



Learning that works for Washington

CTE™

Spokane Public Schools ProStart 1-4

Course: ProStart 1-4		Total Framework Hours up to: 540
CIP Code: 120505	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 1/11/16
Career Cluster: Hospitality and Tourism		Cluster Pathway: Restaurant and Food and Beverage Services

Unit 1 COMPONENTS AND COMPETENCIES

Unit 1 Performance Assessments:

- 1 Students will analyze their work experiences and skill level by creating an ongoing career/best works portfolio that includes, but is not limited to the following: a personal biography, cover letter, resume, and job application, etc.
- 2 Students will investigate and compare and contrast 3 food service jobs in relationship to their own skills development, their plans for a food service career and the lifestyle they want to enjoy.
- 3 Students will use the internet to look up the types of tourism in the hospitality industry available and write up a one-page paper on his/her findings which addresses how tourism has grown through the years and identify the different types of tourism with examples provided.
- 4 Students will be assessed on use of reading, writing, and communication essential learning as they develop, implement and present their project
- 5 Students will develop a portfolio (digital or hard copy) including samples of best recipes and work. The portfolio will include evidence of attainment of FACSE Competencies 1.2.1, 1.2.3, 1.2.4, 1.2.5, 1.2.6, and 1.2.8. The portfolio will be presented to audiences within and outside the school community. The means of presentation may include display, video production, PowerPoint, etc. and will summarize their work to date and list goals for the future. This portfolio will be updated at the end of each unit as needed.

Leadership Alignment: *Leadership activity embedded in curriculum and instruction.*

Programs:

Career Connection, Dynamic Leadership (after school)

21st Century Skills:

10. A.2 Prioritize, plan and manage work to achieve the intended result.

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

- a. work positively and ethically
- b. manage time and projects effectively
- c. multi-task
- d. participate actively, as well as be reliable and punctual
- e. present oneself professionally and with proper etiquette
- f. collaborate and cooperate effectively with teams
- g. respect and appreciate team diversity
- h. be accountable for results

FCCLA Star Event – Illustrated Talk/Career Investigation/Job Interview

STANDARDS AND COMPETENCIES

Standard/Unit 1: Overview of the Restaurant and Foodservice Industry

FCS 8.1 Analyze career paths within the food production and food services industries.
 FCS 10.1 Analyze career paths within the hospitality, tourism and recreation industries.

Competencies

Total Learning Hours for Unit: 60

PRSTY1 Section 1.1

- 1.1 Identify the two segments of the restaurant and foodservice industry, and give examples of businesses in each of them.
- 1.2 Categorize the types of businesses that make up the travel and tourism industry.
- 1.3 Outline the growth of the hospitality industry throughout the history of the world, emphasizing growth in the United States.
- 1.4 List chefs who have made significant culinary contributions, and note their major accomplishments.
- 1.5 List entrepreneurs who have influenced foodservice in the United States.

PRSTY1 Section 1.2

- 1.6 Identify foodservice opportunities provided by the travel and tourism industry.
- 1.7 Identify career opportunities offered by the travel and tourism industry.
- 1.8 Identify the two major categories of jobs in the restaurant and foodservice industry.

PRSTY1 Section 1.3

- 1.9 Name reasons why people travel.
- 1.10 Describe the differences between leisure and business travelers.
- 1.11 Identify national organizations that rate commercial lodging and foodservice establishments, and list factors used in making their rating judgments.
- 1.12 List and describe the characteristic types of lodging operations.
- 1.13 List and describe activities associated with front-desk operations.

Aligned Washington State Standards

Health & Fitness

3.2: Evaluates health and fitness information.

Language

- 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- 9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- 11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Math

Quantities
 N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Reading Standards for Informational Text

- 9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- 11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Reading Standards for Literacy in Science and Technical Subjects

- 9-10.RST.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- 11-12.RST.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently

Science-NGSS**HS-LS4 Biological Evolution: Unity and Diversity**

HS-LS4-Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Speaking and Listening Core Standards

- 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 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.
 - Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
 - Propel conversations by posing and responding to questions that probe reason 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.
 - 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.
- 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Technology

- 1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
- 2.0 DIGITAL CITIZENSHIP; Students:
- 2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.
- Practice personal safety.
 - Practice ethical and respectful behavior.
- 2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.
- Develop skills to use technology effectively.
 - Use a variety of hardware to support learning.
- 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.
- Select and use common applications.

2.3.2 Select and use online applications.

Writing Standards

11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Critical Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and /evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Unit 2 COMPONENTS AND COMPETENCIES

Performance Assessments:

- 1 Students will acquire food handler's training/card to prepare and serve food in a food establishment or catering events.
- 2 Student will acquire Food Handler training/certification.
- 3 Students will research a chosen foodborne illness and design a virtual poster to share with classmates about the risks associated with it, high-risk populations, methods for prevention, etc. These will be added to their portfolios.
- 4 Students will demonstrate proper food safety and sanitation practice in all food labs.
- 5 Written Exam – 100% Required

Leadership Alignment: *Leadership activity embedded in curriculum and instruction.*

Programs:

Career Connection, Dynamic Leadership (after school)

21st Century Skill:

11. B.1 Act responsibly with the interests of the larger community in mind.

FCCLA Star Event – Virtual Poster (www.glogster.com), Job Interview, or Illustrated Talk

FCCLA Leaders at Work curriculum

STANDARDS AND COMPETENCIES

Standard/Unit 2: *Food Safety and Sanitation*

FCS 8.2 Demonstrate food safety and sanitation procedures.

