

**Career & Technical Education
Interim Curriculum Framework**Required Form
EVERETT PUBLIC SCHOOLS

Course Information		
Course Title: Culinary II		Total Framework Actual Hours: 90
CIP Code: 120505	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 02.2022
Career Cluster: Hospitality and Tourism		Cluster Pathway: Hospitality and Tourism
Course Summary: Culinary II is an advanced course which includes hands-on advanced menu planning, food garnishing, exploring ethnic foods, and preparing regional foods of the United States. The class also covers cooking with herbs, food seasoning, sauce preparation, specialty desserts, main dishes using pasta, cheese, dairy, and protein foods. Students continue to explore food related careers while working in a variety of individual and group lab activities.		

Industry-Recognized Credentials:You Science Precision Exams - [21st Century Success Skills](#)You Science Precision Exams - [Food and Nutrition I](#)**Work-Based Learning:**

Career Research and Job Interview/Job Shadow in Course-Related Area

Guest Speaker (In-person and/or remote)

Industry Related Field Trips

CTSO:

FCCLA

Course Software:

Currently not available

Course Equipment:

Currently not available

Unit Information

Unit: Safety and Sanitation	Total Learning Hours for Unit: 5
Unit Summary: In this unit, students will learn essential safety and sanitation practices crucial for the prevention of foodborne illnesses in culinary settings. They will identify major foodborne pathogens, their role in causing illness, and the foods commonly involved in outbreaks. Students will also learn to employ food service management safety procedures, including CPR and first aid, and utilize Hazard Analysis Critical Control Point (HACCP) and crisis management principles to minimize risks. Additionally, they will analyze cleaning and sanitizing materials, practice safe waste disposal and recycling methods, maintain personal hygiene, and adhere to industry standards for equipment cleaning, sanitizing, and storage.	
Components and Assessments	
Performance Assessments: <ul style="list-style-type: none"> Students will demonstrate their knowledge and understanding by successful completion of the following: <u>Food and Kitchen Safety Test, Foodborne Illness Pamphlet, Cooking labs and lab plans</u> 	
Leadership Alignment: Students will demonstrate ability to work effectively and respectfully with diverse teams - 3.B.1 Students will exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal - 3.B.2 Students will utilize time and manage workload efficiently - 8.A.3 Students will conduct themselves in a respectable, professional manner - 9.A.2 Students will respond open-mindedly to different ideas and values - 9.B.2 <u>Additional 21st Century skills options:</u> FCCLA in-class projects, community service, competition	
Industry Standards and/or Competencies	
Name of standards: National Standards for Family & Consumer Sciences	Website: https://www.leadfcsed.org/national-standards.html
<ul style="list-style-type: none"> Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention – NASAFAC 8.2.1 Employ food service management safety/sanitation program procedures, including CPR and first aid – NASAFAC 8.2.2 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness – NASAFAC 8.2.4 Analyze current types of cleaning and sanitizing materials for proper use – NASAFAC 8.2.8 Demonstrate safe and environmentally responsible waste disposal and recycling methods 8.2.10 Practice good personal hygiene/health procedures, and report symptoms of illness – NASAFAC 8.2.5 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements – NASAFAC 8.3.3 Demonstrate procedures for safe and secure storage of equipment and tools – NASAFAC 8.3.5 Determine factors that contribute to food borne illnesses – NASAFAC 9.2.1 	
Aligned Washington State Learning Standards <i>In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.</i>	

<u>Educational Technology</u>	Empowered Learner: 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways
<u>English Language Arts</u>	<u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <u>CCSS.ELA-LITERACY.RST.9-10.2</u> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <u>CCSS.ELA-LITERACY.RST.9-10.7</u> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <u>CCSS.ELA-LITERACY.SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <u>CCSS.ELA-LITERACY.W.9-10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<u>Mathematics</u>	Number and Quantities: Reason quantitatively and use units to solve problems

Unit Information	
Unit: Nutrition and Food Science	Total Learning Hours for Unit: 15
Unit Summary: In this unit, students will explore the importance of nutrition across the lifespan, considering the diverse needs of individuals based on factors such as age, culture, and religious beliefs. They will learn to determine nutrient requirements for different life stages and assess the impact of nutrients on overall health, appearance, and performance. Through research, analysis, and practical application, students will develop a comprehensive understanding of the role of nutrition in promoting wellness and optimizing performance.	
Components and Assessments	
Performance Assessments: <ul style="list-style-type: none"> Students will demonstrate their knowledge and understanding by successful completion of the following: <u>Nutrition test, Food Innovations, Cooking labs and lab plans</u> 	
Leadership Alignment: Students will demonstrate ability to work effectively and respectfully with diverse teams - 3.B.1 Students will exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal - 3.B.2	

