

# CTESTAR™ Course Curriculum Cross-Walk by Task

Pathway

**Business, Management, Marketing and Technology**

Course

**Food Services and Culinary Arts**

Instructor

**John Helmbreck**

Number

**2010-2011**

Host School

**Jackson Area Career Center**

## **RATING SCALE:**

**4 = EXCEEDS CRITERIA AND/OR ABLE TO TEACH TASK**

**3 = ACCOMPLISHES TASK TO CRITERIA**

**2 = ACCOMPLISHES TASK WITH HELP**

**1 = EXPOSED TO THE TASK**

**N = NOT EXPOSED TO TASK**

## **FOOD SERVICE/CULINARY ARTS**

### **PRO START**

## **BECOMING A FOODSERVICE PROFESSIONAL YEAR ONE**

***Introduction: Preparing for a Successful Career (Duplicated in Year Two)***

### **01.01 Introduction: Preparing for a Successful Career (Duplicated in Year Two)**

01.01.01 State in their own words the importance of service to success in the hospitality industry

ELA.1.CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

ELA.1.CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.

ELA.1.CE 1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

ELA.1.CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

ELA.2.CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

ELA.2.CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

ELA.2.CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

01.01.02 List the elements of excellent service and give examples

ELA.1.CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

ELA.1.CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.

ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
01.01.03 State the difference between school and workplace environments	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
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ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
01.01.04 Develop a list of workplace guidelines	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
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ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
01.01.05 Identify and give examples of positive work attitudes	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.

ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
<b>01.01.06 Give examples of career opportunities in the foodservice industry</b>	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
01.01.07	Make a list of qualities of successful foodservice employees
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
01.01.08 Outline a plan for an effective job search	
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
01.01.09 Given a list of effective cover letter elements, write a cover letter	
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience’s background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
01.01.10 Demonstrate networking skills	
01.01.11 Compile the best examples of their work into a portfolio	
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience’s background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).



ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
<b>01.01.12 Write a resume that lists their skills and competencies</b>	
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.

ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).

ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
01.01.13	Read and complete a college application form
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
01.01.14	Read and complete a job application form
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
01.01.15	List the steps to an effective job interview
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
ELA.1.CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.

ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
01.01.16	Explain the follow-up steps for a job interview
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
ELA.1.CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
01.01.17 State their interpretation of a first day on the job	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
01.01.18	Outline the steps to resigning a job
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
ELA.1.CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

**Unit One**

**01.02 Chapter 1: Successful Customer Relations**

01.02.01 Recognize and state the importance of customer service to food service

01.02.02 List the reasons and the ways to make a positive first impression in the foodservice industry

ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).

ELA.1.CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
ELA.1.CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).



ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
01.02.03	Describe a variety of customers that may have special needs
01.02.04	Distinguish between effective and ineffective communication with customers by giving examples
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
01.02.05	Explain how customer satisfaction directly affects a restaurant's success
01.02.06	Outline the service planning process
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.

ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).

### **01.03 Chapter 2: Preparing and Serving Safe Food**

01.03.01	List reasons why it is important to keep food safe
01.03.02	Describe good personal hygiene and how it affects food safety
01.03.03	List the steps to proper handwashing
01.03.04	Give examples of potentially hazardous foods
01.03.05	Categorize and describe the micro-organisms that cause foodborne illnesses
01.03.06	Identify and list ways chemical and physical hazards can contaminate food
01.03.07	Distinguish between situations in which contamination and cross-contamination occur
01.03.08	List the conditions under which bacteria multiply rapidly and use the letters FAT-TOM
01.03.09	Explain how time and temperature guidelines can reduce growth of micro-organisms
01.03.10	Define the food temperature danger zone and list temperatures that fall within that zone
01.03.11	Differentiate among types of thermometers and demonstrate how to use them
01.03.12	List the seven major steps in a Hazard Analysis Critical Control Point (HACCP) food safety system
01.03.13	Outline proper procedures for receiving, storing, preparing, cooking, holding, cooling, reheating, and serving food that includes use of proper tools and equipment
01.03.14	Compare different types of storage areas found in a foodservice operation
01.03.15	Define the difference between clean and sanitary
01.03.16	State procedures for cleaning and sanitizing tools and equipment

### **01.04 Chapter 3: Preventing Accidents and Injuries**

01.04.01	State who is legally responsible for providing a safe environment and ensuring safe practices
01.04.02	Define the role of Occupational Safety and Health Administration (OSHA) regulations
01.04.03	State in their own words the Hazard Communication Standard requirements for employers
01.04.04	Identify electrical hazards that contribute to accidental fires

- 01.04.05 Classify different types of fires and fire extinguishers
- 01.04.06 Outline proper actions to take in the event of a fire at a foodservice operation
- 01.04.07 Describe the ways to prevent burns
- 01.04.08 List hazards that contribute to injury due to slips, trips, or falls
- 01.04.09 Outline proper procedures for cleaning up spills on floors
- 01.04.10 Demonstrate how to safely use ladders
- 01.04.11 Demonstrate proper lifting and carrying procedures to avoid injury
- 01.04.12 Locate and list hazards that can cause cuts
- 01.04.13 Demonstrate correct and safe use of knives
- 01.04.14 List safe driving techniques
- 01.04.15 Outline basic first aid concepts and procedures
- 01.04.16 Explain the importance of the general safety audit
- 01.04.17 Explain the importance of completing standard reports for any accident or illness at the operation
- 01.04.18 List ways to use protective clothing and equipment to prevent injuries

**Unit Two**

**01.05 Chapter 4: Kitchen Basics**

- 01.05.01 Identify the components and functions of a standardized recipe
- 01.05.02 Convert recipes to yield smaller and larger quantities
- 01.05.03 Describe the use of common liquid and dry measure tools
- 01.05.04 Explain the difference between customary and metric units of measure
- 01.05.05 Apply effective mise en place through practice
- 01.05.06 Identify different functions of several types of knives and demonstrate their proper uses
- 01.05.07 List common spices and herbs and describe their uses
- 01.05.08 Describe and demonstrate several basic preparation techniques, including clarifying butter, separating eggs, whipping egg whites, and making parchment liners
- 01.05.09 Describe dry-heat cooking methods and list the foods to which they are suited
- 01.05.10 Describe moist-heat cooking methods and list the foods to which they are suited
- 01.05.11 Describe combination cooking methods and list the foods to which they are suited

**01.06 Chapter 5: Foodservice Equipment**

- 01.06.01 Demonstrate how to use scales and carts to receive food and supplies
- 01.06.02 Demonstrate measuring and portioning foods using ladles, measuring cups and spoons, scales, and scoops
- 01.06.03 Demonstrate how to properly sharpen and use different types of knives
- 01.06.04 Give examples of preparing foods using pots and pans
- 01.06.05 Explain how to store food and supplies properly on shelves and in refrigerators and freezers
- 01.06.06 Demonstrate how to cut and mix foods using standard kitchen equipment
- 01.06.07 Compare and contrast cooking foods using various types of steamers, broilers, griddle, grills, ranges, fryers, and ovens
- 01.06.08 Outline how to hold and serve food and beverages using kitchen equipment
- 01.06.09 Compare and contrast the features of dishwashing machines
- 01.06.10 Outline the order in which food and supplies flow through a food service
- 01.06.11 Demonstrate proper cleaning and sanitizing of foodservice equipment and utensils

**01.07 Chapter 6: Nutrition**

- 01.07.01 Characterize the roles of carbohydrates, hormones, fiber, starch, and fats in people's diets and identify foods that contain these nutrients
- 01.07.02 Describe cholesterol and list foods in which it is found
- 01.07.03 Characterize the roles of proteins, water, vitamins, and minerals in people's diets and identify foods that contain these nutrients
- 01.07.04 Differentiate between complete and incomplete proteins
- 01.07.05 Use Recommended Dietary Allowances (RDAs) and the Food Guide Pyramid to plan meals
- 01.07.06 Describe a healthy diet
- 01.07.07 Interpret information on a nutrition label
- 01.07.08 Identify recipes that preserve nutrients in quantity cooking
- 01.07.09 Suggest ways to make recipes more healthful
- 01.07.10 Suggest healthful substitutes for high-fat ingredients

**Unit Three**

**01.08 Chapter 7: Breakfast Foods and Sandwiches**

- 01.08.01 Explain and demonstrate how to keep milk products safe and sanitary
- 01.08.02 Differentiate between butter and margarine by listing the characteristics of each
- 01.08.03 List the characteristics of ice cream
- 01.08.04 Distinguish among several different types of cheeses and give examples of each
- 01.08.05 List the characteristics of eggs and include size and grade
- 01.08.06 Prepare and serve eggs using a variety of cooking methods
- 01.08.07 Describe the ways to keep eggs and egg products safe and sanitary
- 01.08.08 Prepare pancakes, crêpes, waffles, and French toast
- 01.08.09 Prepare ham, hash, grits, cold cereals, oatmeal, and sausage
- 01.08.10 Prepare coffee, tea, and cocoa
- 01.08.11 Give examples of different types of sandwiches, including simple hot, open-faced, hors d'oeuvres, grilled, deep-fried, and simple cold
- 01.08.12 Explain the roles of the three components of a sandwich: bread, spread, and filling
- 01.08.13 Develop a list of sanitation procedures for preparing sandwiches
- 01.08.14 List the necessary tools and equipment to make sandwiches at a sandwich station
- 01.08.15 Prepare common sandwich spreads and fillings
- 01.08.16 Demonstrate preparation of several types of sandwiches

**01.09 Chapter 8: Working with People**

- 01.09.01 Explain how stereotypes and prejudices can negatively affect how people work together
- ELA.1.CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
- ELA.1.CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.
- ELA.1.CE 1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
- ELA.1.CE 1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
- ELA.1.CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
- ELA.2.CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
- ELA.2.CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
- ELA.2.CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
- ELA.2.CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
- ELA.2.CE 2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
- ELA.2.CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.

ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
01.09.02	List and demonstrate effective legal interviewing skills
01.09.03	State the importance of having new-employee orientation
01.09.04	Describe common elements of orientation programs
01.09.05	Summarize and discuss effective group and on-the-job training
01.09.06	List and apply effective techniques used in performance evaluations
<b>01.10 Chapter 9: Salads and Garnishes</b>	
01.10.01	Identify and describe the various ingredients used to make salads
01.10.02	Demonstrate designing attractive salads
01.10.03	Classify and compare types of salads served at different points in the meal
01.10.04	Demonstrate appropriate methods to clean salad greens
01.10.05	Design a procedure to prepare and store salads properly
01.10.06	Differentiate between various oils and vinegars
01.10.07	Demonstrate the preparation of a vinaigrette
01.10.08	List the ingredients of and prepare an emulsified salad dressing
01.10.09	Select ingredients to prepare mayonnaise
01.10.10	Match dressings to salad green and other ingredients
01.10.11	Give examples of ingredients used to make dips
01.10.12	Choose the ingredients and prepare several dips
01.10.13	Give an example of a garnish
01.10.14	Describe and prepare ingredients commonly used as garnishes
01.10.15	Demonstrate garnishing plates
01.10.16	Demonstrate the preparation of toppings for soups
<b>Unit Four</b>	
<b>01.11 Chapter 10: Business Math</b>	
01.11.01	Given a list of numbers, add, subtract, multiply, and divide using basic math operations
01.11.02	Given a list of fractions, decimals, whole numbers, and percents-add, subtract, multiply and divide
01.11.03	Convert recipes from original yield to desired yield using conversion factors
01.11.04	Given a problem, approximate recipe yields
01.11.05	Given a set of numbers, convert between customary and metric units of measure
01.11.06	Given a problem, calculate as purchased (AP) and edible portion (EP) amounts
01.11.07	Given an example, calculate standard recipe cost and cost per serving
01.11.08	Describe and give examples of controllable costs, fixed costs, and variable costs, related to food and labor
01.11.09	Given a set of numbers, calculate depreciation
01.11.10	Differentiate between the two categories of food purchase: perishable and nonperishable
01.11.11	Outline and follow basic receiving procedures

01.11.12	State the appropriate storage guidelines and temperatures for different perishable foods
01.11.13	Outline proper techniques for portion control, including standard portion size, standardized recipe, and standard portion cost
01.11.14	Forecast sales by analyzing and evaluating sales histories, popularity indices, and production sheets
01.11.15	List factors contributing to labor costs, such as employee turnover, business volume, and quality and quantity standards
<b>01.12 Chapter 11: Fruits and Vegetables</b>	
01.12.01	Identify, describe, and demonstrate the preparation of different types of vegetables
01.12.02	Identify, describe, and demonstrate the preparation of different types of fruits
01.12.03	List and explain the USDA quality grades for fresh fruits and vegetables
01.12.04	Demonstrate the procedures for properly storing ripe fruits, vegetables, roots, and tubers
01.12.05	Summarize ways to prevent fruits and vegetables from spoiling too quickly
01.12.06	Match and cook vegetables to appropriate methods
01.12.07	Match and cook fruits to appropriate methods
01.12.08	Explain how to prevent enzymatic browning of fruits
<b>01.13 Chapter 12: Controlling Foodservice Costs</b>	
01.13.01	Analyze the relationship between cost and sales to determine food cost percentage
N.FL.07.09	Estimate results of computations with rational numbers.
A.PA.07.01	Recognize when information given in a table, graph, or formula suggests a directly proportional or linear relationship.
01.13.02	List the four steps in the process to control food costs
01.13.03	Calculate projected revenue, average cover, and find revenue level
01.13.04	Perform math computations to define cost/volume/profit relationships
01.13.05	Calculate the average sales per customer
01.13.06	Calculate total sales, including tax and tip
01.13.07	Balance cash register receipts and find actual receipts
01.13.08	Determine dollar value of inventory
01.13.09	Analyze five ways to determine closing inventory by performing math calculations
01.13.10	Determine daily and monthly food cost
01.13.11	Determine standard portion cost
01.13.12	Determine selling prices using the food cost percentage method
01.13.13	Determine selling prices using the average check method
01.13.14	Determine selling prices using the contribution margin method
01.13.15	Determine selling prices using the straight mark-up pricing method

## **BECOMING A FOODSERVICE PROFESSIONAL YEAR TWO**

### ***Introduction: Preparing for a Successful Career (Duplicate of Year One)***

<b>02.01 Introduction: Preparing for a Successful Career (Duplicate of Year One)</b>	
02.01.01	State in their own words the importance of service to success in the hospitality industry
02.01.02	List the elements of excellent service and give examples
02.01.03	State the difference between school and workplace environments
02.01.04	Develop a list of workplace guidelines
02.01.05	Identify and give examples of positive work attitudes
02.01.06	Give examples of career opportunities in the foodservice industry
02.01.07	Make a list of qualities of successful foodservice employees
02.01.08	Outline a plan for an effective job search
02.01.09	Given a list of effective cover letter elements, write a cover letter
02.01.10	Demonstrate networking skills
02.01.11	Compile the best examples of their work into a portfolio
02.01.12	Write a resume that lists their skills and competencies
02.01.13	Read and complete a college application form
02.01.14	Read and complete a job application form
02.01.15	List the steps to an effective job interview
02.01.16	Explain the follow-up steps for a job interview
02.01.17	State their interpretation of a first day on the job
02.01.18	Outline the steps to resigning a job

***Unit One***

**02.02 Chapter 1: The History of Food Service**

- 02.02.01 Trace the history of the foodservice industry and explain its relationship to world history
- 02.02.02 List famous chefs from history and note their major accomplishments
- 02.02.03 Identify global cultures and traditions related to food
- 02.02.04 Outline the growth of food service throughout the history of the United States
- 02.02.05 List historical entrepreneurs who influenced food service in the United States
- 02.02.06 List current trends in society and explain how they influence the foodservice industry
- 02.02.07 Categorize and differentiate the segments of the foodservice industry
- 02.02.08 Categorize and list the many career opportunities available in the foodservice industry
- 02.02.09 Investigate and draw conclusions on the impact of future economic, technological, and social changes in the foodservice industry

**02.03 Chapter 2: Potatoes and Grains**

- 02.03.01 Outline methods to select, receive, and store potatoes and grains
- 02.03.02 Distinguish between various forms of wheat
- 02.03.03 Identify and describe different types of potato
- 02.03.04 Using a variety of recipes and cooking techniques, prepare potatoes
- 02.03.05 Identify and describe different types of grains and legumes
- 02.03.06 Using a variety of recipes and cooking techniques, prepare grains and legumes
- 02.03.07 Identify and describe different types of pasta
- 02.03.08 Using a variety of recipes and cooking techniques, prepare pasta

**02.04 Chapter 3: The Lodging Industry**

- 02.04.01 Trace and explain the earliest types of lodging establishments in America
- 02.04.02 Give an overview of career opportunities in the lodging industry
- 02.04.03 Describe the differences between leisure and business travelers
- 02.04.04 List the characteristic types of lodging operations
- 02.04.05 List and discuss elements that differentiate one lodging establishment from another
- 02.04.06 Identify national organizations that rate commercial lodging establishments, and list factors used in making their rating judgments
- 02.04.07 List several different services offered by lodging operators
- 02.04.08 Identify career opportunities in the hospitality industry and list the qualifications commonly sought by hospitality employers
- 02.04.09 List and describe activities associated with front office operation
- 02.04.10 List and describe tasks performed by the housekeeping department
- 02.04.11 List and describe duties performed by the engineering and facilities maintenance department
- 02.04.12 Compare and contrast the different property management systems used for front office and reservations
- 02.04.13 Describe the use of forecasting and overbooking in reservations management
- 02.04.14 Given a set of numbers, calculate room rates using the Hubbart formula

***Unit Two***

**02.05 Chapter 4: The Art of Service**

- 02.05.01 Demonstrate the similarities and differences between American, French, English, Russian, and self-service styles
- 02.05.02 Describe and demonstrate tableside preparations such as carving meats and slicing desserts
- 02.05.03 Describe traditional service staff, and list the duties and responsibilities of each
- 02.05.04 Identify the types of dining utensils: knives, forks, spoons, glasses, and china, and explain specific uses for each
- 02.05.05 Identify various server tools and the correct way to stock a service station
- 02.05.06 Demonstrate setting and clearing items properly
- 02.05.07 Dramatize ways of describing and recommending menu items to guests
- 02.05.08 Dramatize methods of effectively resolving customer complaints

**02.06 Chapter 5: Desserts and Baked Goods**

- 02.06.01 Identify and use common ingredients in baking
- 02.06.02 Identify and describe types and roles of strengtheners, shortenings, sweeteners, flavorings, leaveners, and thickeners
- 02.06.03 Calculate ingredient weights using baker's percentages
- 02.06.04 Convert recipes to a new yield

