CULINARY ARTS STANDARDS

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INTRODUCTION

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

The Culinary Arts Standards Writing Team determined that any statewide skill standards for Culinary Arts programs must follow, as closely as possible, nationally-recognized standards. Many resources were considered and evaluated including American Association of Family and Consumer Sciences, American Culinary Arts Federation, ProStart, and South Carolina Tourism and Hospitality Education Foundation. The standards were industry validated through the coordination of industry representatives and the Office of Career, Technical and Adult Education at the Nevada Department of Education.

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

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Culinary Arts program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce 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.

CONTENT STANDARD 1.0 :	**ANALYZE CAREER PATHWAYS AND EMPLOY INDUSTRY PROFESSIONAL STANDARDS**
PERFORMANCE STANDARD 1.1 :	**DESCRIBE THE PROFESSIONAL FOODSERVICE INDUSTRY, HISTORY, TRADITIONS, AND CURRENT TRENDS**
1.1.1	Explore the history in foodservice industry
1.1.2	Integrate current trends in foodservice industry
1.1.3	Determine differences and similarities of various types of international and regional cuisines
PERFORMANCE STANDARD 1.2:	**ANALYZE CAREER PATHS AND OPPORTUNITIES IN FOODSERVICE INDUSTRIES**
1.2.1	Differentiate between the jobs descriptions in foodservice industry
1.2.2	Explore career and educational opportunities in related foodservice industries
1.2.3	Create a culinary portfolio
1.2.4	Perform different jobs in food production and service
PERFORMANCE STANDARD 1.3:	**DEVELOP AND MODEL PROFESSIONAL AND ETHICAL WORKPLACE BEHAVIORS.**
1.3.1	Wear and maintain professional workplace attire
1.3.2	Employ professional and ethical workplace behaviors

CONTENT STANDARD 2.0 :	INTEGRATE KNOWLEDGE AND SKILLS IN SANITATION AND SAFETY
PERFORMANCE STANDARD 2.1:	**INVESTIGATE MICROORGANISMS FOUND IN FOOD AND THEIR ROLE IN FOOD BORNE ILLNESS**
2.1.1	Analyze food borne symptoms, illnesses and their causes
2.1.2	Practice safe food handling techniques and prevention of food borne illnesses
PERFORMANCE STANDARD 2.2 :	**COMPLY WITH HEALTH DEPARTMENT REGULATIONS**
2.2.1	Practice appropriate personal hygiene/health procedures and report symptoms of illness
2.2.2	Demonstrate Awareness of the FDA Model Food Code
2.2.3	Demonstrate an awareness of local health department regulations
2.2.4	Support waste disposal and recycling methods
PERFORMANCE STANDARD 2.3 :	**UTILIZE SAFE FOOD-HANDLING PRINCIPLES TO MINIMIZE THE RISKS OF FOOD BORNE ILLNESSES**
2.3.1	Identify and implement procedures for critical control points
2.3.2	Implement safe food-handling procedures
2.3.3	Explain the HACCP (Hazard Analysis Critical Control Point) plan
PERFORMANCE STANDARD 2.4 :	**UTILIZE PROPER FACILITY MANAGEMENT TECHNIQUES FOR CLEANING**
2.4.1	Apply proper warewashing and pot washing techniques
2.4.2	Identify and utilize approved chemicals and appropriate uses
2.4.3	Practice proper facility cleaning and sanitation
2.4.4	Follow cleaning schedules
2.4.5	Support waste disposal and recycling methods

PERFORMANCE STANDARD 2.5 : DEMONSTRATE BASIC FIRST AID PROCEDURES TO INJURIES COMMON IN THE FOODSERVICE INDUSTRY	
2.5.1	Practice first aid procedures
2.5.2	Recognize and implement universal precautions for blood-borne pathogens
2.5.3	Explain emergency procedures
PERFORMANCE STANDARD 2.6 : RECOGNIZE PROCEDURES AND PRECAUTIONS TO PREVENT ACCIDENTS AND INJURIES	
2.6.1	Implement appropriate procedures and precautions to prevent accidents and injuries
2.6.2	Recognize OSHA standards

