



Regional Occupational Program

Restaurant 1 2025-2026

COURSE DESCRIPTION

Culinary Arts ignites a passion for food. As a student in our culinary program, you'll receive practical training in a modern kitchen from instructors with real-world experience and you'll begin this culinary journey learning fundamentals like using kitchen tools and honing your cooking skills and techniques. In this introductory course, you'll learn everything from basic cuts, to sanitation and safety, to managing a menu to working as part of a team. You will have the opportunity to learn the hospitality and restaurant management foundation skills you will need to attain your goal of running a food operation from front to back. The curriculum for this course includes very important 21st century skills, such as effective communication, critical thinking, creativity, and collaboration that have been identified as foundational to success at school and at work.

Learn to earn an industry-recognized certification. The curriculum in the introductory course provides you with the knowledge and skills you will need to be successful in the Restaurant II course. Students who successfully complete the recommended course sequence of Restaurant I and Restaurant II are prepared to take a national exam that leads to the ProStart National Certificate of Achievement. In addition, these culinary courses provide students with foundational knowledge and skills as a precursor to post-secondary opportunities that may include additional certifications, an Associate Degree in Culinary Arts at a community college, or a bachelor's degree in Culinary Management or Hospitality, Food and Beverage Management from a four-year college or university.

Course Information

Course Length:	1 Year
Prerequisite:	None
Course Level:	Introductory
UC:	No
Articulated:	No
Industry Cert.:	Food Handlers Card
Industry Sector:	Hospitality, Tourism, and Recreation
Pathway:	Food Service and Hospitality
CALPADS:	8000

O*Net SOC Codes

35-2014	Cooks, Restaurant
35-2021	Food Preparation Workers
35-3031	Waiters and Waitresses
11-9051	Food Service Managers

Legend

CTE - PS	CTE Pathway Standards
CRP	Career Ready Practices
CTE - AS	CTE Anchor Standards
CCSS	Common Core State Standards
ISTE	International Society for Technology in Education

*Includes updates from the 24/25 Culinary Advisory
[Advisory Minutes](#)*

Restaurant 1

Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

Big Six: Career Ready Essentials

1. Effective Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate effective verbal communication and conflict resolution skills. b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products. 		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate critical thinking skills for a variety of purposes and in different settings. b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning. c. Discuss the importance of the critical thinking process to real-world applications. d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. 		<u>2</u> <u>4</u> <u>5</u> <u>7</u> <u>9</u> <u>10</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u> <u>6c</u> <u>7b,c,d</u>

<ul style="list-style-type: none"> e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts. f. Apply divergent and convergent thinking to the development of an original idea or solution. g. Examine real-world limits to adopting ideas. h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept. i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. j. Evaluate evidence, arguments, claims, and beliefs to identify connections. k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation. l. Produce intellectual, informational, or material products that serve an authentic purpose. m. Work effectively and respectfully with those from diverse backgrounds or cultures. n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects. 		<u>11</u>	<u>8</u> <u>9</u> <u>11</u>	<u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	
3. Leaders and Teams: Roles and Responsibilities	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Determine the individual and team members' roles and responsibilities. b. Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation). c. Explain the importance of technical, social, and communication skills to team success. d. Compare and contrast leadership styles and their effectiveness in various situations. e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members. f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative. g. Examine situations in which a follower becomes the leader. h. Describe twenty-first-century skills required across all occupations. i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making). j. Leverage social and cultural differences to increase innovation and quality of work. 		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>
4. Legal, Ethical, and Environmental Considerations	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate industry specific ethical and legal practices. b. Identify eco-friendly industry specific practices and resources. c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations. d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. 		<u>5</u> <u>7</u> <u>8</u> <u>12</u>	<u>3</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u> <u>SLS</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u> <u>6c</u>

<ul style="list-style-type: none"> e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment. 			11	9-10 11-12.1 11-12.1d 11-12.2	
5. Personal Growth and Career Planning	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate continued personal development and growth. b. Develop and manage a personal growth and career plan. c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills. 		1 2 3 4 6	2 3 4 7 8 11	LS 9-10 11-12.6 SLS 9-10 11-12.1 11-12.1d 11-12.2 WS 11-12.6	1a 3a,c 4d 6a,d 7b
6. Workplace Safety and Personal Wellness	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate proper industry specific safe work practices to prevent injury or illness. b. Assess the potential impact of goal setting on personal and professional success. c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries. n. Demonstrate cyber ethics, cyber safety, and cybersecurity. 		2 5 6 8 12	2 5 6 7 8 10 11	LS 9-10 11-12.6 WS 11-12.7 11-12.6 SLS 9-10 11-12.1 11-12.1d	1a,d 2a,d 5b