02.06.05 Differentiate between lean doughs, rich doughs, sponge doughs, and sourdoughs, and give examples

02.06.06 Proof bake shop items

02.06.07 Mix yeast dough using the straight mix method

02.06.08 Prepare and compare yeast breads

02.06.09 Prepare different types of quick breads and cake batters

02.06.10 Identify the main functions of icings and determine which are best suited for different baked goods

02.06.11 Prepare and describe steamed puddings and dessert soufflés

02.06.12 Prepare pie dough using the 3-2-1 method

02.06.13 State in their own words the procedure for baking blind

02.06.14 Describe roll-in dough, phyllo dough, and pâte à choux

02.06.15 Prepare cookies using various makeup methods

02.06.16 Explain how chocolate is made, including chocolate liquor, cocoa butter, and cocoa powder

02.06.17 Demonstrate how to store chocolate properly

02.06.18 State in their own words how to temper chocolate

02.06.19 Explain how crème anglaise, pastry creams, and Bavarian creams are made, and how they are used in desserts

02.06.20 List the steps used to prepare poached fruits and tortes

## **02.07 Chapter 6: Marketing and the Menu**

02.07.01 Define à la carte, table d'hôte, California, du jour, and cycle menus

02.07.02 Organize the information on a menu

02.07.03 Write and lay out a menu

02.07.04 Use sales information to analyze how menu items are selling

02.07.05 Distinguish among and discuss basic marketing concepts such as product-service mix, marketing mix, and market trends

02.07.06 Outline the components of a marketing plan

02.07.07 Identify and collect local area or market segment information

02.07.08 Describe how markets are commonly segmented

02.07.09 State predictions of market demand by forecasting

02.07.10 Create and write a restaurant promotion

02.07.11 Define public relations

### **Unit Three**

## **02.08 Chapter 7: Purchasing and Inventory Control**

02.08.01 Explain the relationship between primary and intermediary sources and retailers

02.08.02 Explain the differences between formal and informal buying and the formal bidding process

02.08.03 List factors that affect food prices

02.08.04 Based on inventory information, write an order sheet for items to be purchased

02.08.05 Write purchase specifications and purchase orders for items to be purchased

02.08.06 Explain how production records influence purchasing decisions

02.08.07 List the criteria for selecting appropriate suppliers

02.08.08 List proper receiving procedures

02.08.09 State the proper storage procedures for various foods and beverages

02.08.10 State the difference between the perpetual and physical inventory methods

02.08.11 List quality standards used in purchasing produce, convenience and processed foods, and dairy products

02.08.12 List quality standards used in purchasing eggs, poultry, fish, and meat

## **02.09 Chapter 8: Meat, Poultry, and Seafood**

02.09.01 Outline the federal grading systems for meat

02.09.02 Distinguish among and describe the various forms of meat

02.09.03 Demonstrate proper procedures for purchasing, storing, and fabricating meat

02.09.04 Match various cooking methods with different forms of meat

02.09.05 Identify and describe different types of charcuterie

02.09.06 Outline the federal grading systems for poultry

02.09.07 Distinguish among and describe the various forms of poultry

02.09.08 Demonstrate proper procedures for purchasing, storing, and fabricating poultry

02.09.09 Match various cooking methods with different forms of poultry



- 02.09.10 Outline the federal grading systems for fish and seafood
- 02.09.11 Distinguish among and describe the various forms of fish and seafood
- 02.09.12 Demonstrate proper procedures for purchasing, storing, and fabricating fish and seafood
- 02.09.13 Match various cooking methods with different forms of fish and seafood

**02.10 Chapter 9: Standard Accounting Practices**

- 02.10.01 Given a set of figures, apply basic accounting principles to common foodservice scenarios
- 02.10.02 Given a set of figures, practice double-entry accounting
- 02.10.03 Read and highlight important concepts on income statements and balance sheets
- 02.10.04 Given a set of figures, calculate cost of sales using opening and closing inventory figures
- 02.10.05 Figure assets, liabilities, and owners' equity using balance sheet equations

**Unit Four**

**02.11 Chapter 10: Stocks, Soups, and Sauces**

- 02.11.01 Identify the four essential parts of stock and the proper ingredients for each
- 02.11.02 List and explain the various types of stock and their ingredients
- 02.11.03 Demonstrate three methods for preparing bones for stock
- 02.11.04 Prepare the ingredients for and cook several kinds of stocks
- 02.11.05 List the ways to cool stock properly
- 02.11.06 Identify the two basic kinds of soups and give examples of each
- 02.11.07 Explain the preparation of the basic ingredients for broth, consommé, purée, clear, and cream soups
- 02.11.08 State in their own words the steps in the preparation of several kinds of soups
- 02.11.09 Identify the grand sauces and describe other sauces made from them
- 02.11.10 List the proper ingredients for sauces
- 02.11.11 Prepare several kinds of sauces
- 02.11.12 Match sauces to appropriate foods

**02.12 Chapter 11: Tourism and the Retail Industry**

- 02.12.01 Explain the role of tourism in the hospitality industry
- 02.12.02 Categorize the types of businesses that make up the tourism industry
- 02.12.03 List and discuss reasons why people travel
- 02.12.04 Identify and list area events and why they have a positive economic impact
- 02.12.05 List services of state and national parks
- 02.12.06 Describe the differences among primitive, transient, and vacation camping
- 02.12.07 List the reasons why theme parks are important to the hospitality and travel industries
- 02.12.08 Outline the processes and special circumstances involved in international travel
- 02.12.09 List the advantages and disadvantages of travel by airplane, car, train, bus, and cruise ship
- 02.12.10 Identify career opportunities offered by travel and tourism
- 02.12.11 Compare the roles of a travel agent and a tour guide
- 02.12.12 Outline the work done by concierges, state and local tourist offices, corporate travel offices, and convention and meeting planners
- 02.12.13 List and describe required customer service skills in the travel industry
- 02.12.14 Describe the differences among specialty stores, department stores, and other types of stores

**02.13 Chapter 12: Communicating with Customers**

- 02.13.01 Give examples of ways to respond to and resolve customer complaints
- 02.13.02 List and demonstrate the skills of effective writing
- 02.13.03 Model proper and courteous telephone skills through demonstration
- 02.13.04 State guidelines for communicating effectively during and after a crisis
- 02.13.05 List and demonstrate effective listening and speaking skills
- 02.13.06 List and give examples of innovative ways to attract and keep customers
- 02.13.07 Point out menu items and demonstrate suggestive selling techniques

**SERVSAFE**

**UNIT 1 THE SANITATION CHALLENGE**

**Section 1 Providing Safe Food**

**03.01 The Dangers of Foodborne Illness**

**03.02 Preventing Foodborne Illness**

**03.03 How Food Becomes Unsafe**

**03.04 The Keys to Food Safety**

*Section 2 The Microworld*

**03.05 Microbial Contaminants**

**03.06 Classifying Foodborne Illnesses**

**03.07 Bacteria**

**03.08 Viruses**

**03.09 Parasites**

**03.10 Fungi**

*Section 3 Contamination, Food Allergens, and Foodborne Illness*

**03.11 Biological Contamination**

**03.12 Chemical Contamination**

**03.13 Physical Contamination**

**03.14 The Deliberate Contamination of Food**

**03.15 Food Allergens**

*Section 4 The Safe Food Handler*

**03.16 How Foodhandlers Can Contaminate Food**

**03.17 Diseases Not Transmitted through Food**

**03.18 Components of a Good Personal Hygiene Program**

**03.19 Management's Role in a Personal Hygiene Program**

**UNIT 2 THE FLOW OF FOOD THROUGH THE OPERATION**

*Section 5 The Flow of Food: An Introduction*

**04.01 Preventing Cross-Contamination**

**04.02 Time and Temperature Control**

**04.03 Monitoring Time and Temperature**

*Section 6 The Flow of Food: Purchasing and Receiving*

**04.04 General Purchasing and Receiving Principles**

**04.05 Receiving and Inspecting Food**

*Section 7 The Flow of Food: Storage*

**04.06 General Storage Guidelines**

**04.07 Refrigerated Storage**

**04.08 Frozen Storage**

**04.09 Dry Storage**

**04.10 Storing Specific Food**

*Section 8 The Flow of Food: Preparation*

**04.11 Thawing Food Properly**

**04.12 Preparing Specific Food**

**04.13 Cooking Food**

**04.14 Storing Cooked Food**

**04.15 Reheating Food**

*Section 9 The Flow of Food: Service*

**04.16 General Rules for Holding Food**

**04.17 Serving Food Safely**

**04.18 Off-Site Service**

*Section 10 Food Safety Management Systems*

**04.19 Prerequisite Food Safety Programs**

**04.20 Active Managerial Control**

**04.21 Hazard Analysis Critical Control Point (HACCP)**

**04.22 Crisis Management**

**UNIT 3 SANITARY FACILITIES AND PEST MANAGEMENT**

*Section 11 Sanitary Facilities and Pest Management*

**05.01 Sanitary Facilities and Equipment**

**05.02 Designing a Sanitary Establishment**

**05.03 Materials for Interior Construction**

**05.04 Considerations for Specific Areas of the Facility**

- 05.05 Sanitation Standards for Equipment
- 05.06 Installing and Maintaining Kitchen Equipment
- 05.07 Utilities
- 05.08 Cleaning and Sanitizing
- 05.09 Cleaning Agents
- 05.10 Sanitizing
- 05.11 Machine Dishwashing
- 05.12 Cleaning and Sanitizing in a Three-Compartment Sink
- 05.13 Cleaning and Sanitizing Equipment
- 05.14 Cleaning and Sanitizing the Premises
- 05.15 Tools for Cleaning
- 05.16 Storing Utensils, Tableware, and Equipment
- 05.17 Using Hazardous Materials
- 05.18 Developing a Cleaning Program
- 05.19 Integrated Pest Management (IPM)
- 05.20 The Integrated Pest Management (IPM) Program
- 05.21 Denying Pests Access to the Establishment
- 05.22 Denying Pests Food and Shelter
- 05.23 Identifying Pests
- 05.24 Working with a Pest Control Operator (PCO)
- 05.25 Using and Storing Pesticides
- Section 12 Food Safety Regulation and Standards*
- 05.26 Government Regulatory System for Food
- 05.27 The FDA Food Code
- 05.28 The Inspection Process
- 05.29 Self Inspection
- Section 13 Employee Food Safety Training*
- 05.30 Initial and Ongoing Employee Training
- 05.31 Delivering Training
- 05.32 Training Follow Up
- 05.33 Food Safety Certification

## **CLUSTER PATHWAY SKILLS**

### **ETHICS AND LEGAL RESPONSIBILITIES**

*Examine and review ethical and legal responsibilities as they relate to guests, employees and conduct within the establishment to maintain high industry standards.*

- 06.01 Examine all comments and suggestions from the customer service area to formulate improvements and ensure guests satisfaction.

