Year 2, MP 1 Goals/Unit Topics = 90 hours	Year 2, MP 1 ELA Standards	Year 2, MP 1 Math Standards
	1.	Liquid Measurements
Food Trends in Hospitality	A.	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on
A. Handling difficult situations with guestsa. 2306b. 13.1 and 13.3	B.	measurement when reporting quantities. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1,
B. Industry Communication c. 2404	C.	A1.1.3.2.2, A2.2.3.1.1, A2.2.3.1.2
d. 13.1, 13.2, 13.3 C. Industry Computer accessories	D.	2. Liquid Manauramanta
e. 2403 f. 13.1 and 13.3	E.	Liquid Measurements
<u>Communication Skills</u>	2.	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on
A. Types of Communication a. 2306	A.	measurement when reporting quantities. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3,
B. Ways to Communicate b. 2404	B.	A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1,
C. Barriers that get in the way of communicating with othersc. 2306	C.	A1.1.3.2.2, A2.2.3.1.1, A2.2.3.1.2
<u>Quick Breads</u>	D.	
A. Preparing Quick Breads	E.	3. Liquid Measurements.
a. 1905B. Yeast products and their functionsb. 1908	3.	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on
C. Function of baking ingredientsc. 1909	A.	measurement when reporting quantities. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3,
	B.	A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1,
	C.	A1.1.3.2.2, A2.2.3.1.1, A2.2.3.1.2
	D.	

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E.	4. Fractions and Cooking
4.	A. NUMBERS AND OPERATIONS
A.	Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers
B.	to solve real world or mathematical problems.
C.	Standard 2.1.HS.F.4 Use units as a way to understand problems and
D.	to guide the solution of multistep problems.
E.	Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to
5.	limitations on measurement when reporting quantities.
A.	Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations
B.	and apply to complex numbers
C.	5. Fractions and Cooking
D.	A. NUMBERS AND OPERATIONS
E.	Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers
	to solve real world or mathematical problems.
	Standard 2.1.HS.F.4 Use units as a way to understand problems and
	to guide the solution of multistep problems.
	Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to
	limitations on measurement when reporting quantities.
<u> </u>	

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations
and apply to complex numbers
6. Understanding and Doubling Recipes
A. 2.2.HS.D.2 Write expressions in equivalent forms to solve problems.
7. Continue with Doubling Recipes
A. NUMBERS AND OPERATIONS
Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers
to solve real world or mathematical problems.
Standard 2.1.HS.F.4 Use units as a way to understand problems and
to guide the solution of multistep problems.
Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to
limitations on measurement when reporting quantities.
Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations
and apply to complex numbers
8. Cutting recipes in ½
A. NUMBERS AND OPERATIONS
Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers
to solve real world or mathematical problems.

		Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers 9. Unit RateNUMBERS AND OPERATIONS Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers
Year 2, MP 2 Goals/Unit Topics Bakery Refresher	Year 2, MP 2 ELA Standards	Year 2, MP 2 Math Standards

	1	1. Portion Control
A. Identify pies and tarts		1. Portion Control
a. 1906	A.	A. 2.1.6.E.3 Develop and/or apply number theory concepts to find
B. Identify fillings and toppings for baked goods		
b. 1907 C. Describe different types of icings	B.	common factors and multiples.
c. 1913		
D. Types of cookies and bar cookies	C.	Portion control with ladles
d. 1914		A 216 E 3 Dovolon and/or apply number theory concents to find
E. Custard and puddings	D.	A. 2.1.6.E.3 Develop and/or apply number theory concepts to find
e. 1917		common factors and multiples
	E.	common factors and multiples.
<u>Yeast Cookies</u>		3. Portion control continued
A. Proper receiving and storage of fresh, frozen, refrigerated, staple	2.	5. Fortion control continued
goods	A.	A. 2.1.6.E.3 Develop and/or apply number theory concepts to find
a. 401	A.	
B. Standardize Recipes	B.	common factors and multiples.
b. 801 C. Food Presentation	D.	
c. 503	C.	4. Portion control continued
D. Demonstrate methods for checking doneness	0.	A 04050D I II II I I I I I I I I I I I I I I I
d. 1805	D.	A. 2.1.6.E.3 Develop and/or apply number theory concepts to find
		source forten and multiples
	E.	common factors and multiples.
	3.	5. Portion control scavenger hunt
	o.	A 24 C F 2 Develop and/or apply propher the arm appears to find
	A.	A. 2.1.6.E.3 Develop and/or apply number theory concepts to find
		as we as a factors and resulting a
	B.	common factors and multiples.
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	C.	6.
		Δ
	D.	A.
	E.	
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D.	
E.	

Year 2, MP 3	Year 2, MP 3	Year 2, MP 3
Goals/Unit Topics	ELA Standards	Math Standards