Students will utilize time and manage workload efficiently - 8.A.3 Students will conduct themselves in a respectable, professional manner - 9.A.2 Students will respond open-mindedly to different ideas and values - 9.B.2 <u>Additional 21st Century skills options:</u> FCCLA in-class projects, community service, competition	
Industry Standards and/or Competencies	
Name of standards: National Standards for Family & Consumer Sciences	Website: https://www.leadfcsed.org/national-standards.html
<ul style="list-style-type: none"> Determine nutrient requirements across the life span addressing the diversity of people, culture, and religions – NASAFAC 9.3.1 Assess the effect of nutrients on health, appearance, and peak performance – NASAFAC 14.2.1 	
Aligned Washington State Learning Standards <i>In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.</i>	
<u>Educational Technology</u>	Knowledge Constructor: 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. Creative Communicator: 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences. Global Collaborator: 7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
<u>English Language Arts</u>	<u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <u>CCSS.ELA-LITERACY.RST.9-10.2</u> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <u>CCSS.ELA-LITERACY.RST.9-10.7</u> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <u>CCSS.ELA-LITERACY.SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

	<u>CCSS.ELA-LITERACY.W.9-10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<u>Health and Physical Education</u>	H2.W2.HSB: Assess personal risk factors and predict future health status. H2.W3.HS: Analyze how a variety of factors impact personal and community health. H5.W6.HS: Predict potential short- and long-term outcomes of a personal health-related decision
<u>Mathematics</u>	Number and Quantities: Reason quantitatively and use units to solve problems Students will demonstrate their knowledge and understanding by successful completion of the following: <u>Cooking labs and lab plans, Food Innovations, Hospitality, Tourism and Recreation</u>

Unit Information	
Unit: Menu Planning and Food Choices	Total Learning Hours for Unit: 8
Unit Summary: In this unit, students will learn the art and science of menu planning while incorporating principles of nutrition to meet the diverse needs of individuals across different stages of life and cultural backgrounds. They will develop skills in applying menu-planning principles, understanding measurement, portion control, conversions, food cost analysis, menu terminology, and pricing. Additionally, students will explore the determination of nutrient requirements across the lifespan, considering cultural and religious considerations. Through hands-on activities and real-world applications, students will create balanced menus that promote health, diversity, and culinary excellence.	
Components and Assessments	
Performance Assessments: <ul style="list-style-type: none"> Students will demonstrate their knowledge and understanding by successful completion of the following: <u>Cooking labs and lab plans, Food Innovations, Hospitality, Tourism and Recreation</u> 	
Leadership Alignment: Students will demonstrate ability to work effectively and respectfully with diverse teams - 3.B.1 Students will exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal - 3.B.2 Students will utilize time and manage workload efficiently - 8.A.3 Students will conduct themselves in a respectable, professional manner - 9.A.2 Students will respond open-mindedly to different ideas and values - 9.B.2 Additional 21st Century skills options: FCCLA in-class projects, community service, competition	
Industry Standards and/or Competencies	
Name of standards: National Standards for Family & Consumer Sciences	Website: https://www.leadfcsed.org/national-standards.html
<ul style="list-style-type: none"> Apply menu-planning principles to develop and modify menus – NASAFAC 8.2.4 	

- Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning – NASAFAC 8.4.7
- Determine nutrient requirements across the life span addressing the diversity of people, culture, and religions – NASAFAC 9.3.1

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>Educational Technology</u>	<p>Knowledge Constructor: 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>Creative Communicator: 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences.</p> <p>Global Collaborator: 7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>
<u>English Language Arts</u>	<p><u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.2</u> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.7</u> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<u>Health and Physical Education</u>	<p>H2.W2.HSB: Assess personal risk factors and predict future health status.</p> <p>H2.W3.HS: Analyze how a variety of factors impact personal and community health.</p> <p>H5.W6.HS: Predict potential short- and long-term outcomes of a personal health-related decision</p>
<u>Mathematics</u>	<p>Number and Quantities: Reason quantitatively and use units to solve problems</p>

