

**Maine Department of Education
Career and Technical Education**

**Culinary Arts/Chef Training; Food Preparation (CIP: 12.0503; 12.0505)
American Culinary Federation Education Foundation (ACFEF)**

**Intersections with
Maine College and Career Readiness-English Language Arts Standards**

<p style="text-align: center;">American Culinary Federation Education Foundation (ACFEF) Duties, Skills, and Tasks</p>	<p style="text-align: center;">English Language Arts Standards- Reading, Writing, Speaking and Listening (CCSS)</p>	<p style="text-align: center;">Demonstration of Proficiency (Possible evidence, project, performance assessment, etc.)</p>	<p style="text-align: center;">Maine Learning Results- Guiding Principles & Career and Education Development (optional)</p>
<p>1. Introduction to the Hospitality and Foodservice Industry</p>			
<p>a. Define hospitality and the importance of quality customer service within the hospitality industry.</p> <p>b. Trace growth and development of the hospitality and tourism industry.</p> <p>c. Describe the various cuisines and their relationship to history and cultural development.</p> <p>d. Outline the organization, structure and functional areas in various organizations.</p> <p>e. Identify career opportunities and the personal traits for a variety of jobs in the industry.</p> <p>f. Identify professional organizations</p>	<p>RST.5.11-12 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.7.11-12 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>WHST.9.11-12 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.10.11-12 Write routinely over extended time frames (time for reflection and revision) and shorter</p>	<p>-Tests/Quizzes -Research and report on career explorations -Research and present on famous chefs -Completing learning templates -Create cuisine based menus -Recipe or website comparisons</p>	<p>A. A clear and effective communicator B. A self-directed and lifelong learner C. A creative and practical problem solver D. A responsible and involved citizen E. An integrative and informed thinker A1 Self-Knowledge and Self-Concept A2 Beliefs and Behaviors that Lead to Success A3 Interpersonal Skills A4 Career and Life Roles B1 Relationships Among Learning, Work, the Community, and the Global Economy B2 Skills for Individual/Personal Success in the 21st Century B3 Education and Career Information C1 The Planning Process C2 Decision- Making C3 Influences on Decision-Making C4 Societal Needs and Changes that</p>

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<p>and explain their purposes and benefits to the industry.</p> <p>g. Compare and contrast industry trade periodicals and other industry resources.</p>	<p>time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		<p>Influence Workplace Success</p>
<p>2. Sanitation & Safety</p>			
<p>a. Identify microorganisms which are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.</p> <p>b. Describe symptoms common to food borne illnesses and how these illnesses can be prevented.</p> <p>c. Describe cross contamination and use of acceptable procedures when preparing and storing potentially hazardous foods.</p> <p>d. Demonstrate good hygiene and health habits.</p> <p>e. List the major reasons for and recognize signs of food spoilage and contamination.</p> <p>f. Outline the requirements for proper receiving and storage of both raw and prepared foods.</p> <p>g. Describe disposal and storage of types of cleaners and sanitizers and</p>	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i></p> <p>RST.3.11-12 Follow precisely a complex multi- step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.8.11-12 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying</p>	<p>-Tests/Quizzes -ServSafe National Certification -Individual demonstration -Daily activities -Articles on food borne illness -Role playing activities as health inspector or executive chef -Completion of HACCP/time and temperature charts or log and take corrective action if necessary</p>	<p>A. A clear and effective communicator B. A self-directed and lifelong learner C. A creative and practical problem solver D. D. A responsible and involved citizen E. E. An integrative and informed thinker F. A2 Beliefs and Behaviors that Lead to Success</p> <p>A3 Interpersonal Skills A4 Career and Life Roles B1 Relationships Among Learning, Work, the Community, and the Global Economy B2 Skills for Individual/Personal Success in the 21st Century B3 Education and Career Information C1 The Planning Process C2 Decision- Making C4 Societal Needs and Changes that Influence Workplace Success</p>

