



Regional Occupational Program

Restaurant 2 (Certification)

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 continue a culinary journey that includes classical and creative cooking methods, fundamentals of food service purchasing and inventory, and successful marketing strategies for restaurants and food service establishments. In addition, you will learn American regional and international cuisine, food science, as well as concepts in baking and desserts. 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 within the Culinary Arts program is designed to provide you with the knowledge and basic skills to prepare you for postsecondary opportunities. 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 the community college, or a bachelor's degree in culinary management or Hospitality Food and Beverage Management at a four-year college or university.

Course Information

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| Course Length: | 1 Year |
| Prerequisite: | Restaurant I |
| Course Level: | Capstone |
| UC: | No |
| Articulated: | No |
| Industry Cert.: | Restaurant II Certification |
| Industry Sector: | Hospitality, Tourism, and Recreation |
| Pathway: | Food Service and Hospitality |
| CALPADS: | 8021 |

O*Net SOC Codes

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|---------|--|
| 35-2014 | Cooks, Restaurant |
| 35-1011 | Chefs and Head Cooks |
| 11-9051 | Food Service Managers |
| 19-5011 | Occupational Health and Safety Specialists |

Legend

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|----------|---|
| 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 Hospitality Tourism and Recreation Advisory
[Advisory Minutes](#)*

Restaurant 2 (Certification)

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> |

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|--|----------|---|---|---|--|
| <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> | |
| <p>3. Leaders and Teams: Roles and Responsibilities</p> | 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> |
| <p>4. Legal, Ethical, and Environmental Considerations</p> | 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> |

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| <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. | | | <u>11</u> | <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> | |
| 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. | | <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>6</u> | <u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u> | <u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.6</u> | <u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <u>7b</u> |
| 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. | | <u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u> | <u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u> | <u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> | <u>1a,d</u> <u>2a,d</u> <u>5b</u> |

| o. Assess the potential impact of preventative physical and mental health measures on workplace safety. | | | | | |
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| Restaurant 2 (Certification) Units of Instruction | | | | | |
| 7. Breakfast Food and Sandwiches | CTE -PS | CRP | CTE - AS | CCSS | ISTE |
| <p>a. Demonstrate an understanding in the selection, preparation, and cooking methods of various types of breakfast foods and sandwiches.</p> <p>b. Identify the necessary tools and equipment used in preparing breakfast foods and sandwiches.</p> <p>c. Demonstrate safe handling of eggs and dairy products; prepare eggs using a variety of cooking methods, along with pancakes, crepes, waffles, and French toast.</p> <p>d. Demonstrate the proper presentation of several types of sandwiches and sandwich fillings.</p> | B6.1 B6.3 | <u>2</u> <u>5</u> <u>10</u> <u>11</u> | <u>2</u> <u>5</u> <u>10</u> <u>11</u> | LS 9-10 11-121.6 WS 11-12.7 | |
| 8. Nutrition | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <p>a. Demonstrate and apply basic nutritional concepts in meal planning and food preparation.</p> <p>b. Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.</p> <p>c. Apply basic nutritional principles and skill using food preparation and cooking techniques to conserve nutrients.</p> <p>d. Describe the six basic types of nutrients found in food. Describe the types of carbohydrates and fats and explain their function. Identify food sources of carbohydrates and fats.</p> <p>e. Interpret nutritional and ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals.</p> <p>f. Describe how fiber and phytochemical function in the body. Describe the makeup of proteins and cholesterol, explain the role of digestion in nutrition and health.</p> <p>g. Explain the functions of vitamins, minerals, and water on the human body; provide food sources for each.</p> <p>h. Research and describe recent developments in food production that may affect nutrition.</p> | B10.1 B10.2 | <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 11-121.6 RSTS 9-10 11-12.4 WS 11-12.7 | |
| 9. Salads and Garnishing | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <p>a. List the ingredients and the different types of salads; describe how to properly clean, prepare, serve, and store them.</p> <p>b. Demonstrate preparation of variety of dressings, including vinaigrettes, mayonnaise, and other emulsions.</p> <p>c. Understand and describe the different types of oils and vinegars. Describe the role of an emulsifier and list ingredients that serve that purpose.</p> <p>d. Understand the role of garnishes when presenting food.</p> | B6.3 B6.6 | <u>2</u> <u>5</u> <u>10</u> <u>11</u> | <u>2</u> <u>5</u> <u>10</u> <u>11</u> | LS 9-10 11-121.6 WS 11-12.7 | |