06.01.01 Detail ways to achieve high rate of positive comments.

- |                |  |
|----------------|--|
| ELA.1.CE 1.1.3 | Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).  |
| ELA.1.CE 1.1.7 | Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.  |
| ELA.1.CE 1.3.5 | From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.  |
| ELA.1.CE 1.4.3 | Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions). |

ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
06.01.02	Get regular feedback from guests and staff.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
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ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

**06.02 Achieve an awareness of applicable legal policies to comply with laws regarding hiring, harassment and safety issues.**

06.02.01	Demonstrate understanding of legal interviewing processes. W.S.
06.02.02	Outline how harassment and stereotyping can create an unhealthy work environment.
06.02.03	Define legal and ethical responsibilities for safety procedures.
06.02.04	Interpret workman's compensation requirements and forms.

**06.03 Interpret ethical and legal guidelines relating to job performance to solve legal or ethical issues.**

06.03.01	Identify ethical and legal situations which occur in the workplace.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.

ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
ELA.2.CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
06.03.02	Relate appropriate response to legal/ethical infractions in the workplace.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
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ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

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ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

## **SAFETY, HEALTH, AND ENVIRONMENTAL**

***Review all safety & sanitation procedures applicable to the work area & supervise staff in proper sanitation behavior.***

### **07.01 Examine sanitation (SAFETY) procedures to ensure facility is in compliance with health codes.**

- 07.01.01 Identify electric and mechanical hazards.
- 07.01.02 Classify different types of fires and how to contain them.
- 07.01.03 Identify proper fire evacuation procedures.
- 07.01.04 Explain the safe use of ladders.
- 07.01.05 Detail proper lifting and carrying procedures.

### **07.02 Examine sanitation procedures to ensure facility is in compliance with health codes.**

- 07.02.01 Outline compliance requirements of sanitation and health inspections.
- 07.02.02 Show exemplary appearance and hygiene.
- 07.02.03 Illustrate correct use of knives and kitchen equipment.- QUIZ & OBSERVATION
- 07.02.04 Use protective gloves and clothing. - QUIZ & OBSERVATION
- 07.02.05 Illustrate correct food handling and production techniques.- OBSERVATION

## **SYSTEMS**

***Examine the company's standard operating procedures to determine the criteria for food preparation.***

### **08.01 Implement set of Operating Procedures to comply with company requirements.**

- 08.01.01 Detail operating procedures for food quality.

ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).

ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
08.01.02 Detail operating procedures for food presentation.	
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).



ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
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ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
<b>08.02 Evaluate prepared foods for quality and presentation to set quality standards in accordance with company requirements.</b>	
08.02.01	Show consistent appearance in prepared foods. - OBSERVATION
08.02.02	Detail ways to monitor quality of prepared food. - OBSERVATION
<b>08.03 Use basic food knowledge to prepare nutritional, quality foods.</b>	
08.03.01	Explain use of variety of sauces. - QUIZ
08.03.02	Choose appropriate cooking procedures (saute', broil, bake, etc.) - QUIZ
08.03.03	Employ knowledge of nutritional values.
08.03.04	Exhibit high quality food presentation.
<b>08.04 Evaluate types of kitchen equipment to match equipment with correct cooking methodology.</b>	
08.04.01	Use scales and other food service equipment.
08.04.02	Sharpen knives safely. - LECTURE / DEMO / DO & OBSERVATION
08.04.03	Use pots and pans for different food preparations. - OBSERVATION
08.04.04	Explain how to store and retrieve foods in a variety of settings (cold, hot, dry, etc.) - QUIZ & OBSERVATION
<b>08.05 Use points and various types of service to provide customer service in accordance with company policy.</b>	
08.05.01	Detail characteristics of French, Russian, Bistro style and other forms of service.

- 08.05.02 Identify types of dining utensils and proper uses.
- 08.05.03 Show proper set up procedures for dining room/counter. - QUIZ
- 08.05.04 Explain menu items. - QUIZ & ROLE PLAY OBSERVATION
- 08.05.05 Detail the process of "upselling" and other forms of marketing at tableside.

## **ACADEMIC FOUNDATIONS**

***Manage and use basic reading, writing, and mathematical skills for food production and guest services to provide a positive guest experience.***

### **09.01 Apply mathematical, reading, and writing skills to correctly deliver food products and guest service.**

- 09.01.01 Convert recipes. - RECIPE OUTCOME OBSERVATION
- 09.01.02 Use proper measurements of ingredients. - OBSERVATION
- 09.01.03 Calculate menu and recipe costs. - W.S.
- 09.01.04 Read & comprehend recipes, operational manuals, inventory control sheets, menus, correspondence, training manuals, etc.
- N.MR.07.04 Convert ratio quantities between different systems of units, such as feet per second to miles per hour.
- N.FL.07.07 Solve problems involving operations with integers.
- N.FL.07.08 Add, subtract, multiply, and divide positive and negative rational numbers fluently.
- N.FL.07.09 Estimate results of computations with rational numbers.
- ELA.1.CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
- ELA.1.CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
- ELA.1.CE 1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
- ELA.1.CE 1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
- ELA.1.CE 1.3.7 Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
- ELA.1.CE 1.3.8 Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
- ELA.1.CE 1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
- ELA.1.CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
- ELA.2.CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
09.01.05	Use basic writing skills (grammar, punctuation, spelling) to produce inventory control sheets, recipes, menus, correspondence, employee evaluations, etc.- <b>REPORTS</b>
<b><i>Study and synthesize information from ethnic and geographical studies to apply to customer service.</i></b>	
<b>09.02 Retrieve vital facts and statistics to correctly utilize information in a service environment.</b>	
09.02.01	Identify ethnicities and their dining habits and rules.

Alg1.1.L1.2.4 Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.

09.02.02 Identify countries and their native food resources.

Alg1.1.L1.2.4 Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.

## **COMMUNICATIONS**

***Integrate listening, writing, and speaking skills to enhance operations and guest satisfaction.***

### **10.01 Use verbal and nonverbal communications to provide a positive experience for guests and employees.**

10.01.01 Read English or required language.- OBSERVATION

10.01.02 Write English or required language.

ELA.1.CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

ELA.1.CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.

ELA.1.CE 1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

ELA.1.CE 1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

ELA.1.CE 1.3.8 Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).

ELA.1.CE 1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).

ELA.1.CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

ELA.2.CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

ELA.4.CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.

ELA.4.CE 4.1.2 Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

ELA.4.CE 4.1.3 Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

ELA.4.CE 4.1.4 Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.

ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
10.01.03 Exhibit pleasing appearance and hygiene.	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.1.CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
10.01.04	Present comfortable tone in speaking with people. - OBSERVATION / ROLE PLAY
10.01.05	Exhibit a hospitable personality.- ROLE PLAY OBSERVATION
10.01.06	Listen and understand others.- ROLE PLAY OBSERVATION
10.01.07	Communicate clearly and concisely to co-workers and guests.- OBSERVATION
<b>10.02</b>	<b>Recognize and respond to guest's needs and nonverbal cues to provide quality service.</b>
10.02.01	Identify common nonverbal cues exhibited by guests and employees.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.

ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
10.02.02 Provide feedback to management in order to enhance operations.- OBSERVATION	

## **LEADERSHIP AND TEAMWORK**

***Review managerial skills required to make staffing decisions while following industry standards.***

### **11.01 Model leadership and teamwork qualities to aid in employee retention and create a pleasant working atmosphere for staff members.**

11.01.01 Detail ways to minimize staff turnover.	
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
11.01.02 Work well with other staff members.	
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.

ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
<b>11.01.03 Conduct regular staff training.</b>	
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
<b>11.02 Formulate staff development plans to create an effective working team.</b>	
<b>11.02.01 Maintain current job descriptions for all positions under the managerial level.</b>	
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
<b>11.02.02 Conduct regular reviews of staff.</b>	



ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
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ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
<b>11.02.03 Conduct regular training and coaching of staff.</b>	
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
<b>11.03 Review industry standards in human relations policies and procedures to ensure all necessary information is included in orientation for new employees.</b>	
<b>11.03.01 Conduct thorough orientation for new staff.</b>	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.

ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
11.03.02 Detail elements involved in new orientation.	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

## **PROBLEM SOLVING AND CRITICAL THINKING**

***Research costs, pricing, and market demands to manage profitability and implement effective marketing strategies.***

**12.01 Interpret calculations of food, labor, and pricing to ensure profitability.**

12.01.01 Calculate food cost and determine ways to meet goals.- REPORTS

12.01.02 Calculate labor cost and determine ways to meet goals.- REPORTS

12.01.03 Determine the values of inventory or stock.

N.FL.07.07 Solve problems involving operations with integers.

N.FL.07.08 Add, subtract, multiply, and divide positive and negative rational numbers fluently.

N.FL.07.09 Estimate results of computations with rational numbers.

N.MR.08.07 Understand percent increase and percent decrease in both sum and product form, e.g., 3% increase of a quantity  $x$  is  $x + .03x = 1.03x$ .