Competencies

Total Learning Hours for Unit: 60

PRSTY1 Section 2.1

- 2.1 Define what a foodborne-illness outbreak is, and list the costs associated with one.
- 2.2 Recognize risks associated with high-risk populations.
- 2.3 Identify factors that affect the growth of pathogens (FAT TOM).
- 2.4 Identify characteristics of TCS food and list examples.
- 2.5 Identify methods for preventing biological contamination.
- 2.6 List guidelines for storing chemicals safely.
- 2.7 Recognize the need for food defense systems.
- 2.8 Identify the most common allergens and methods for preventing allergic reactions.
- 2.9 Identify government agencies that regulate the restaurant and foodservice industry.

PRSTY1 Section 2.2

- 2.10 List personal behaviors that can contaminate food.
- 2.11 List the steps to proper handwashing, and identify when hands should be washed.
- 2.12 Identify proper personal cleanliness practices and appropriate work attire.
- 2.13 Identify ways to handle ready-to-eat food safely.
- 2.14 Identify when food handlers should be prevented from working around food or from working in the operation.

PRSTY1 Section 2.3

- 2.15 Identify ways to prevent cross-contamination.
- 2.16 Identify ways to prevent time-temperature abuse.
- 2.17 List different temperature-measuring devices and their uses.
- 2.18 Identify characteristics of an approved food source.
- 2.19 Identify criteria for accepting or rejecting food during receiving.
- 2.20 Outline proper procedures for storing food.
- 2.21 Identify the minimum internal temperature requirements for cooking various TCS food.
- 2.22 Outline proper procedures for holding, cooling, and reheating TCS food.
- 2.23 Identify ways to handle food ready for service.

2.24 Outline proper procedures for preparing and serving food for off-site service.

PRSTY1 Section 2.4

2.25 List the HACCP principles and explain their importance to food safety.

PRSTY1 Section 2.5

2.26 Explain the difference between cleaning and sanitizing.

2.27 Outline proper procedures for cleaning and sanitizing tools and equipment.

2.28 Identify factors that affect the effectiveness of sanitizers.

2.29 List the elements of a master cleaning schedule.

2.30 Identify organizations that certify that equipment meets sanitation standards.

2.31 Outline proper procedures for managing pests.

Aligned Washington State Standards

Health & Fitness

Health

3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices

Language

9-10.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Math

N-Q.1

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Reading Standards for Informational Text

9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Speaking and Listening Core Standards

9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Reading Common Core Standards

RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in a simpler but still accurate terms.

Technology

1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.

2.0 DIGITAL CITIZENSHIP; Students:

2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.

2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.

2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.

Writing Standards (also for Literacy in History/Social Studies, Science, and Technical Subjects)

9-10.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Science – NGSS

HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in production and maintaining complex organisms.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION

Creativity and Innovation

- X Think Creatively
- Work Creatively with Others
- Implement Innovations

Critical Thinking and Problem Solving

- X Reason Effectively
- X Use Systems Thinking
- X Make Judgments and Decisions
- Solve Problems

Communication and Collaboration

- X Communicate Clearly
- X Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- X Access and /evaluate Information
- X Use and Manage Information

Media Literacy

- X Analyze Media
- X Create Media Products

Information, Communications and Technology (ICT Literacy)

- X Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- X Adapt to Change
- X Be Flexible

Initiative and Self-Direction

- X Manage Goals and Time
- X Work Independently
- X Be Self-Directed Learners

Social and Cross-Cultural

- X Interact Effectively with Others
- X Work Effectively in Diverse Teams

Productivity and Accountability

- X Manage Projects
- X Produce Results

Leadership and Responsibility

- X Guide and Lead Others
- X Be Responsible to Others

Unit 3: COMPONENTS AND COMPETENCIES

Performance Assessments:

- 1 Students will demonstrate basic food safety & first aid using role-play situations that require assessment of the injury and appropriate treatment.
- 2 In teams of two, students will create a flowchart for a particular recipe identifying where hazards exist in each step of the flow of food through an food service operation and then will analyze it for unsafe practices and write out a plan for keeping the food safe using the Hazard Analysis Critical Control Points System (HACCP).
- 3 Written Exam – 100% Required

Leadership Alignment: *Leadership activity embedded in curriculum and instruction.*

Food Safety and First Aid

Programs:

Career Connection, Dynamic Leadership (after school)

21st Century Skills:

11.B.1 Act responsibly with the interests of the larger community in mind.

FCCLA Star Event – Virtual Poster (www.glogster.com) or Illustrated Talk

FCCLA Leaders at Work curriculum

STANDARDS AND COMPETENCIES

Standard/Unit 3: *Workplace Safety/Preventing Accidents*

FCS 5.3 Demonstrate sanitation procedures for a clean and safe environment.

