

# ***BAKING AND PASTRY STANDARDS***



This document was prepared by:

Office of Career, Technical and Adult Education  
Nevada Department of Education  
755 N. Roop Street, Suite 201  
Carson City, NV 89701

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### **STANDARDS DEVELOPMENT MEMBERS**

Phillip L. Dell, Executive Chef  
Sin City Chefs Inc., Las Vegas

Cathy Haynes, Executive Pastry Chef  
Harrah's/Harvey's, Lake Tahoe

Brenda Hitchins, Culinary Arts  
NWCTA, Las Vegas

Clint Jolly, Chef Entrepreneur  
Great Thyme Catering, Reno

Tom Rosenberger, Chef Instructor  
College of Southern Nevada, Las Vegas

Michael Santos, Chief Operating Officer  
Micatrotto Restaurant Group, Las Vegas

Fred Wright, Chef Instructor  
Academy of Arts, Careers and Technology, Reno

### **BUSINESS AND INDUSTRY VALIDATION**

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Baking and Pastry standards were validated through the active participation by business and industry on the development team.

### **PROJECT COORDINATOR**

Karen Chessell, Education Programs Professional  
Family and Consumer Sciences  
Office of Career, Technical and Adult Education  
Nevada Department of Education

## INTRODUCTION

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

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

The standards are organized as follows:

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

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

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

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

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their Baking and Pastry. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

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

**PERFORMANCE STANDARD 1.1 : DESCRIBE THE HISTORY, TRADITIONS, AND CURRENT TRENDS IN THE BAKING AND PASTRY INDUSTRY**

- 1.1.1 Explore the history of the baking and pastry industry
- 1.1.2 Integrate current trends in the baking and pastry industry
- 1.1.3 Determine differences and similarities of various types of international and regional cuisines

**PERFORMANCE STANDARD 1.2 : ANALYZE CAREER PATHS AND OPPORTUNITIES IN THE BAKING AND PASTRY INDUSTRY**

- 1.2.1 Differentiate between the job descriptions in the baking and pastry industry
- 1.2.2 Explore career and educational opportunities in the baking and pastry industry
- 1.2.3 Create a professional portfolio
- 1.2.4 Perform different jobs in food production and service

**PERFORMANCE STANDARD 1.3 : DEVELOP AND MODEL PROFESSIONAL AND ETHICAL WORKPLACE BEHAVIORS**

- 1.3.1 Wear and maintain professional workplace attire
- 1.3.2 Employ professional and ethical workplace behaviors

**CONTENT STANDARD 2.0 : INTEGRATE KNOWLEDGE AND SKILLS IN SANITATION AND SAFETY**
**PERFORMANCE STANDARD 2.1 : INVESTIGATE MICROORGANISMS FOUND IN FOOD AND THEIR ROLE IN FOOD BORNE ILLNESSES**

- |       |   |
|-------|---|
| 2.1.1 | Analyze food borne symptoms, illnesses and their causes                       |
| 2.1.2 | Practice safe food handling techniques and prevention of food borne illnesses |

**PERFORMANCE STANDARD 2.2 : COMPLY WITH HEALTH DEPARTMENT REGULATIONS**

- |       |  |
|-------|--|
| 2.2.1 | Practice appropriate personal hygiene/health procedures and report symptoms of illness |
| 2.2.2 | Demonstrate awareness of the FDA Model Food Code                                       |
| 2.2.3 | Demonstrate an awareness of local health department regulations                        |

**PERFORMANCE STANDARD 2.3 : UTILIZE SAFE FOOD-HANDLING PRINCIPLES TO MINIMIZE THE RISKS OF FOOD BORNE ILLNESSES**

- |       |   |
|-------|---|
| 2.3.1 | Identify and implement procedures for critical control points   |
| 2.3.2 | Implement safe food-handling procedures                         |
| 2.3.3 | Explain the HACCP (Hazard Analysis Critical Control Point) plan |