CONTENT STANDARD 3.0 :	APPLY SKILLS IN FOOD SERVICE, EQUIPMENT AND PRODUCTION
PERFORMANCE STANDARD 3.1 :	**EXPLORE FOODSERVICE TOOLS AND STANDARDIZED EQUIPMENT**
3.1.1	Determine tools and equipment for appropriate use
3.1.2	Operate equipment appropriately while recognizing OSHA standards
3.1.3	Clean and maintain tools and equipment while recognizing OSHA standards
PERFORMANCE STANDARD 3.2 :	**DEVELOP NECESSARY KNIFE SKILLS**
3.2.1	Produce and describe basic knife cuts
3.2.2	Demonstrate how to properly handle, sharpen, and maintain knives
3.2.3	Identify parts of knives
3.2.4	Determine knives for appropriate use
3.2.5	Differentiate the uses of various cuts
PERFORMANCE STANDARD 3.3 :	**ESTABLISH WORKPLACE MISE EN PLACE**
3.3.1	Demonstrate mise en place
3.3.2	Critique workplace situations for proper mise en place
PERFORMANCE STANDARD 3.4 :	**EMPLOY PROPER MEASURING TECHNIQUES**
3.4.1	Utilize weights and measures to demonstrate proper scaling and measurement techniques
3.4.2	Select the appropriate measuring instrument for their intended uses
3.4.3	Describe the difference between weight and volume measuring
3.4.4	Convert recipe quantities between weight and volume measurements
PERFORMANCE STANDARD 3.5 :	**UTILIZE RECIPE STANDARDS**
3.5.1	Convert recipes from one yield to another
3.5.2	Utilize a standardized recipe
3.5.3	Write a standardized recipe
3.5.4	Examine the structure and functions of standardized recipes

CONTENT STANDARD 4.0 :	DEMONSTRATE MENU PLANNING PRINCIPLES
PERFORMANCE STANDARD 4.1 :	**EVALUATE NUTRITION PRINCIPLES AND SPECIALIZED DIETARY PLANS**
4.1.1	Assess principles to maximize nutrient retention in prepared foods
4.1.2	Interpret and incorporate basic nutrition knowledge to menu planning and modification
4.1.3	Analyze and compare food for nutritional value
4.1.4	Explain special dietary needs and available modifications
4.1.5	Identify common food allergies and appropriate substitutions
PERFORMANCE STANDARD 4.2 :	**EXPLORE MENU WRITING PRINCIPLES**
4.2.1	Differentiate menu types
4.2.2	Identify how menu prices are determined
4.2.3	Apply design principles to create a menu for a given situation
4.2.4	Revise existing menus
PERFORMANCE STANDARD 4.3 :	**EXAMINE THE RELATIONSHIP BETWEEN PURCHASING, STOREROOM OPERATIONS AND COST CONTROL**
4.3.1	Implement quality control storage procedures
4.3.2	Complete a requisition form
4.3.3	Calculate the cost of a recipe
4.3.4	Utilize a purchase specification
4.3.5	Evaluate business to forecast sales
4.3.6	Practice inventory control as it relates to food cost and par levels

CONTENT STANDARD 5.0 :	DEMONSTRATE BAKERY PRODUCTION TECHNIQUES
PERFORMANCE STANDARD 5.1 :	**DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING BREADS**
5.1.1	Differentiate common baking ingredients
5.1.2	Prepare yeast breads
5.1.3	Prepare quick breads
5.1.4	Adapt recipes for environmental conditions
5.1.5	Utilize portion control
5.1.6	Demonstrate proper presentation
5.1.7	Properly hold and store bread
PERFORMANCE STANDARD 5.2 :	**DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING PASTRIES**
5.2.1	Prepare a variety of pies
5.2.2	Utilize laminated dough in a variety of products
5.2.3	Prepare cakes utilizing of variety of mixing methods
5.2.4	Prepare a variety of icings and fillings for appropriate uses
5.2.5	Prepare a variety of cookies
5.2.6	Adapt recipes for environmental conditions
5.2.7	Utilize portion control
5.2.8	Demonstrate proper presentation
5.2.9	Properly hold and store pastries
PERFORMANCE STANDARD 5.3 :	**DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING DESSERTS**
5.3.1	Prepare a variety of custards
5.3.2	Prepare a variety of dessert sauces
5.3.3	Utilize pate a choux to prepare a variety of desserts
5.3.4	Adapt recipes for environmental conditions
5.3.5	Utilize portion control
5.3.6	Demonstrate proper presentation
5.3.7	Properly hold and store desserts