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| e. Demonstrate preparation of various ingredients commonly used as garnishes. Garnish various items including plates, desserts, and soups. | | | | | |
| 10. Purchasing and Inventory | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| a. Demonstrate an understanding of the basic processes of costing and cost analysis in food and beverage production and service. | B5.3 | 1 | 1 | LS | |
| b. Apply the principles of food purchasing, food preparation, and meal management in a variety of settings. | B11.0 | 2 | 2 | 9-10 | |
| c. Practice the procedures for maintaining inventories: ordering food, equipment, and supplies; and storing and restocking supplies. | B11.4 | 5 | 5 | 11-121.6 | |
| d. Explain some basic costs that are incurred by restaurants and food service operations; identify some common tools used to track and control these expenses. | B11.6 | 6 | 6 | RSTS | |
| e. Forecast sales by analyzing and evaluating sales histories, popularity indices, and production. | | 11 | 11 | 9-10 | |
| f. Define and calculate food cost and food cost percentages; calculate as purchased (AP) and edible portion (EP) amounts. Explain the importance of standards and the standard procedures used for controlling production volume. | | | | 11-12.4 | |
| g. List and describe purchasing, receiving, and storage procedures that help preserve food quality and control costs. | | | | WS | |
| h. Explain the importance of portion control to food costs; give examples of portion control devices used in foodservice operations. | | | | 11-12.7 | |
| i. Create nutritious, creative, and profitable menus in accordance with availability and demand. | | | | | |
| 11. Meat, Poultry, and Seafood | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| a. Acquire knowledge of the different types and grades of meat, poultry, and seafood, as well as other factors that impact purchasing decisions. | 5.3 | 2 | 2 | LS | |
| b. Demonstrate proper storage, preparation, and cooking methods of meat, poultry, and seafood. | 6.3 | 5 | 5 | 9-10 | |
| c. List and explain the different types and the USDA quality grades for meat and poultry. | 6.5 | 10 | 10 | 11-121.6 | |
| d. Identify, describe, and demonstrate the preparation of various types of meat, poultry, and seafood using appropriate methods. | B6.6 | 11 | 11 | WS | |
| e. Discuss factors that impact how meat, poultry, and seafood are included as menu items and how proper storage affects their overall quality. | B10.1 | | | 11-12.7 | |
| f. Apply basic nutritional principles and skill to food preparation techniques to conserve nutrients. | | | | | |
| g. Identify the necessary tools and equipment used in preparing meats, poultry, and seafood. | | | | | |
| h. Demonstrate the proper presentation of several types of meats, poultry, and seafood. | | | | | |

| 12. Marketing | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
|--|---|--|---|--|------|
| <ul style="list-style-type: none"> a. Describe the fundamentals of successful sales and marketing methods as they relate to the food service and the restaurant industry. b. Design marketing strategies, including branding, benchmarking, promotional selling, and upgrading and their effect on profits. c. Understand basic marketing principles for maximizing revenue based on supply and demand and competition d. Understand the value of advertising, promotions, public relations, social networking, and community involvement. e. Recognize methods to develop and maintain long-term customer relations. f. Research the various types of entrepreneurial opportunities in the food service industry. g. Research costs, pricing, market demands, and marketing strategies to manage profitability in food and beverage service facilities. | B12.0 B12.1 B12.2 B12.3 B12.4 B12.5 B12.6 | 2 5 6 10 11 | 2 5 6 10 11 | LS 9-10 11-121.6 RSTS 9-10 11-12.4 WS 11-12.7 | |
| 13. Desserts and Baked Goods | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institution kitchens. b. Produce baked goods, pastries, and desserts by using the correct terminology, food safety, techniques, procedures, and various finishing techniques. c. Use, maintain, and store tools, utensils, equipment, and appliances safely and appropriately for preparing, serving, and storing baked goods, pastries, and desserts. d. Evaluate the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts. e. Understand packaging and merchandising techniques to feature seasonal and standard bakery products. f. Apply the principle of <i>mise en place</i>, including the placement and order of use of the ingredients, equipment, tools, and supplies unique to baking and pastry production. g. Develop a plan using forecasting and cross-utilization of products to maximize profit and eliminate waste. | B7.0 B7.2 B7.3 B7.4 B7.5 B7.6 | 2 5 10 11 | 2 5 10 11 | LS 9-10 11-121.6 WS 11-12.7 | |
| 14. Sustainability in the Restaurant and Food Service Industry | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Demonstrate knowledge of issues surrounding the global production of seafood, coffee, animals, and organic food. b. Utilize the practices of reduce, reuse, and recycle to maximize profits. c. Identify and discuss alternative forms of waste management in the restaurant and foodservice industry. d. Describe a variety of sustainable food practices that address the growing customer demand for sustainable produced menu items. | B6.7 B11.3 | 2 5 10 11 12 | 2 5 10 11 | LS 9-10 11-121.6 WS 11-12.7 | |

