



## Regional Occupational Program

# Culinary Arts & Management 2 - Food Service A-G 2025-2026

### COURSE DESCRIPTION

In this course students will expand their study of Culinary Arts and expand food production and sales to faculty through an on-site cafe. Students will learn and apply knowledge through standards and project-based curriculum, both in the lab class setting and in a working food service kitchen. Students will develop culinary skills through nutritional analysis and recipe costing and development. They will learn the correct use of food service equipment and food and kitchen safety, with an emphasis on local, organic, and seasonal products. In addition, students will learn about small business management through the operation of a food production and catering business, including production, finance, marketing, and customer service. Through a rotation of assignments, students will learn a variety of techniques grounded in proper fundamentals, which demand a higher level of accuracy, attention, and refinement than in previous classes.

Course Length:	1 Year	11-9051	Food Service Manager	CTE - PS	CTE Pathway Standards
Prerequisite:	Culinary Arts & Management 1	35-2014	Cooks, Restaurant	CRP	Career Ready Practices
Course Level:	Capstone	35-2021	Food Preparation Workers	CTE - AS	CTE Anchor Standards
UC:	Yes G - Elective			CCSS	Common Core State Standards
Articulated:	No			ISTE	International Society for Technology in Education
Industry Cert.:	Food Handlers Card				
Industry Sector:	Hospitality, Tourism and Recreation				
Pathway:	Food Service and Hospitality				
CALPADS:	8021				

*Includes updates from the 24/25 Hospitality Tourism and Recreation Advisory  
[Advisory Minutes](#)*

## Culinary Arts & Management 2

### 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"> <li>a. <b>Demonstrate effective verbal communication and conflict resolution skills.</b></li> <li>b. <b>Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.</b></li> <li>c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships.</li> <li>d. Describe the impact of ineffective communication on business relationships.</li> <li>e. Analyze the impact of vocabulary, body language, and tone on verbal communication.</li> <li>f. Demonstrate active listening skills.</li> <li>g. Accurately interpret industry-specific written communication.</li> <li>h. Model responsible and effective use of various communication technologies.</li> <li>i. Identify valid and reliable digital reference and resource materials.</li> <li>j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize.</li> <li>k. Identify and use appropriate communication and collaboration technologies.</li> <li>l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products.</li> </ol>		<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"> <li>a. <b>Demonstrate critical thinking skills for a variety of purposes and in different settings.</b></li> <li>b. <b>Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</b></li> <li>c. Discuss the importance of the critical thinking process to real-world applications.</li> </ol>		<u>2</u> <u>4</u> <u>5</u> <u>7</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u>

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

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

<ul style="list-style-type: none"> <li>k. Identify hazardous materials and chemicals.</li> <li>l. Demonstrate proper procedures to respond to work-related accidents and injuries.</li> <li>m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.</li> <li>n. Demonstrate cyber ethics, cyber safety, and cybersecurity.</li> <li>o. Assess the potential impact of preventative physical and mental health measures on workplace safety.</li> </ul>				<a href="#">11-12.1d</a>	
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## Culinary Arts & Management 2 Units of Instruction

