



## Regional Occupational Program

# Culinary Arts & Management 3 - Hospitality A-G 2026-2027

### COURSE DESCRIPTION

In this course students will expand their study of Culinary Arts and explore Hospitality Management. 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. This course is designed to present theory, delivery systems, and procedures of management, implementation, and evaluation as applicable to a variety of hospitality sectors which include: lodging, restaurants, food and beverage, tourism and recreation, and other operational areas of the hospitality industry.

#### Course Information:

Course Length: 1 Year  
 Prerequisite: Culinary Arts & Management 2  
 Course Level: Capstone  
 UC: Yes G - Elective  
 Articulated: No  
 Industry Cert.: Food Handlers Card  
 Industry Sector: Hospitality, Tourism and Recreation  
 Pathway: Food Service and Hospitality  
 CALPADS: 8021

#### O\*Net SOC Codes:

11-9051 Food Service Manager  
 35-2014 Cooks, Restaurant  
 35-2021 Food Preparation Workers

#### 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 25/26 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> |          | <ol style="list-style-type: none"> <li><u>1</u></li> <li><u>2</u></li> <li><u>11</u></li> </ol>                  | <ol style="list-style-type: none"> <li><u>2</u></li> <li><u>3</u></li> <li><u>4</u></li> <li><u>5</u></li> <li><u>7</u></li> <li><u>8</u></li> <li><u>9</u></li> <li><u>10</u></li> <li><u>11</u></li> </ol> | <p><u>LS</u><br/>9-10<br/>11-12.6</p> <p><u>SLS</u><br/>11-12.2<br/>9-10<br/>11-12.1<br/>11-12.1d</p> <p><u>WS</u><br/>11-12.7<br/>11-12.6</p> | <p><u>1b,c</u><br/><u>2c</u><br/><u>3b,c</u><br/><u>5c</u><br/><u>6b,c,d</u></p> |
| 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>  |          | <ol style="list-style-type: none"> <li><u>2</u></li> <li><u>4</u></li> <li><u>5</u></li> <li><u>7</u></li> </ol> | <ol style="list-style-type: none"> <li><u>2</u></li> <li><u>3</u></li> <li><u>4</u></li> <li><u>5</u></li> </ol>   | <p><u>LS</u><br/>9-10<br/>11-12.6</p>  | <p><u>1c</u><br/><u>3c,d</u><br/><u>4a-d</u><br/><u>5c,d</u></p>                 |

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|--|----------|------------------------------------|---|---|---|
| <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><br><u>10</u><br><u>11</u> | <u>7</u><br><u>8</u><br><u>9</u><br><u>11</u>             | <u>SLS</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u><br><u>11-12.2</u><br><br><u>WS</u><br><u>11-12.7</u><br><u>11-12.6</u> | <u>6c</u><br><u>7b,c,d</u>              |
| <b>3. Leaders and Teams: Roles and Responsibilities</b>  | CTE - PS | CRP                                | CTE - AS  | CCSS  | ISTE                                    |
| <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><br><u>8</u><br><u>9</u>   | <u>3</u><br><u>7</u><br><u>8</u><br><u>9</u><br><u>11</u> | <u>SLS</u><br><u>11-12.2</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u><br><br><u>WS</u><br><u>11-12.6</u>                   | <u>7a,c</u>                             |
| <b>4. Legal, Ethical, and Environmental Considerations</b>   | CTE - PS | CRP                                | CTE - AS  | CCSS  | ISTE                                    |
| <ul style="list-style-type: none"> <li>a. <b>Demonstrate industry specific ethical and legal practices.</b></li> <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> </ul>  |          | <u>5</u><br><u>7</u><br><u>8</u>   | <u>3</u><br><u>5</u><br><u>7</u>                          | <u>WS</u><br><u>11-12.6</u><br><u>11-12.7</u>   | <u>2a,b</u><br><u>3a,b</u><br><u>5c</u> |

