

KENTUCKY

Culinary Essentials

**Correlation with the
Kentucky
Culinary Skills
Course, NSFCS,
SCANS,
and
Responses to Family
and Consumer
Services Evaluation
Tool**

**Adoption Group V
Commonwealth of
Kentucky
2004-2010**



**JOHNSON & WALES
UNIVERSITY**

Culinary Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.1	<p>Students will:</p> <ul style="list-style-type: none"> • assess the impact of the hospitality industry on local and state economies. 	<p>SE: 22-24</p> <p>IRG: 113-114</p>
1.1	<ul style="list-style-type: none"> • research the roles of individuals engaged in hospitality services. 	<p>SE: 17-21, 27-30, 31-35, 67-68</p> <p>IRG: 111-112, 115-116, 117-118, 125-126</p>
5.4, 2.36	<ul style="list-style-type: none"> • assess employment opportunities and preparation requirements. 	<p>SE: 17-21, 39-47, 48-56, 57-63, 67-68, 70 <i>Career Pathways...</i> 110-111, 198-199, 334-335, 600-601, 696-697</p> <p>IRG: 23, 52, 53-54, 57-58, 59-60, 111-112, 119-120, 121-122, 123-124, 125-126</p>
2.17, 2.37, 3.5, 4.5	<ul style="list-style-type: none"> • demonstrate personal and interpersonal skills that enhance working relationships and obtaining jobs. 	<p>SE: 44, 62-63</p> <p>IRG: 23, 25, 51, 52, 53-54, 119-120, 123-124</p>
2.29	<ul style="list-style-type: none"> • analyze the effect that career demands have on family life. 	<p>SE: N/A</p> <p>IRG: 56</p>

Culinary Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.5, 2.1, 5.1	<ul style="list-style-type: none"> • apply critical and creative thinking, logical reasoning and problem solving skills in the field of hospitality services. 	SE: 43 <i>Critical-Thinking Activities:</i> 36, 64, 88, 112, 138, 152, 174, 200, 228, 252, 276, 296, 312, 336, 356, 384, 406, 432, 448, 466, 482, 506, 524, 548, 568, 602, 628, 650, 666 IRG: 53, 54, 55, 125, 127
1.2, 1.16, 3.6, 4.1, 6.3	<ul style="list-style-type: none"> • demonstrate communications technology required by the industry. 	SE: 46-47 IRG: 53, 54
2.6, 2.31, 2.33	<ul style="list-style-type: none"> • demonstrate safe work habits required by the field. 	SE: 155-165, 166-173, 177-181, 182-187, 188-195 IRG: 53, 147-148, 149-150, 151-152, 153-154, 155-156
1.1, 2.10	<ul style="list-style-type: none"> • use nutritional information in preparing and serving food to guests. 	SE: 255-262, 263-270, 271-275 IRG: 169-170, 171-172, 173-174
1.12, 1.16	<ul style="list-style-type: none"> • demonstrate knowledge of quality customer service. 	SE: 67-71, 72-82 IRG: 3-1, 3-2, 125

Culinary Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.18, 2.23	<ul style="list-style-type: none"> outline steps in establishing an entrepreneurial business such as catering. 	SE: 31-35, 93-94 <i>Career Pathways...</i> 334-335 IRG: 57-58, 117-118
2.8, 6.2	<ul style="list-style-type: none"> demonstrate knowledge of cost analysis and its relationship to profit. 	SE: 118-120, 121-122, 315-322, 323-331 <i>Key Math Skills:</i> 32, 120 IRG: 135-136, 187-188, 189-190
2.10	<ul style="list-style-type: none"> perform appropriate maintenance procedures 	SE: 211, 220-222 IRG: 9-2
2.36	<ul style="list-style-type: none"> practice culinary skills in various work sites. 	SE: 29, 50 <i>A Link to the Past:</i> 50 IRG: 31-33, 34
2.10, 2.30, 6.30	<ul style="list-style-type: none"> prepare a variety of gourmet foods using appropriate methods and techniques. 	SE: 393-400, 414-420, 442-457, 469-478, 479-481, 500-505, 516-523, 542-547, 551-558, 559-567, 637-649, 690-695 IRG: 91-107, 193, 195