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<p>their proper use.</p> <p>h. Develop cleaning and sanitizing schedule and procedures for equipment and facilities.</p> <p>i. Identify proper methods of waste disposal and recycling.</p> <p>j. Describe appropriate measures for insects, rodents and pest control.</p> <p>k. Recognize sanitary and safety design and construction features of food production equipment and facilities (i.e. NSF, UL, OSHA, ADA, etc).</p> <p>l. Review Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.</p> <p>m. Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards.</p> <p>n. Identify the critical control points during all food handling processes as a method for minimizing the risk of food borne illness (HACCP system).</p> <p>o. List common causes of typical accidents and injuries in the foodservice industry and outline a safety management program.</p> <p>p. Discuss appropriate emergency policies for kitchen and dining room</p>	<p>the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		

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<p>injuries.</p> <p>q. Describe appropriate types and use of fire extinguishers used in the foodservice area.</p> <p>r. Describe the role of the regulatory agencies governing sanitation and safety and protecting food safety.</p>			
<p>G. Business & Math Skills</p>			
<p>a. Perform basic math functions used in foodservice operations.</p> <p>b. Calculate food, beverage and labor costs and percentages.</p> <p>c. Demonstrate the process of costing for recipes.</p> <p>d. Demonstrate the process of costing for recipe yield adjustment.</p> <p>e. Determine selling price of menu items.</p> <p>f. Describe the preparation of a guest check using current technology (i.e. computers, calculators, POS, etc.)</p>	<p>RST.3.11-12 Follow precisely a complex multi- step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i></p>	<p>-Worksheets -Business plan -Recipe costs -Menu planning -Restaurant operations -Posters -Use of invoices</p>	<p>A. A clear and effective communicator B. A self-directed and lifelong learner C. A creative and practical problem solver D. A responsible and involved citizen E. An integrative and informed thinker A2 Beliefs and Behaviors that Lead to Success A3 Interpersonal Skills B1 Relationships Among Learning, Work, the Community, and the Global Economy B2 Skills for Individual/Personal Success in the 21st Century B3 Education and Career Information C1 The Planning Process C2 Decision- Making</p>
<p>C. Food Preparation</p>			

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<p>a. Demonstrate knife skills and proper cuts (i.e. Julienne, Batonette, Brunoise, Paysanne, Small Dice, Large Dice, etc;) emphasizing proper safety techniques.</p> <p>b. Identify and demonstrate proper and safe use of food processing and cooking equipment.</p> <p>c. Demonstrate how to read and follow a standard recipe.</p> <p>d. Utilize standard weights and measures to demonstrate proper scaling and measurement techniques.</p> <p>e. Demonstrate a variety of cooking methods including roasting, baking, broiling, grilling, griddling, sautéing, frying, deep frying, braising, stewing, boiling, blanching, poaching and steaming.</p> <p>f. Identify and use herbs, spices, oils and vinegar's.</p> <p>g. Identify and prepare various meats, seafood, poultry.</p> <p>h. Identify and prepare various stocks, soups and sauces.</p> <p>i. Identify and prepare fruits, vegetables and starches.</p>	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.3.11-12 Follow precisely a complex multi- step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i></p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.5.11-12 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on</p>	<p>-Daily activities</p> <p>-Production</p> <p>-Competition</p> <p>-Student demonstrations/performance assessment</p> <p>-Project based assessments</p> <p>-Create food requisition lists</p> <p>-Reflection or summary of the kitchen experience</p>	<p>A. A clear and effective communicator</p> <p>B. A self-directed and lifelong learner</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p> <p>A1 Self-Knowledge and Self-Concept</p> <p>A2 Beliefs and Behaviors that Lead to Success</p> <p>A3 Interpersonal Skills</p> <p>A4 Career and Life Roles</p> <p>B1 Relationships Among Learning, Work, the Community, and the Global Economy</p> <p>B2 Skills for Individual/Personal Success in the 21st Century</p> <p>B3 Education and Career Information</p> <p>C1 The Planning Process</p> <p>C2 Decision- Making</p>