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| <ul style="list-style-type: none"> <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>12</u>   | <u>8</u><br><u>9</u><br><u>11</u>  | <u>SLS</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u><br><u>11-12.2</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>a. <b>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><br><u>2</u><br><u>3</u><br><u>4</u><br><u>6</u>  | <u>2</u><br><u>3</u><br><u>4</u><br><u>7</u><br><u>8</u><br><u>11</u>              | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>SLS</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u><br><u>11-12.2</u><br><br><u>WS</u><br><u>11-12.6</u> | <u>1a</u><br><u>3a,c</u><br><u>4d</u><br><u>6a,d</u><br><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>a. <b>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> <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> </ul> |                 | <u>2</u><br><u>5</u><br><u>6</u><br><u>8</u><br><u>12</u> | <u>2</u><br><u>5</u><br><u>6</u><br><u>7</u><br><u>8</u><br><u>10</u><br><u>11</u> | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><br><u>WS</u><br><u>11-12.7</u><br><u>11-12.6</u><br><br><u>SLS</u><br><u>9-10</u><br><u>11-12.1</u><br><u>11-12.1d</u> | <u>1a,d</u><br><u>2a,d</u><br><u>5b</u>                           |

| <p>n. Demonstrate cyber ethics, cyber safety, and cybersecurity.</p> <p>o. Assess the potential impact of preventative physical and mental health measures on workplace safety.</p>   |   |  |   |   |             |
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| <b>Culinary Arts &amp; Management 3 Units of Instruction</b>  |   |  |   |   |             |
| <b>7. Culinary Arts and Hospitality Industry (Markets and Careers)</b>  | <b>CTE - PS</b>   | <b>CRP</b>   | <b>CTE - AS</b>   | <b>CCSS</b>   | <b>ISTE</b> |
| <p>a. <b>Identify and describe commercial and non-commercial segments of the travel, tourism, and hospitality industry.</b></p> <p>b. <b>Use industry specific terminology.</b></p> <p>c. Compare hospitality careers at entry level, technical, and management levels.</p> <p>d. Explain education, experience, and temperament recommendations for various hospitality careers.</p> <p>e. Discuss how corporate, chain, franchise, and independent food services differ in their approach to food services.</p>   | <p><a href="#">B1.1</a><br/><a href="#">B1.4</a></p>                          | <p><a href="#">1</a><br/><a href="#">2</a><br/><a href="#">3</a><br/><a href="#">5</a><br/><a href="#">11</a></p>  | <p><a href="#">1</a><br/><a href="#">2</a><br/><a href="#">3</a><br/><a href="#">5</a><br/><a href="#">11</a></p> | <p><a href="#">LS</a><br/><a href="#">9-10</a><br/><a href="#">11-12.6</a><br/><br/><a href="#">SLS</a><br/><a href="#">11-12.2</a><br/><br/><a href="#">WS</a><br/><a href="#">11-12.7</a></p>                           |             |
| <b>8. Food Service and Safety</b>   | <b>CTE - PS</b>   | <b>CRP</b>   | <b>CTE - AS</b>   | <b>CCSS</b>   | <b>ISTE</b> |
| <p>a. <b>Describe the causes of a variety of food-borne illnesses and how to prevent them.</b></p> <p>b. <b>Practice appropriate procedures to prevent cross contamination.</b></p> <p>c. Discuss how pathogens can spread from people, pets and pests.</p> <p>d. Explain the concept of cross contamination.</p> <p>e. Demonstrate the proper cooking time and temperature to kill pathogens in a variety of foods.</p> <p>f. Demonstrate the use of proper temperatures for storing a variety of foods.</p> <p>g. Discuss the importance of using safe water in food service.</p> | <p><a href="#">B3.0</a><br/><a href="#">B3.3</a><br/><a href="#">B3.4</a></p> | <p><a href="#">1</a><br/><a href="#">2</a><br/><a href="#">5</a><br/><a href="#">6</a></p>                         | <p><a href="#">1</a><br/><a href="#">2</a><br/><a href="#">5</a><br/><a href="#">6</a><br/><a href="#">11</a></p> | <p><a href="#">LS</a><br/><a href="#">9-10</a><br/><a href="#">11-12.6</a><br/><br/><a href="#">RSTS</a><br/><a href="#">9-10</a><br/><a href="#">11-12.4</a><br/><br/><a href="#">WS</a><br/><a href="#">11-12.7</a></p> |             |
| <b>9. Commercial Kitchen Essentials</b>   | <b>CTE - PS</b>   | <b>CRP</b>   | <b>CTE - AS</b>   | <b>CCSS</b>   | <b>ISTE</b> |
| <p>a. <b>Calculate the cost and portion cost of a standardized recipe.</b></p> <p>b. <b>Describe work sections and their respective stations.</b></p> <p>c. Analyze the brigade system in the kitchen and dining room.</p> <p>d. Use math applications to vary a standardized recipe.</p> <p>e. Utilize and discuss the importance of a standardize recipe.</p> <p>f. Calculate AP (As Purchased) and EP (Edible Portion).</p>  | <p><a href="#">B11.3</a></p>  | <p><a href="#">1</a><br/><a href="#">2</a><br/><a href="#">5</a><br/><a href="#">11</a><br/><a href="#">12</a></p> | <p><a href="#">1</a><br/><a href="#">2</a><br/><a href="#">5</a><br/><a href="#">11</a></p>                       | <p><a href="#">LS</a><br/><a href="#">9-10</a><br/><a href="#">11-12.6</a><br/><br/><a href="#">WS</a><br/><a href="#">11-12.7</a></p>  |             |
| <b>10. Kitchen Essentials: Equipment and Techniques</b>   | <b>CTE - PS</b>   | <b>CRP</b>   | <b>CTE - AS</b>   | <b>CCSS</b>   | <b>ISTE</b> |
| <p>a. <b>Identify, correctly use, clean and store the following: receiving, pre-prep, prep, cooking, holding and serving equipment.</b></p>   | <p><a href="#">B6.1</a><br/><a href="#">B6.2</a></p>                          | <p><a href="#">1</a><br/><a href="#">2</a></p>   | <p><a href="#">1</a><br/><a href="#">2</a></p>  | <p><a href="#">LS</a><br/><a href="#">9-10</a></p>  |             |