<p>5.2, 6.3</p>	<ul style="list-style-type: none"> • practice food presentation techniques. 	<p>SE: 378-379, 381-383, 412-413, 418, 429-430, 445, 447, 477-478, 502, 505, 523, 578, 589, 590</p> <p>IRG: 81, 82, 83, 203-204</p>
<p>2.30, 6.3</p>	<ul style="list-style-type: none"> • demonstrate use of equipment, tools and supplies required by the industry. 	<p>SE: 203-206, 207-211, 212-222, 223-227</p> <p>IRG: 86, 157-158, 159-160, 161-162, 163-164</p>
<p>2.36, 2.37</p>	<ul style="list-style-type: none"> • utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development. 	<p>SE: 45, 49</p> <p>IRG: 27, 62</p>
<p>2.1, 2.8, 4.1</p>	<ul style="list-style-type: none"> • apply math, science and communication skills within technical content. 	<p>SE: 40-43, 46-47, 70</p> <p><i>Key Math Skills:</i> 32, 60, 103, 120, 205, 234, 294, 307, 318, 439, 494, 608, 639</p> <p><i>Key Science Skills:</i> 84, 145, 161, 189, 257, 342, 380, 395, 419, 460, 472, 514, 545, 556, 595, 656, 680</p> <p>IRG: 23, 25, 119-120, 125-126</p>
<p>2.37</p>	<ul style="list-style-type: none"> • demonstrate employability and social skills relevant to the career cluster. 	<p>SE: 39-47</p> <p>IRG: 52, 53-54, 119-120</p>

National Standards for Family and Consumer Sciences Education

8. FOOD PRODUCTION AND SERVICES

STANDARDS	PAGE REFERENCES
<p>8.0 Integrate knowledge, skills, and practices required for careers in food production and services.</p> <p>8.1 Analyze career paths within the food production and food services industries.</p>	<p>SE: 17-21, 48-56, 67-68, 70 <i>Career Pathways...</i> 110-111, 198-199, 334-335, 600-601, 696-697</p> <p>IRG: 57-58, 59-60, 111-112, 121-122, 125-126</p>
<p>8.2 Demonstrate food safety and sanitation procedures.</p>	<p>SE: 155-165, 166-173, 177-181, 182-187, 188-195</p> <p>IRG: 53, 147-148, 149-150, 151-152, 153-154, 155-156</p>
<p>8.3 Demonstrate selecting, using, and maintaining food production equipment.</p>	<p>SE: 203-206, 207-211, 212-222, 223-227</p> <p>IRG: 86, 157-158, 159-160, 161-162, 163-164</p>
<p>8.4 Demonstrate planning menu items based on standardized recipes to meet customer needs.</p>	<p>SE: 279-283, 284-288, 289-295</p> <p>IRG: 78, 79, 175-176, 177-178, 179-180, 181-182</p>
<p>8.5 Demonstrate commercial preparation for all menu categories to produce a variety of food products.</p>	<p>SE: 393-400, 442-457, 469-478, 479-481, 500-505, 516-523, 542-547, 551-558, 559-567, 637-649, 690-695</p> <p>IRG: 91-107</p>

National Standards for Family and Consumer Sciences Education	
8. FOOD PRODUCTION AND SERVICES	
STANDARDS	PAGE REFERENCES
8.6 Demonstrate implementation of food service management functions.	SE: 115-122, 123-127, 128-132, 133-137 IRG: 135-136, 137-138, 139-140, 141-142
8.7 Demonstrate the concept of internal external customer service.	SE: 67-71, 72-82, 83-87 IRG: 125-126, 127-128, 129-130

National Standards for Family and Consumer Sciences Education	
9. FOOD SCIENCE, DIETETICS, AND NUTRITION	
STANDARDS	PAGE REFERENCES
9.0 Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.	SE: 17-21, 48-56, 67-68, 70 <i>Career Pathways...</i> 110-111, 198-199, 334-335, 600-601, 696-697 IRG: 57-58, 59-60, 111-112, 121-122, 125-126
9.1 Analyze career paths within the food science, dietetics, and nutrition industries.	
9.2 Apply risk management procedures to food safety, food testing, and sanitation.	SE: 155-165, 166-173, 177-181, 182-187, 188-195 IRG: 53, 147-148, 149-150, 151-152, 153-154, 155-156