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| e. Explain the importance of water conservation, energy efficiency, and environmental responsibility within the restaurant and foodservice industry. | | | | | |
| 15. Global Cuisine I: The Americas | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| a. Demonstrate knowledge of the major influences, ingredients, flavors, and cooking techniques of different U.S. regions i.e. northeastern, southwestern, Mexican, as well as Central and South American countries. | B8.4 B9.3 | 2 5 10 | 2 5 10 | LS 9-10 11-121.6 | |
| b. Use cultural and geographical influences to guide decisions in food and beverage service facilities. | | 11 12 | 11 | WS 11-12.7 | |
| c. Describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other South American cultures. | | | | | |
| 16.Global Cuisine II: Europe, the Mediterranean, the Middle East, and Asia | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| a. Demonstrate knowledge of the major influences, ingredients, flavors, and cooking techniques of different European, Middle Eastern, and Asian countries. | B8.4 B9.3 | 2 5 10 | 2 5 10 | LS 9-10 11-121.6 | |
| b. Use cultural and geographical influences to guide decisions in food and beverage service facilities. | | 11 12 | 11 | WS 11-12.7 | |
| c. Describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of various world cultures | | | | | |

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

- B5.3 *Practice the procedures for maintaining inventories: ordering food, equipment, and supplies; and storing and restocking supplies*
- B6.1 *Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.*
- 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.*
- B6.6 *Design plating techniques, including accurate portioning and aesthetic presentation skills*
- B6.7 *Develop a food preparation plan using forecasting and cross-utilization of products to maximize profit and eliminate waste.*
- B7.0 *Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing, serving, and storing baked goods, pastries, and desserts.*
- B7.2 *Apply the principle of mise en place, including the placement and order of use of the ingredients, equipment, tools, and supplies unique to baking and pastry production*
- B7.3 *Produce baked goods, pastries, and desserts by using the correct terminology, food safety, techniques, procedures, and various finishing techniques.*
- B7.4 *Evaluate the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts.*
- B7.5 *Understand packaging and merchandising techniques to feature seasonal and standard bakery products.*
- B7.6 *Develop a plan using forecasting and cross-utilization of products to maximize profit and eliminate waste.*
- B8.4 *Understand the roles of management and employees in effectively meeting the needs of culturally, generationally diverse, special needs customers.*
- B9.3 *Practice safe, efficient, and proper procedures for setting, serving, maintaining, and bussing tables.*
- B10.1 *Apply basic nutritional principles and know how to use food preparation techniques that conserve nutrients*
- B10.2 *Interpret nutritional or ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals.*
- B11.0 *Demonstrate an understanding of the basic processes of costing and cost analysis in food and beverage production and service*
- B11.3 *Utilize the practices of reduce, reuse, and recycle to maximize profits.*
- B11.4 *Understand the importance and structure of standardized systems, such as the Uniform System of Accounts for Restaurants.*
- B11.6 *Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost*
- B12.0 *Describe the fundamentals of successful sales and marketing methods.*
- B12.1 *Recognize methods to develop and maintain long-term customer relations.*
- B12.2 *Identify the major market segments of the industry and understand how marketing principles and procedures can be applied to target audiences*
- B12.3 *Understand basic marketing principles for maximizing revenue based on supply and demand and competition.*
- B12.4 *Understand the value of advertising, public relations, social networking, and community involvement.*
- B12.5 *Research the various types of entrepreneurial opportunities in the food service industry.*
- B12.6 *Design marketing strategies, including branding, benchmarking, and promotional selling and upgrading and their effect on profits.*

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.