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| <ul style="list-style-type: none"> <li>b. <b>Demonstrate correct knife care, use, cutting and sharpening techniques.</b></li> <li>c. Identify and use correctly common herbs and spices.</li> <li>d. Model mise en place and be able to peer evaluate.</li> <li>e. Compare and contrast conduction, convection and radiant cooking.</li> <li>f. Compare, contrast and demonstrate dry, moist and combination cooking methods.</li> </ul>  | <a href="#">B7.1</a><br><a href="#">B7.2</a>   | <u>5</u><br><u>9</u><br><u>11</u>             | <u>5</u><br><u>9</u><br><u>11</u>             | <a href="#">11-12.6</a><br><br><a href="#">SLS</a><br><a href="#">11-12.1b</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a> |             |
| <b>11. History of the Hospitality Industry</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>Analyze how historical (ancient Greek to modern times), social, and political events shaped the hospitality industry.</b></li> <li>b. Describe the scope of the Hospitality industry.</li> <li>c. Analyze the importance of “service” as the mission and product of hospitality.</li> <li>d. Differentiate between specialized segments of the hospitality industry.</li> </ul>  | <a href="#">B1.0</a><br><a href="#">B1.1</a><br><a href="#">B1.2</a>                         | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u> | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a>          |             |
| <b>12. Travel and Tourism: Partners in Hospitality</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>Examine the relationship of Hospitality to travel and tourism.</b></li> <li>b. Describe effective marketing and promotion of hospitality and tourism.</li> <li>c. Track the impact of corporate travel.</li> <li>d. Distinguish between retail and wholesale tour operators.</li> <li>e. Compare and contrast the different types of travel (cruises, land, air, etc.).</li> </ul>   | <a href="#">B1.0</a><br><a href="#">B1.1</a><br><a href="#">B1.2</a><br><a href="#">B4.3</a> | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u> | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a>          |             |
| <b>13. Dynamics of the Lodging Industry</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>Differentiate between the types of lodging.</b></li> <li>b. Classify various lodging properties.</li> <li>c. Examine marketing strategies used by lodging facilities.</li> <li>d. Describe the objective of Real Estate Investment Property (REIP).</li> <li>e. Explain distribution channel management in relation to the lodging industry.</li> </ul>  | <a href="#">B4.3</a><br><a href="#">B12.2</a><br><a href="#">B12.4</a>                       | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u> | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a>          |             |
| <b>14. Food and Beverage Operations</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>Describe the duties and responsibilities of a food and beverage director and other key department heads.</b></li> <li>b. Compare and contrast the way in which large and small hotel food and beverage operations are organized.</li> <li>c. Discuss the functions and responsibilities of the food and beverage departments.</li> <li>d. Explain planning and operating challenges that confront hotel banquet departments.</li> <li>e. Perform computations using key food and beverage ratios.</li> </ul> | <a href="#">B4.3</a><br><a href="#">B9.0</a><br><a href="#">B9.1</a>                         | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u> | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a>          |             |