**PERFORMANCE STANDARD 2.4 : UTILIZE PROPER FACILITY MANAGEMENT TECHNIQUES FOR CLEANING**

- |       |  |
|-------|--|
| 2.4.1 | Apply proper warewashing and pot washing techniques          |
| 2.4.2 | Identify and utilize approved chemicals and appropriate uses |
| 2.4.3 | Practice proper facility cleaning and sanitation             |
| 2.4.4 | Follow cleaning schedules                                    |
| 2.4.5 | Support waste disposal and recycling methods                 |

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



**CONTENT STANDARD 3.0 : APPLY SKILLS IN BAKING AND PASTRY EQUIPMENT AND PRODUCTION**
**PERFORMANCE STANDARD 3.1 : EXPLORE BAKING AND PASTRY TOOLS AND STANDARDIZED EQUIPMENT**

- |                         |  |
|-------------------------|--|
| 3.1.1<br>3.1.2<br>3.1.3 | Determine tools and equipment for appropriate use<br>Operate equipment appropriately while recognizing OSHA standards<br>Clean and maintain tools and equipment while recognizing OSHA standards |
|-------------------------|--|

**PERFORMANCE STANDARD 3.2 : ESTABLISH WORKPLACE MISE EN PLACE**

- |                |   |
|----------------|---|
| 3.2.1<br>3.2.2 | Demonstrate mise en place<br>Critique workplace situations for proper mise en place |
|----------------|---|

**PERFORMANCE STANDARD 3.3 : EMPLOY PROPER MEASURING TECHNIQUES**

- |   |   |
|---|---|
| 3.3.1<br>3.3.2<br>3.3.3<br>3.3.4<br>3.3.5 | Utilize weights and measures to demonstrate proper scaling and measurement techniques<br>Select the appropriate measuring instrument for their intended uses<br>Describe the difference between weight and volume measuring<br>Convert recipe quantities between weight and volume measurements<br>Convert recipe quantities between metric and standard measurements |
|---|---|

**PERFORMANCE STANDARD 3.4 : UTILIZE RECIPE STANDARDS**

- |                                  |   |
|----------------------------------|---|
| 3.4.1<br>3.4.2<br>3.4.3<br>3.4.4 | Convert recipes from one yield to another using the baker's percentage and the conversion factor<br>Utilize a standardized recipe<br>Write a standardized recipe<br>Examine the structure and functions of standardized recipes |
|----------------------------------|---|

**CONTENT STANDARD 4.0 : DEMONSTRATE MENU PLANNING PRINCIPLES**

**PERFORMANCE STANDARD 4.1 : EVALUATE NUTRITION PRINCIPLES AND SPECIALIZED DIETARY PLANS**

- 4.1.1 Assess principles to maximize nutrient retention in prepared foods
- 4.1.2 Interpret and incorporate basic nutrition knowledge to menu planning and modification
- 4.1.3 Analyze and compare food for nutritional value
- 4.1.4 Explain special dietary needs and available modifications
- 4.1.5 Identify common food allergies (dairy, gluten, honey, nuts, sugar, etc.)
- 4.1.6 Modify recipes for disease management (celiac, diabetes, heart disease, etc.)
- 4.1.7 Modify recipes for healthier alternatives (fats, grains, sweeteners, etc.)

**PERFORMANCE STANDARD 4.2 : EXPLORE MENU WRITING PRINCIPLES**

- 4.2.1 Differentiate menu types
- 4.2.2 Identify how menu prices are determined
- 4.2.3 Apply design principles to create a menu for a given situation
- 4.2.4 Revise existing menus

**PERFORMANCE STANDARD 4.3 : EXAMINE THE RELATIONSHIP BETWEEN PURCHASING, STOREROOM OPERATIONS AND COST CONTROL**

- 4.3.1 Implement quality control storage procedures
- 4.3.2 Complete a requisition form
- 4.3.3 Calculate the cost of a recipe
- 4.3.4 Utilize a purchase specification
- 4.3.5 Evaluate business to forecast sales
- 4.3.6 Practice inventory control as it relates to food cost and par levels