CONTENT STANDARD 6.0 :	DEMONSTRATE GARDE MANGER TECHNIQUES
PERFORMANCE STANDARD 6.1 :	**DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING SALADS**
6.1.1	Prepare various dressings and dips
6.1.2	Prepare various salads
6.1.3	Utilize portion control
6.1.4	Demonstrate proper presentation
6.1.5	Properly hold and store salads
PERFORMANCE STANDARD 6.2 :	**DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING SANDWICHES**
6.2.1	Prepare a variety of hot sandwiches
6.2.2	Prepare a variety of cold sandwiches
6.2.3	Determine appropriate accompaniments
6.2.4	Utilize portion control
6.2.5	Demonstrate proper presentation
6.2.6	Properly hold and store sandwiches
PERFORMANCE STANDARD 6.3 :	**DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING APPETIZERS AND HORS D'OEUVRES**
6.3.1	Prepare a variety of appetizers and hors d'oeuvre
6.3.2	Utilize portion control
6.3.3	Demonstrate proper presentation
6.3.4	Properly hold and store appetizers and hors d'oeuvres
PERFORMANCE STANDARD 6.4 :	**DEMONSTRATE A VARIETY OF TECHNIQUES FOR ATTRACTIVE PRESENTATIONS**
6.4.1	Create appropriate garnishes for specific food items
6.4.2	Design centerpieces
6.4.3	Model a variety of plating techniques
6.4.4	Critique buffet presentations

PERFORMANCE STANDARD 6.5 : DEMONSTRATE KNOWLEDGE OF SPICES, OILS AND VINEGARS, AND FRESH AND DRIED HERBS	
6.5.1	Determine spices, fresh and dried herbs for their appropriate uses
6.5.2	Maintain quality of spices and herbs through proper holding and storage
6.5.3	Investigate oils and vinegars in food preparation
6.5.4	Determine oils and vinegars for their appropriate uses

CONTENT STANDARD 7.0 :	SELECT AND UTILIZE FOOD PRODUCTS APPROPRIATELY
PERFORMANCE STANDARD 7.1 :	**DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF FRUITS**
7.1.1	Select appropriate fruits for intended uses
7.1.2	Prepare a variety of fruits
7.1.3	Utilize cost control methods in production
7.1.4	Utilize portion control
7.1.5	Properly hold and store fruit
7.1.6	Demonstrate a variety of cooking methods for fruits
PERFORMANCE STANDARD 7.2 :	**DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF STARCHES AND GRAINS**
7.2.1	Select appropriate starches and grains for intended uses
7.2.2	Prepare a variety of starches and grains
7.2.3	Utilize cost control methods in production
7.2.4	Utilize portion control
7.2.5	Properly hold and store starches and grains
7.2.6	Demonstrate a variety of cooking methods for starches and grains
PERFORMANCE STANDARD 7.3 :	**DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF VEGETABLES**
7.3.1	Select appropriate vegetables for intended uses
7.3.2	Prepare a variety of vegetables
7.3.3	Utilize cost control methods in production
7.3.4	Utilize portion control
7.3.5	Properly hold and store vegetables
7.3.6	Demonstrate a variety of cooking methods for vegetables

PERFORMANCE STANDARD 7.4 : DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF DAIRY PRODUCTS	
7.4.1	Select appropriate dairy products for intended uses
7.4.2	Differentiate between dairy products based upon fat content for appropriate uses
7.4.3	Prepare a variety of foods utilizing dairy products
7.4.4	Utilize cost control methods in production
7.4.5	Utilize portion control
7.4.6	Properly hold and store dairy products
7.4.7	Demonstrate a variety of cooking methods for dairy products
PERFORMANCE STANDARD 7.5 : DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF EGGS	
7.5.1	Differentiate the usage of fresh and older eggs
7.5.2	Prepare and serve eggs using a variety of cooking methods
7.5.3	Utilize portion control
7.5.4	Properly hold and store eggs and egg products
PERFORMANCE STANDARD 7.6 : DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF MEATS	
7.6.1	Select appropriate cuts for intended uses
7.6.2	Identify appropriate fabricating methods of meats
7.6.3	Identify uses of animal by-products
7.6.4	Outline federal grading standards
7.6.5	Prepare a variety of meats
7.6.6	Utilize cost control methods in production
7.6.7	Utilize portion control
7.6.8	Properly hold and store meats
7.6.9	Demonstrate a variety of cooking methods for meats
PERFORMANCE STANDARD 7.7 : DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF POULTRY	
7.7.1	Select appropriate cuts for intended uses
7.7.2	Identify appropriate fabricating methods of poultry
7.7.3	Identify uses of poultry by-products
7.7.4	Prepare a variety of poultry
7.7.5	Utilize cost control methods in production
7.7.6	Utilize portion control
7.7.7	Properly hold and store poultry
7.7.8	Demonstrate a variety of cooking methods for poultry