| <b>15. Restaurant Business Operations</b>  | <b>CTE - PS</b>  | <b>CRP</b>   | <b>CTE - AS</b>  | <b>CCSS</b>   | <b>ISTE</b> |
|--|--|--|--|---|-------------|
| <p>a. <b>Assess the five biggest challenges facing the restaurant business (Inconsistent food quality, inadequate staff training procedures, inaccurate pricing of menu items, being an absent owner, excessive theft).</b></p> <p>b. Describe and differentiate the characteristics of chain and independent restaurants.</p> <p>c. List the characteristics of chain and independent restaurants.</p> <p>d. Compare and contrast restaurant operations for the front of the house and back of the house.</p> <p>e. Identify key elements of an income statement and key restaurant operating ratios.</p> | <a href="#">B4.3</a><br><a href="#">B5.4</a><br><a href="#">B9.9</a><br><a href="#">B11.2</a>                        | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">6</a><br><a href="#">11</a><br><a href="#">12</a> | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">6</a><br><a href="#">11</a> | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">RSTS</a><br><a href="#">9-10</a><br><a href="#">11-12.4</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a> |             |
| <b>16. Food Service Management and Managed Service</b>   | <b>CTE - PS</b>  | <b>CRP</b>   | <b>CTE - AS</b>  | <b>CCSS</b>   | <b>ISTE</b> |
| <p>a. <b>Outline the different management services segments.</b></p> <p>b. Describe the five factors that distinguish managed services operations from commercial ones.</p> <p>c. Explain the need for and trends in elementary and secondary school food service.</p> <p>d. Describe the complexities in college and university food service.</p> <p>e. Identify characteristics and trends in the health care business and industry, and the leisure and recreation food services.</p>   | <a href="#">B1.0</a><br><a href="#">B1.1</a><br><a href="#">B1.2</a><br><a href="#">B4.0</a><br><a href="#">B4.3</a> | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">11</a>  | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">11</a>                      | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a>  |             |
| <b>17. Operation of Recreation Facilities</b>  | <b>CTE - PS</b>  | <b>CRP</b>   | <b>CTE - AS</b>  | <b>CCSS</b>   | <b>ISTE</b> |
| <p>a. <b>Discuss the relationship of recreation and leisure to wellness.</b></p> <p>b. Explain the origins and extent of government-sponsored recreation.</p> <p>c. Distinguish between commercial and non-commercial recreation.</p> <p>d. Name and describe various types of recreational clubs.</p> <p>e. Identify the major U.S. theme parks.</p> <p>f. Describe the operations of a country club.</p>   | <a href="#">B1.0</a><br><a href="#">B1.1</a><br><a href="#">B1.2</a><br><a href="#">B4.3</a>                         | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">11</a>  | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">11</a>                      | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><a href="#">WS</a><br><a href="#">11-12.7</a>  |             |
| <b>18. Meetings, Conventions, Exhibitions and Banquets</b>   | <b>CTE - PS</b>  | <b>CRP</b>   | <b>CTE - AS</b>  | <b>CCSS</b>   | <b>ISTE</b> |
| <p>a. <b>Distinguish between the different types of contractors common within the food and hospitality industry.</b></p> <p>b. List the major companies in the convention industry.</p> <p>c. Describe the role of destination management companies.</p> <p>d. Describe the different aspects of being a meeting planner.</p> <p>e. Compare and contrast meetings, conventions, and expositions and list the various venues for each.</p>  | <a href="#">B1.0</a><br><a href="#">B1.1</a><br><a href="#">B1.2</a><br><a href="#">B4.3</a>                         | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">11</a>  | <a href="#">1</a><br><a href="#">2</a><br><a href="#">5</a><br><a href="#">11</a>                      | <a href="#">LS</a><br><a href="#">9-10</a><br><a href="#">11-12.6</a><br><br><a href="#">WS</a><br><a href="#">11-12.7</a>  |             |
| <b>19. Leadership and Management in the Hospitality and Food Service Industry</b>  | <b>CTE - PS</b>  | <b>CRP</b>   | <b>CTE - AS</b>  | <b>CCSS</b>   | <b>ISTE</b> |
| <p>a. <b>Define and differentiate between leadership and management and describe the important aspects of both.</b></p>  | <a href="#">B4.0</a><br><a href="#">B4.1</a>   | <a href="#">1</a><br><a href="#">2</a>   | <a href="#">1</a><br><a href="#">2</a>   | <a href="#">LS</a><br><a href="#">9-10</a>  |             |