FCS 5.5.4 Apply safety and security procedures as required by Hazard Analysis and Critical Control Point (HACCP), Occupational Safety and Health Administrations (OSHA), and other agencies.

Competencies

Total Learning Hours for Unit: 60 HRS

PRSTY1 Section 3.1

- 3.1 State who is legally responsible for providing a safe environment and ensuring safe practices.
- 3.2 Define the role of Occupational Safety and Health Administration regulations.
- 3.3 State the Hazard Communication Standard requirements for employers.
- 3.4 List the requirements for storing hazardous chemicals in an operation.
- 3.5 Explain the importance of general safety audits and safety training.
- 3.6 Explain the importance of completing accident reports.
- 3.7 Describe the purpose of an emergency plan.
- 3.8 List ways to use protective clothing and equipment to prevent injuries.

PRSTY1 Section 3.2

- 3.9 Identify electrical hazards that contribute to accidental fires.
- 3.10 Classify different types of fires and fire extinguishers.
- 3.11 Identify the cleaning frequency for equipment as a way to prevent fires.
- 3.12 Outline the actions to take in the event of a fire at a restaurant or foodservice operation.

- 3.13 Identify procedures for preventing slips, trips, and fall in a foodservice operation.
- 3.14 Outline the procedure for cleaning up spills on floors.
- 3.15 Demonstrate how to use ladders safely.
- 3.16 Demonstrate proper lifting and carrying procedures to avoid injury.
- 3.17 Demonstrate correct and safe use of knives.

PRSTY1 Section 3.3

- 3.18 Outline basic first aid concepts and procedures.
- 3.19 Recognize the importance of locking doors.

Aligned Washington State Standards

Health & Fitness

- Health
- 3.1.2 Analyzes how environmental factors impact health.

Language

- 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Reading Standards for Informational Text

- 9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- 11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Reading Standards for Literacy in Science and Technical Subjects

- 9-10.RST.2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- 11-12.RST.2 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.

Science – NGSS

- HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in production and maintaining complex organisms.

Speaking and Listening Core Standards

- 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technology

- 1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
- 1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
- 2.0 DIGITAL CITIZENSHIP; Students:
- 2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.
- 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.

Writing Standards

- 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

9-10.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Unit 4 Components and Competencies

Performance Assessments:

- 1 Students will determine the recipe yield needed in a recipe, then convert (increase or decrease) the recipe, analyze it, make the recipe ingredient adjustments, and determine modifications in preparation. The student will test the recipe for conversion success.
- 2 Given foodservice-related word problems, students will use their math skills to calculate the answers to the problems.
- 3 Students will determine the difference between recipe cost and cost per serving in relation to profit, break even, and selling price.
- 4 Using technology, students will research one of the positions described in either the kitchen or the dining-room brigade and design a poster, powerpoint, or brochure to add to their portfolio work.

Leadership Alignment: *Leadership activity embedded in curriculum and instruction.*

Programs:

A Better You

21st Century Skills:

2. B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

FCCLA Star Event – Virtual Poster (www.glogster.com) or Illustrated Talk

FCCLA Leaders at Work curriculum

STANDARDS AND COMPETENCIES

Standard/Unit 4: *Kitchen Essentials 1 - Professionalism/Standardized Recipes*

FCS 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

FCS 13.1 Analyze various functions and expectations of various types of relationships.

Competencies

Total Learning Hours for Unit: 40

PRSTY1 Section 4.1

4.1 Define professionalism, and explain what it means to culinary professionals.

4.2 List the stations and positions in the kitchen brigade and the dining brigade.

PRSTY1 Section 4.2

4.3 Perform basic math calculations using numbers or fractions.

4.4 Identify the components and functions of a standardized recipe.

4.5 Convert recipes to yield smaller and larger quantities based on operational needs.

4.7 Demonstrate measuring and portioning using the appropriate small wares and utensils.

4.8 Given a problem, calculate as purchased (AP) and edible portion (EP) amounts.

4.9 Calculate the total cost and portion costs of a standardized recipe.

Aligned Washington State Standards

Health & Fitness

Health

3.1.3	Evaluates environmental risks associated with certain occupational, residential, and recreational choices
Language	
9-10.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
Math	
Common Core Math – Algebra; Seeing structure in expressions, creating equations, reasoning with equations and inequalities	
Quantities	
N-Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
Reading Standards for Informational Text	
9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
11-12.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Reading Standards for Literacy in Science and Technical Subjects	
9-10.RST.2.	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
11-12.RST.2	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.
Science – NGSS	
HS-LS1-4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in production and maintaining complex organisms.
Speaking and Listening Core Standards	
9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Technology	
1.0 INTEGRATION:	Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
1.3 Investigate and Think Critically:	Research, manage and evaluate information and solve problems using digital tools and resources.
2.0 DIGITAL CITIZENSHIP;	Students:
2.1 Practice Safety:	Demonstrate safe, legal and ethical behavior in the use of information and technology.
Writing Standards	
9-10.W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
11-12.W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
9-10.WHST.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
11-12.WHST.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER SKILLS
<p>Creativity and Innovation <input type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving <input type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others</p>	<p>Information Literacy <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy <input checked="" type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy) <input type="checkbox"/> Apply Technology Effectively</p>	<p>Flexibility and Adaptability <input type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others</p>