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<ul style="list-style-type: none"> j. Identify and prepare salads, dressings and marinades. k. Identify and prepare a variety of sandwiches. l. Identify and prepare a variety of types of appetizers. m. Identify and prepare breakfast batters, meats, eggs, and cereals. n. Demonstrate food presentation techniques. o. Discuss the applicability of convenience, value added, further processed or par-cooked food items. p. Write written food requisitions for production requirements. q. Prepare standardized recipes for menu production. 	<p>addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9.11-12 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>SL.3.11-12 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>		
<p>C. Garde Manager</p>			
<ul style="list-style-type: none"> a. Identify tools and equipment used in garde manger, emphasizing safety and sanitation procedures. b. Demonstrate basic garnishes. c. Preparation of cold items to include soups, salads, sauces, dressings, marinades, relishes, sandwiches, canapés and hors 	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.3.11-12 Follow precisely a complex multi- step procedure when carrying out experiments, taking</p>	<p>-Presentation of product -Buffet presentation</p>	<p>B. A self-directed and lifelong learner C. A creative and practical problem solver A2 Beliefs and Behaviors that Lead to Success C2 Decision- Making</p>

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<p>d'oeuvres.</p> <p>d. Prepare mousses and gelatins.</p> <p>e. Demonstrate food presentation techniques (i.e. platters, bowls and plates, etc).</p> <p>f. Produce decorative pieces to include fruit, vegetable carvings and accompaniments.</p>	<p>measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>		
<p>C. Basic Baking</p>			
<p>a. Define baking terms.</p> <p>b. Identify equipment and utensils unique to baking and discuss proper use and care.</p> <p>c. Identify ingredients used in baking, describe their properties and list the functions of various ingredients.</p> <p>d. Demonstrate proper scaling and measurement techniques unique to baking.</p> <p>e. Participate in the production of crusty, soft and specialty yeast products.</p> <p>f. Participate in the production of quick-breads.</p> <p>g. Participate in the production of a variety of pies and tarts.</p>	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.3.11-12 Follow precisely a complex multi- step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.9.11-12 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when</p>	<p>-Production</p> <p>-Flash cards to identify tools</p> <p>-Scavenger hunt to identify tools</p> <p>-Compare/contrast store bought vs. home made</p> <p>-SKILLS USA competition</p> <p>-Self assessment writing</p>	<p>A clear and effective communicator</p> <p>B. A self-directed and lifelong learner</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p> <p>A2 Beliefs and Behaviors that Lead to Success</p> <p>A3 Interpersonal Skills</p> <p>A4 Career and Life Roles</p> <p>B1 Relationships Among Learning, Work, the Community, and the Global Economy</p> <p>B2 Skills for Individual/Personal Success in the 21st Century</p> <p>B3 Education and Career Information</p> <p>C1 The Planning Process</p> <p>C2 Decision- Making</p> <p>C4 Societal Needs and Changes that Influence Workplace Success</p>

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<ul style="list-style-type: none"> h. Participate in the production of a variety of types of cookies. i. Participate in the production of creams, custards, puddings and related sauces. j. Participate in the production of cakes and icings. k. Discuss the application of commercial mixes and other labor saving products. l. Prepare a variety of fillings and toppings for pastries and baked goods. 	<p>possible.</p> <p>SL.2.11-12 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.4.11-12 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>		
<p>7. Purchasing, Receiving, Inventory & Storage</p>			
<ul style="list-style-type: none"> a. Describe HACCP critical control points managed by the purchasing and receiving functions. b. List factors that effect food prices and quality, which may include market fluctuation and product cost. 	<p>RST.3.11-12 Follow precisely a complex multi- step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.4.11-12 Determine the meaning</p>	<ul style="list-style-type: none"> -Receiving an order (mock order or real order) -Daily production -Food logs and charts -Calibrating thermometers -Worksheets -Tests/quizzes -Participating in class discussions 	<ul style="list-style-type: none"> A. A clear and effective communicator B. A self-directed and lifelong learner C. A creative and practical problem solver D. A responsible and involved citizen E. An integrative and informed thinker A2 Beliefs and Behaviors that Lead to Success A3 Interpersonal Skills B1 Relationships Among Learning,