PERFORMANCE STANDARD 7.8 : DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF FISH AND SHELLFISH	
7.8.1	Identify appropriate market forms for intended uses
7.8.2	Identify appropriate fabricating methods of fish and shellfish
7.8.3	Identify uses of fish and shellfish by-products
7.8.4	Identify quality and freshness characteristics of whole and fabricated fish and shellfish
7.8.5	Prepare a variety of fish and shellfish
7.8.6	Utilize cost control methods in production
7.8.7	Utilize portion control
7.8.8	Properly hold and store fish and shellfish
7.8.9	Demonstrate a variety of cooking methods for fish and shellfish
PERFORMANCE STANDARD 7.9 : DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE IDENTIFICATION AND SELECTION OF DRY STORAGE ITEMS	
7.9.1	Select dry goods for appropriate uses
7.9.2	Select single use items from dry storage for appropriate uses
7.9.3	Utilize cost control methods in storing dry storage items

CONTENT STANDARD 8.0 :	DEMONSTRATE TECHNIQUES FOR STOCKS/SAUCES/SOUPS
PERFORMANCE STANDARD 8.1 :	**DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE PREPARATION OF STOCKS**
8.1.1	Prepare a variety of stocks
8.1.2	Determine stocks for appropriate uses
8.1.3	Utilize cost control methods in production
8.1.4	Utilize portion control
8.1.5	Demonstrate a variety of cooking methods for stocks
8.1.6	Properly cool, hold and store stocks
PERFORMANCE STANDARD 8.2 :	**DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE PREPARATION OF SAUCES**
8.2.1	Prepare the mother sauces
8.2.2	Determine sauces for appropriate uses
8.2.3	Prepare derivative and small sauces
8.2.4	Prepare a variety of thickening methods/agents
8.2.5	Utilize cost control methods in production
8.2.6	Utilize portion control
8.2.7	Properly cool, hold and store sauces
PERFORMANCE STANDARD 8.3 :	**DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE PREPARATION OF SOUPS**
8.3.1	Prepare a variety of clear, thick, and specialty soups
8.3.3	Utilize cost control methods in production
8.3.4	Utilize portion control
8.3.5	Demonstrate a variety of cooking methods for soups
8.3.6	Properly cool, hold and store soups

CONTENT STANDARD 9.0 :	DEMONSTRATE APPROPRIATE COOKING METHODS
PERFORMANCE STANDARD 9.1 :	**DEMONSTRATE DRY HEAT, MOIST HEAT, AND COMBINATION COOKING METHODS**
9.1.1	Explain and demonstrate methods of dry heat cooking with fat
9.1.2	Explain and demonstrate methods of dry heat cooking without fat
9.1.3	Explain and demonstrate methods of moist heat cooking
9.1.4	Explain and demonstrate methods of combination cooking

CONTENT STANDARD 10.0 : DEMONSTRATE PROPER FRONT-OF-THE-HOUSE PROCEDURES	
PERFORMANCE STANDARD 10.1 : EXPLORE VARIOUS SERVICE STYLES	
10.1.1	Apply mise en place for the front-of-the-house
10.1.2	Display a variety of table settings
10.1.3	Perform a variety of service styles
10.1.4	Identify and use proper techniques for greeting, seating, and presenting the menu to customers
10.1.5	Align menu types to service styles
PERFORMANCE STANDARD 10.2 : DEMONSTRATE AN AWARENESS OF BEVERAGE SERVICE	
10.2.1	Prepare a variety of hot and cold beverages
10.2.2	Properly serve a variety of hot and cold beverages
10.2.3	Apply mise en place for beverage service
10.2.4	Utilize portion control
10.2.5	Properly hold and store beverages

CONTENT STANDARD 11.0 : ANALYZE AND DEMONSTRATE BUSINESS OPERATIONS	
PERFORMANCE STANDARD 11.1 : EXPLORE ENTREPRENEURSHIP OPPORTUNITIES IN THE FOODSERVICE INDUSTRY	
11.1.1	Construct components of a business plan
11.1.2	Investigate support networks for entrepreneurship
11.1.3	Identify business opportunities
PERFORMANCE STANDARD 11.2 : DESCRIBE MARKETING STRATEGIES IN THE FOODSERVICE INDUSTRY	
11.2.1	Create a marketing tool utilizing a menu
11.2.2	Describe various marketing techniques utilized in the foodservice industry
PERFORMANCE STANDARD 11.3 : DEMONSTRATE AN AWARENESS OF PROFESSIONAL ORGANIZATIONS IN THE FOODSERVICE INDUSTRY	
11.3.1	Explore student and professional organizations associated with the foodservice industry
11.3.2	Participate in a student and/or professional organization function