Unit 5 COMPONENTS AND COMPETENCIES

Performance Assessments:

- 1 Students will use applied thinking skills to demonstrate and teach classmates the proper use of a selected piece of equipment.
- 2 After reading technical instruction manuals, students will apply decision-making and planning skills to demonstrate proper use of equipment, this must include demonstration and explanation, variety of uses, all safety issues. Related math and science principles must be clear to the targeted audience.
- 3 Participate in inventory, cleaning and maintenance of lab equipment as part of kitchen brigade duties.
- 4 Students will demonstrate knife cutting skills through a practical skills test and be able to identify each cut by developing a brochure or poster to place in their portfolio.
- 5 Teams of students will develop a menu for a specific customer group “case study” and analyze its nutritional value or dietary need, using available resources such as nutritional analysis software, USDA guidelines. The menu will address learning standards as appropriate to their case study. Each team will be given a different customer group “case study” scenario. Teams will be given the opportunity to present to a panel including industry professionals.

Leadership Alignment: *Leadership activity embedded in curriculum and instruction.*

Programs:

Virtual Poster

21st Century Skills:

- 2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
 8.C.2 Demonstrate initiative to advance skill levels towards a professional level.

FCCLA Star Event – Virtual Poster (www.glogster.com) or Illustrated Talk
 FCCLA Leaders at Work curriculum

STANDARDS AND COMPETENCIES

Standard/Unit 5: *Kitchen Essentials 2 - Equipment, Cooking Methods and Nutrition*

FCS 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.

FCS 9.2 Apply risk management procedures to food safety, food testing, and sanitation.

FCS 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

Competencies

Total Learning Hours for Unit: 80 Hrs

PRST1 Section 5.1

5.1 Identify the equipment needed for receiving and storing food and supplies.

5.2 Identify the equipment needed for pre-preparation.

5.3 List the different types of knives used in the foodservice kitchen and give examples of their uses.

5.4 Identify basic types of pots and pans and their common uses.

5.5 List the different types of preparation equipment used in the foodservice kitchen and give examples of their uses.

5.6 Identify the kitchen equipment needed for holding and serving food and beverages.

PRSTY1 Section 5.2

5.7 Apply effective place through practice.

5.8 Explain how to care for knives properly.

5.9 Demonstrate the proper use of knives.

5.10 Explain the difference between seasoning and flavoring.

5.11 Describe and demonstration basic pre-preparation techniques.

PRSTY1 Section 5.3

5.12 List and explain how the three types of cooking work.

5.13 Describe dry-heat cooking methods and list the foods to which they are suited.

5.14 Describe moist-heat cooking methods and list the foods to which they are suited.

5.15 Describe combination-heat cooking methods and list the foods to which they are suited.

5.16 Identify ways to determine if a food is done cooking.

5.17 List guidelines for plating or storing food that has finished cooking.

PRSTY1 Section 5.4

5.18 Describe a healthy diet.

5.19 Use the Dietary Guidelines for Americans and MyPyramid to plan meals.

5.20 Interpret information on a nutrition label.

5.21 Define obesity and explain how it can be prevented.

Aligned Washington State Standards

Language

9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

Math

Common Core Math – Algebra; Seeing structure in expressions, creating equations, reasoning with equations and inequalities

Quantities
 N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Reading Standards for Informational Text

9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Speaking and Listening Core Standards

9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technology

1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
 1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.
 2.0 DIGITAL CITIZENSHIP; Students:

Writing Standards

9-10.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Critical Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS**Information Literacy**

- Access and /evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and ResponsibilityX Guide and Lead OthersX Be Responsible to Others**Unit 6 COMPONENTS AND COMPETENCIES****Performance Assessments:**

- 1 Students will perform food preparation techniques at a level 3 or better in each food preparation category according to a recognized competency standard.
- 2 Students will demonstrate preparation of various stocks, soups, broths, and sauces during lab performances.
- 3 Students will identify the five grand/mother sauces and then research derivative or baby sauces and other sauces that are not categorized as grand sauces or a derivative and create a graphical outline, using computer technology skills, of the grand and derivative sauces to be added to their portfolio.
- 4 Students will set goals to carry out and incorporate into their final portfolio, a meal planning and preparation extended learning project. The project shall include such steps/elements as planning, purchasing, preparation, documentation, cost analysis, and evaluation. A minimum of 3 courses is required, e.g. appetizers, salads, main dishes and desserts.
- 5 EALR's and thinking skills will be taught and assessed as students demonstrate and teach others food preparation skills.

Leadership Alignment: *Leadership activity embedded in curriculum and instruction.***Programs:**

Virtual Poster, A Better You, Career Connections

21st Century Skills:

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.

FCCLA Star Event – Virtual Poster (www.glogster.com) or Illustrated Talk, Chicken Fabrication, Food Production

FCCLA Leaders at Work curriculum

STANDARDS AND COMPETENCIES**Standard/Unit 6: Stocks, Sauces, and Soups**

FCS 8.5.6 Prepare various stocks, soups and sauces using safe handling and professional preparation techniques.