|   |                             |  |   |   |      |
|---|-----------------------------|--|---|---|------|
| <ul style="list-style-type: none"> <li>b. Identify the characteristics and practices of leaders and managers.</li> <li>c. Describe key management functions.</li> </ul>   | <u>B4.2</u><br><u>B4.3</u>  | <u>5</u><br><u>11</u>                                      | <u>5</u><br><u>11</u>                         | <u>11-12.6</u><br><u>WS</u><br><u>11-12.7</u>                             |      |
| <b>20. Regulatory Compliances in the Hospitality, Wine, and Tourism Industry</b>  | CTE - PS                    | CRP  | CTE - AS                                      | CCSS  | ISTE |
| <ul style="list-style-type: none"> <li>a. Explain a restaurant's liability in terms of serving alcoholic beverages.</li> <li>b. Describe the dram shop legislation enacted in 1850.</li> <li>c. Identify regulatory agencies in the hospitality, wine, and tourism industry.</li> </ul>   | <u>B3.2</u><br><u>B4.1</u>  | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u>              | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u> | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><u>WS</u><br><u>11-12.7</u> |      |
| <b>21. Entrepreneurship</b>   | CTE - PS                    | CRP  | CTE - AS                                      | CCSS  | ISTE |
| <ul style="list-style-type: none"> <li>a. Explain the purpose of the main components of a business plan.</li> <li>b. Compare the profiles of successful entrepreneurs and identify key personal and professional attributes.</li> <li>c. Explain the importance of a mission statement.</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>B3.1</u><br><u>B12.5</u> | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u><br><u>12</u> | <u>1</u><br><u>2</u><br><u>5</u><br><u>11</u> | <u>LS</u><br><u>9-10</u><br><u>11-12.6</u><br><u>WS</u><br><u>11-12.7</u> |      |