o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					
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Restaurant 1 Units of Instruction					
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7. Overview of the Restaurant and Foodservice Industry	CTE-PS	CRP	CTE- AS	CCSS	ISTE
<p>a. Demonstrate an understanding of the major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies.</p> <p>b. Compare and contrast core elements of the food service and hospitality industry with various supporting industries.</p> <p>c. Understand how the various segments of the industry contribute to, and impact local, state, national, and international economies, cultures, and the environment.</p> <p>d. Outline the growth of the hospitality industry throughout the history of the world, emphasizing growth in the United States.</p> <p>e. Explain the relationship between industry trends and local, state, national, and international economies.</p> <p>f. Describe the variety of career paths and working environments available in the restaurant and foodservice industry.</p> <p>g. Identify national organizations that rate commercial lodging and foodservice establishments, and list factors used in making their rating judgments.</p>	B1.0 B1.1 B1.2 B1.3 B2.3	<u>2</u> <u>3</u> <u>5</u> <u>11</u> <u>12</u>	<u>2</u> <u>3</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 SLS 11-12.2 WS 11-12.7	

8. Keeping Food Safe	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate an understanding of the basic principles of sanitation and safe food handling.</p> <p>b. Demonstrate an understanding of the basics of system operations and the importance of maintaining facilities, equipment, tools, and supplies.</p> <p>c. Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventative maintenance and the use of nontoxic and less toxic materials.</p> <p>d. Understand basic local, state, and federal sanitation regulations as they pertain to food production and service.</p> <p>e. Explain the types of food contamination, the potential causes, including cross-contamination, and methods of prevention.</p> <p>f. Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.</p> <p>g. Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.</p> <p>h. Demonstrate understanding of the essential principles of Hazard Analysis Critical Control Points including the use of flowcharts.</p>	B3.0 B3.1 B3.2 B3.3 B3.4 B3.5 B3.6 B5.1 B6.3	<u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>2</u> <u>5</u> <u>6</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7 RSTS 9-10 11-12.4	

<ul style="list-style-type: none"> i. Understand the purpose and process of the required Industry certification such as ServSafe California Food Handlers card. j. Describe the factors that affect the growth of pathogens (FAT TOM). k. Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food. 					
9. Kitchen Essentials I: Professionalism and Understanding Standard Recipes	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Understand the importance of professionalism in the workplace and as it applies to the culinary industry. b. Demonstrate recipe standardization, including proper measuring and portioning; demonstrate recipe conversions in customary and metric measurement units. c. Describe and discuss professionalism in the culinary industry and identify the six key attributes of a culinary professional. d. Successfully perform basic mathematics functions using numbers and fractions as needed for recipe conversions. e. Apply the principle of <i>mise en place</i>, including the placement and order of use of ingredients, equipment, tools, and supplies. f. Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas. g. Evaluate the qualities and properties of food items and ingredients used in food preparation. h. Demonstrate proper measuring and portioning techniques using the appropriate small wares and utensils. i. Understand workstations, work sections, and dining brigades and their uses. 	<u>B4.0</u> <u>B6.2</u> <u>B6.3</u> <u>B6.5</u>	<u>1</u> <u>2</u> <u>5</u> <u>10</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.6</u>	
10. Kitchen Essentials II: Equipment and Techniques	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Understand and apply the basics of food preparation, safety, and sanitation in professional and institutional kitchens. b. Demonstrate essential cooking skills required in foodservice establishments. c. Apply the principle of <i>mise en place</i>, including the placement and order of use of ingredients, equipment, tools, and supplies. d. Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food. e. Describe cooking methods and the situations to which they are suited, for example dry heat, moist heat, and combination. f. Describe and demonstrate basic pre-preparation techniques, i.e., clarifying butter, making parchment liners etc. g. Understand workstations, work sections, and brigades and their uses. h. Identify the equipment needed for receiving, preparing, and storing food and supplies. 	<u>B6.0</u> <u>B6.1</u> <u>B6.3</u> <u>B10.0</u>	<u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>RSTS</u> <u>9-10</u> <u>11-12.4</u>	