FCS 8.6.1 Apply principles of purchasing, receiving, issuing, and storing in food service operations.

Competencies**Total Learning Hours for Unit: 60 Hrs****PRSTY1 Section 6.1**

- 6.1 Identify the four essential parts of stock and the proper ingredients for each.
- 6.2 List and explain the various types of stock and their ingredients.
- 6.3 Demonstrate three methods for preparing bones for stock.
- 6.4 Prepare the ingredients for and cook several kinds of stocks.
- 6.5 Explain how and why to degrease stock.
- 6.6 List the ways to cool stock properly.

PRSTY1 Section 6.2

- 6.7 Identify the grand sauces and describe other sauces made from them.
- 6.8 List the proper ingredients for sauces.
- 6.9 Prepare several kinds of sauces.
- 6.10 Match sauces to appropriate food.

PRSTY1 Section 6.3

6.11 Identify the two basic kinds of soups and give examples of each.

6.12 Explain the preparation of the basic ingredients for broth, consommé, purée, clear, and cream soups.

6.13 Prepare several kinds of soups.

Aligned Washington State Standards**Language**

9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Math

N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Reading Standards for Informational Text

9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Speaking and Listening Core Standards

9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Technology

1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.

1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

2.0 DIGITAL CITIZENSHIP; Students:

2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.

2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.

2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.

Writing Standards

9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy) <input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others</p>
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Unit 7 COMPONENTS AND COMPETENCIES

Performance Assessments:

- Working in pairs, students will develop and act out role-play scenarios using the five essential parts of the communication process to demonstrate understanding of the importance of interacting with others in the workplace.
- Students will choose a written documentation from the media (such as a newspaper article, internet advertisement, or memo) and assess its contents based on a set of criteria including, but not limited to, communication style, planning, purpose, and audience. A report will be created and shared with classmates and placed in portfolio.

Leadership Alignment: *Leadership activity embedded in curriculum and instruction.*

21st Century Skills:

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.

FCCLA Star Event – Virtual Poster (www.glogster.com) or Illustrated Talk or Interpersonal Communications

FCCLA Leaders at Work curriculum

STANDARDS AND COMPETENCIES

Standard/Unit 7: *Communication Skills*

FCS 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.

Competencies

Total Learning Hours for Unit: 40 Hrs

PRSTY1 Section 7.1

7.1 Describe the communication process.

7.2 Identify obstacles to effective communication and explain how to prevent them.

PRSTY1 Section 7.2

7.3 Explain how personal characteristics can affect communication.

7.4 List and demonstrate effective listening skills.

7.5 List and demonstrate effective speaking skills.

7.6 Identify and use business-appropriate telephone skills.

7.7 List and demonstrate effective writing skills.

PRSTY1 Section 7.3

7.8 Define organizational communication and give examples of when it might be used.

7.9 Describe interpersonal communication.

7.10 List ways to build relationships through interpersonal communication.

Aligned Washington State Standards**Language**

9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text

9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Speaking and Listening Core Standards

9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,

alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
 11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Technology

1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
 1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.
 2.0 DIGITAL CITIZENSHIP; Students:
 2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.

Writing Standards

9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER SKILLS
<p>Creativity and Innovation <input type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others</p>	<p>Information Literacy <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy) <input type="checkbox"/> Apply Technology Effectively</p>	<p>Flexibility and Adaptability <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others</p>

Unit 8 COMPONENTS AND COMPETENCIES

Performance Assessments:

- 1 Using a variety of resources, the student will analyze, design, and develop an “aspects of industry” project, e.g., the student will create a “mock” business, entrepreneurship or community service project. This will be presented to a panel of persons, some of whom have industry experience. Recommended rubrics: FCCLA Illustrated Talk or Entrepreneurship Star Event
- 2 Students will make an industry connection and conduct an informational interview and/or job shadow. Using a variety of presentation skills the student will present what they learned to classmates.
- 3 Groups of students will plan and present a simulation/role play of employee interview and orientation, training, and evaluation. The simulation/role play should show evidence of student mastery of FACS Competencies 1.2, 5.7.4, 8.6.5, 8.6.6, 8.6.7, and 8.6.8

Leadership Alignment: *Leadership activity embedded in curriculum and instruction.*

21st Century Skills:

11.B.1 Act responsibly with the interests of the larger community in mind.

FCCLA Star Event – Illustrated Talk or Entrepreneurship

FCCLA Power of One – Working on Working

FCCLA Leaders at Work curriculum

STANDARDS AND COMPETENCIES

Standard/Unit 8: *Management Essentials - Diversity, Leadership and Training In the Workplace*

FCS 7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services.

FCS 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.

Competencies

Total Learning Hours for Unit: 80 Hrs

PRSTY1 Section 8.1

- 8.1 State the difference between school and workplace environments.
- 8.2 Explain how stereotypes and prejudices can negatively affect working together.
- 8.3 Identify the benefits of diversity to a workplace.
- 8.4 List ways to promote diversity in the workplace.
- 8.5 Describe what a harassment-free environment and mutually respectful workplace is.
- 8.6 List guidelines for handling harassment claims.
- 8.7 Explain the concept of teamwork.