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<ul style="list-style-type: none"> c. Describe purchasing methods (i.e. bids, purchase orders, phone, sales quotes, etc). d. Explain regulations for inspecting and grading of meats, poultry, seafood, eggs, dairy products, fruits and vegetables. e. Examine written specifications for a variety of food products and describe their importance on food and labor controls. f. Describe proper techniques of receiving and storing fresh, frozen, refrigerated and staple goods. g. Examine various inventory systems including perpetual and physical inventories and requisition systems for controlling costs. h. Describe current computerized systems for purchasing and inventory control. i. Explain proper receiving and storing of cleaning supplies, chemicals and non-food products. j. Discuss ethical issues as they relate to purchasing. 	<p>of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i></p> <p>RST.9.11-12 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.10.11-12 By the end of grade 12, read and comprehend science/ technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>SL.1.11-12 Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that</p>		<p>Work, the Community, and the Global Economy</p> <p>B2 Skills for Individual/Personal Success in the 21st Century</p> <p>B3 Education and Career Information</p> <p>C1 The Planning Process</p> <p>C2 Decision- Making</p> <p>C4 Societal Needs and Changes that Influence Workplace Success</p>

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	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.3.11-12 Evaluate a speaker's point of view, reasoning, and use of</p>		

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	<p>evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.4.11-12 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>		
<p>8. Nutrition</p>			

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<p>a. List food groups and recommended servings in USDA Food Guide Pyramid.</p> <p>b. Discuss dietary guidelines and recommended dietary allowances.</p> <p>c. Interpret food labels in terms of the portion size, ingredients and nutritional value.</p> <p>d. Describe primary functions and major food sources of major nutrients.</p> <p>e. Discuss various diets (i.e. food allergies, alternative dieting, vegetarian, etc).</p>		<p>-Tests/quizzes -Worksheets -Guest speakers -Create alternative menus based off of certain diets -In class discussions</p>	<p>A. A clear and effective communicator B. A self-directed and lifelong learner C. A creative and practical problem solver D. A responsible and involved citizen E. An integrative and informed thinker A1 Self-Knowledge and Self-Concept A2 Beliefs and Behaviors that Lead to Success A3 Interpersonal Skills A4 Career and Life Roles B1 Relationships Among Learning, Work, the Community, and the Global Economy B2 Skills for Bacon Individual/Personal Success in the 21st Century B3 Education and Career Information C1 The Planning Process C2 Decision- Making C4 Societal Needs and Changes that Influence Workplace Success</p>
<p>9. Dining Room Service</p>			
<p>a. Demonstrate the general rules of table settings and service.</p> <p>b. Describe the rules and responsibilities of personnel at dining service.</p> <p>c. Describe the various types of service delivery, such as quick service, cafeteria, buffet and table service.</p> <p>d. Discuss various procedures for processing guest checks.</p>	<p>RST.6.11-12 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>SL.2.11-12 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility</p>	<p>-Tests/quizzes -Comment cards from restaurant -Live work -Feedback from customers -Projects</p>	<p>A clear and effective communicator A self-directed and lifelong learner C. A creative and practical problem solver D. A responsible and involved citizen E. An integrative and informed thinker A1 Self-Knowledge and Self-Concept A2 Beliefs and Behaviors that Lead to Success A3 Interpersonal Skills B1 Relationships Among Learning, Work, the Community, and the Global Economy B2 Skills for Individual/Personal Success in the 21st Century</p>