CROSSWALK AND ALIGNMENTS OF CULINARY ARTS STANDARDS AND THE COMMON CORE STATE STANDARDS AND THE NEVADA SCIENCE STANDARDS

CROSSWALK

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

ALIGNMENTS

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

CROSSWALK OF CULINARY ARTS STANDARDS AND THE COMMON CORE STATE STANDARDS

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

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Reading Standards for Informational Text** RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
1.1.2	**English Language Arts: Reading Standards for Informational Text** RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
1.1.3	**English Language Arts: Reading Standards for Informational Text** RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. N.12.B.2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts. **Science: Earth and Space** E.12.B.3 Students know ways in which technology has increased understanding of the universe.
1.2.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.2.3	**English Language Arts: Writing Standards** W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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.
1.3.1	**Science: Nature of Science** N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.

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

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.1	**English Language Arts: Reading Standards for Informational Text** RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. **Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.
2.1.2	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.
2.2.1	**Science: Nature of Science** N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.
2.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
2.2.4	**Science: Earth and Space** E.12.C.4 Student know processes of obtaining, using, and recycling of renewable and nonrenewable resources.
2.3.1	**Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. **Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.

2.3.2	**Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. **Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.
2.3.3	**English Language Arts: Reading Standards for Informational Text** RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **English Language Arts: Writing Standards** W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. **Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.
2.4.1	**Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. **Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.
2.4.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. **Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.

2.4.3	**Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. **Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.
2.4.4	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.
2.4.5	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment. **Science: Earth and Space** E.12.C.4 Student know processes of obtaining, using, and recycling of renewable and nonrenewable resources.
2.5.1	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.
2.5.2	**Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. **Science: Life Science** L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells. L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.
2.5.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **Science: Nature of Science** N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.
2.6.1	**Science: Nature of Science** N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.
2.6.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

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

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.2.1	**English Language Arts: Speaking and Listening Standards** 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.
3.3.2	**English Language Arts: Speaking and Listening Standards** 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. **Science: Nature of Science** N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.
3.4.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
3.5.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
3.5.3	**English Language Arts: Writing Standards** W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.5.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CONTENT STANDARD 4.0: DEMONSTRATE MENU PLANNING PRINCIPLES

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.1	**Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
4.1.2	**English Language Arts: Reading Standards for Informational Text** RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **English Language Arts: Writing Standards** 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. **Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
4.1.3	**Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations. N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions.
4.1.4	**English Language Arts: Writing Standards** W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
4.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. **Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
4.2.1	**English Language Arts: Speaking and Listening Standards** 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.11-12.1c 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.

4.2.3	**English Language Arts: Writing Standards** W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.2.4	**English Language Arts: Writing Standards** W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4.3.1	**Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.
4.3.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
4.3.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 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.

CONTENT STANDARD 5.0: DEMONSTRATE BAKERY PRODUCTION TECHNIQUES

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.1	**English Language Arts: Speaking and Listening Standards** 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.11-12.1c 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.
5.1.6	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 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.)
5.1.7	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
5.2.8	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 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.)
5.2.9	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
5.3.6	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 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.)
5.3.7	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.

CONTENT STANDARD 6.0: DEMONSTRATE GARDE MANGER TECHNIQUES

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 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.)
6.1.5	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
6.2.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 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.)
6.2.6	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
6.3.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 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.)
6.3.4	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
6.4.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
6.5.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
6.5.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. **Science: Physical Science** P.12.A.3 Students know identifiable properties can be used to separate mixture

CONTENT STANDARD 7.0: PRODUCTION IDENTIFICATION AND UTILIZATION

Performance Indicators	Common Core State Standards and Nevada Science Standards
7.1.5	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
7.2.5	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
7.3.5	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
7.4.6	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
7.5.4	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
7.6.1	**Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
7.6.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
7.6.4	**English Language Arts: Writing Standards** W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
7.6.8	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
7.7.1	**Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
7.7.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.

7.7.7	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
7.8.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
7.8.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
7.8.8	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.

CONTENT STANDARD 8.0: DEMONSTRATE TECHNIQUES FOR STOCKS/SAUCES/SOUPS

Performance Indicators	Common Core State Standards and Nevada Science Standards
8.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
8.1.6	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
8.2.1	**Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
8.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
8.2.7	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
8.3.6	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.