N.MR.08.08 Solve problems involving percent increases and decreases.

A.FO.08.11 Solve simultaneous linear equations in two variables by graphing, by substitution, and by linear combination; estimate solutions using graphs; include examples with no solutions and infinitely many solutions.

12.01.04 Determine menu pricing.- REPORTS

12.01.05 Define portion control.- REPORTS

**12.02 Examine market and alternative ways of marketing to develop a promotional package.**

12.02.01 Develop promotional materials.

Alg1.1.L1.2.4 Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.

12.02.02 Create methods to market materials.

Alg1.1.L1.2.4 Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.

**12.03 Anticipate future needs to plan accordingly.**

12.03.01 Demonstrate awareness of operational needs.

N.FL.07.07 Solve problems involving operations with integers.

N.FL.07.08 Add, subtract, multiply, and divide positive and negative rational numbers fluently.

N.FL.07.09 Estimate results of computations with rational numbers.

12.03.02 Demonstrate awareness of capabilities and limitations of the operation.

N.FL.07.07 Solve problems involving operations with integers.

N.FL.07.08 Add, subtract, multiply, and divide positive and negative rational numbers fluently.

N.FL.07.09 Estimate results of computations with rational numbers.

***Manage unexpected situations to ensure continuity of quality service.***

**12.04 Identify the problem, possible solutions, and decide on a course of action to resolve unexpected situations.**

12.04.01 List common unexpected situations.- OBSERVATION

12.04.02 Outline steps to remedy specific situations.- OBSERVATION

**INFORMATION TECHNOLOGY**

***Examine types of computerized systems used to manage food service operations and guest service.***

**13.01 Identify ways computers and software are used to provide guest and food services.**

13.01.01 Demonstrate knowledge in point of sale systems.

13.01.02 Demonstrate knowledge in basic computer applications.

13.01.03 Demonstrate knowledge in computer programs used for food production.

***Research & evaluate technical resources for food services & bar operations to update or enhance industry standards.***

**13.02 Use software applications to manage different aspects of food service operations.**

13.02.01 Demonstrate the use of software programs for human resource management.

13.02.02 Demonstrate the use of software programs for inventory control, point of sale, profit loss, etc.

**13.03 Retrieve website information to use in menu planning, recipes, and for product information.**

13.03.01 Access relevant websites.- DISCUSSION / OBSERVATION

13.03.02 Download recipes.- DISCUSSION / OBSERVATION

13.03.03 Bookmark websites.

ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
ELA.3.CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
ELA.3.CE 3.4.3	Understand the ways people use media in their personal and public lives.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.

**TECHNICAL SKILLS**

***Examine the company's standard operating procedures related to food and beverage production & guest service to measure effectiveness.***

**14.01 Implement set of Operating Procedures to comply with company requirements.**

14.01.01 Detail operating procedures for food quality.

ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
14.01.02 Detail operating procedures for food presentation.	
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

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|----------------|---|
| ELA.2.CE 2.3.1 | Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies. |
| ELA.2.CE 2.3.3 | Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).       |

**14.02 Evaluate prepared foods for quality and presentation to set quality standards in accordance with company requirements.**

- 14.02.01 Show consistent appearance in prepared foods.
- 14.02.02 Detail ways to monitor quality of prepared food.

**14.03 Use basic food knowledge to prepare nutritional, quality foods.**

- 14.03.01 Explain use of a variety of sauces.
- 14.03.02 Choose appropriate cooking procedures (saute', broil, bake, etc.)
- 14.03.03 Employ knowledge of nutritional values.
- 14.03.04 Exhibit high quality food presentation.

**14.04 Evaluate types of kitchen equipment to match equipment with correct cooking methodology.**

- 14.04.01 Use of scales and other food service equipment.- OBSERVATION
- 14.04.02 Sharpen knives safely.- LECTURE / DEMO / DO & OBSERVATION
- 14.04.03 Use pots and pans for different food preparations.- OBSERVATION
- 14.04.04 Explain how to store and retrieve foods in variety of settings (cold hot, dry, etc.) - QUIZ & OBSERVATION

**14.05 Use appropriate types of food service to provide customer service according to set standards.**

- 14.05.01 Detail characteristics of French, Russian, Bistro style and other forms of service.
- 14.05.02 Identify types of dining utensils and proper uses. - OBSERVATION
- 14.05.03 Show proper set up procedures for dining room/counter. - ROLE PLAY & OBSERVATION
- 14.05.04 Explain menu items.- ROLE PLAY & OBSERVATION
- 14.05.05 Detail the process of "upselling" and other forms of marketing at tableside.

**EMPLOYABILITY AND CAREER DEVELOPMENT**

*Research and review career options and qualifications in the restaurant and food service industry.*

**15.01 Summarize steps needed to obtain a job in the restaurant and food service industry.**

- 15.01.01 Outline a plan for effective job search. - TECH LAB
- 15.01.02 Write a resume that lists skills and competencies. - RESUME
- 15.01.03 List steps for an effective job interview. - INTERVIEW
- 15.01.04 Explain follow up steps for a job interview.- DISCUSSION

**15.02 Summarize steps needed to retain a job in the restaurant and food service industry.**

- 15.02.01 Develop a list of workplace rules and regulations.

ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
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ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
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ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
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- 15.02.02 Identify and give examples of positive work attitudes. - DISCUSSION / OBSERVATION
- 15.02.03 Make a list of qualities of successful food service employees. - DISCUSSION / OBSERVATION
- 15.02.04 Identify hierarchy within the organization. - QUIZ

**15.03 Examine jobs available within the various types of restaurants and food service operations to assess career opportunities.**

15.03.01 List the qualifications for various careers in the food service industry.		
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.	
ELA.1.CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).	
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).	
15.03.02 Describe the major duties/tasks for each job option.		
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.	
ELA.1.CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).	
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).	

**15.04 Examine various industry sectors such as independent vs. chain operations to differentiate careers in each type of operation.**

15.04.01 List various types of food service operations.		
15.04.02 List advantages/disadvantages of different sectors.		

**CLUSTER FOUNDATION SKILLS****01 ACADEMIC FOUNDATIONS***Study and use basic academic skills to perform effectively in the workplace.***16.01 Apply mathematical, reading and writing skills necessary to perform job tasks in the hospitality & tourism industry.**

16.01.01 Read and comprehend work related materials.

N.FL.07.07	Solve problems involving operations with integers.
N.FL.07.08	Add, subtract, multiply, and divide positive and negative rational numbers fluently.
N.FL.07.09	Estimate results of computations with rational numbers.
N.MR.08.08	Solve problems involving percent increases and decreases.
A.FO.08.11	Solve simultaneous linear equations in two variables by graphing, by substitution, and by linear combination; estimate solutions using graphs; include examples with no solutions and infinitely many solutions.
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
Alg2.2.A1.2.9	Know common formulas and apply appropriately in contextual situations.
16.01.02 Read and follow instructions to perform a task.	
N.FL.07.07	Solve problems involving operations with integers.
N.FL.07.08	Add, subtract, multiply, and divide positive and negative rational numbers fluently.
N.FL.07.09	Estimate results of computations with rational numbers.
N.MR.08.08	Solve problems involving percent increases and decreases.
A.FO.08.11	Solve simultaneous linear equations in two variables by graphing, by substitution, and by linear combination; estimate solutions using graphs; include examples with no solutions and infinitely many solutions.
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

ELA.2.CE.2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE.2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE.2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE.2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
Alg2.2.A1.2.9	Know common formulas and apply appropriately in contextual situations.
16.01.03	Perform basic mathematical functions including use of decimals, fractions, percentages, formulas and methods of measurements.
N.FL.07.07	Solve problems involving operations with integers.
N.FL.07.08	Add, subtract, multiply, and divide positive and negative rational numbers fluently.
N.FL.07.09	Estimate results of computations with rational numbers.
N.MR.08.08	Solve problems involving percent increases and decreases.
A.FO.08.11	Solve simultaneous linear equations in two variables by graphing, by substitution, and by linear combination; estimate solutions using graphs; include examples with no solutions and infinitely many solutions.
ELA.1.CE.1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE.1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.2.CE.2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE.2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE.2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE.2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
Alg2.2.A1.2.9	Know common formulas and apply appropriately in contextual situations.
16.01.04	Perform basic accounting procedures.
N.FL.07.07	Solve problems involving operations with integers.
N.FL.07.08	Add, subtract, multiply, and divide positive and negative rational numbers fluently.
N.FL.07.09	Estimate results of computations with rational numbers.
N.MR.08.08	Solve problems involving percent increases and decreases.



A.FO.08.11	Solve simultaneous linear equations in two variables by graphing, by substitution, and by linear combination; estimate solutions using graphs; include examples with no solutions and infinitely many solutions.
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
Alg2.2.A1.2.9	Know common formulas and apply appropriately in contextual situations.
16.01.05 Perform written tasks	including filling out forms and writing reports.
N.FL.07.07	Solve problems involving operations with integers.
N.FL.07.08	Add, subtract, multiply, and divide positive and negative rational numbers fluently.
N.FL.07.09	Estimate results of computations with rational numbers.
N.MR.08.08	Solve problems involving percent increases and decreases.
A.FO.08.11	Solve simultaneous linear equations in two variables by graphing, by substitution, and by linear combination; estimate solutions using graphs; include examples with no solutions and infinitely many solutions.
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.

Alg2.2.A1.2.9

Know common formulas and apply appropriately in contextual situations.

***Study the elements of marketing techniques used in various types of hospitality & tourism establishments to gain familiarity with all venues.***

**16.02 Achieve a familiarity with marketing techniques used in the hospitality & tourism industry to sell a product or service.**

16.02.01 Identify the elements of marketing.

ELA.3.CE 3.4.2

Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.