<ul style="list-style-type: none"> i. Demonstrate an understanding of knife basics and identify and describe different types of knives and their uses. j. Discuss what constitutes a healthy diet. Use the Dietary Guidelines for Americans and MyPyramid to create healthy meals. 					
11. Stocks, Sauces, and Soups	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding in the preparation, selection, and uses of stocks, sauces, and soups. b. Identify the essential components of stock and the proper ingredients for each. Explain the different types of stock and their ingredients. Prepare the ingredients and cook several types of stock. c. Identify the grand sauces; describe the ingredients used, and the derivative sauces made from them. d. Prepare several types of sauces and match them to the appropriate foods. e. Identify and prepare broth, consommé, puree', clear, and cream soups. 	<u>B6.3</u> <u>B6.5</u>	<u>2</u> <u>5</u> <u>10</u> <u>11</u>	<u>2</u> <u>5</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	
12. Management Essentials	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Understand the role of management, such as ensuring safe work practices and conditions and complying with important laws and regulations that affect employment, such as wage and hour laws, tenant status, and accommodation of minors. b. Understand the relationship of effective management and business procedures to important outcomes, such as profitability, productivity, workplace atmosphere, consumer and guest satisfaction, and business growth. c. Demonstrate the ability to leverage social and cultural differences to create new ideas and increase both innovation and the quality of work. d. Solve predictable and unpredictable work-related problems using inductive and deductive reasoning as appropriate. e. Demonstrate ethical and legal practices consistent within the food service industry; explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace. f. Interpret information and draw conclusions, based on the best analysis, to make informed decisions. g. Understand the role management plays in ensuring a harassment-free and a mutually respectful work environment. h. Understand the relationship between facilities management and profit and loss, including the costs of resource consumption, breakage, theft, supplies used, and decisions for repairs or replacement. i. Apply the principles of food purchasing, food preparation, and meal management in a variety of settings. 	<u>B4.1</u> <u>B4.2</u> <u>B4.4</u>	<u>2</u> <u>5</u> <u>8</u> <u>10</u> <u>11</u>	<u>2</u> <u>5</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	

13. Fruits and Vegetables	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Acquire knowledge of the different types and grades of fruits and vegetables, as well as other factors that impact purchasing decisions. b. Demonstrate proper storage, preparation, and cooking methods of fruits and vegetables. c. List and explain the different types and the USDA quality grades for fresh fruits and vegetables. d. Identify, describe, and demonstrate the preparation of various types of fruits and vegetables. e. Discuss factors that impact how fruits and vegetables are included as menu items, and how proper storage affects their overall quality. f. Prepare and cook fruits and vegetables using appropriate methods. g. Apply basic nutritional principles and skill to food preparation techniques to conserve nutrients. 	<u>B6.3</u> <u>B6.5</u> <u>B10.0</u> <u>B10.3</u>	<u>2</u> <u>5</u> <u>10</u> <u>11</u>	<u>2</u> <u>5</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	
14. Serving Your Guests	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Understand why proper guest service is essential to food service establishments. Apply knowledge and skills essential for effective customer service. b. Identify styles of service, typical staff responsibilities, and service tools. c. Explain the importance of customer service to the food service industry; list reasons and give examples for making a good first impression. d. Describe the relationship between effective communication, customer satisfaction, and restaurant success. e. Identify the traditional service staff roles and list the duties and responsibilities of each. Provide examples of how each staff person contributes to a positive dining experience. f. Demonstrate the proper way for taking reservations and requests, providing for clients' diverse needs, and handling payment transactions. g. Understand the role of management and employees in effectively meeting the needs of culturally, generationally diverse, and special needs customers. h. Demonstrate the concept of exceptional customer service and know ways of anticipating the needs and desires of customers to exceed their expectations. i. Practice proper techniques for customer service, including greeting, seating, presenting and explaining menu items, and taking customer orders. 	<u>B8.1</u> <u>B8.2</u> <u>B9.1</u> <u>B9.4</u> <u>B9.6</u> <u>B9.7</u>	<u>2</u> <u>5</u> <u>8</u> <u>10</u> <u>11</u>	<u>2</u> <u>5</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	
15. Potatoes and Grains	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate proper storage, preparation, and cooking methods of potatoes, legumes, and grains. b. Acquire knowledge of the different types of potatoes, legumes, and grains, as well as other factors that impact purchasing decisions and menu selection. 	<u>B6.5</u> <u>B10.1</u>	<u>2</u> <u>5</u> <u>10</u> <u>11</u>	<u>2</u> <u>5</u> <u>8</u> <u>10</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>	