National Standards for Family and Consumer Sciences Education

9. FOOD SCIENCE, DIETETICS, AND NUTRITION

STANDARDS	PAGE REFERENCES
9.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.	SE: 255-262, 263-270, 271-275 IRG: 169-170, 171-172, 173-174
9.4 Demonstrate basic concepts of nutritional therapy.	SE: 268-270 IRG: 173-174
9.5 Demonstrate use of current technology in food product development and marketing.	SE: 133-137 IRG: 141-142
9.6 Demonstrate food science, dietetic, and nutrition management principles and practices.	SE: 255-262, 263-270, 271-275 IRG: 169-170, 171-172, 173-174

SCANS	
A Three-Part Foundation	
Basic Skills	PAGE REFERENCES
<p>Reads, writes, performs arithmetic and mathematical operations, listens and speaks</p> <ul style="list-style-type: none"> • A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules 	<p>SE: 40, 41, 42, 43</p> <p>IRG: 25, 52</p>
<ul style="list-style-type: none"> • B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts 	<p>SE: 42-43</p> <p>IRG: 25, 52</p>
<ul style="list-style-type: none"> • C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques 	<p>SE: 40</p> <p><i>Key Math Skills:</i> 32, 60, 103, 120, 205, 234, 294, 307, 318, 439, 494, 608, 639</p> <p>IRG: 23, 25</p>
<ul style="list-style-type: none"> • D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues 	<p>SE: 41, 70</p> <p>IRG: 25, 51, 52, 53</p>
<ul style="list-style-type: none"> • E. Speaking—organizes ideas and communicates orally 	<p>SE: 41, 69, 70</p> <p>IRG: 25, 52, 53, 119-120</p>

SCANS	
A Three-Part Foundation	
Thinking Skills	PAGE REFERENCES
<p>Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons</p> <ul style="list-style-type: none"> • A. <u>Creative Thinking</u>—generates new ideas 	<p>SE: 43 <i>Critical-Thinking Activities:</i> 36, 64, 88, 112, 138, 152, 174, 200, 228, 252, 276, 296, 312, 336, 356, 384, 406, 432, 448, 466, 482, 506, 524, 548, 568, 602, 628, 650, 666</p> <p>IRG: 55, 57</p>
<ul style="list-style-type: none"> • B. <u>Decision Making</u>—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative 	<p>SE: 43</p> <p>IRG: 52, 54</p>
<ul style="list-style-type: none"> • C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action 	<p>SE: 43, 116</p> <p>IRG: 55</p>
<ul style="list-style-type: none"> • D. <u>Seeing Things in the Mind’s Eye</u>—organizes, and processes symbols, pictures, graphs, objects, and other information 	<p>SE: 43, 46</p> <p>IRG: 54</p>
<ul style="list-style-type: none"> • E. <u>Knowing How to Learn</u>—uses efficient learning techniques to acquire and apply new knowledge and skills 	<p>SE: 46, 63</p> <p>IRG: 51, 52, 54, 55</p>
<ul style="list-style-type: none"> • F. <u>Reasoning</u>—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem 	<p>SE: 43</p> <p>IRG: 55</p>

SCANS	
A Three-Part Foundation	
Personal Qualities	PAGE REFERENCES
<p>Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty</p> <ul style="list-style-type: none"> • A. <u>Responsibility</u>—exerts a high level of effort and perseveres towards goal attainment 	<p>SE: 44, 57-58, 62</p> <p>IRG: 51, 52, 55, 57</p>
<ul style="list-style-type: none"> • B. <u>Self-Esteem</u>—believes in own self-worth and maintains a positive view of self 	<p>SE: 44, 62</p> <p>IRG: 57</p>
<ul style="list-style-type: none"> • C. <u>Sociability</u>—demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings 	<p>SE: 44, 62, 69</p> <p>IRG: 52, 55</p>
<ul style="list-style-type: none"> • D. <u>Self-Management</u>—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control 	<p>SE: 44, 62, 69</p> <p>IRG: 51, 57</p>
<ul style="list-style-type: none"> • E. <u>Integrity/Honesty</u>—chooses ethical courses of action 	<p>SE: 44, 62-63</p> <p>IRG: 51, 52, 53</p>