<b>7. Food Effects on Life</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. Apply the steps of the decision-making process to making good food choices.</li> <li>b. Describe how food relieves hunger and improves wellness.</li> <li>c. Outline cultural, social, psychological, and mass media influences on food choices.</li> <li>d. Examine the factors that affect the food supply including agriculture and the environment, government, economics, and technology.</li> <li>e. Compare and contrast the two key federal agencies that oversee the food supply in the U.S., USDA, and FDA.</li> <li>f. Analyze the nutrition and government guidelines of the California school food system.</li> <li>g. Investigate food systems and food security in <a href="#">California and the U.S.</a></li> </ul>	<a href="#">B1.2</a> <a href="#">B1.3</a> <a href="#">B2.3</a>	<u><a href="#">1</a></u> <u><a href="#">2</a></u> <u><a href="#">4</a></u> <u><a href="#">5</a></u> <u><a href="#">11</a></u> <u><a href="#">12</a></u>	<u><a href="#">1</a></u> <u><a href="#">2</a></u> <u><a href="#">4</a></u> <u><a href="#">5</a></u> <u><a href="#">10</a></u> <u><a href="#">11</a></u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.6</a> <a href="#">11-12.7</a>	
<b>8. Nutritional Needs</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. Name the key nutrients, describe their functions, and list important sources of each.</li> <li>b. Analyze the effects of various nutrient deficiencies and excesses.</li> <li>c. Explain the process of digestion, absorption, and metabolism.</li> </ul>	<a href="#">B10.0</a> <a href="#">B10.1</a> <a href="#">B10.2</a>	<u><a href="#">1</a></u> <u><a href="#">2</a></u> <u><a href="#">5</a></u> <u><a href="#">11</a></u>	<u><a href="#">1</a></u> <u><a href="#">2</a></u> <u><a href="#">5</a></u> <u><a href="#">11</a></u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	
<b>9. The Microbiology of Food</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. Apply the principles of food safety and microbiology.</li> <li>b. Investigate the properties of micro-organisms that cause food spoilage.</li> <li>c. Explain the difference between food intoxication and food infection.</li> <li>d. Examine the conditions under which the important pathogens are commonly destroyed, inactivated, or rendered harmless in foods.</li> <li>e. Compare and contrast the difference between micro-organisms that are helpful and those that are harmful.</li> <li>f. Analyze sanitary food-handling practices.</li> </ul>	<a href="#">B3.0</a> <a href="#">B3.2</a> <a href="#">B3.3</a> <a href="#">B3.4</a> <a href="#">B6.0</a> <a href="#">B6.3</a>	<u><a href="#">1</a></u> <u><a href="#">2</a></u> <u><a href="#">4</a></u> <u><a href="#">5</a></u> <u><a href="#">6</a></u> <u><a href="#">7</a></u> <u><a href="#">11</a></u> <u><a href="#">12</a></u>	<u><a href="#">1</a></u> <u><a href="#">2</a></u> <u><a href="#">4</a></u> <u><a href="#">5</a></u> <u><a href="#">6</a></u> <u><a href="#">7</a></u> <u><a href="#">11</a></u> <u><a href="#">11</a></u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.6</a> <a href="#">11-12.7</a>  <a href="#">RSTS</a>	