PRSTY1 Section 8.2

- 8.8 Describe ethics, and explain their importance to the restaurant and foodservice industry.
- 8.9 Identify the behaviors of a leader.
- 8.10 Identify common expectations that employees have about managers.
- 8.11 Define motivation, and explain a leader’s responsibility to motivate employees.
- 8.12 Define organizational goal, and explain why this type of goal should be SMART.
- 8.13 Explain the purpose of vision statements and mission statements.
- 8.14 Identify how employees’ roles and jobs impact a mission and goals.
- 8.15 List the steps for solving a problem and explain how each step contributes to finding a solution.

8.16 Explain the importance of individual development to your restaurant or foodservice career.

PRSTY1 Section 8.3

8.17 Explain what is included in a job description and explain the importance of these documents to a business.

8.18 Identify the difference between exempt and non-exempt employees.

8.19 Explain a manager's responsibility for maintaining labor law knowledge.

8.20 Identify discriminatory language and practices in the hiring process.

8.21 Identify methods for ensuring a fair and consistent hiring process.

8.22 Describe the typical phases of onboarding and explain its importance to a business.

8.23 Explain what employees can expect during orientation.

8.24 List items that employees receive during orientation.

8.25 Identify the typical topics addressed in orientation sessions and employee manuals.

PRSTY1 Section 8.4

8.26 Identify the benefits of training.

8.27 List skills that a trainer should have.

8.28 Identify the key points of effective employee training.

8.29 List the benefits of cross-training.

8.30 Summarize and discuss effective group training and on-the-job training.

8.31 Describe the employee evaluation process.

Aligned Washington State Standards

Language

9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Math

Common Core Math – Algebra; Seeing structure in expressions, creating equations, reasoning with equations and inequalities

Quantities

N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Reading Standards for Informational Text

9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Reading Standards for Literacy in Science and Technical Subjects

9-10.RST.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

9-10.RST.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

11-12.RST.2 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.

Speaking and Listening Core Standards

9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Science – NGSS

HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in production and maintaining complex organisms.

Technology

1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.

1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.

2.0 DIGITAL CITIZENSHIP; Students:

2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.

2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.

Writing Standards

9-10.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy) <input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others</p>
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Unit 9 COMPONENTS AND COMPETENCIES

Performance Assessments:

- 1 Students will perform food preparation techniques at a level 3 or better in each food preparation category according to a recognized competency standard.
- 2 Students will perform lab experiences using a variety of fruits and vegetables to make fruit and vegetable dishes, using a variety of cooking methods, and salads and garnishes.
- 3 Students will demonstrate the proper procedure for storing and caring for as well as the nutritional benefits of eating fruits and vegetables by researching and designing a poster, brochure, or informational pamphlet for distribution in the school lunch room(s) and/or at local elementary schools.

Leadership Alignment: *Leadership activity embedded in curriculum and instruction.*

21st Century Skills:

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise.

FCCLA Star Event – Virtual Poster (www.glogster.com) or Illustrated Talk, Focus on Children or Student Body Project
 FCCLA Leaders at Work curriculum

STANDARDS AND COMPETENCIES

Standard/Unit 9: *Fruits and Vegetables*

FCS 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

Competencies

Total Learning Hours for Unit: 60 Hrs

PRSTY1 Section 9.1

- 9.1 Identify and describe different types of fruit.
- 9.2 List and explain the USDA quality grades for produce.
- 9.3 List factors that affect produce purchasing decisions.
- 9.4 Identify procedures for storing fruit.
- 9.5 Explain how to prevent enzymatic browning of fruit.
- 9.6 Match and cook fruit to appropriate methods.

PRSTY1 Section 9.2

- 9.7 Identify and describe different types of vegetables.
- 9.8 Describe hydroponic farming.
- 9.9 Identify procedures for storing vegetables.
- 9.10 Match and cook vegetables to appropriate methods.
- 9.11 List ways to hold vegetables that maintain their quality.

Aligned Washington State Standards**Health & Fitness**

Health

- 3.1.2 Analyzes how environmental factors impact health.
- 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices

Language

- 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- 11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

Math

Common Core Math – Algebra; Seeing structure in expressions, creating equations, reasoning with equations and inequalities

Quantities

- N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Reading Standards for Informational Text

- 9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Speaking and Listening Core Standards

- 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- 1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
- 1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.
- 2.0 DIGITAL CITIZENSHIP; Students:

2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.