Unit Information	
Unit: Food Prep for The Home	Total Learning Hours for Unit: 40
Unit Summary: In this unit, students will develop essential culinary skills while emphasizing the importance of food safety and personal hygiene practices. They will learn techniques to prevent cross-contamination between different types of foods and demonstrate proficiency in knife handling, equipment usage, and various cooking methods. Additionally, students will prepare a variety of meats, seafood, and poultry while ensuring the selection, storage, preparation, and serving of nutritious and visually appealing foods. Through hands-on experiences and theoretical knowledge, students will gain a comprehensive understanding of culinary excellence and food safety protocols.	
Components and Assessments	
Performance Assessments: <ul style="list-style-type: none"> Students will demonstrate their knowledge and understanding by successful completion of the following: <u>Cooking labs and lab plans, Food Innovations, Cultural Foods</u> 	
Leadership Alignment: Students will exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal - 3.B.2 Students will utilize time and manage workload efficiently - 8.A.3 Students will conduct themselves in a respectable, professional manner - 9.A.2 Students will respond open-mindedly to different ideas and values - 9.B.2 <u>Additional 21st Century skills options:</u> FCCCLA in-class projects, community service, competition	
Industry Standards and/or Competencies	
Name of standards: National Standards for Family & Consumer Sciences	Website: https://www.leadfcsed.org/national-standards.html
<ul style="list-style-type: none"> Practice good personal hygiene/health procedures, and report symptoms of illness – NASAFAC 8.2.5 Demonstrate food handling and preparation techniques that prevent cross contamination between raw and read-to-eat foods and between animal or fish sources and other food products – NASAFAC 8.2.7 Demonstrate skills in knife, tool, and equipment handling – NASAFAC 8.5.1 Demonstrate a variety of cooking methods including roasting and baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, working, convection, micro waving, and other emerging technologies – NASAFAC 8.5.2 Prepare various meats, seafood, and poultry – NASAFAC 8.5.5 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods – NASAFAC 14.3.3 	
Aligned Washington State Learning Standards	
<i>In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.</i>	
<u>Educational Technology</u>	Knowledge Constructor: 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

	<p>Creative Communicator: 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences.</p> <p>Global Collaborator: 7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>
<u>English Language Arts</u>	<p><u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.2</u> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.7</u> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<u>Health and Physical Education</u>	<p>H2.W2.HSB: Assess personal risk factors and predict future health status.</p> <p>H2. W3.HS: Analyze how a variety of factors impact personal and community health.</p> <p>H5. W6.HS: Predict potential short- and long-term outcomes of a personal health-related decision</p>
<u>Mathematics</u>	<p>Number and Quantities: Reason quantitatively and use units to solve problems</p>

Unit Information	
Unit: Careers in the Food Industry	Total Learning Hours for Unit: 5
<p>Unit Summary: In this unit, students will explore the diverse career opportunities available in the field of food production and services. They will learn about the roles, duties, and functions of individuals engaged in various culinary careers, including chefs, food service managers, caterers, and entrepreneurs. Through research, analysis, and hands-on activities, students will examine education and training requirements, employment opportunities, and entrepreneurial endeavors in the culinary industry. Additionally, students will develop transferable and employability skills essential for success in both community and workplace settings.</p>	

Components and Assessments

Performance Assessments:

- Students will demonstrate their knowledge and understanding by successful completion of the following: Career Investigation, Hospitality, Tourism, and Recreation

Leadership Alignment:

Students will demonstrate ability to work effectively and respectfully with diverse teams - 3.B.1

Students will exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal - 3.B.2

Students will utilize time and manage workload efficiently - 8.A.3

Students will conduct themselves in a respectable, professional manner - 9.A.2

Students will respond open-mindedly to different ideas and values - 9.B.2

Additional 21st Century skills options:

FCCLA in-class projects, community service, competition

Industry Standards and/or Competencies

Name of standards: National Standards for Family & Consumer Sciences

Website: <https://www.leadfcsed.org/national-standards.html>

- Demonstrate transferable and employability skills in community and workplace – NASAFAC 1.2
- Explain the roles, duties, and functions of individuals engaged in food production and services careers – NASAFAC 8.1.1
- Analyze opportunities for employment and entrepreneurial endeavors – NASAFAC 8.1.2
- Summarize education and training requirements and opportunities for career paths in food production and services – NASAFAC 8.1.3
- Examine education and training requirements and opportunities for career paths in food production and services – NASAFAC 8.1.3

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Educational Technology

Knowledge Constructor:

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

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

Creative Communicator:

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

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

English Language Arts

CCSS.ELA-LITERACY.RST.9-10.1

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CCSS.ELA-LITERACY.RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

	<p><u>CCSS.ELA-LITERACY.W.9-10.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.7</u> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<u>Financial Education</u>	<p><u>Employment and Income 9. EI</u> Explore job and career options.</p> <ol style="list-style-type: none"> 1. Explore a career plan that aligns with personal interests, financial goals, and desired lifestyle. 2. Create a template for a résumé and cover letter. 3. Compare how employment opportunities vary across educational levels. 4. Explore how productivity among workers relates to workers' wages and job retention. 5. Explore the risks, costs, and rewards of starting a business. 6. Analyze the costs, benefits, and impact of investment in postsecondary education by career option. <p>Compare sources of personal income and compensation. Analyze factors that affect net income.</p> <p>7. Differentiate between a progressive and regressive tax. 8. Illustrate the relationship between income level and income tax liability</p>

