



# Regional Occupational Program

## Catering 2026-2027

### COURSE DESCRIPTION

This competency-based course based on industry standards prepares students for entry-level positions common to the catering industry. This course offers classroom instruction and hands-on experiences in planning, preparing and serving catered events. Students will learn customer service, safety and sanitation practices, food science/nutrition, menu planning, food preparation techniques, inventory control and the proper use of kitchen tools and appliances. Basic academic skills in math, science and language arts related to catering will be reinforced.

#### Course Information

Course Length: 1 Year  
 Prerequisite: None  
 Course Level: Concentrator  
 UC: No  
 Articulated: No  
 Industry Cert.: No  
 Industry Sector: Hospitality, Tourism, and Recreation  
 Pathway: Food Service and Hospitality  
 CALPADS: 8020

#### O\*Net SOC Codes

35-3023 Fast Food and Counter Workers  
 11-9051 Food Service Managers  
 35-2021 Food Preparation Workers  
 35-1012 First-Line Supervisors of Food Preparation and Serving Workers  
 35-3023.01 Baristas

#### 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](#)*

## Catering

### 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. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.</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-</u> <u>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. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</b></li> </ol>		<u>2</u> <u>4</u> <u>5</u>	<u>2</u> <u>3</u> <u>4</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u>

<p><b>b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</b></p> <p>c. Discuss the importance of the critical thinking process to real-world applications.</p> <p>d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications.</p> <p>e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts.</p> <p>f. Apply divergent and convergent thinking to the development of an original idea or solution.</p> <p>g. Examine real-world limits to adopting ideas.</p> <p>h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept.</p> <p>i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</p> <p>j. Evaluate evidence, arguments, claims, and beliefs to identify connections.</p> <p>k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation.</p> <p>l. Produce intellectual, informational, or material products that serve an authentic purpose.</p> <p>m. Work effectively and respectfully with those from diverse backgrounds or cultures.</p> <p>n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.</p>		<u>7</u> <u>9</u> <u>10</u> <u>11</u>	<u>5</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-</u> <u>12.1d</u> <u>11-12.2</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>5c,d</u> <u>6c</u> <u>7b,c,d</u>
<p><b>3. Leaders and Teams: Roles and Responsibilities</b></p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p><b>a. Determine the individual and team members' roles and responsibilities.</b></p> <p><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></p> <p>c. Explain the importance of technical, social, and communication skills to team success.</p> <p>d. Compare and contrast leadership styles and their effectiveness in various situations.</p> <p>e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members.</p> <p>f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative.</p> <p>g. Examine situations in which a follower becomes the leader.</p> <p>h. Describe twenty-first-century skills required across all occupations.</p> <p>i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making).</p> <p>j. Leverage social and cultural differences to increase innovation and quality of work.</p>		<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-</u> <u>12.1d</u>  <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>

4. Legal, Ethical, and Environmental Considerations	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <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> <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>		<ul style="list-style-type: none"> <li><u>5</u></li> <li><u>7</u></li> <li><u>8</u></li> <li><u>12</u></li> </ul>	<ul style="list-style-type: none"> <li><u>3</u></li> <li><u>5</u></li> <li><u>7</u></li> <li><u>8</u></li> <li><u>9</u></li> <li><u>11</u></li> </ul>	<ul style="list-style-type: none"> <li><u>WS</u></li> <li><u>11-12.6</u></li> <li><u>11-12.7</u></li> <li><u>SLS</u></li> <li><u>9-10</u></li> <li><u>11-12.1</u></li> <li><u>11-</u></li> <li><u>12.1d</u></li> <li><u>11-12.2</u></li> </ul>	<ul style="list-style-type: none"> <li><u>2a,b</u></li> <li><u>3a,b</u></li> <li><u>5c</u></li> <li><u>6c</u></li> </ul>
5. Personal Growth and Career Planning	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<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>		<ul style="list-style-type: none"> <li><u>1</u></li> <li><u>2</u></li> <li><u>3</u></li> <li><u>4</u></li> <li><u>6</u></li> </ul>	<ul style="list-style-type: none"> <li><u>2</u></li> <li><u>3</u></li> <li><u>4</u></li> <li><u>7</u></li> <li><u>8</u></li> <li><u>11</u></li> </ul>	<ul style="list-style-type: none"> <li><u>LS</u></li> <li><u>9-10</u></li> <li><u>11-12.6</u></li> <li><u>SLS</u></li> <li><u>9-10</u></li> <li><u>11-12.1</u></li> <li><u>11-</u></li> <li><u>12.1d</u></li> <li><u>11-12.2</u></li> <li><u>WS</u></li> <li><u>11-12.6</u></li> </ul>	<ul style="list-style-type: none"> <li><u>1a</u></li> <li><u>3a,c</u></li> <li><u>4d</u></li> <li><u>6a,d</u></li> <li><u>7b</u></li> </ul>
6. Workplace Safety and Personal Wellness	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<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> </ul>		<ul style="list-style-type: none"> <li><u>2</u></li> <li><u>5</u></li> <li><u>6</u></li> <li><u>8</u></li> <li><u>12</u></li> </ul>	<ul style="list-style-type: none"> <li><u>2</u></li> <li><u>5</u></li> <li><u>6</u></li> <li><u>7</u></li> <li><u>8</u></li> <li><u>10</u></li> <li><u>11</u></li> </ul>	<ul style="list-style-type: none"> <li><u>LS</u></li> <li><u>9-10</u></li> <li><u>11-12.6</u></li> <li><u>WS</u></li> <li><u>11-12.7</u></li> <li><u>11-12.6</u></li> <li><u>SLS</u></li> <li><u>9-10</u></li> </ul>	<ul style="list-style-type: none"> <li><u>1a,d</u></li> <li><u>2a,d</u></li> <li><u>5b</u></li> </ul>