**CONTENT STANDARD 5.0 : DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING BREADS**

**PERFORMANCE STANDARD 5.1 : DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING QUICK BREADS**

- 5.1.1 Differentiate common ingredients
- 5.1.2 Prepare quick breads using proper mixing methods
- 5.1.3 Adapt recipes for environmental conditions
- 5.1.4 Utilize portion control
- 5.1.5 Demonstrate proper presentation
- 5.1.6 Properly hold, store and transport bread
- 5.1.7 Evaluate finished products and correct as needed

**PERFORMANCE STANDARD 5.2 : DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING YEAST BREADS**

- 5.2.1 Differentiate common ingredients
- 5.2.2 Prepare enriched and lean yeast breads using proper mixing methods
- 5.2.3 Adapt recipes for environmental conditions
- 5.2.4 Utilize portion control
- 5.2.5 Demonstrate proper presentation
- 5.2.6 Properly hold, store and transport bread
- 5.2.7 Evaluate finished products and correct as needed

**CONTENT STANDARD 6.0 : DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING PASTRIES**

**PERFORMANCE STANDARD 6.1 : DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING COOKIES**

- 6.1.1 Differentiate common ingredients
- 6.1.2 Prepare cookies utilizing a variety of mixing methods
- 6.1.3 Adapt recipes for environmental conditions
- 6.1.4 Utilize portion control
- 6.1.5 Demonstrate proper presentation
- 6.1.6 Properly hold, store and transport cookies
- 6.1.7 Evaluate finished products and correct as needed

**PERFORMANCE STANDARD 6.2 : DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING PASTRY DOUGHS**

- 6.2.1 Differentiate common ingredients
- 6.2.2 Prepare a variety of sweet/savory pastries utilizing pie doughs, pate choux, short dough
- 6.2.3 Adapt recipes for environmental conditions
- 6.2.4 Utilize portion control
- 6.2.5 Demonstrate proper presentation
- 6.2.6 Properly hold, store and transport pastries
- 6.2.7 Evaluate finished products and correct as needed

**PERFORMANCE STANDARD 6.3 : DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING LAMINATED DOUGHS**

- 6.3.1 Differentiate common ingredients
- 6.3.2 Prepare a variety of sweet/savory pastries utilizing puff pastry, croissant, Danish dough
- 6.3.3 Adapt recipes for environmental conditions
- 6.3.4 Utilize portion control
- 6.3.5 Demonstrate proper presentation
- 6.3.6 Properly hold, store and transport pastries
- 6.3.7 Evaluate finished products and correct as needed

**PERFORMANCE STANDARD 6.4 : DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING PETIT FOURS**

- |       |  |
|-------|--|
| 6.4.1 | Differentiate common ingredients                 |
| 6.4.2 | Prepare a variety of petit fours types           |
| 6.4.3 | Adapt recipes for environmental conditions       |
| 6.4.4 | Utilize portion control                          |
| 6.4.5 | Demonstrate proper presentation                  |
| 6.4.6 | Properly hold, store and transport petit fours   |
| 6.4.7 | Evaluate finished products and correct as needed |

**CONTENT STANDARD 7.0 : DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING CAKES/ICINGS/FILLINGS**

**PERFORMANCE STANDARD 7.1 : DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING CAKE BATTERS**

- 7.1.1 Differentiate common ingredients
- 7.1.2 Prepare a variety of cheesecake, high ratio and sponge cake batters
- 7.1.3 Adapt recipes for environmental conditions
- 7.1.4 Utilize portion control
- 7.1.5 Properly hold, store and transport cake
- 7.1.6 Evaluate baked products and correct as needed

**PERFORMANCE STANDARD 7.2 : DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING ICINGS/BUTTERCREAMS/GLAZES**

- 7.2.1 Differentiate common ingredients
- 7.2.2 Prepare a variety of icings/buttercreams/glazes
- 7.2.3 Adapt recipes for environmental conditions
- 7.2.4 Utilize portion control
- 7.2.5 Demonstrate proper presentation
- 7.2.6 Properly hold, store and transport icings/buttercreams/glazes
- 7.2.7 Evaluate finished products and correct as needed