CONTENT STANDARD 9.0: DEMONSTRATE APPROPRIATE COOKING METHODS

Performance Indicators	Common Core State Standards and Nevada Science Standards
9.1.1	**English Language Arts: Speaking and Listening Standards** 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.11-12.1c 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.
9.1.2	**English Language Arts: Speaking and Listening Standards** 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.11-12.1c 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.
9.1.3	**English Language Arts: Speaking and Listening Standards** 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.11-12.1c 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.
9.1.4	**English Language Arts: Speaking and Listening Standards** 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.11-12.1c 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.

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

Performance Indicators	Common Core State Standards and Nevada Science Standards
10.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
10.2.5	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.

CONTENT STANDARD 11.0: BUSINESS OPERATIONS

Performance Indicators	Common Core State Standards and Nevada Science Standards
11.1.1	**English Language Arts: Writing Standards** W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
11.1.2	**English Language Arts: Reading Standards for Informational Text** RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
11.2.1	**English Language Arts: Writing Standards** W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
11.2.2	**English Language Arts: Writing Standards** W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ALIGNMENT OF CULINARY ARTS STANDARDS AND THE COMMON CORE MATHEMATICAL PRACTICES

Common Core Mathematical Practices	Culinary Arts Performance Indicators
1. Make sense of problems and persevere in solving them.	2.3.1; 3.4.1, 3.4.4; 3.5.1; 4.2.3; 4.3.3, 4.3.5, 4.3.6 5.1.5; 5.2.7; 5.3.5; 6.1.3; 6.2.4; 6.3.2 7.1.3, 7.1.4; 7.2.3, 7.2.4; 7.3.3, 7.3.4; 7.4.4, 7.4.5; 7.5.3; 7.6.6, 7.6.7; 7.7.5, 7.7.6; 7.8.6, 7.8.7; 7.9.3 8.1.3, 8.1.4; 8.2.5, 8.2.6; 8.3.3, 8.3.4; 10.2.4
2. Reason abstractly and quantitatively.	2.3.1; 3.4.1; 3.5.2; 4.2.3; 4.3.3, 4.3.5, 4.3.6 5.1.5; 5.2.7; 5.3.5; 6.1.3; 6.2.4; 6.3.2 7.1.3, 7.1.4; 7.2.3, 7.2.4; 7.3.3, 7.3.4; 7.4.4, 7.4.5; 7.5.3; 7.6.6, 7.6.7; 7.7.5, 7.7.6; 7.8.6, 7.8.7; 7.9.3 8.1.3, 8.1.4; 8.2.5, 8.2.6; 8.3.3, 8.3.4; 10.2.4
3. Construct viable arguments and critique the reasoning of others.	4.3.5; 5.1.4; 5.2.6; 5.3.4 7.1.3; 7.2.3; 7.3.3; 7.4.4; 7.6.6; 7.7.5; 7.8.6; 7.9.3 8.1.3; 8.2.5; 8.3.3
3. Model with mathematics.	
5. Use appropriate tools strategically.	2.3.1; 2.4.2; 3.2.1, 3.2.2; 3.4.1, 3.4.2, 3.4.4; 3.5.1, 3.5.2 5.1.4, 5.1.5; 5.2.6, 5.2.7; 5.3.4, 5.3.5; 6.1.3; 6.2.4; 6.3.2 7.1.4; 7.2.4; 7.3.4; 7.4.5; 7.5.3; 7.6.7; 7.7.6; 7.8.7 8.1.4; 8.2.6; 8.3.4; 10.2.4
6. Attend to precision.	2.4.2; 3.2.1,3.2.2; 3.4.1, 3.4.2, 3.4.4; 3.5.1, 3.5.2; 4.3.3, 4.3.6 5.1.4, 5.1.5; 5.2.6, 5.2.7; 5.3.4, 5.3.5; 6.1.3; 6.2.4; 6.3.2 7.1.3, 7.1.4; 7.2.3, 7.2.4; 7.3.3, 7.3.4; 7.4.4, 7.4.5; 7.5.3; 7.6.6, 7.6.7 7.7.5, 7.7.6; 7.8.6, 7.8.7; 7.9.3; 8.1.3, 8.1.4; 8.2.5, 8.2.6; 8.3.3, 8.3.4; 10.2.4
7. Look for and make use of structure.	3.4.4; 3.5.1; 4.3.6
8. Look for and express regularity in repeated reasoning.	