				<a href="#">9-10</a> <a href="#">11-12.4</a>	
				<a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a>	
<b>10. Commercial Kitchen Essentials</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
a. Describe work sections and their respective stations.	<a href="#">B2.0</a>	<a href="#">1</a>	<a href="#">1</a>	<a href="#">LS</a>	
b. Analyze the brigade system in the kitchen and dining room and defend its importance.	<a href="#">B5.3</a>	<a href="#">2</a>	<a href="#">2</a>	<a href="#">9-10,</a>	
c. Use math applications to vary a standardized recipe.	<a href="#">B5.5</a>	<a href="#">4</a>	<a href="#">4</a>	<a href="#">11-12.6</a>	
d. Utilize and discuss the importance of a standardized recipe.	<a href="#">B6.1</a>	<a href="#">5</a>	<a href="#">5</a>		
e. Calculate AP (As Purchased) and EP (Edible Portion) using a simulation, student enterprise, course project, or other competition.	<a href="#">B6.2</a>	<a href="#">6</a>	<a href="#">6</a>	<a href="#">WS</a>	
f. Calculate the cost and portion cost of a standardized recipe.	<a href="#">B6.3</a>	<a href="#">7</a>	<a href="#">7</a>	<a href="#">11-12.6</a>	
g. Identify, correctly use, clean and store, receiving, pre-prep, prep, cooking, holding, and serving equipment.	<a href="#">B9.0</a>	<a href="#">8</a>	<a href="#">8</a>	<a href="#">11-12.7</a>	
h. Identify and use correctly common herbs and spices.	<a href="#">B9.1</a>	<a href="#">9</a>	<a href="#">9</a>		
i. Demonstrate correct knife care, use and cutting, and sharpening techniques.	<a href="#">B9.2</a>	<a href="#">11</a>	<a href="#">11</a>	<a href="#">RSTS</a>	
j. Model <i>mise en place</i> and be able to peer evaluate.	<a href="#">B11.6</a>			<a href="#">9-10</a>	
k. Compare and contrast conduction, convection, and radiant cooking.				<a href="#">11-12.4</a>	
l. Compare, contrast, and demonstrate dry, moist, and combination cooking methods.				<a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a> <a href="#">11-12.1b</a>	
<b>11. Restaurant Business and Operations</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
a. Assess the five biggest challenges facing the restaurant business.	<a href="#">B4.2</a>	<a href="#">1</a>	<a href="#">1</a>	<a href="#">LS</a>	
b. Describe and differentiate the characteristics of chain and independent restaurants.	<a href="#">B11.2</a>	<a href="#">2</a>	<a href="#">2</a>	<a href="#">9-10</a>	
c. List the characteristics of chain and independent restaurants.		<a href="#">4</a>	<a href="#">4</a>	<a href="#">11-12.6</a>	
d. Compare and contrast restaurant operations for the front of the house and back of the house.		<a href="#">5</a>	<a href="#">5</a>		
e. Identify key elements of an income statement and key restaurant operating ratios.		<a href="#">11</a>	<a href="#">11</a>	<a href="#">WS</a>	
				<a href="#">11-12.6</a> <a href="#">11-12.7</a>	
<b>12. Food Service Management &amp; Managed Services</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
a. Outline the different management services segment.	<a href="#">B1.0</a>	<a href="#">1</a>	<a href="#">1</a>	<a href="#">LS</a>	
b. Describe the five factors that distinguish managed services operations from commercial ones.	<a href="#">B1.1</a>	<a href="#">2</a>	<a href="#">2</a>	<a href="#">9-10</a>	
	<a href="#">B4.3</a>	<a href="#">4</a>	<a href="#">4</a>	<a href="#">11-12.6</a>	

<ul style="list-style-type: none"> <li>c. Explain the need for and trends in elementary and secondary school foodservice.</li> <li>d. Describe the complexities in college and university foodservice.</li> <li>e. Develop standard recipes for the cafeteria to use including nutritional analysis and serving size.</li> <li>f. Identify local opportunities to partner with locally such as the Food Pantry, restaurants, farms, and farmers' markets.</li> </ul>	<u>B12.4</u>	<u>5</u> <u>10</u> <u>11</u>	<u>5</u> <u>10</u> <u>11</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	
<b>13. Entrepreneurship</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. Compare the profiles of successful entrepreneurs.</li> <li>b. Explain the importance of a mission statement.</li> <li>c. List the main components of a business plan.</li> <li>d. Identify the five "P's" that make up the marketing and financial part of a business plan.</li> <li>e. Demonstrate the importance of portraying the proper image of a successful entrepreneur, including attitude, attire, and behavior.</li> <li>f. Model the importance of an entrepreneur's ethical and social responsibilities.</li> </ul>	<u>B4.5</u> <u>B12.0</u> <u>B12.2</u> <u>B12.4</u> <u>B12.5</u> <u>B12.6</u>	<u>1</u> <u>2</u> <u>3</u> <u>5</u> <u>7</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>3</u> <u>5</u> <u>7</u> <u>10</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>11-12.2</u>  <u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	