**PERFORMANCE STANDARD 7.3 : DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING FILLINGS/SAUCES/CUSTARDS**

- 7.3.1 Differentiate common ingredients
- 7.3.2 Prepare a variety of custards and cooked cream
- 7.3.3 Prepare a variety of mousses
- 7.3.4 Prepare a variety of fruit fillings
- 7.3.5 Prepare a variety of dessert sauces
- 7.3.6 Adapt recipes for environmental conditions
- 7.3.7 Utilize portion control
- 7.3.8 Demonstrate proper presentation
- 7.3.9 Properly hold, store and transport fillings/sauces/custards
- 7.3.10 Evaluate finished products and correct as needed

**PERFORMANCE STANDARD 7.4 : DEMONSTRATE A VARIETY OF TECHNIQUES FOR ASSEMBLY AND FINISHING CAKES**

- |       |   |
|-------|---|
| 7.4.1 | Assemble by cutting, filling, icing and finishing of a variety of cakes |
| 7.4.2 | Utilize portion control   |
| 7.4.3 | Demonstrate proper presentation   |
| 7.4.4 | Properly hold, store and transport finished cakes                       |
| 7.4.5 | Evaluate finished products and correct as needed                        |

**CONTENT STANDARD 8.0 : DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING SPECIALTY ITEMS**

**PERFORMANCE STANDARD 8.1 : DEMONSTRATE A VARIETY OF TECHNIQUES AND USES FOR CHOCOLATE**

- 8.1.1 Differentiate the varieties and usages of chocolate
- 8.1.2 Demonstrate tempering methods of chocolate
- 8.1.3 Prepare and use chocolate ganache for truffles, candies, enrobing, and filling
- 8.1.4 Adapt recipes for environmental conditions
- 8.1.5 Utilize portion control
- 8.1.6 Demonstrate proper presentation
- 8.1.7 Properly hold, store and transport chocolate
- 8.1.8 Evaluate finished products and correct as needed

**PERFORMANCE STANDARD 8.2 : DEMONSTRATE A VARIETY OF TECHNIQUES AND USES FOR SUGAR WORK**

- 8.2.1 Differentiate the varieties and usages of sugar and isomalt
- 8.2.2 Demonstrate cooking methods of sugar
- 8.2.3 Understand a variety of techniques (pulling, casting, blowing, and spun sugar)
- 8.2.4 Adapt recipes for environmental conditions
- 8.2.5 Utilize portion control
- 8.2.6 Demonstrate proper presentation
- 8.2.7 Properly hold, store and transport sugars
- 8.2.8 Evaluate finished products and correct as needed

**PERFORMANCE STANDARD 8.3 : DEMONSTRATE A VARIETY OF TECHNIQUES AND USES FOR FROZEN DESSERT**

- 8.3.1 Differentiate common ingredients
- 8.3.2 Prepare a variety of fruit and cream frozen desserts
- 8.3.3 Adapt recipes for environmental conditions
- 8.3.4 Utilize portion control
- 8.3.5 Demonstrate proper presentation
- 8.3.6 Properly hold, store and transport frozen desserts
- 8.3.7 Evaluate finished products and correct as needed



**PERFORMANCE STANDARD 8.4 : DEMONSTRATE A VARIETY OF TECHNIQUES AND USES FOR FRUIT DESSERTS**

- |       |  |
|-------|--|
| 8.4.1 | Differentiate common ingredients   |
| 8.4.2 | Prepare a variety of fruit desserts (parfait, flambé, stewed fruits, etc.) |
| 8.4.3 | Adapt recipes for environmental conditions                                 |
| 8.4.4 | Utilize portion control  |
| 8.4.5 | Demonstrate proper presentation  |
| 8.4.6 | Properly hold and transport fruit desserts                                 |
| 8.4.7 | Evaluate finished products and correct as needed                           |

**CONTENT STANDARD 9.0 : SELECT AND UTILIZE FOOD PRODUCTS APPROPRIATELY**

**PERFORMANCE STANDARD 9.1 : DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF FRUITS**

- 9.1.1 Select appropriate fruits for intended uses
- 9.1.2 Utilize cost control methods in production
- 9.1.3 Utilize portion control
- 9.1.4 Properly hold, store and transport fruit