## A-G Approved Key Assignments

|     |  |
|-----|--|
| 1.  | Students will analyze the career pathway options and write a two-page comparison and contrast assignment on the industry employment options. Students will utilize charts and diagrams to illustrate their points. <i>Unit (s) 7</i>   |
| 2.  | Students will evaluate, problem-solve and defend their recommendation in a variety of case studies that involve food safety and sanitation situations that are industry-based. Evaluations will be one-to-two-page summaries for presentation to the class. <i>Unit(s) 8</i><br>1. Store food at proper temperature<br>2. Do use safe water and cooked materials   |
| 3.  | Students will be asked to utilize safety information for lab use. Students will evaluate and critique facility, peers and self for work-place safety skills. Students will document results in a one-page report for sharing with the class. <i>Unit(s) 9</i>  |
| 4.  | Students will utilize simulated catering events and competitions and/or labs for correct measuring, costing per plate, per person and using conversions. <i>Unit(s) 10</i>   |
| 5.  | Students will create a timeline depicting the evolution of the hospitality industry from ancient times to the present and write a two-page type-written paper defending their choice of a specific period in the timeline. <i>Units(s) 11</i>  |
| 6.  | Students will assume they have been appointed to the City Council and must vote on the construction of a convention center. Issues students must address are financing projected costs and how to build and identify what information is needed to support or oppose the center. Students will summarize in a two-page paper and present to the class. <i>Unit(s) 12</i>                                       |
| 7.  | Students will research the number of sources of serious threats to our national parks; write a two-page report with lodging ownership. <i>Unit(s) 13</i>   |
| 8.  | Students will visit a hotel restaurant in the area and note how busy the establishment is; whether it appears to be staffed appropriately; whether guests are being served timely; is it overly crowded or vacant; what could be done differently; and what seems to be working well; and write a two-page summary for presenting to the class. <i>Unit(s) 14</i>  |
| 9.  | Students will participate on a panel and discuss the factors that impact a target market a restaurant is trying to attract including menu, pricing, staffing, and equipment. <i>Unit(s) 15</i>   |
| 10. | Students will create a sample menu for a day at an elementary or high school referencing the MyPlate food guide for recommended servings and present to the class. <i>Unit(s) 16</i>   |
| 11. | Students will research and select their favorite theme park, historic place or site, national park, and museum and present a PowerPoint presentation to the class supporting their choices and identify sustainable practices at each. <i>Unit(s) 17</i>   |
| 12. | Students will make a master plan with all the steps necessary for holding a meeting or seminar on career in hospitality management to share with the class. <i>Unit(s) 18</i>  |
| 13. | Students will list the traits and characteristics considered essential for the following positions: executive chef, executive housekeeper, and front-office manager for class discussion. <i>Unit(s) 19</i>  |
| 14. | Students will research and prepare to respond on a panel to the following questions: 1) What are some suggestions for training staff to handle unusual circumstances? 2) How do you ensure that suppliers are delivering the product at the price quoted? 3) How do you manage lazy employees? 4) How do you manage irresponsible employees? 5) How do you deal with employees who steal?<br><i>Unit(s) 20</i> |
| 15. | Students will examine a mission statement in terms of its product/service, sustainability, and its role in society. Students will summarize the business's purpose, customer orientation, and philosophy for class discussion. <i>Unit(s) 21</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.*
- B1.4 *Research the advantages and disadvantages of the working conditions of various careers in the food service and hospitality industry.*
- 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.*
- 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.*
- B4.3 *Interpret the differences in goals and organizational management of various food service businesses.*
- B5.4 *Understand the relationship between facilities management and profit and loss, including the costs of resource consumption, breakage, theft, supplies use, and decisions for repairs or replacement.*
- 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.*
- B7.1 *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.*
- 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.*
- B9.9 *Produce a product that identifies and explains the impact of theft on the food service and hospitality industry.*
- 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.*

- B12.2 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.*

## 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.*