ELA.3.CE 3.4.3

Understand the ways people use media in their personal and public lives.

ELA.3.CE 3.4.4

Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.

16.02.02 Compare/contrast different marketing packets.

ELA.3.CE 3.4.2

Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.

ELA.3.CE 3.4.3

Understand the ways people use media in their personal and public lives.

ELA.3.CE 3.4.4

Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.

16.02.03 Develop strategies for making a sale.

ELA.3.CE 3.4.2

Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.

ELA.3.CE 3.4.3

Understand the ways people use media in their personal and public lives.

ELA.3.CE 3.4.4

Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.

***Study and synthesize information from cultural diversity and geographical studies to appreciate their importance in developing product and services.***

**16.03 Identify the components of cultural diversity and geographical studies to appreciate their importance in developing product and services.**

16.03.01 Define culture and cultural diversity.

16.03.02 Categorize components of culture including religious customs, dietary habits and traditions.

16.03.03 Give examples of how culture is relevant to the hospitality and tourism industry.

16.03.04 Design a method of increasing multicultural awareness.

**16.04 Identify the elements of geography that affect the hospitality & tourism industry to aid in customer service.**

16.04.01 Articulate the relevance of geography to hospitality and tourism including natural resources, climate, landforms and time zones.

16.04.02 Identify the major countries important to the industry for importing goods.

16.04.03 Apply the concepts of weather and climate to hospitality situations.

***Study and synthesize the effects of the economy on the hospitality & tourism industry to apply appropriate strategies in developing products or services.***

**16.05 Summarize how to use the "state of the economy" to plan products and service.**

16.05.01 Define currency and the exchange rate.

16.05.02 Define economics as it applies to the hospitality and tourism industry.

16.05.03 Generalize the effects that supply and demand has on the hospitality and tourism industry.

16.05.04 Explain the importance of the hospitality and tourism industry to the U.S. economy.

16.05.05 Explain effects of changes in taxation on hospitality & tourism industry.

***Study the elements of management styles used in various types of hospitality & tourism establishments to gain familiarity with all venues.***

**16.06 Examine management styles of different organizational structures to learn best practices for each style.**

16.06.01 Define industry management terms including, yield, yield management, no-show, discount inventory control, overbooking and spoilage.

16.06.02 Compare/contrast management of different organizational structures including independently owned, chain affiliated and corporations in the industry.

## **COMMUNICATIONS**

*Use good oral and written communication skills to create, express and interpret information.*

### **17.01 Apply active listening skills in obtaining and clarifying information.**

17.01.01 Determine familiarity of discussion.

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|-----------------|--|
| ELA.2.CE 2.1.10 | Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.   |
| ELA.2.CE 2.1.11 | Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.  |
| ELA.2.CE 2.1.12 | Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information). |

17.01.02 Differentiate between hearing and listening.

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| ELA.2.CE 2.1.10 | Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.   |
| ELA.2.CE 2.1.11 | Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.  |
| ELA.2.CE 2.1.12 | Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information). |

17.01.03 Evaluate different styles of listening.

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|-----------------|--|
| ELA.2.CE 2.1.10 | Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.   |
| ELA.2.CE 2.1.11 | Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.  |
| ELA.2.CE 2.1.12 | Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information). |

17.01.04 Identify the effects of physical, social, and psychological factors on ability to listen.

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|-----------------|---|
| ELA.2.CE 2.1.10 | Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.  |
| ELA.2.CE 2.1.11 | Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus. |

ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
17.01.05 Demonstrate the role of good listening skills in job success.	
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
17.01.06 Explain the message given.	
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
<b>17.02 Respond with restatement and clarification techniques to clarify information.</b>	
17.02.01 Ask questions to seek or confirm understanding.	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
17.02.02 Paraphrase or repeat information.	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
17.02.03 Record or summarize information in written notes.	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
17.02.04	Follow directions and/or respond in a positive way with clear, concise comments.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
<b><i>Interpret verbal and nonverbal behaviors to enhance communication with co-workers and customers/guests.</i></b>	
<b>17.03 Interpret verbal and nonverbal behaviors to enhance communication with co-workers and customers/guests.</b>	
17.03.01	Speak and understand English or required language.
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
17.03.02	Present comfortable tone in speaking with people.
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.

ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
<b>17.03.03 Identify verbal cues.</b>	
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
<b>17.03.04 Communicate clearly and concisely to co-workers and others.</b>	
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).

ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
<b>17.03.05 Explain messages conveyed by verbal behaviors.</b>	
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
<b>17.04 Interpret nonverbal behaviors to enhance communication.</b>	
<b>17.04.01 Identify nonverbal cues.</b>	
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
<b>17.04.02 Observe eye contact, facial expressions, posture, gestures, and other body language.</b>	
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
<b>17.04.03 Explain message conveyed by nonverbal behaviors</b>	
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
<b><i>Design all communications to exhibit professionalism in attitude, initiative, respect to others, and commitment.</i></b>	
<b>17.05 Apply proper etiquette in all customer contacts.</b>	
<b>17.05.01 Use correct phone etiquette.</b>	
<b>17.05.02 Diffuse dissatisfaction scenarios professionally.</b>	
<b>17.05.03 Provide constructive feedback and reinforcement.</b>	
<b>17.05.04 Devise strategies for maximizing customer satisfaction.</b>	

**17.06 Utilize tactful phraseology and communication to dispel misunderstandings or difficult situations.**

17.06.01 Make a request of a guest/customer without confrontation.		
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).	
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.	
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.	
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.	
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.	
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).	
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).	
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.	
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).	
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.	
17.06.02 Give directions to a frenzied, stressed, upset guest/customer without insult or conflict.		
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).	
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.	
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.	
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.	
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.	
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).	



ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
<b><i>Comprehend and use reading strategies to learn meaning, technical concepts, vocabulary, and follow directions.</i></b>	
<b>17.07 Use purpose as a context to select reading strategies and read text.</b>	
17.07.01 Identify purpose of text.	
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
17.07.02 Identify complexity of text.	
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
17.07.03 Use at least one reading strategy (skimming, reading for detail, reading for meaning and critical analysis) for selected reading and describe why you selected that strategy.	
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
<b>17.08 Analyze information read to learn meaning, technical concepts, vocabulary, and follow directions.</b>	
17.08.01 Determine relevance, accuracy and appropriateness to purpose.	

ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
17.08.02 Integrate information with prior knowledge.	
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).

17.08.03 Identify complexities and discrepancies in information.		
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.	
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.	
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.	
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).	
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.	
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).	
17.08.04 Analyze information presented in a variety of formats such as tables, lists, and figures.		
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.	
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.	
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.	
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).	
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.	

ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
<b>17.09 Interpret, transcribe and communicate information, data, and observations to apply information learned from reading to actual practice.</b>	
17.09.01 Explain meaning of new terms, vocabulary and concepts.	
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
17.09.02 Interpret technical materials used.	
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
17.09.03 Write specific steps for applying information learned to task or new situation.	
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
17.09.04 Write set of directions for others sharing information learned and applying that to task or new situation.	

ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
<b><i>Use correct grammar, punctuation and terminology to write and edit documents.</i></b>	
<b>17.10 Use computer skills to design and develop written materials and supporting visual aids.</b>	
17.10.01 Use word processing software to develop text, charts, graphs or figures correctly.	
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
17.10.02 Use presentation software to prepare visual support materials.	
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
17.10.03 Format written documents with correct font and layout for easy reading.	
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

ELA.1.CE 1.5.4 Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

ELA.1.CE 1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

***Interpret and use tables, charts and figures to support written and oral communication.***

**17.11 Develop tables, charts and figures to support written and oral communication.**

17.11.01 Compile facts and arrange in organized manner for a table, chart or figure.

Alg1.1.L1.2.4 Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.

17.11.02 Document sources of data.

Alg1.1.L1.2.4 Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.

17.11.03 Determine most appropriate way to display data for effective coherence.

Alg1.1.L1.2.4 Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.

17.11.04 Prepare table, chart, graph or figure for inclusion in publication or presentation.

Alg1.1.L1.2.4 Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.

**PROBLEM SOLVING AND CRITICAL THINKING SKILLS**

***Examine all comments & suggestions from the customer service area to formulate improvements in service/products & training of staff.***

**18.01 Use customer comments to guide customer satisfaction policies.**

18.01.01 Assess the importance of customer satisfaction.

18.01.02 Devise strategies for maximizing customer satisfaction.

ELA.1.CE 1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

18.01.03 Role-play customer dissatisfaction scenarios.

ELA.1.CE 1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

***Identify and use common tasks that require employees to problem-solve on the job.***

**18.02 Use critical thinking skills to solve problems.**

18.02.01 Manage time effectively.

N.FL.07.07 Solve problems involving operations with integers.

18.02.02 Prioritize tasks.

N.FL.07.07 Solve problems involving operations with integers.

18.02.03 Demonstrate flexibility.

N.FL.07.07 Solve problems involving operations with integers.

18.02.04 Handle ambiguous situations.

N.FL.07.07 Solve problems involving operations with integers.

**SYSTEMS**

*Understand roles within teams, work units, departments, organizations, interorganizational systems and the larger environment to identify the effect of systems on the quality of the product or service.*

**19.01 Research appropriate sources to trace the development of the hospitality and tourism industry and learn the overall structure.**

19.01.01 Identify early stages of the hospitality and tourism industry.		
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).	
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).	
19.01.02 Outline the growth of the hospitality industry.		
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).	
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).	
19.01.03 Discuss current trends in society and how they affect hospitality and tourism.		
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).	

ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
19.01.04	Draw conclusions on the impact of the future economic, technological and social changes in the hospitality and tourism industry.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
<b>19.02 Use organizational charts to analyze the workplace operations.</b>	
19.02.01	Learn the functions of the department or unit within the larger organization.
19.02.02	Integrate the functions of the other departments or units to serve the guest/customer.
<b><i>Manage and improve organizational systems to better serve customers.</i></b>	
<b>19.03 Develop plans to improve organizational performance including customer satisfaction and service/operations performance.</b>	
19.03.01	Identify and describe most critical performance problems.
19.03.02	Identify opportunities for improvement of the system.
19.03.03	Use structured problem-solving process to develop systematic improvements.

## **SAFETY, HEALTH AND ENVIRONMENT**

***Review all safety and sanitation procedures applicable to the work area to ensure a safe and healthy work environment for all individuals.***

<b>20.01 Examine overall safety procedures to maintain a safe work area.</b>	
20.01.01	Identify electrical and mechanical hazards.
20.01.02	Classify different types of fires and how to contain them.
20.01.03	Identify proper fire evacuation procedures.
20.01.04	Explain the safe use of ladders.
20.01.05	Outline proper response to emergency situations.
20.01.06	Outline basic first aid and CPR procedures.
<b>20.02 Examine sanitation procedures to ensure facility is in compliance with health codes.</b>	
20.02.01	Outline compliance requirements of sanitation and health inspections.
20.02.02	Show exemplary appearance and hygiene.
20.02.03	Use appropriate safety equipment and clothing.
<b>20.03 Practice personal safety while at the work site &amp; on work related assignments to avoid injuries or accidents.</b>	
20.03.01	Detail proper lifting and carrying procedures.
20.03.02	Demonstrate handling safety with mechanical, environmental, microwave radiation, vehicle, optical laser, radar, high frequency radio, and fiber optics.
20.03.03	Demonstrate safe work habits and procedure related to application of electricity and static discharge.



- 20.03.04 Demonstrate the appropriate use of safety equipment & procedures, such as lockout/tag out, as required for work activity.
- 20.03.05 Demonstrate safe use of equipment commonly used within the hos
- 20.03.06 Adjust working routines to take advantage of ergonomic designs in the workplace.
- Analyze life choices related to nutrition, stress, and exercise to measure their affect on performance in the career pathways within hospitality and tourism.**
- 20.04 Examine the pursuit of personal life style choices to prepare for careers in the hospitality and tourism industry.**
- 20.04.01 List the effects of exercise on job performance.
- 20.04.02 Discuss the effects of nutrition and dietary habits on job performance.
- 20.04.03 Interpret the effect of stress, fatigue and anxiety on job performance.
- Analyze work related chemicals and hazardous materials to prevent health related problems that may result from exposure to these elements.**
- 20.05 Follow industry standards to comply with safety policies and procedures.**
- 20.05.01 Apply Hazcom and Hazardous Material practices and MSDS procedures for handling and disposing of chemicals.
- 20.05.02 Illustrate compliance with OSHA safety regulations and practices.
- 20.06 Outline resources to utilize in various emergency situations for self, co-workers, and customers/guests.**
- 20.06.01 Detail steps to use in medical emergencies.
- 20.06.02 List resources for assistance with environmental issues.
- 20.06.03 Name the resources for assistance in crimes or accidents.
- 20.06.04 Detail how to access help in a terrorist situation.

## **LEADERSHIP AND TEAMWORK**

- Employ leadership and teamwork skills to facilitate workflow.**
- 21.01 Develop group-working relationships to improve the work environment.**
- 21.01.01 Encourage positive working relationships.
- |                |  |
|----------------|--|
| ELA.1.CE 1.3.5 | From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.  |
| ELA.1.CE 1.3.6 | Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).  |
| ELA.1.CE 1.3.7 | Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously. |
| ELA.1.CE 1.3.8 | Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).  |
| ELA.1.CE 1.5.1 | Use writing, speaking, and visual expression to develop powerful, creative and critical messages.  |
| ELA.1.CE 1.5.2 | Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.  |
| ELA.1.CE 1.5.3 | Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).   |

ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
<b>21.01.02 Participate as a team member.</b>	
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
21.01.03 Adhere to company policies.	
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
<b>21.01.04 Motivate self.</b>	
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
<b>21.02 Observe outstanding leaders to identify effective management styles.</b>	
21.02.01	Name several styles of leadership.
21.02.02	Identify organization skills of good leader.
21.02.03	Describe decision-making skills.

21.02.04 Explain how a leader delegates work.

21.02.05 Describe techniques a good leader uses to develop a high performing team.

***Lead others in tasks and activities to benefit the organization as a whole.***

**21.03 Use leadership skills to create motivation for change.**

21.03.01 Compliment and encourage others.

21.03.02 Clarify expectations for change.

21.03.03 Indicate the benefits of change.

21.03.04 Exhibit flexibility.

**21.04 Model leadership and teamwork qualities to aid in employee morale.**

21.04.01 Detail ways to minimize staff turnover.

21.04.02 Create a pleasant working atmosphere.

21.04.03 Coach and mentor new employees.

21.04.04 Involve all individuals in creative problem solving.

***Establish and maintain effective working relationships with all levels of personnel and other departments to provide effective services to the guest/customer.***

**21.05 Use interpersonal skills to build effective working relationships.**

21.05.01 Work effectively within the department or unit.

21.05.02 Co-operate with workers from other departments or units.

21.05.03 Practice sensitivity to cultural, religious, disability and gender issues in dealing with others.

***Resolve conflicts to satisfy staff, guests/customers and others.***

**21.06 Use conflict-management skills to facilitate solutions.**

21.06.01 Identify sources of conflict.

21.06.02 Include stakeholders in a problem-solving session.

21.06.03 Agree on and implement steps to resolve conflict.

21.06.04 Follow up on results of implementation.

**ETHICS AND LEGAL RESPONSIBILITY**

***Examine and review ethical and legal responsibilities as they relate to guests/customers and employee conduct within the establishment to maintain high industry standards.***

**22.01 Develop an awareness of applicable legal policies to comply with laws regarding hiring, harassment and safety issues.**

22.01.01 Define legal and ethical responsibilities for safety procedures.

22.01.02 Outline how harassment and stereotyping can create an unhealthy work environment.

22.01.03 Demonstrate understanding of legal interviewing processes.

22.01.04 Interpret workman's compensation requirements and forms.

22.01.05 Maintain and understand standard of confidentiality.

***Show regard for ethics, values, and principles to deal fairly with others.***

**22.02 Respect others at all times to express personal ethical values.**

22.02.01 Be respectful and sensitive to other's beliefs.

22.02.02 Demonstrate good life values.

22.02.03 Demonstrate fairness to others of different cultures, religions, gender, or age.

***Examine professional and workplace ethics and legal responsibilities to provide guidelines for conduct.***

**22.03 Demonstrate awareness of responsibilities for different positions within the organization.**

22.03.01 Explain legal responsibilities of employees to comply with government laws & regulations including responsible liability.

22.03.02 Explain the major laws and regulations that define responsibilities for commercial, consumer, health, safety, environmental, and employment laws and regulations.

**EMPLOYABILITY AND CAREER DEVELOPMENT**

***Research and review career options and qualifications to explore careers in the hospitality and tourism industry.***

**23.01 Examine the numerous career paths within hospitality and tourism to discover personal preferences.**

23.01.01 Explore restaurants, food & beverage services.

	23.01.02 Explore the lodging industry.
	23.01.03 Explore travel and tourism.
	23.01.04 Explore recreation, amusements, and attractions.
	23.01.05 Identify the preferred career opportunities.
<b>23.02</b>	<b>Study entry-level, skilled level and supervisory positions to gain an awareness of qualifications and skills needed for different levels of employment.</b>
	23.02.01 Detail entry-level job qualifications in the industry.
	23.02.02 Detail skilled level job qualification in the industry.
	23.02.03 Detail supervisory level job qualification in the industry.
	23.02.04 Match interests, abilities and preferences to career preferences.
	<b><i>Learn steps necessary to seek, apply for, attain and retain employment.</i></b>
<b>23.03</b>	<b>Seek, and apply for employment to begin career objectives.</b>
	23.03.01 Outline a plan for effective job search.
	23.03.02 Write a resume that lists skills and competencies.
	23.03.03 Complete job applications forms.
	23.03.04 List steps for an effective job interview.
	23.03.05 Explain follow up steps for a job interview.
<b>23.04</b>	<b>Summarize steps necessary to retain a job in the industry.</b>
	23.04.01 Develop a list of workplace rules and regulations.
	23.04.02 Identify and give examples of positive work attitudes.
	23.04.03 Make a list of characteristics of a successful employee.
	23.04.04 Identify hierarchy within the organization.
<b>23.05</b>	<b>Identify positive work behaviors and personal qualities to retain employment.</b>
	23.05.01 Demonstrate regular attendance.
	23.05.02 Follow company dress and appearance standards.
	23.05.03 Take responsibility for decisions and actions.
	23.05.04 Demonstrate effort and initiative.
	23.05.05 Demonstrate the willingness to learn.
	23.05.06 Follow directions.
	<b><i>Understand advancement procedures and the promotional work ladder within the industry to plan career objectives.</i></b>
<b>23.06</b>	<b>Determine the chain of command for a particular industry to evaluate personal skills and potential.</b>
	23.06.01 Comprehend the career ladder for each industry.
	23.06.02 Identify the head of each department and their responsibilities.
<b>23.07</b>	<b>Explain what projects need to be accomplished or skills required to achieve a promotion.</b>
	23.07.01 Gather information on the skills of higher-level positions.
	23.07.02 Identify the process of applying for promotional positions and the person(s) to contact.
	23.07.03 Write a career pathway plan.

