$21,000
Varies	Front of the House Supplies (linens, flatware, glassware, service items, etc.) (based on 24 tops)	\$500	\$500
Varies	Food Items (meats, vegetables, oils, spices, flour, etc.)	\$3,000	\$3,000
Varies	Cutlery (assorted knives and lockable storage)	\$3,000	\$3,000
Varies	Consumables (foil, plastic wrap, storage containers, paper products, etc.)	\$2,000	\$2,000
Varies	Foodservice Personal Protective Equipment (PPE) and Cleaning Supplies (gloves, masks, aprons, antibacterial spray cleaners, wipes, etc.)	\$1,000	\$1,000
Varies	Computer Accessories (cases, covers, etc.)	\$600	\$600
Varies	Office Supplies (paper, files, etc.)	\$500	\$500

Other

Total:

\$4,750

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Occupational Safety and Health Administration (OSHA) Instructor Training	\$300	\$300
25	Occupational Safety and Health Administration (OSHA) Student Exams	\$39	\$975
1	ServSafe® Instructor Training	\$200	\$200
1	Instructor ServSafe® Certification or other health agency recognized certification	\$200	\$200
25	Student ServSafe® Certification Exam	\$50	\$50
Varies	Industry Recognized Certifications	\$4,000	\$4,000

Supplemental Program Resources

2023

Category Totals:

Classroom Equipment	\$14,235
Program Equipment	\$160,075
Instructional Materials	\$8,300
Instructional Supplies	\$37,300
Other	\$4,750
Estimated Program Total	\$224,660

Supplemental Program Resources

2023

Complementary Course(s) Equipment List Addendum

Program Equipment

Total:

\$20,000

QTY	ITEM DESCRIPTION	UNIT	TOTAL
Varies	Commercial Baking Equipment, Bakeware and Kitchen Tools and Supplies (in addition to culinary arts items)	\$20,000	\$20,000

Category Totals:

Program Equipment	\$20,000
Estimated Complementary Course Total	\$20,000

Crosswalks and Alignments for Program of Study Standards

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. The crosswalks are for the required program of study courses, not the complementary 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 Program of Study Standards
and the Nevada Academic Content Standards (possibly more than one)**

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1.5.2
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	5.2.1
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.	1.5.2, 1.5.2; 5.1.5

English Language Arts: Reading Standards for Informational Text

Nevada Academic Content Standards		Performance Indicators
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.	2.1.1; 11.2.3
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.	5.1.3
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).	2.1.2, 2.2.1

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
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.	3.3.2, 3.4.1, 3.2.2, 3.4.1 3.4.2; 4.4.1, 4.4.4, 4.5.2 4.5.3, 4.6.1, 4.6.3; 5.2.2 6.1.3, 6.2.1, 6.2.2, 6.2.3 6.2.4; 7.1.1, 7.1.2, 7.1.3 8.1.2, 8.2.1, 8.3.2, 8.4.2 8.5.3, 8.6.6; 9.1.1, 9.1.2 9.1.3; 10.1.1, 10.1.2 10.1.3; 11.1.1, 11.2.2

Nevada Academic Content Standards		Performance Indicators
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.	3.1.1; 8.6.2, 8.6.3, 8.6.5 8.7.2
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	3.2.2, 4.5.1, 4.6.2; 8.5.1 8.5.2, 8.6.2, 8.6.3, 8.6.5 8.7.1, 8.7.2,
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.	5.1.1, 5.1.2, 5.1.3
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.	5.1.4

English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
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.	4.2.4
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.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 3.1.3; 5.1.5 5.2.1; 6.1.1; 8.6.1; 10.1.4
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.	5.2.1; 6.1.1
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.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2,

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.	1.1.1, 1.1.2, 1.4.2, 1.5.2 3.1.3; 5.1.5; 8.6.1; 11.1.2 11.1.3; 12.1.1
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.	12.1.2
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.)	11.1.14

English Language Arts: Writing Standards

	Nevada Academic Content Standards	Performance Indicators
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.	5.1.3
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.	5.2.4; 8.3.1

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

	Nevada Academic Content Standards	Performance Indicators
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1; 4.5.4
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.	1.4.4

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Nevada Academic Content Standards	Performance Indicators
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.	1.4.5
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.	1.1.2, 1.1.3, 1.4.3, 1.5.2, 2.2.1 2.2.2

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

Supplemental Program Resources

2023

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