**PERFORMANCE STANDARD 9.2 : DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF STARCHES/FLOURS/GRAINS**

- 9.2.1 Select appropriate starches, flours and grains for intended uses
- 9.2.2 Utilize cost control methods in production
- 9.2.3 Utilize portion control
- 9.2.4 Properly hold, store and transport starches, flours and grains

**PERFORMANCE STANDARD 9.3 : DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF SPECIALTY PRODUCTS**

- 9.3.1 Select appropriate specialty products for intended uses
- 9.3.2 Utilize cost control methods in production
- 9.3.3 Utilize portion control
- 9.3.4 Properly hold, store and transport specialty products

**PERFORMANCE STANDARD 9.4 : DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF DAIRY PRODUCTS**

- 9.4.1 Select appropriate dairy products for intended uses
- 9.4.2 Differentiate between dairy products based upon fat content for appropriate uses
- 9.4.3 Utilize cost control methods in production
- 9.4.4 Utilize portion control
- 9.4.5 Properly hold, store and transport dairy products

<b>PERFORMANCE STANDARD 9.5 : DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF EGGS</b>	
<ul style="list-style-type: none"> <li>9.5.1 Select appropriate products for intended uses</li> <li>9.5.2 Differentiate the usage of fresh, older, and processed eggs</li> <li>9.5.3 Utilize cost control methods in production</li> <li>9.5.4 Utilize portion control</li> <li>9.5.5 Properly hold, store and transport eggs and egg products</li> </ul>	
<b>PERFORMANCE STANDARD 9.6 : DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF SWEETENERS</b>	
<ul style="list-style-type: none"> <li>9.6.1 Select appropriate sweeteners for intended uses</li> <li>9.6.2 Differentiate between sweeteners based upon source and composition</li> <li>9.6.3 Utilize cost control methods in production</li> <li>9.6.4 Utilize portion control</li> <li>9.6.5 Properly hold, store and transport sweeteners</li> </ul>	
<b>PERFORMANCE STANDARD 9.7 : DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF FATS AND OILS</b>	
<ul style="list-style-type: none"> <li>9.7.1 Select appropriate fats and oils products for intended uses</li> <li>9.7.2 Differentiate between types of fats and oils products for appropriate uses</li> <li>9.7.3 Utilize cost control methods in production</li> <li>9.7.4 Utilize portion control</li> <li>9.7.5 Properly hold, store and transport fats and oils</li> </ul>	
<b>PERFORMANCE STANDARD 9.8 : DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE SELECTION AND PREPARATION OF LEAVENERS</b>	
<ul style="list-style-type: none"> <li>9.8.1 Select appropriate leaveners for intended uses</li> <li>9.8.2 Differentiate between types of biological and chemical leaveners products for appropriate uses</li> <li>9.8.3 Utilize cost control methods in production</li> <li>9.8.4 Utilize portion control</li> <li>9.8.5 Properly hold, store and transport leaveners</li> </ul>	

**PERFORMANCE STANDARD 9.9 : DEMONSTRATE KNOWLEDGE OF PRINCIPLES REGARDING THE IDENTIFICATION AND SELECTION OF DRY STORAGE ITEMS**

- |       |   |
|-------|---|
| 9.9.1 | Select dry goods for appropriate uses                         |
| 9.9.2 | Select single use items from dry storage for appropriate uses |
| 9.9.3 | Utilize cost control methods in storing dry storage items     |

**CONTENT STANDARD 10.0 : DEMONSTRATE PROPER BAKING AND PASTRY FRONT-OF-THE-HOUSE PROCEDURES**

**PERFORMANCE STANDARD 10.1 : EXPLORE VARIOUS SERVICE STYLES AND PRESENTATIONS**

- |        |   |
|--------|---|
| 10.1.1 | Apply mise en place for the front-of-the-house  |
| 10.1.2 | Understand a variety of table settings  |
| 10.1.3 | Understand a variety of service styles  |
| 10.1.4 | Identify and use proper techniques for greeting, seating, and presenting the menu to customers                      |
| 10.1.5 | Align menu types to service styles  |
| 10.1.6 | Create appropriate finished products for service (cakes, pies, tarts, cookies, breads, pastries, petit fours, etc.) |
| 10.1.7 | Explore a variety of service types (plated, buffet, retail, packaged, etc.)   |