## A-G Approved Key Assignments

1.	Students will analyze food customs in their community; make a list of cultural, social, and psychological influences that affect the food available in local restaurants and supermarkets; and prepare a PowerPoint presentation for presenting to the class. <i>Unit (s) 7</i>
2.	Evaluate a multivitamin supplement based on the percent of Daily Value provided for each vitamin and excess fat-soluble and water-soluble vitamins in the body. Present and defend a summary of your findings to the class. <i>Unit(s) 8</i>
3.	Write a two-to-three-page typed research report on the political and economic factors that may impact protein shortages and hunger throughout the world. <i>Unit(s) 8</i>
4.	Analyze how becomes contaminated during a specific aspect of food production, processing, or transportation. Create a diagram that illustrates each step of the analyzed operation, identifying the possible points of contamination, and safeguards that can be taken to prevent contamination. Diagrams will be posted or shared digitally with the class. <i>Unit(s) 9</i>
5.	In groups of three research one type of foodborne illness, summarize each of the following aspects: cause, food sources, symptoms, and prevention. Prepare a six-slide multimedia presentation to present to the class. <i>Unit(s) 9</i>
6.	<p>In small groups, create an 8 to 12 slide multimedia presentation on one aspect of food safety or sanitation.</p> <p>Possible Topics:</p> <ul style="list-style-type: none"><li>• Working with the Health Dept.</li><li>• Personal hygiene</li><li>• FATTOM</li><li>• HACCP</li><li>• Illnesses and symptoms</li><li>• Bacteria and viruses</li><li>• Receiving Deliveries</li><li>• Pest Control</li><li>• Future of Food Safety</li></ul> <p><i>Unit(s) 9</i></p>
7.	Plan and calculate the cost of a hypothetical catering event: scale recipes, amounts of needed ingredients, cost per plate, cost per person, profit margin, total cost. <i>Unit(s) 10</i>
8.	In small groups, identify and evaluate the strengths and weaknesses of a restaurant to develop a list of recommendations for implementations that will exceed customer expectations. Students will present and defend their findings and recommendations to the class. <i>Unit(s) 11</i>
9.	In pairs, students will, create a “virtual” business and develop a business plan to present to the class in a multimedia format. <i>Unit(s) 11</i>
10.	Write a two-page paper comparing and contrasting the different management services segments; select a segment they prefer to work in; and summarize to the class. <i>Unit(s) 12</i>
11.	Select a weekly menu item and scale the recipe for a restaurant and determine profit margins using appropriate mathematical calculations, analyze the nutritional breakdown using a POS system and an online nutritional analysis program. <i>Unit(s) 12</i>
12.	In pairs, students will develop a four-page menu that includes the name of the restaurant, menu items for each category, images, prices, and appropriate formatting. A one to two-page summary of the process used to design the menu, food selection, the type of restaurant and a description of your restaurants target market will also be prepared. <i>Unit(s) 12</i>

13.	Develop and present a marketing plan that addresses product, service, price, promotion, place, and financial plan. <i>Unit(s) 13</i>
14.	Create, present, and defend a business plan for the Café to an industry panel. The business plan will include all of the following: <ol style="list-style-type: none"><li>1. Executive Summary</li><li>2. Cover Page</li><li>3. Title Page</li><li>4. Table of Contents</li><li>5. Management Team Plan</li><li>6. Company Description</li><li>7. Product and/or Service Plan</li><li>8. Mission/Vision Statement</li><li>9. Industry Overview</li><li>10. Market Analysis</li><li>11. Competitive Analysis</li><li>12. Marketing Plan</li><li>13. Operational Plan</li><li>14. Organization Plan</li><li>15. Financial Proformas</li></ol> <i>Unit(s) 13</i>

## **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

### *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.*
- B2.0 Demonstrate the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments.*
- 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.*
- B3.2 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.*
- B4.2 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.*
- B4.3 Interpret the differences in goals and organizational management of various food service businesses.*
- B4.5 Design and interpret business plans including: the mission, vision, target market, location, financing, and the community and ecological context of the business.*
- B5.3 Practice the procedures for maintaining inventories: ordering food, equipment, and supplies; and storing and restocking supplies.*
- B5.5 Understand how various departments in a food service facility contribute to the economic success of a business.*
- B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.*
- B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.*
- 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.*
- B6.6 Design plating techniques, including accurate portioning and aesthetic presentation skills.*
- B9.0 Apply the basic procedures and skills needed for food and beverage service.*
- 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.*
- B9.2 Apply the concept of mise en place in relation to food and beverage service.*
- B10.0 Demonstrate and apply basic nutritional concepts in meal planning and food preparation.*

- 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.*
- B11.2 Understand the components of a profit and loss statement emphasizing food and labor costs.*
- 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.*
- B12.2 Identify the major market segments of the industry and understand how marketing principles and procedures can be applied to target audiences.*
- 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.*