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<p>e. Discuss sales techniques for service personnel including menu knowledge and suggestive selling.</p> <p>f. Explain inter-relationships and work flow between dining room and kitchen operations.</p> <p>g. Develop an awareness of special customer needs including dietary needs and food allergies.</p> <p>h. Demonstrate an understanding of guest service and customer relations, including handling of difficult situations and accommodations for the disabled.</p>	<p>and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.3.11-12 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>		<p>B3 Education and Career Information C1 The Planning Process C2 Decision- Making C4 Societal Needs and Changes that Influence Workplace Success</p>
<p>10. Menu Planning</p>			
<p>a. List basic menu planning principles.</p> <p>b. Create menu item descriptions following established truth-in-menu guidelines.</p> <p>c. Develop an understanding of basic menu planning and layout principles.</p> <p>d. Apply principles of nutrition to menu development.</p> <p>e. Describe the importance of proper menu planning to the overall operation of the foodservice</p>	<p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i></p> <p>RST.5.11-12 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.9.11-12 Synthesize information from a range of sources (e.g., texts,</p>	<p>-Create multiple styles of menus -Read/review menus for specific criteria -Critique differing types of menus -Compare/contrast prices, font, style, etc. in various menus</p>	<p>A. A clear and effective communicator B. A self-directed and lifelong learner C. A creative and practical problem solver D. A responsible and involved citizen E. An integrative and informed thinker Beliefs and Behaviors that Lead to Success A3 Interpersonal Skills B1 Relationships Among Learning, Work, the Community, and the Global Economy B2 Skills for Individual/Personal Success in the 21st Century B3 Education and Career Information C1 The Planning Process C2 Decision- Making C4 Societal Needs and Changes that Influence Workplace Success</p>

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<p>facility.</p>	<p>experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.5.11-12 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>		
<p>11. Human Relations Skills</p>			
<p>a. Demonstrate effective communication skills and interpersonal relationships.</p> <p>b. Work as a member of a diverse team.</p> <p>c. Read, Write and speak effectively.</p> <p>d. Demonstrate professionalism and a strong work ethic.</p> <p>e. Discuss employment applications.</p> <p>f. Demonstrate interviewing skills.</p>	<p>WHST.7.11-12 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SL.1.11-12 Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse</p>	<p>-Live work -Daily activities -Role playing interviews -Completing applications -Self-performance evaluation</p>	<p>A clear and effective communicator B. A self-directed and lifelong learner C. A creative and practical problem solver D. A responsible and involved citizen E. An integrative and informed thinker A1 Self-Knowledge and Self-Concept A2 Beliefs and Behaviors that Lead to Success A3 Interpersonal Skills A4 Career and Life Roles B1 Relationships Among Learning, Work, the Community, and the Global Economy B2 Skills for Individual/Personal</p>

<p align="center">American Culinary Federation Education Foundation (ACFEF) Duties, Skills, and Tasks</p>	<p align="center">English Language Arts Standards- Reading, Writing, Speaking and Listening (CCSS)</p>	<p align="center">Demonstration of Proficiency (Possible evidence, project, performance assessment, etc.)</p>	<p align="center">Maine Learning Results- Guiding Principles & Career and Education Development (optional)</p>
<p>g. Conduct self performance evaluation.</p> <p>h. Discuss methods of conflict resolution.</p> <p>i. Describe procedure to progressive discipline.</p> <p>j. Discuss techniques for motivating employees.</p> <p>k. Discuss methods of dealing with stress in the workplace.</p> <p>l. Demonstrate information technology communications (i.e. emails, internet searches, e-letters, etc;).</p> <p>m. Demonstrate information technology communications (i.e. emails, internet searches, e-letters, etc;).</p>	<p>partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve</p>		<p>Success in the 21st Century</p> <p>B3 Education and Career Information</p> <p>C1 The Planning Process</p> <p>C2 Decision- Making</p> <p>C4 Societal Needs and Changes that Influence Workplace Success</p>

<p>American Culinary Federation Education Foundation (ACFEF)</p> <p>Duties, Skills, and Tasks</p>	<p>English Language Arts Standards- Reading, Writing, Speaking and Listening (CCSS)</p>	<p>Demonstration of Proficiency (Possible evidence, project, performance assessment, etc.)</p>	<p>Maine Learning Results- Guiding Principles & Career and Education Development <i>(optional)</i></p>
	<p>contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)</p>		