**PERFORMANCE STANDARD 10.2 : DEMONSTRATE AN AWARENESS OF BEVERAGE SERVICE**

- |        |  |
|--------|--|
| 10.2.1 | Understand a variety of hot and cold beverages |
| 10.2.2 | Utilize portion control                        |
| 10.2.3 | Properly hold, store and transport beverages   |

**CONTENT STANDARD 11.0 : ANALYZE AND DEMONSTRATE BUSINESS OPERATIONS**

**PERFORMANCE STANDARD 11.1 : EXPLORE ENTREPRENEURSHIP OPPORTUNITIES IN THE BAKING AND PASTRY INDUSTRY**

- 11.1.1 Construct components of a business plan
- 11.1.2 Investigate support networks for entrepreneurship
- 11.1.3 Identify business opportunities

**PERFORMANCE STANDARD 11.2 : DESCRIBE MARKETING STRATEGIES IN THE BAKING AND PASTRY INDUSTRY**

- 11.2.1 Create a marketing tool utilizing a menu
- 11.2.2 Describe various marketing techniques utilized in the baking and pastry industry
- 11.2.3 Explore various marketing strategies, demographics and trends

**PERFORMANCE STANDARD 11.3 : DEMONSTRATE AN AWARENESS OF PROFESSIONAL ORGANIZATIONS IN THE BAKING AND PASTRY INDUSTRY**

- 11.3.1 Explore student and professional organizations associated with the foodservice industry
- 11.3.2 Participate in a student and/or professional organization function

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**CROSSWALK AND ALIGNMENTS OF  
BAKING AND PASTRY STANDARDS  
AND THE COMMON CORE STATE STANDARDS,  
THE NEVADA SCIENCE STANDARDS,  
AND THE COMMON CAREER TECHNICAL CORE STANDARDS**

**CROSSWALK (ACADEMIC STANDARDS)**

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

**ALIGNMENTS (MATHEMATICAL PRACTICES)**

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

**CROSSWALK (COMMON CAREER TECHNICAL CORE)**

The crosswalk of the Baking and Pastry Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Baking and Pastry program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Baking and Pastry Standards are crosswalked to the Hospitality & Tourism Career Cluster™ and the Restaurants and Food and Beverage Services Career Pathway.



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**CROSSWALK OF BAKING AND PASTRY STANDARDS  
AND THE COMMON CORE STATE STANDARDS**

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

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

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

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

<p>2.3.3</p>	<p><b>English Language Arts: Reading Standards for Informational Text</b>                      RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>English Language Arts: Writing Standards</b>                      W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>Science: Nature of Science</b>                      N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions.</p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p> <p><b>Science: Life Science</b>                      L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p> <p>L.12.C.1 Students know relationships of organisms and their physical environment.</p>
<p>2.4.1</p>	<p><b>Science: Nature of Science</b>                      N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions.</p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p> <p><b>Science: Life Science</b>                      L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p> <p>L.12.C.1 Students know relationships of organisms and their physical environment.</p>
<p>2.4.2</p>	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><b>Science: Nature of Science</b>                      N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions.</p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p> <p><b>Science: Life Science</b>                      L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p> <p>L.12.C.1 Students know relationships of organisms and their physical environment.</p>
<p>2.4.3</p>	<p><b>Science: Nature of Science</b>                      N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions.</p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p> <p><b>Science: Life Science</b>                      L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p> <p>L.12.C.1 Students know relationships of organisms and their physical environment.</p>
<p>2.4.4</p>	<p><b>Science: Life Science</b>                      L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p> <p>L.12.C.1 Students know relationships of organisms and their physical environment.</p>

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

**CONTENT STANDARD 3.0: APPLY SKILLS IN BAKING AND PASTRY, EQUIPMENT AND PRODUCTION**

<b>Performance Indicators</b>	<b>Common Core State Standards and Nevada Science Standards</b>
3.2.1	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
3.2.2	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
3.3.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
3.4.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
3.4.3	<p><b>English Language Arts: Writing Standards</b>                      W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
3.4.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>