SCANS	
Five Workplace Competencies	
Resources	PAGE REFERENCES
Identifies, organizes, plans, and allocates resources <ul style="list-style-type: none"> • <i>A. Time</i>—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules 	SE: 45, 57, 69, 70, 71, 116, 118 IRG: 53, 135
<ul style="list-style-type: none"> • <i>B. Money</i>—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives 	SE: 35, 45, 118, 182, 187 IRG: 53, 181, 187, 189, 357-360
<ul style="list-style-type: none"> • <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently 	SE: 45, 116, 117 IRG: 53, 54, 329
<ul style="list-style-type: none"> • <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback 	SE: 45, 117, 118 IRG: 123, 135, 137, 145

SCANS	
Five Workplace Competencies	
Interpersonal	PAGE REFERENCES
<ul style="list-style-type: none"> • <i>A. Participates as Member of a Team</i>—contributes to group effort 	<p>SE: 44, 62-63, 69, 70</p> <p>IRG: 51, 52, 53</p>
<ul style="list-style-type: none"> • <i>B. Teaches Others New Skills</i> 	<p>SE: 21, 116, 125-126</p> <p>IRG: 53</p>
<ul style="list-style-type: none"> • <i>C. Serves Clients/Customers</i>—works to satisfy customers’ expectations 	<p>SE: 67-71, 72-82</p> <p>IRG: 125-126, 127-128</p>
<ul style="list-style-type: none"> • <i>D. Exercises Leadership</i>—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies 	<p>SE: 45, 117-118</p> <p>IRG: 135</p>
<ul style="list-style-type: none"> • <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests 	<p>SE: 44, 62</p> <p>IRG: 53</p>
<ul style="list-style-type: none"> • <i>F. Works with Diversity</i>—works well with men and women from diverse backgrounds 	<p>SE: 62</p> <p>IRG: 53</p>

SCANS	
Five Workplace Competencies	
Information	PAGE REFERENCES
Acquires and uses information <ul style="list-style-type: none"> • <i>A. Acquires and Evaluates Information</i> 	SE: 46 IRG: 54
<ul style="list-style-type: none"> • <i>B. Organizes and Maintains Information</i> 	SE: 46 IRG: 54
<ul style="list-style-type: none"> • <i>C. Interprets and Communicates Information</i> 	SE: 46 IRG: 54
<ul style="list-style-type: none"> • <i>D. Uses Computers to Process Information</i> 	SE: 47 IRG: 54

SCANS	
Five Workplace Competencies	
Systems	PAGE REFERENCES
<p>Understands complex inter-relationships</p> <ul style="list-style-type: none"> • <i>A. Understands Systems</i>—knows how social, organizational, and technological systems work and operates effectively with them 	<p>SE: 45</p> <p>IRG: 54</p>
<ul style="list-style-type: none"> • <i>B. Monitors and Corrects Performance</i>—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions 	<p>SE: 46</p> <p>IRG: 54</p>
<ul style="list-style-type: none"> • <i>C. Improves or Designs Systems</i>—suggests modifications to existing systems and develops new or alternative systems to improve performance 	<p>SE: 34-35</p> <p>IRG: 54</p>

SCANS	
Five Workplace Competencies	
Technology	PAGE REFERENCES
<p>Works with a variety of technologies</p> <ul style="list-style-type: none"> • <i>A. Selects Technology</i>—chooses procedures, tools or equipment including computers and related technologies 	<p>SE: 47, 118</p> <p>IRG: N/A</p>
<ul style="list-style-type: none"> • <i>B. Applies Technology</i>—Understands overall intent and proper procedures for setup and operation of equipment 	<p>SE: 45, 47</p> <p>IRG: 54</p>
<ul style="list-style-type: none"> • <i>C. Maintains and Troubleshoots Equipment</i>—Prevents, identifies, or solves problems with equipment, including computers and other technologies 	<p>SE: 45</p> <p>IRG: 329</p>

Family and Consumer Services Evaluation Tool

Content–Family & Consumer Sciences	Comments
Family	Not covered in <i>Culinary Essentials</i> .
Childcare/Parenting	Not covered in <i>Culinary Essentials</i> .
Child/Adolescent/Human Development	Not covered in <i>Culinary Essentials</i> .
Interpersonal Relationships	References to interpersonal relationships can be found throughout the Student Edition. For examples, see pages 44, 62, and 69.
Goal Setting/Decision Making	References to goal setting and decision making can be found throughout the Student Edition and Instructor Resource Guide (IRG). For examples, see Student Edition page 43, and IRG pages 52 and 59.
Consumerism	References to consumerism related topics can be found throughout the Student Edition. For examples, see pages 22-26.
Foods/Nutrition	Chapter 11, <i>Culinary Nutrition</i> , provides instruction on <i>Nutrition Basics</i> , <i>Guidelines for Meal Planning</i> , and <i>Culinary Principles</i> .
Apparel/Textiles	Not covered in <i>Culinary Essentials</i> .
Housing Interiors	Not covered in <i>Culinary Essentials</i> .