<p>c. Identify various types of pasta; prepare pasta by using a variety of recipes and cooking methods. Identify the proper sauce for various types of pasta.</p> <p>d. Identify the various types of potatoes, grains, and legumes; describe the selection process, proper storage, and cooking methods for each. Determine common uses for various types of grains, meal, flours, and starches.</p> <p>e. Explain the nutritional benefits of different types of potatoes, legumes, and grains. Apply basic nutritional principles and skill to food preparation techniques to conserve nutrients.</p>			<p><u>11</u></p>	<p><u>SLS</u> <u>11-12.1d</u></p> <p><u>WS</u> <u>11-12.6</u> <u>11-12.7</u></p>	
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Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

CTE Anchor Standards—Common Core English Language Arts Alignment

Anchor Standard 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

Anchor Standard 2: Communications

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

Anchor Standard 3: Career Planning and Management

Speaking and Listening Standard: 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. SLS 11-12.2

Anchor Standard 4: Technology

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Anchor Standard 5: Problem Solving and Critical Thinking

Writing Standard: 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, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

Anchor Standard 6: Health and Safety

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

Anchor Standard 7: Responsibility and Flexibility

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

Anchor Standard 8: Ethics and Legal Responsibilities

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

Anchor Standard 9: Leadership and Teamwork

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

Anchor Standard 10: Technical Knowledge and Skills

Writing Standard: 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. WS 11-12.6

Anchor Standard 11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

CTE Model Curriculum Standards—Industry Sectors and Pathways

HTR: Hospitality, Tourism and Recreation

B. Food Service and Hospitality Pathway

- B1.0 *Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies*
- B1.1 *Define and compare core elements of the food service and hospitality industry from various supporting industries*
- B1.2 *Understand how the various segments of the industry contribute to, and impact, local, state, national, and international economies, cultures, and the environment.*
- B1.3 *Explain the relationship between industry trends and local, state, national, and international economic trends.*
- B2.3 *Understand the role of the California Occupational Safety and Health Administration, the Environmental Protection Agency, and other agencies in regulating practices in the food service and hospitality industry.*
- B3.0 *Interpret the basic principles of sanitation and safe food handling*
- B3.1 *Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes*
- B3.2 *Understand basic local, state, and federal sanitation regulations as they pertain to food production and service.*
- B3.3 *Explain the types of food contamination, the potential causes, including cross contamination, and methods of prevention.*
- B3.4 *Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.*
- B3.5 *Understand the essential principles of Hazard Analysis Critical Control Points, including the use of flowcharts.*
- B3.6 *Understand the purpose and process of required industry certification (e.g., ServSafe, California Food Handlers Card).*
- B4.0 *Analyze the basics of food service and hospitality management.*
- B4.1 *Understand the responsibilities of management, such as ensuring safe work practices and conditions and complying with important laws and regulations that affect employment, such as wage and hour laws, tenant status, and accommodation of minors.*
- B4.2 *Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.*
- B4.4 *Understand the relationship of effective management and business procedures to important outcomes, such as profitability, productivity, workplace atmosphere, consumer and guest satisfaction, and business growth.*
- B5.1 *Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventive maintenance and the use of nontoxic and less toxic materials.*
- B6.2 *Apply the principle of mise en place, including the placement and order of use of ingredients, equipment, tools, and supplies.*
- B6.3 *Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.*
- B6.5 *Evaluate the qualities and properties of food items and ingredients used in food preparation.*
- B8.1 *Analyze the importance of customer service to the success of the food service establishment.*
- B8.2 *Demonstrate the concept of exceptional customer service and know ways of anticipating the needs and desires of customers to exceed their expectations*
- B8.4 *Understand the roles of management and employees in effectively meeting the needs of culturally, generationally diverse, special needs customers*
- B9.1 *Differentiate the required duties of various positions, including those of the host/hostess, wait staff, bus person, and others related to opening, closing, change-of-shift, and preparatory work.*
- B9.4 *Practice proper techniques for customer service, including greeting, seating, presenting and explaining menu items, and taking customer orders.*

- B9.6 Apply procedures for handling cash transactions, converting currency, and identifying counterfeit currency.*
- B9.7 Apply the procedures for handling noncash transactions including: credit cards, debit cards, ATM cards, money orders, personal checks, coupons, discounts, and online transactions.*
- B10.1 Apply basic nutritional principles and know how to use food preparation techniques that conserve nutrients.*
- B10.3 Create nutritious, creative, and profitable menus in accord with availability and demand.*

ISTE Standards for Students

1. Empowered Learner- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

b) Students build networks and customize their learning environments in ways that support the learning process.

c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways

d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

4. Innovative Designer- Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.

a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

c) Students develop, test, and refine prototypes as part of a cyclical design process.

d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

5. Computational Thinker- Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.

b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.

a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b) Students create original works or responsibly repurpose or remix digital resources into new creations.

c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

d) Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.