## CONTENT STANDARD 4.0: DEMONSTRATE MENU PLANNING PRINCIPLES

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.1	<p><b>Science: Nature of Science</b>            N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>
4.1.2	<p><b>English Language Arts: Reading Standards for Informational Text</b>            RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>English Language Arts: Writing Standards</b>            W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Science: Nature of Science</b>            N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p>
4.1.3	<p><b>Science: Nature of Science</b>            N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p> <p>N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions.</p>
4.1.4	<p><b>English Language Arts: Writing Standards</b>            W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Science: Nature of Science</b>            N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>
4.1.5	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p><b>Science: Nature of Science</b>            N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p>
4.2.1	<p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>

4.2.3	<p><b>English Language Arts: Writing Standards</b>                      W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
4.2.4	<p><b>English Language Arts: Writing Standards</b>                      W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
4.3.1	<p><b>Science: Nature of Science</b>                      N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions.                      N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.                      L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p>
4.3.2	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
4.3.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
4.3.5	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.                      RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>



**CONTENT STANDARD 5.0: DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING BREADS**

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
5.1.5	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
5.1.6	<p><b>Science: Nature of Science</b></p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>
5.2.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
5.2.5	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
5.2.6	<p><b>Science: Nature of Science</b></p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>

**CONTENT STANDARD 6.0: DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING PASTRIES**

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
6.1.4	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
6.1.5	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
6.1.6	<p><b>Science: Nature of Science</b></p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>
6.2.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
6.2.5	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
6.2.6	<p><b>Science: Nature of Science</b></p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>
6.3.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>

6.3.5	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
6.3.6	<p><b>Science: Nature of Science</b></p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>
6.4.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
6.4.5	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
6.4.6	<p><b>Science: Nature of Science</b></p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>

**CONTENT STANDARD 7.0: DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING CAKES/ICINGS/FILLINGS**

<b>Performance Indicators</b>	<b>Common Core State Standards and Nevada Science Standards</b>
7.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
7.1.5	<p><b>Science: Nature of Science</b></p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>
7.2.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
7.2.5	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
7.2.6	<p><b>Science: Nature of Science</b></p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>
7.3.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
7.3.8	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>

7.3.9	<b>Science: Nature of Science</b> N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
7.4.3	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
7.4.4	<b>Science: Nature of Science</b> N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.

**CONTENT STANDARD 8.0: DEMONSTRATE A VARIETY OF TECHNIQUES FOR PREPARING SPECIALTY ITEMS**

Performance Indicators	Common Core State Standards and Nevada Science Standards
8.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
8.1.2	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
8.1.5	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
8.1.6	<p><b>Science: Nature of Science</b></p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>
8.2.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
8.2.6	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
8.2.7	<p><b>Science: Nature of Science</b></p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>

8.3.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
8.3.5	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
8.3.6	<p><b>Science: Nature of Science</b></p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>
8.4.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
8.4.5	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
8.4.6	<p><b>Science: Nature of Science</b></p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p>

**CONTENT STANDARD 9.0: SELECT AND UTILIZE FOOD PRODUCTS APPROPRIATELY**

Performance Indicators	Common Core State Standards and Nevada Science Standards
9.1.4	<b>Science: Nature of Science</b> N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
9.2.4	<b>Science: Nature of Science</b> N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
9.3.4	<b>Science: Nature of Science</b> N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
9.4.5	<b>Science: Nature of Science</b> N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
9.5.5	<b>Science: Nature of Science</b> N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
9.6.5	<b>Science: Nature of Science</b> N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
9.7.5	<b>Science: Nature of Science</b> N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
9.8.5	<b>Science: Nature of Science</b> N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.