Content-Family & Consumer Sciences (continued)	Comments
Hospitality Careers	References to goal setting and decision making can be found throughout the Student Edition and IRG. For examples, see Student Edition pages 17-21, 27-30, 31-35, and 67-68, and IRG pages 111-112, 115-116, 117-118, and 125-126.
FCCLA; Family, Careers, Community Leaders of America	References to FCCLA can be found in the Student Edition on pages 45 and 49, and in the IRG on pages 27 and 62.

Instruction and Assessment	Comments
Identifies a Sense of Purpose	Each chapter in the Student Edition begins with elements designed to quickly launch a student's focus and interest on the chapter's topic. The learning objectives and brief description of the section content found at the beginning of each section help students preview what they will learn.

Instruction and Assessment (continued)	Comments
Builds on Student Ideals	References to ethics can be found throughout the Student Edition and IRG. For examples, see Student Edition pages 44 and 62-63, and IRG pages 51, 52, and 53.
Engages Students	Each chapter in the Student Edition begins with elements designed to quickly launch a student's focus and interest on the chapter's topic. The learning objectives and brief description of the section content found at the beginning of each section help students preview what they will learn.
Develops Family & Consumer Science Ideas	<i>Culinary Essentials</i> has all the right ingredients for your high school food service program. As the author, Johnson & Wales University provides a current and practical view of the culinary workplace. <i>Culinary Essentials</i> is packed with great charts and illustrations. The direct, yet descriptive writing style is easy to understand and full of 99% need-to-know information.

Instruction and Assessment (continued)	Comments
Promotes Student Thinking	<p><i>Culinary Essentials</i> contains a variety of practice materials to help students transfer textbook learning to practical applications. Features such as <i>Critical Thinking Activities</i> found throughout the Student Edition help students to apply their critical thinking and decision-making skills based on chapter concepts.</p>
Assesses Student Progress	<p>Each section in the Student Edition ends with a <i>Section Knowledge Check</i>. <i>Chapter Review</i> and <i>Lab Activities</i> can be found at the end of each chapter. <i>Section Tests</i> in the IRG assess students' knowledge of key terms, concepts, and food preparation techniques. Teaching strategies for conducting <i>Performance Assessment</i> can be found on IRG pages 37-38. The <i>Effective Instruction CD-ROM</i> contains <i>ExamView® Pro</i>, which helps you create customized tests by choosing from the testbank or adding your own items.</p>

Instruction and Assessment (continued)	Comments
Enhances The Learning Environment	<i>Culinary Essentials</i> has all the right ingredients for your high school food service program. As the author, Johnson & Wales University provides a current and practical view of the culinary workplace. <i>Culinary Essentials</i> is packed with great charts and illustrations. The direct, yet descriptive writing style is easy to understand and full of 99% need-to-know information.
Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.	The direct, yet descriptive writing style of <i>Culinary Essentials</i> is easy to understand and full of 99% need-to-know information. Phonetic pronunciation guides will help your students learn the vocabulary introduced in <i>Culinary Essentials</i> .
Commonwealth Accountability Testing System (CATS) “like” Assessment is provided	The <i>Effective Instruction CD-ROM</i> contains <i>ExamView® Pro</i> , which helps you create customized tests by choosing from the testbank or adding your own items.