<ul style="list-style-type: none"> <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> <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="#">11-12.1</a> <a href="#">11-12.1d</a>	
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### Catering Units of Instruction

<b>7. Safety and Sanitation</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate common safety, sanitation and personal hygiene required by the industry.</b></li> <li>b. Discuss personal hygiene including personal appearance and habits.</li> <li>c. Practice basic sanitation procedures for handling and serving food.</li> <li>d. Read sanitation codes and discuss isolation techniques.</li> <li>e. Discuss food contamination and food poisoning.</li> <li>f. Demonstrate appropriate personal hygiene.</li> <li>g. Follow safety rules and regulations.</li> <li>h. Utilize safe lifting and loading techniques.</li> <li>i. List safety procedures involved with food preparation.</li> <li>j. Discuss sanitation including food handling techniques, facility, equipment maintenance, and ServSafe.</li> </ul>	<a href="#">B3.0</a> <a href="#">B3.1</a> <a href="#">B3.2</a> <a href="#">B3.3</a> <a href="#">B3.6</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">11</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">11</a>	<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>  <a href="#">RSTS</a> <a href="#">9-10</a> <a href="#">11-12.4</a>	
<b>8. Nutrition and Food Science</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Develop an awareness of how individual food components contribute to the overall quality of foods.</b></li> <li>b. Identify the water content in given foods and describe how it affects quality and taste.</li> <li>c. Demonstrate how carbohydrates influence browning reactions.</li> <li>d. Discuss lipid, protein, enzyme, vitamin, and mineral content in food items.</li> <li>e. Explain the role of pigments, flavors, and additives in food.</li> <li>f. Compare and contrast foods derived from animals and plants.</li> <li>g. Analyze the physical and chemical properties of a given food item.</li> </ul>	<a href="#">B6.5</a> <a href="#">B10.0</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<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. Food Preparation Tools and Equipment</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Identify basic hand utensils and motorized equipment and demonstrate safe use.</b></li> <li>b. Demonstrate safe and proper use and storage of utensils.</li> <li>c. Identify and demonstrate the safe and proper use of common utensils.</li> <li>d. Identify and demonstrate the safe and proper use of kitchen equipment.</li> </ul>	<a href="#">B6.1</a> <a href="#">B6.2</a> <a href="#">B7.1</a> <a href="#">B7.2</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	

e. Describe and demonstrate the safe and proper cleaning of kitchen utensils and equipment. f. Organize and maintain a systematic storage system for utensils.				<a href="#">WS</a> <a href="#">11-12.7</a>	
<b>10. Catering Academics</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
a. <b>Successfully perform a variety of skills that apply academics to catering tasks.</b> b. Plan, draft, revise, proofread, edit, and print written communication documents. c. Utilize appropriate technologies to extend comprehension and communication skills in reading, writing, speaking, and listening. d. Read technical journals and write technical reports with correct terminology. e. Employ appropriate technology to access, process and communicate information. f. Practice using a variety of procedures and techniques to measure, portion, and convert recipes. g. Communicate the reasoning applied in a given problem solving situation. h. Utilize algebraic concepts to provide a cost analysis for a given catered event.	<a href="#">B11.0</a> <a href="#">B11.6</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<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>11. Grooming and Hygiene</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
a. <b>Describe and practice proper grooming and hygiene for the catering industry.</b> b. Identify accepted catering industry standards for clothing. c. Discuss why it is essential to dress properly in a catering environment. d. Identify accepted catering industry standards of hygiene and grooming. e. Recognize and discuss the importance of proper grooming and hygiene.	<a href="#">B3.1</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<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>12. Dish and Pan Sanitation</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
a. <b>Properly sanitize dishes, pots pans and utensils.</b> b. Prepare soiled items for washing by hand or in a dish machine. c. Transfer cleaned items to the proper area. d. Identify proper temperatures for dish machine operation. e. Compare and contrast procedures for handwashing and machine-washing of dishes, pots, pans, and utensils.	<a href="#">B3.4</a> <a href="#">B6.1</a> <a href="#">B7.1</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<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>13. Equipment</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
a. <b>Demonstrate competency using a variety of kitchen equipment necessary in a catering business.</b> b. Operate, maintain, and clean a food slicer. c. Clean, operate, and maintain a food mixer. d. Use and clean a deep fat fryer. e. Demonstrate proficiency using a grill, oven, and microwave. f. Recognize proper procedures for using other assorted catering equipment.	<a href="#">B6.1</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<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>	