**CONTENT STANDARD 10.0: DEMONSTRATE PROPER BAKING AND PASTRY FRONT-OF-THE-HOUSE PROCEDURES.**

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

**CONTENT STANDARD 11.0: ANALYZE AND DEMONSTRATE BUSINESS OPERATIONS**

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

**ALIGNMENT OF BAKING AND PASTRY STANDARDS  
AND THE COMMON CORE MATHEMATICAL PRACTICES**

Common Core Mathematical Practices	Baking and Pastry Performance Indicators
1. Make sense of problems and persevere in solving them.	4.2.3; 4.3.5 5.2.7; 5.3.5 11.2.2-11.2.3
2. Reason abstractly and quantitatively.	2.3.1 4.2.3; 4.3.5, 4.3.6
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	
5. Use appropriate tools strategically.	2.4.2 3.4.1, 3.4.2
6. Attend to precision.	2.4.2 3.4.1 5.2.7 7.4.5
7. Look for and make use of structure.	3.4.4 4.3.6
8. Look for and express regularity in repeated reasoning.	

**CROSSWALKS OF BAKING AND PASTRY STANDARDS  
AND THE COMMON CAREER TECHNICAL CORE**

<b>Hospitality &amp; Tourism Career Cluster™ (HT)</b>	<b>Performance Indicators</b>
1. Describe the key components of marketing and promoting hospitality and tourism products and services.	11.2.1, 11.2.3
2. Evaluate the nature and scope of the Hospitality & Tourism Career Cluster™ and the role of hospitality and tourism in society and the economy.	11.1.3
3. Demonstrate hospitality and tourism customer service skills that meet customers' needs.	10.1.4
4. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.	2.2.2-2.2.3; 2.6.2
5. Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.	2.1.1; 2.3.3; 2.5.2-2.5.3 2.6.1
6. Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.	1.2.1-1.2.2

<b>Restaurants &amp; Food/ Beverage Services Career Pathway (HT-RFB)</b>	<b>Performance Indicators</b>
1. Describe ethical and legal responsibilities in food and beverage service facilities.	
2. Demonstrate safety and sanitation procedures in food and beverage service facilities.	2.1.2; 2.2.1; 2.4.1-2.4.5 2.5.1
3. Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.	1.1.1-1.1.3; 2.3.1-2.3.2
4. Demonstrate leadership qualities and collaboration with others.	11.3.2
5. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.	4.2.2; 4.3.3, 4.3.5-4.3.6 9.1.2; 9.2.2; 9.3.2; 9.4.3 9.5.3; 9.6.3; 9.7.3; 9.8.3 9.9.3; 11.2.1
6. Explain the benefits of the use of computerized systems to manage food service operations and guest service.	
7. Utilize technical resources for food services and beverage operations to update or enhance present practice.	

8. Implement standard operating procedures related to food and beverage production and guest service.	1.2.4; 3.1.1-3.1.3 3.2.1; 3.3.1-3.3.5; 3.4.2 4.1.4; 4.3.2 5.1.2, 5.1.4-5.1.6 5.2.2, 5.2.4-5.2.6 6.1.2, 6.1.4-6.1.6 6.2.2, 6.2.4-6.2.6 6.3.2, 6.3.4-6.3.6 6.4.2, 6.4.4-6.4.6 7.1.2, 7.1.4-7.1.5; 7.2.2 7.2.4-7.2.6; 7.3.2-7.3.5 7.3.7-7.3.9; 7.4.1-7.4.4 8.1.2-8.1.3, 8.1.5-8.1.7 8.2.2, 8.2.5-8.2.7 8.3.2, 8.3.4-8.3.6 8.4.2, 8.4.4-8.4.6 9.1.1, 9.1.3-9.1.4; 9.2.1 9.2.3-9.2.4; 9.3.1 9.3.3-9.3.4, 9.4.1-9.4.2 9.4.4-9.4.5; 9.5.1-9.5.2 9.5.4-9.5.5; 9.6.1-9.6.2 9.6.4-9.6.5; 9.7.1-9.7.2 9.7.4-9.7.5; 9.8.1-9.8.2 9.8.4-9.8.5; 9.9.1-9.9.2 10.1.1-10.1.3 10.1.5-10.1.7; 10.2.1 10.2.3
9. Describe career opportunities and qualifications in the restaurant and food service industry.	1.2.1
10. Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.	