## **TECHNICAL SKILLS**

***Examine the customer service skills required to be successful in the hospitality and tourism industry.***

<b>24.01</b>	<b>Apply customer service skills to ensure guest satisfaction.</b>
	24.01.01 Define customer service.
	24.01.02 Evaluate customer service scenarios.
	24.01.03 Determine appropriate customer service solutions.
	24.01.04 Describe how customer service affects a company's Determine appropriate customer service solutions "bottom line".
	<b><i>Utilize different types of payment options to facilitate customer payments for services.</i></b>
<b>24.02</b>	<b>Handle different types of payments to accommodate the guest/customer.</b>
	24.02.01 Accept cash payments.
	24.02.02 Make credit card transaction.
	24.02.03 Settle a direct bill account.
	24.02.04 Combine payment methods to serve guests/customers.

**SECTION # 1 CAREER & EMPLOYABILITY SKILLS**

**APPLIED ACADEMIC SKILLS**

**25.01 Mathematics**

25.01.01	Approach practical and workplace problems using a variety of mathematical techniques.
<b>CES.MI09::I.B.1</b>	<b>Approach practical and workplace problems using a variety of mathematical techniques.</b>
25.01.02	Problems include making conversions between the metric system and non-English systems of measurement, mixed units (such as hours and minutes), and can require several steps to finding a solution.
CES.MI09::I.B.1.a	Problems include making conversions between the metric system and non-English systems of measurement, mixed units (such as hours and minutes), and can require several steps to finding a solution.
N.FL.07.05	Solve proportion problems using such methods as unit rate, scaling, finding equivalent fractions, and solving the proportion equation $a/b = c/d$ ; know how to see patterns about proportional situations in tables.
N.FL.07.07	Solve problems involving operations with integers.
N.FL.07.08	Add, subtract, multiply, and divide positive and negative rational numbers fluently.
N.FL.07.09	Estimate results of computations with rational numbers.
N.MR.08.08	Solve problems involving percent increases and decreases.
Alg2.2.A1.2.9	Know common formulas and apply appropriately in contextual situations.
25.01.03	Research how math is used in the workplace and make a presentation detailing the process.

**CAREER PLANNING**

**26.01 Organize career information and labor market trends from a variety of sources.**

ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).

ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
ELA.2.CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.

**26.02 Explain the advantages and disadvantages of working for self, others, being an employee of a large or small organization.**



ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.3.4	Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
<b>26.03 Analyze information &amp; preferences from work-based opportunity.</b>	
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
<b>26.04 Interpret information from a variety of career assessments to identify career interests and abilities.</b>	
<b>26.05 Apply a decision-making model and use career assessment information to choose a career pathway.</b>	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.

ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.

**26.06 Annually review EDP and include plan for continuing education.**

## **DEVELOPING AND PRESENTING INFORMATION**

### **27.01 Gather, interpret, analyze, and refine data.**

N.FL.07.07	Solve problems involving operations with integers.
N.FL.07.08	Add, subtract, multiply, and divide positive and negative rational numbers fluently.
N.FL.07.09	Estimate results of computations with rational numbers.
D.AN.08.02	Recognize practices of collecting and displaying data that may bias the presentation or analysis.
Alg2.2.A1.2.9	Know common formulas and apply appropriately in contextual situations.

### **27.02 Analyze and synthesize information and data from multiple sources.**

### **27.03 Plan and transform ideas and requirements into a concept, service, or product.**

### **27.04 Assess the quality of the concept, service, or product using a predetermined standard.**

### **27.05 Develop a plan to market a new product, service, or concept which includes identifying of customers, a graphic presentation, product requirements, and costs.**

ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers' questions.
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.3.4	Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.

ELA.1.CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).

ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
ELA.2.CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
ELA.2.CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
ELA.2.CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
ELA.3.CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
ELA.3.CE 3.4.3	Understand the ways people use media in their personal and public lives.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.

ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

**27.06 Practice and demonstrate presentation skills using a variety of media and interpretive data.**

**PROBLEM SOLVING**

**28.01 Apply a problem solving model to a workplace situation that involves setting goals, implementing and evaluating results.**

N.FL.07.09 Estimate results of computations with rational numbers.

**28.02 Identify typical problems that occur in a workplace and use a problem solving model to devise solutions, compare alternatives to past solutions, and predict their success.**

**PERSONAL MANAGEMENT**

**29.01 Responsibility**

29.01.01 Demonstrate regular attendance, promptness, and staying with a task until satisfactory completion.

29.01.02 Complete assignments with minimum supervision and meet deadlines.

29.01.03 Use mistakes as learning opportunities, demonstrate persistence and adaptability to change.

29.01.04 Initiate projects and extra activities for personal satisfaction.

**29.02 Self-Management**

29.02.01 Monitor & evaluate accurately one's progress towards a goal or completion of a project.

29.02.02 Demonstrate health and safety practices and drug-free behavior in school & workplace setting.

29.02.03 Obtain a driver license and demonstrate driving skills and safety and/or use public transportation.

29.02.04 Prioritize and accomplish tasks independently.

29.02.05 Use appropriate personal expression and relate to school and work settings.

**29.03 Ethical Behavior**

29.03.01 Demonstrate ethical behavior in school, work, and community situations.

29.03.02 Describe employer-employee rights and responsibilities.

29.03.03 Demonstrate appropriate behaviors necessary to maintaining employment.

ELA.4.CE 4.2.1 Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).

ELA.4.CE 4.2.2 Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).

ELA.4.CE 4.2.3 Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.

ELA.4.CE 4.2.4 Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).

ELA.4.CE 4.2.5 Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

29.03.04 Demonstrate positive personal qualities as a group leader.

**29.04 Respect for Self and Others**

29.04.01 View accomplishments or failures of self and others accurately and in a positive manner.

29.04.02 Understand how to make improvements and ask for help from adults as needed.

29.04.03 Offer encouragement and ideas to others as they work toward attaining their goals.

29.04.04 Provide for customer needs and expectations in a helpful and courteous manner.

29.04.05 Respect other points of view.

29.04.06 Demonstrate customer service skills in an appropriate setting by listening, suggesting solutions, and communicating the issues at hand.

ELA.2.CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

ELA.3.CE 3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).

**ORGANIZING SKILLS**

**30.01 Time**

30.01.01 Determine goals and develop an action plan to accomplish them within a given time frame.

ELA.1.CE 1.3.4 Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

ELA.1.CE 1.4.2 Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.

ELA.1.CE 1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).



ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
30.01.02 Read time charts and work schedules and perform tasks within time constraints of school or the workplace.	
Alg1.1.L1.2.4	Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.
30.01.03 Prioritize tasks and revise schedules as needed.	

### **30.02 Materials**

30.02.01 Utilize materials, tools, and processes to complete a task related to a career selection.
30.02.02 Compile a list of materials and supplies needed in advance of an assignment.
30.02.03 Acquire resources in a timely fashion and take responsibility for their care.
30.02.04 Identify and prepare tools, equipment, space, and facilities appropriate for a task.
30.02.05 Work within constraints of safety precautions and available resources.

### **30.03 Human Resources**

30.03.01 Learn cooperation and leadership in a team at school or in a workplace setting.
30.03.02 Organize and communicate with members of a team using varied methods of communications.
30.03.03 Recognize the individual roles of team members, delegate tasks, and give feedback on performance.
30.03.04 Acknowledge and utilize the skills, abilities, and input of all member of a team.

## **TEAMWORK**

### **31.01 Group Participation**

31.01.01 Exhibit teamwork skills including trust and loyalty to group, and demonstrate connectedness to group members, values, and culture.
31.01.02 Take personal responsibility for influencing and accomplishing group goals.
31.01.03 Demonstrate understanding of how effective teams operate within organization and diverse settings.
31.01.04 Solve a career/work-related problem as a member of a team.

### **31.02 Conflict Resolution**

31.02.01 Demonstrate leadership by listening to others and asking appropriate questions to clarify a problem or issue.	
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
31.02.02 Summarize a problem clearly and in appropriate detail.	
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).

ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
ELA.2.CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).

- 31.02.03 Suggest constructive alternatives with confidence that will help resolve a conflict.
- 31.02.04 Compromise and/or build consensus within a group and summarize the decision of the group while maintaining respect for minority viewpoints.
- 31.02.05 Participate in the implementation of a group's decision and evaluate the results.
- 31.02.06 Show sensitivity to others' thoughts and opinions and relate them to the resolution process.

**31.03 Diversity**

- 31.03.01 Understand and respect the concerns of members of cultural, gender, age, and ability groups.
- 31.03.02 Be respectful of a variety of differences of people in a work/school setting.
- 31.03.03 Demonstrate ability to work with others with different backgrounds, cultures, and abilities.

**31.04 Leadership**

- 31.04.01 Demonstrate leadership ability in a work or school setting.
- 31.04.02 Recognize and take advantage of leadership opportunities that give direction to other team members, or that encourage other members to complete tasks.

**EMPLOYABILITY SKILLS**

- 32.01 Continue the EDP process which includes an annual review with student and counselor and notification of parents.**
- 32.02 Participate in work-based opportunities such as job-shadowing, mentorships, work experiences, etc.**
- 32.03 Show ability to market oneself by preparing for and completing an interview process.**
- 32.04 Accurately complete records/documents to support job applications (inquiry letters, resume, references, evaluations, follow-up letters).**
- 32.05 Use a portfolio, resume, record of attendance, certificates, and/or transcript as self-marketing tools to demonstrate interest and competence.**
- 32.06 Apply career and labor market information to seek and obtain employment and/or pursue educational goals.**
- 32.07 Research availability of educational programs, financial requirements, and resource and complete an application process as appropriate for career goals.**
- 32.08 Understand the need for lifelong learning in a rapidly changing job market.**