14. Recipes	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Organize and prepare given food recipes for a catered event.</b></li> <li>b. Identify and define recipe abbreviations.</li> <li>c. Review equivalents and allowable substitutions.</li> <li>d. Adjust recipe to increase or reduce yield based on the number of guests at a given event.</li> <li>e. Practice recipe standardization for consistency of results.</li> </ul>	<a href="#">B6.3</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u>	
15. Knives	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Safely utilize different types of knives to prepare and attractively present food items for a catered event.</b></li> <li>b. Identify different types of knives.</li> <li>c. Select the appropriate knife for a given task.</li> <li>d. Demonstrate the proper use of each type of knife.</li> <li>e. Apply proper cutting techniques for vegetable preparation.</li> <li>f. Demonstrate the ability to perform brunoise, julienne, and dicing cuts.</li> </ul>		<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u>  <u>RSTS</u> <u>9-10</u> <u>11-12.4</u>	
16. Food Management and Pricing	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Practice portion and cost control to maintain competitive pricing.</b></li> <li>b. Prepare a menu for a catered breakfast, lunch, and dinner.</li> <li>c. Complete a food cost analysis for a catered breakfast, lunch, and dinner.</li> <li>d. Complete a labor cost analysis for a catered breakfast, lunch, and dinner.</li> <li>e. Practice accounting procedures that include ordering along with profit and loss reports.</li> </ul>	<a href="#">B11.0</a> <a href="#">B11.2</a> <a href="#">B11.5</a>	<u>1</u> <u>2</u> <u>5</u> <u>10</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u>	
17. Menu Development	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Develop a wide array of menus for different types of catered events.</b></li> <li>b. Utilize various menu planning methods.</li> <li>c. Identify essential considerations before planning a menu.</li> <li>d. Develop menus that consider food presentation.</li> <li>e. Describe factors that affect menu planning.</li> <li>f. Critique completed menus and revise them necessary.</li> </ul>	<a href="#">B6.6</a> <a href="#">B10.3</a> <a href="#">B11.5</a>	<u>1</u> <u>2</u> <u>5</u> <u>10</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u>	
18. Food Service Fundamentals	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Practice the fundamentals of food service procedures for catered events.</b></li> <li>b. Demonstrate the skills used to prepare for a variety of catered events.</li> <li>c. Rehearse table set-ups.</li> <li>d. Practice food and beverage service etiquette for different catering venues.</li> </ul>	<a href="#">B9.3</a> <a href="#">B9.4</a>	<u>1</u> <u>2</u> <u>5</u> <u>10</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>	

		<u>11</u>		<u>WS</u> <u>11-12.7</u>	
<b>19. Food Preparation and Presentation</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<p><b>a. Competently prepare and present a range of foods at a catered event.</b></p> <p>b. Demonstrate and list food preparation techniques that prevent cross contamination among different food products.</p> <p>c. Determine the roles and responsibilities of individuals engaged for a specific catering event.</p> <p>d. Demonstrate the ability to work as team to prepare food for a catered event.</p> <p>e. Participate in a group discussion to resolve a catering issue.</p> <p>f. Implement food quality standards.</p> <p>g. Identify and describe popular products used in the catering industry.</p> <p>h. Describe how to determine the quality of popular products used in the catering industry.</p> <p>i. Recognize different types of food products used in catering such as beverages, salads, dressings, vegetables, and meats.</p> <p>j. Select and identify convenience foods common to the catering industry.</p>	<p><u>B3.3</u></p> <p><u>B6.5</u></p> <p><u>B9.1</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>10</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p><u>LS</u> <u>9-10</u> <u>11-12.6</u></p> <p><u>WS</u> <u>11-12.7</u></p>	

## **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**

- B3.0 *Interpret the basic principles of sanitation and safe food handling.*
- B3.1 *Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.*
- B3.2 *Understand basic local, state, and federal sanitation regulations as they pertain to food production and service.*
- B3.3 *Explain the types of food contamination, the potential causes, including cross- contamination, and methods of prevention.*
- B3.4 *Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.*
- B3.6 *Understand the purpose and process of required industry certification (e.g., ServSafe, California Food Handlers Card).*
- 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.*
- B6.5 *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.*
- 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.*
- B9.3 *Practice safe, efficient, and proper procedures for setting, serving, maintaining, and bussing tables.*
- B9.4 *Practice proper techniques for customer service, including greeting, seating, presenting and explaining menu items, and taking customer orders.*
- B10.0 *Demonstrate and apply basic nutritional concepts in meal planning and food preparation.*
- B10.3 *Create nutritious, creative, and profitable menus in accord with availability and demand.*
- B11.0 *Demonstrate an understanding of the basic processes of costing and cost analysis in food and beverage production and service.*
- B11.2 *Understand the components of a profit and loss statement emphasizing food and labor costs.*
- B11.4 *Understand the importance and structure of standardized systems, such as the Uniform System of Accounts for Restaurants.*
- B11.5 *Evaluate the importance of the menu as the primary source of revenue generation and cost control.*
- B11.6 *Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost.*

## 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.*