Unit Information	
Unit: Cultural Foods	Total Learning Hours for Unit: 17
<p>Unit Summary: In this unit, students will explore the complex interplay of psychological, cultural, and social influences on food choices and nutrition practices. They will analyze how factors such as personal preferences, cultural traditions, social norms, and marketing strategies impact individuals' dietary decisions and overall health. Through research, case studies, and practical activities, students will gain insight into the psychological, cultural, and social dynamics that shape food behaviors and dietary patterns. Additionally, they will learn strategies to promote healthier eating habits and navigate diverse culinary landscapes.</p>	
Components and Assessments	
<p>Performance Assessments:</p> <ul style="list-style-type: none"> Students will demonstrate their knowledge and understanding by successful completion of the following: <u>Regional US Foods, Personal Food and Culture</u> 	
Leadership Alignment:	

Students will demonstrate ability to work effectively and respectfully with diverse teams - 3.B.1
 Students will exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal - 3.B.2
 Students will utilize time and manage workload efficiently - 8.A.3
 Students will conduct themselves in a respectable, professional manner - 9.A.2
 Students will respond open-mindedly to different ideas and values - 9.B.2
Additional 21st Century skills options:
 FCCLA in-class projects, community service, competition

Industry Standards and/or Competencies	
Name of standards: National Standards for Family & Consumer Sciences	Website: https://www.leadfcsed.org/national-standards.html
<ul style="list-style-type: none"> Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices – NASAFAC 14.1 	
Aligned Washington State Learning Standards	
<i>In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.</i>	
<u>Educational Technology</u>	Knowledge Constructor 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.c. Student’s curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. Creative Communicator 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences.
<u>English Language Arts</u>	<u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <u>CCSS.ELA-LITERACY.RST.9-10.2</u> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <u>CCSS.ELA-LITERACY.W.9-10.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <u>CCSS.ELA-LITERACY.RST.9-10.7</u> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <u>CCSS.ELA-LITERACY.WHST.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

	<p><u>CCSS.ELA-LITERACY.SL.9-10.4</u></p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><u>Environment & Sustainability</u></p>	<p>ESE EALR 2: Interconnections among Social, Economic, and Environmental Systems</p> <p>3.2.1 Analyze how scientific knowledge and technological advances discovered and developed by individuals and communities in all cultures of the world contribute to changes in societies</p> <p>3.2.2 Analyze how the scientific enterprise and technological advances influence are influenced by human activity.</p>

CTE Application Assurances: Education Data System (EDS)

1. **Sequence of Courses**

District assures that students have access to a sequence of CTE courses, in a planned progression of learning experiences that leads to postsecondary education, apprenticeship, and workforce.

2. **Course Oversight**

- a. *District assures that the general advisory committee, meeting criteria of RCW 28A.150.500, has reviewed labor market data to determine the need for this/these course(s).*
- b. *District assures that CTE programs, including the course or courses reflected in this application is/are reviewed annually and the results are used for continuous program improvement and annual update of district four-year plan.*
 - *This includes the evaluation of whether this course or courses align with high demand occupation as defined in RCW 28A.700.020. In the event that it is determined a course no longer aligns with high demand occupations, the district understands the need to phase the course out.*
- c. *District assures that an appropriately certified CTE teacher will be instructing this/these course(s).*
 - *If a conditional certification is utilized, all requirements in WAC 181-77-014 will be met.*

3. **Course Content**

- a. *Industry Alignment: District assures alignment with current state and/or nationally recognized industry standards. In the absence of state or nationally recognized standards, program specific advisory committee is responsible for developing and integrating industry-based standards.*
- b. *Academic Alignment: District assures alignment with current and applicable Washington State Learning Standards.*
- c. *Leadership Alignment: District assures alignment with current and applicable Washington 21st Century Leadership skills, ensuring students practice and demonstrate identified leadership skills supporting increased employability. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.*
- d. *District assures course content reflected in framework identifies standards which are taught and assessed.*

4. **Course Outcomes**

- a. *District assures that students are given access to extended learning and leadership opportunities related to the CTE course or program which occur beyond the scheduled school day and school year.*
 - *Extended learning is managed and/or supervised by certified CTE teachers.*
 - *CTE instructors are provided the time and resources to connect student learning with work, home, and community.*
- b. *District assures students will be given opportunities to demonstrate occupationally specific skills and competencies of current state and national standards using a contextual, hands-on approach.*
- c. *District assures that all students, regardless of race, color, national origin, sex, or disability, have equal access and opportunities to succeed in CTE.*
- d. *District assures that all students have access to embedded work-based learning opportunities which support students with career development and planning.*
 - *If worksite learning opportunities are provided in this course, district assures compliance to all worksite learning requirements.*
 - *If off-campus industry-based instruction sites are required for this program, agreements and partnerships have been established with the number of sites needed to facilitate all students in the program participating in the industry-based instruction portion*