Writing Standards

9-10.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION

Creativity and Innovation

- X Think Creatively
- X Work Creatively with Others
- X Implement Innovations

Critical Thinking and Problem Solving

- X Reason Effectively
- Use Systems Thinking
- X Make Judgments and Decisions
- X Solve Problems

Communication and Collaboration

- X Communicate Clearly
- X Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- X Access and /evaluate Information
- X Use and Manage Information

Media Literacy

- X Analyze Media
- Create Media Products

Information, Communications and Technology (ICT Literacy)

- X Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- X Adapt to Change
- X Be Flexible

Initiative and Self-Direction

- X Manage Goals and Time
- X Work Independently
- X Be Self-Directed Learners

Social and Cross-Cultural

- X Interact Effectively with Others
- X Work Effectively in Diverse Teams

Productivity and Accountability

- X Manage Projects
- X Produce Results

Leadership and Responsibility

- X Guide and Lead Others
- X Be Responsible to Others

Unit 10 COMPONENTS AND COMPETENCIES

Performance Assessments:

- 1 In a real or role-play customer service situation, students will demonstrate the various table service procedures and operations of the culinary arts field and gather evidence of customer satisfaction through surveys, polls, or other technology data collection. Information will be analyzed, graphed and summarized to be presented to other classmates and/or a panel of industry professionals.
- 2 Students may use current available industry educational programs relating to food services and/or FCCLA Leaders at Work for assessment.
- 3 Students will be assessed on use of reading, writing, and communication essential learning as they develop, implement and present their project.
- 4 Students will demonstrate their knowledge of specific menu's by correctly setting a table cover at their seats using lab dishes and utensils. Students will be evaluated on accuracy.

Leadership Alignment: *Leadership activity embedded in curriculum and instruction.*

FCCLA Star Event – Virtual Poster (www.glogster.com) or Illustrated Talk
FCCLA Leaders at Work curriculum

STANDARDS AND COMPETENCIES

Standard/Unit 10: *Serving Your Guests - Customer Service and Service Styles*

- FCS 8.7 Demonstrate the concept of internal and external customer service.
FCS 8.7.3 Analyze the relationship between employees and customer satisfaction.
FCS 8.7.4 Apply strategies for addressing and resolving complaints.

Competencies

Total Learning Hours for Unit: 70 Hrs

PRSTY1 Section 10.1

- 10.1 Explain the importance of customer service to the restaurant and foodservice industry.
10.2 List the reasons for making a good first impression and give examples of how to make one.
10.3 Describe the types of customers that may have special needs.
10.4 Identify ways to identify customer needs.

PRSTY1 Section 10.2

- 10.5 Outline the process for receiving and recording reservations and special requests.
10.6 Outline the process for taking orders at the table, beginning with the greeting.
10.7 Define suggestive selling, and give examples of how to do it.
10.8 Identify basic guidelines for serving alcohol to guests.
10.9 List methods for processing payment.
10.10 List ways to obtain feedback from guests and determine their satisfaction.
10.11 Explain how customer complaints should be resolved.

PRSTY1 Section 10.3

- 10.12 Define a contemporary style of service.
10.13 Describe the four traditional styles of service: American, French, English and Russian.
10.14 Identify traditional service set-ups and the utensils and set-ups used.
10.15 Describe the traditional service staff responsibilities, and list the duties and responsibilities of each.
10.16 Label the standard service tools and describe the stations used.

Aligned Washington State Standards

Health & Fitness

Health

- 2.2 Understands stages of growth and development.
3.1 Understands how family, culture, and environmental factors affect personal health.
3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.
3.1.2 Analyzes how environmental factors impact health.
3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices

Language

- 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college

and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Math

Common Core Math – Algebra; Seeing structure in expressions, creating equations, reasoning with equations and inequalities

Quantities

N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Reading Standards for Informational Text

9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Speaking and Listening Core Standards

9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Technology

1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.

1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

2.0 DIGITAL CITIZENSHIP; Students:

2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.

Writing Standards

9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving <input type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy <input type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy) <input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others</p>
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Unit 11 COMPONENTS AND COMPETENCIES

Performance Assessments:

- 1 Students will provide a variety of recipes that can be analyzed for nutritional value and in preparing potatoes using cooking procedures for boiling, steaming, baking, sautéing, deep-frying, pureeing, whipping, and mashing using a potato preparation checklist.
- 2 Students will perform food preparation techniques at a level 3 or better in each food preparation category according to a recognized competency standard.
- 3 Students will perform lab experiences using a variety of grains and legumes using a variety of cooking techniques to prepare them.
- 4 Students will research and conduct a presentation using PowerPoint or other form of technology on a region of the world and a grain or legume dish served there. Students will find a recipe for the dish, and prepare the recipe to be shared with the class.

Leadership Alignment: *Leadership activity embedded in curriculum and instruction.*

21st Century Skills:

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.

FCCLA Star Event – Virtual Poster (www.glogster.com) or Illustrated Talk
 FCCLA Leaders at Work curriculum

STANDARDS AND COMPETENCIES

Standard/Unit 11: *Potatoes and Grains*

FCS 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.