Instruction and Assessment (continued)	Comments
<p>Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.</p>	<p>Each section in the Student Edition ends with a <i>Section Knowledge Check</i>. <i>Chapter Review</i> and <i>Lab Activities</i> can be found at the end of each chapter. <i>Section Tests</i> in the IRG assess students' knowledge of key terms, concepts, and food preparation techniques. Teaching strategies for conducting <i>Performance Assessment</i> can be found on IRG pages 37-38. The <i>Effective Instruction CD-ROM</i> contains <i>ExamView® Pro</i>, which helps you create customized tests by choosing from the testbank or adding your own items.</p>
<p>Includes activities and opportunities for integration of technology.</p>	<p><i>Additional Culinary Resources</i> on IRG pages 12-19 contains a list of Web sites which are a source for extended information related to the text.</p>

Instruction and Assessment (continued)	Comments
<p>Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)</p>	<p><i>Culinary Essentials</i> has all the right ingredients for your high school food service program. As the author, Johnson & Wales University provides a current and practical view of the culinary workplace. <i>Culinary Essentials</i> is packed with great charts and illustrations. The direct, yet descriptive writing style is easy to understand and full of 99% need-to-know information. Hands-on activities, technology, and problem-solving situations are integrated throughout <i>Culinary Essentials</i>.</p>
<p>Differentiation techniques and activities suggested.</p>	<p><i>Culinary Essentials</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, culinary skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p><i>Culinary Essentials</i> is composed of 30 chapters organized into 5 units. Each chapter contains 2-4 sections. Each section follows a straight forward format, beginning with <i>Objectives</i>, <i>Key Terms</i>, and a brief description of the section content to help students connect what they learn to the real world of work. Each section closes with a <i>Section Knowledge Check</i> which includes questions about the section content and a <i>Mini Lab</i>. Each chapter closes with a <i>Chapter Review & Activities</i> which includes <i>Section Summaries</i>, <i>Check Your Knowledge</i>, <i>Critical-Thinking Activities</i>, <i>Workplace Know-How</i>, and a <i>Lab-Based Activity</i>.</p>
<p>Vocabulary and key terms are clearly defined and easily accessible within each lesson.</p>	<p>Each section begins with a list of the <i>Key Terms</i> presented in the section. These key terms are found in bold-face type where they are defined in the section.</p>

Organization and Structure (continued)	Comments
Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related	Graphs, charts, and models are used throughout the book to illustrate concepts. Examples are related to the content of the section.
Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).	A variety of situations that reflect diversity are presented throughout the text.
Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.	<i>Culinary Essentials</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality culinary course for your students.
Student materials seem durable and conducive to daily use.	The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.
Includes sufficient glossary, index and appendices.	The <i>Glossary</i> can be found on pages 698-713. The <i>Index</i> can be found on pages 716-736.

Organization and Structure (continued)	Comments
Employs accurate grammar and spelling.	<i>Culinary Essentials</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development.
Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.	The correlation between <i>Culinary Arts</i> and the Kentucky Culinary Skills course is strong.

Resource Materials	Comments
Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).	Instructional plans for each section in the Student Edition are contained in the IRG. Each <i>Instructional Plan</i> includes suggestions for using additional resources and integration of technology.

Resource Materials (continued)	Comments
Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.	The <i>Special Populations</i> section of the IRG offers suggestions and activities for teaching students with a variety of special needs.
Extension activities including adaptations and accommodations for students with special needs.	The <i>Special Populations</i> section of the IRG offers suggestions and activities for teaching students with a variety of special needs. The <i>Meeting Special Needs</i> chart on IRG pages 41 and 42 provides helpful resources and strategies for teaching students with various special needs.
Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/or technology and references (e.g. solution manuals, study guides).	Each section in the Student Edition begins with a list of <i>Objectives</i> for the section and a brief description of the section content. Common student errors, hints, and advice for lesson implementation can be found throughout the IRG. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the IRG. A multitude of references are available.

Resource Materials (continued)	Comments
Suggestions are made for integration of themes and/or interdisciplinary instruction.	Suggestions for integration of themes and/or interdisciplinary instruction can be found throughout the Student Edition and the IRG.
Integration opportunities suggested and examples given.	Integration opportunities are suggested and examples are given throughout the Student Edition and the IRG.
Teacher resources are available online.	The <i>Resources</i> section in the IRG provides a list of Web sites that contain additional resources.
Online resources available – Repeat of information in text.	The <i>Effective Instruction CD-ROM</i> provides lesson plans in Microsoft® Word.
Online resources available – Practice skills only.	The <i>Effective Instruction CD-ROM</i> provides lesson plans in Microsoft® Word.
Online resources available – New application materials.	The <i>Resources</i> section in the IRG provides a list of Web sites that contain additional resources.



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