<u>Yeast Breads</u>	1.CC.3.6.11-12. A,B,C,D,E,F,G,H, I CC.3.5.11-12. A,B,C,D, E,F,G,H,I, J	1.
	1.00.0.0.11-12. A,D,O,D,E,I,O,II, I 00.0.0.11-12. A,D,O,D, E,I,O,II,I, 0	
A. Different types of bread a. 1905		A.
B. Methods of bread making		B.
b. 1913	A CC 2 F 11 12 C Integrate and evaluate multiple sources of information	В.
C. Preparation c. 1913	A. CC.3.5.11-12.G. Integrate and evaluate multiple sources of information	C.
0. 1313	presented in diverse formats and media (e.g., quantitative data, video,	
Quick Breads		D.
A. Hayy ta yyark buanda into a yanny	multimedia) in order to address a question or solve a problem.	
A. How to work breads into a menu a. 2000		E.
B. Following a standardized recipe	B. CC.3.5.11-12.I. Synthesize information from a range of sources (e.g.,	2.
b. 800 C. Safety and Sanitation	texts, experiments, simulations) into a coherent understanding of a	
c. 100	texts, experiments, simulations) into a conferent understanding of a	A.
	process, phenomenon, or concept, resolving conflicting information	B.
Pate a Choux		Б.
A. Following a standardized recipe	when possible.	C.
a. 800	C CC 2 C 44 42 C Codh an nalayand information from modified a cuth mitative	
B. Preparing pate a choux recipesb. 1916	C. CC.3.6.11-12.G. Gather relevant information from multiple authoritative	D.
0. 1510	print and digital sources, using advanced searches effectively; assess	
	process and an arrangement of the contract of	E.
	the strengths and limitations of each source in terms of the specific	3.
	task, purpose, and audience; integrate information into the text	A.
	selectively to maintain the flow of ideas, avoiding plagiarism and	B.
	selectively to maintain the now of ideas, avoiding plagfarism and	D.
	overreliance on any one source and following a standard format for	C.
	citation	D.
	D.	E.
	E.	4.

2.	A.
A. CC.3.6.11-12.D. Develop and strengthen writing as needed by	B.
planning, revising, editing, rewriting, or trying a new approach, focusing	C.
on addressing what is most significant for a specific purpose and	D.
audience.	E.
B. CC.3.5.11-12.C. Follow precisely a complex multistep procedure when	5.
carrying out experiments, taking measurements, or performing	A.
technical tasks; analyze the specific results based on explanations in	B.
the text.	C.
C. CC.3.5.11-12.F. Analyze the author's purpose in providing an	D.
explanation, describing a procedure, or discussing an experiment in a	E.
text, identifying important issues that remain unresolved.	
D.	
E.	
3.	
A. CC.3.5.11-12.D. 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	

B. CC.3.6.11-12.I. Write routinely over extended time frames (time for	
reflection and revision) and shorter time frames (a single sitting or a day	
or two) for a range of discipline-specific tasks, purposes, and	
audiences.	
C.	
D.	
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	E.	
Year 2, MP 4 Goals/Unit Topics	Year 2, MP 4 ELA Standards	Year 2, MP 4 Math Standards
<u>Cake Production</u>	1.	1.
A. Preparing and finishing cakes	A. CC.3.6.11-12.F. Conduct short as well as more sustained research	A.
a. 1912B. Fondant/ buttercream cake buildingb. 1912	projects to answer a question (including a selfgenerated question) or	В.
C. Creating plated desserts c. 1920	solve a problem; narrow or broaden the inquiry when appropriate;	C.
NOCTI Prep	synthesize multiple sources on the subject, demonstrating	D.
A. Prepare NOCTI items a. 800	understanding of the subject under investigation	E.
B. Foodservice Technologyb. 2400	B. CC.3.6.11-12.E. Use technology, including the Internet, to produce,	2.
C. Measuring and equivalencies c. 803	publish, and update individual or shared writing products in response to	A.
D. Cooking techniquesd. 1804	ongoing feedback, including new arguments or information	B.
How to shut down a restaurant and clean	C. CC.3.6.11-12.B. * Write informative/explanatory texts, including the	C.
A. Personal hygiene and good health practicesa. 201	narration of historical events, scientific procedures/ experiments, or	D.
 B. Sanitizing all equipment and facilities b. 204 	technical processes. CC.3.5.11-12.C. Follow precisely a complex	E.
 C. Procedures to rotate stock including FIFO c. 405 D. Define and explain the general safety requirements and procedures 	multistep procedure when carrying out experiments, taking	3.
for kitchen equipment d. 702	measurements, or performing technical tasks; analyze the specific	A.
E. Final inventory e. 405	results based on explanations in the tex	B.

D. CC.3.5.11-12.E. Analyze how the text structures information or ideas	C.
into categories or hierarchies, demonstrating understanding of the	D.
information or ideas	E.
E. cC.3.5.11-12.I. Synthesize information from a range of sources (e.g.,	4.
texts, experiments, simulations) into a coherent understanding of a	A.
process, phenomenon, or concept, resolving conflicting information	B.
when possible.	C.
2.	D.
A. CC.3.5.11-12.C. Follow precisely a complex multistep procedure when	E.
carrying out experiments, taking measurements, or performing	5.
technical tasks; analyze the specific results based on explanations in	A.
the text	B.
B. CC.3.5.11-12.I. Synthesize information from a range of sources (e.g.,	C.
texts, experiments, simulations) into a coherent understanding of a	D.
process, phenomenon, or concept, resolving conflicting information	E.
when possible	
C. CC.3.5.11-12.F. Analyze the author's purpose in providing an	
explanation, describing a procedure, or discussing an experiment in a	

text, identifying important issues that remain unresolved	
D. CC.3.6.11-12.H. Draw evidence from informational texts to support	
analysis, reflection, and research.	
E.	
3.	
A. CC.3.6.11-12.G. 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	
B. CC.3.6.11-12.E. 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.	
C. C.3.5.11-12.I. 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	
D. CC.3.5.11-12.C. 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	
E. CC.3.5.11-12.J. By the end of grade 12, read and comprehend	
science/technical texts in the grades 11–12 text complexity band	
independently and proficientlyCC.3.6.11-12.I. Write routinely over	
extended time frames (time for reflection and revision) and shorter time	
frames (a single sitting or a day or two) for a range of discipline-specific	
tasks, purposes, and audiences.	
4.	
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