Competencies	Total Learning Hours for Unit: 50
<p>PRST 1 Section 11.1 11.1 Identify and describe different types of potatoes. 11.2 Outline methods to select, receive, and store potatoes. 11.3 Using a variety of recipes and cooking methods, prepare potatoes.</p> <p>PRSTY1 Section 11.2 11.4 Identify and describe different types of grains and legumes. 11.5 Using a variety of recipes and cooking methods, prepare grains and legumes. 11.6 Outline methods to select, receive, and store grains.</p> <p>PRST1 Section 11.3 11.7 Identify and describe different types of pasta. 11.8 Using a variety of recipes and cooking methods, prepare pasta. 11.9 Describe and prepare dumplings.</p>	
<i>Aligned Washington State Standards</i>	
Arts	
Health & Fitness	
<p>Health</p> <p>2.2: Understands stages of growth and development.</p> <p>3.1: Understands how family, culture, and environmental factors affect personal health.</p> <p>3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.</p> <p>3.1.2 Analyzes how environmental factors impact health.</p> <p>3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices</p>	
Language	
<p>9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
Math	
<p>Common Core Math – Algebra; Seeing structure in expressions, creating equations, reasoning with equations and inequalities</p> <p>Quantities</p> <p>N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and</p>	

interpret the scale and the origin in graphs and data displays.

Reading Standards for Informational Text

9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Speaking and Listening Core Standards

9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Technology

1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.

1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.

2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.

2.3.1 Select and use common applications.

2.3.2 Select and use online applications.

Writing Standards

9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION

Creativity and Innovation

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

LIFE AND CAREER SKILLS

Flexibility and Adaptability

Think Creatively
 Work Creatively with Others
 Implement Innovations
Critical Thinking and Problem Solving
 Reason Effectively
 Use Systems Thinking
 Make Judgments and Decisions
 Solve Problems
Communication and Collaboration
 Communicate Clearly
 Collaborate with Others

Access and /evaluate Information
 Use and Manage Information
Media Literacy
 Analyze Media
 Create Media Products
Information, Communications and Technology (ICT Literacy)
 Apply Technology Effectively

Adapt to Change
 Be Flexible
Initiative and Self-Direction
 Manage Goals and Time
 Work Independently
 Be Self-Directed Learners
Social and Cross-Cultural
 Interact Effectively with Others
 Work Effectively in Diverse Teams
Productivity and Accountability
 Manage Projects
 Produce Results
Leadership and Responsibility
 Guide and Lead Others
 Be Responsible to Others

Unit 12 COMPONENTS AND COMPETENCIES

Performance Assessments:

- 1 Students will analyze their work experiences and skill level by creating a career portfolio that includes, but is not limited to the following: a personal biography, cover letter, resume, and job application. Note: Students will revise (update) their cover letter and resume if they have already completed one.
- 2 Students will conduct a real or mock interview elaborating on skills, goals, and decisions made concluding with a summary of their work to date and prediction for the future.
- 3 Students will develop a portfolio (digital or hard copy) including samples of best recipes and work into their portfolio. The portfolio will include evidence of attainment of FACS Competencies 1.2.1, 1.2.3, 1.2.4, 1.2.5, 1.2.6, and 1.2.8. The portfolio will be presented to audiences within and outside the school community. The means of presentation may include display, video production, PowerPoint, etc. and will summarize their work to date and list goals for the future. This portfolio will be updated at the end of each unit as needed.

Leadership Alignment: *Leadership activity embedded in curriculum and instruction.*

FCCLA planning process

Programs:

Digital Stories for Change

Career Connection

Virtual Poster

21st Century Skills:

- 10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:
- a. work positively and ethically
 - b. manage time and projects effectively
 - c. multi-task
 - d. participate actively, as well as be reliable and punctual
 - e. present oneself professionally and with proper etiquette
 - f. collaborate and cooperate effectively with teams
 - g. respect and appreciate team diversity
 - h. be accountable for results

FCCLA Star Event – Career Investigation/Job Interview
FCCLA Leaders at Work curriculum

STANDARDS AND COMPETENCIES

Standard/Unit 12: *Building a Career in the Industry*

FCS 1.2 Demonstrate transferable and employability skills in school, community and workplace settings.

Competencies

Total Learning Hours for Unit: 60 Hrs

PRSTY1 Section 12.1

- 12.1 Identify skills needed by foodservice professionals.
- 12.2 Outline a plan for an effective job search.
- 12.3 Write a resume that lists your experience, skills, and achievements.
- 12.4 Write an effective cover letter.
- 12.5 Compile the best examples of your work into a portfolio.

PRSTY1 Section 12.2

- 12.6 Read and complete a job application form.
- 12.7 Outline the steps to choosing a college or trade school and identify resources for answering those questions.
- 12.8 Read and complete college and scholarship application forms.
- 12.9 List ways to find and apply for scholarships.

PRSTY1 Section 12.3

- 12.10 List the steps to an effective job interview.
- 12.11 Identify the differences between closed- and open-ended questions in interviews.
- 12.12 Explain the follow-up steps for a job interview.

PRSTY1 Section 12.4

- 12.13 List factors for maintaining health and wellness throughout a restaurant or foodservice career.
- 12.14 Describe the relationship between time and stress.
- 12.15 List ways to manage time and stress.
- 12.16 Outline the steps to resigning a job
- 12.17 Explain the importance of professional development and list ways to achieve it.

Aligned Washington State Standards

Language

9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text

9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Speaking and Listening Core Standards

9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Social Studies

Technology

1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.

1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.

2.0 DIGITAL CITIZENSHIP; Students:

2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.

2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.

Writing Standards

9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Critical Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS**Information Literacy**

- Access and /evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others