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# “G” COURSE CATALOG

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2020/2021 SCHOOL YEAR



2020/2021

ENCORE EDUCATION CORPORATION  
16955 Lemon Street, Hesperia, CA 92345

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College Board Approved A-G Courses

College-Preparatory Elective

American Literature A and B

<b>Basic Course Information:</b>
<b>Title: American Literature A and B (online only)</b>
Length of Course: Full Year
Subject Area: College-Preparatory Elective (G) English
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Course Description:</b> This course is adopted from <b>Cyber High</b> . Please refer to their course list for a full course description.

Art History A and B

<b>Basic Course Information:</b>
<b>Title: Art History A and B (online only)</b>
Length of Course: Full Year
Subject Area: College-Preparatory Elective (G)/ Interdisciplinary
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Course Description:</b> This course is adopted from <b>Cyber High</b> . Please refer to their course list for a full course description.

Arts, Media, Entertainment Level I

<b>Basic Course Information:</b>
<b>Title: Arts, Media, Entertainment Level I</b>
Length of Course: Half Year
Subject Area: College-Preparatory Elective (G) Visual & Performing Arts

UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Course Description:</b> This course is for all Level I Arts Careers students in the area of Arts, Media, and Entertainment. This course covers the career connections to the beginning level lab work that will be completed in their Level I class. This course is offered as one of three in the completer series that completes the 11 Anchor Standards for Arts, Media, and Entertainment. AME Level I is taken in conjunction with a level I arts course in the Arts, Media, Entertainment CTE pathway.
<b>Unit 1: Arts, Media, and Entertainment Overview</b>
In this unit, students will go over what the California standards are for CTE Model Curriculum. They will take a look at all four career pathways as an overview into Arts, Media and Entertainment. Within this exploration, students will define careers and goals for all four career pathways within the Arts, Media, and Entertainment realm.
<ol style="list-style-type: none"> <li>1. Students will watch six different documentaries chronicling what careers are available in each pathway.</li> <li>2. Students will write four three paragraph essays about a job associated with each pathway strand.</li> <li>3. Students will take a final exam.</li> </ol>
<b>Unit 2: Communications</b>
This section will cover the standards from 2.0 Communications - Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
<p>Students will watch three different documentaries about effective communication, improvement of communication skills, sender/receiver communication, and barriers to effective communication.</p> <ol style="list-style-type: none"> <li>2. Students will read two short Ebooks about sender/receiver communication and barriers to accurate and appropriate communication.</li> <li>3. Students will complete one questionnaire about sender/receiver communication using Abbot and Costello's "Who's on First" skit as the reference.</li> <li>4. Students will complete an assignment where they write and record two scripts: one showing effective communication and one showing ineffective communication.</li> </ol>

<p>5. Students will complete a project that discusses the barriers to good communication.</p> <p>6. Students take a final exam.</p>
<p><b>Unit 3: Career Planning and Management</b></p>
<p>Standards 3.0 - Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)</p>
<p>Students will watch three different documentaries about career planning.</p> <p>2. Students will complete a career personality profiler.</p> <p>3. Students will write a 3-5 paragraph essay about the results of the career profiler.</p> <p>4. Students complete a project using technology to create a career planning road map.</p> <p>5. Students take a final exam.</p>
<p><b>Unit 4: Technology Communication</b></p>
<p>Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with WS 11-12.6)</p>
<p>1. Students will watch three documentaries about technology, plagiarism, and writing introduction letters for resumes.</p> <p>2. Students will read an Ebook on plagiarism.</p> <p>3. Students will take part in an online assignment that defines plagiarism.</p> <p>4. Students will complete an interactive assignment on how to Google responsibly.</p> <p>5. Students will write an introduction letter for an email resume.</p> <p>6. Students take a final exam.</p>
<p><b>Unit 5: Problem Solving and Critical Thinking</b></p>
<p>Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)</p>
<p>1. Students will watch two documentaries about critical thinking and how to ask questions.</p> <p>2. Students complete a 3-5 paragraph essay describing how critical thinking is used in their art form/pathway.</p>

3. Students take a final exam.
<b>Unit 6: Health and Safety</b>
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)
<ol style="list-style-type: none"> <li>1. Students will watch two documentaries about MSDS and work safety.</li> <li>2. Students will write a short essay about the importance of MSDS in their field.</li> <li>3. Students will create an example business and as a boss, describe what the employees and clients do and what policies and regulations need to be put in place to keep everyone safe.</li> <li>4. Students share their example business in a presentation.</li> </ol>
<b>Unit 7: Responsibility and Flexibility</b>
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
<ol style="list-style-type: none"> <li>1. Students will watch three documentaries about banking, money, and personal finance.</li> <li>2. Students will write an essay about how banks and credit cards are important to business owners.</li> <li>3. Students will ask an adult about advice on how to take care of money as an adult.</li> <li>4. Students will create spreadsheets on items/services that could be revenue streams for their example business.</li> <li>5. Students will take part in a group discussion where they will report the outcomes of the discussion. The discussion will include: how financial management impacts a community, why accountability is important in the workplace, what is flexibility is and why it is important as an employee/employer, and what happens if you don't pay your bills on time.</li> <li>6. Students will take a final exam.</li> </ol>
<b>Unit 8: Ethics and Legal Responsibilities</b>
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
<ol style="list-style-type: none"> <li>1. Students will watch two documentaries about quality assurance and legal rights/responsibilities.</li> <li>2. Students will have two documents to read about "best practices" and "quality assurance" within two separate arts pathways (dance and film)</li> <li>3. Students will complete an assignment on how to define "quality assurance" in a business and will practice creating their own "quality assurance" plan and statement.</li> </ol>

4. Students will work in a small group to create an example business and the "Best practices" guidelines page for that business.
5. In a small group, students will discuss and report out the results of their discussion about ethics and legal rights within Arts, Media, and Entertainment.

**Unit 9: Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)

1. Students will watch two documentaries/video shorts to determine good leadership and teamwork qualities.
2. Using a cartoon short from "Madagascar" students will write a short essay to determine whether or not the penguin was a good leader and why.
3. Students will read a magazine article from Forbes talking about the 8 essential qualities of leadership.
4. Students will take a personal quiz that rates their importance of the 8 essential qualities of leadership.
5. Students will read an Ebook about the importance of leadership and collaboration.
6. Students will complete a project collaboration with a small group of students.

**Unit 10: Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

1. Students will watch a documentary short on terminology.
2. Students will create and define a glossary for their arts pathway.
3. Students will create a final unit exam for their terminology glossary.

**Unit 11: Final Project: Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

1. Students will watch a "how to" video on how to create an arts portfolio website.
2. Students will create an arts portfolio website based on their own arts pathway.

Arts, Media, Entertainment: Event Planning/Management

<b>Basic Course Information:</b>	
<b>Title: Arts, Media, Entertainment: Event Planning/Management</b>	
Length of Course: Full Year	
Subject Area: College-Preparatory Elective (G) Interdisciplinary	
UC Honors Designation? No	
Prerequisite: Audition or Election	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	
<p><b>Course Description:</b> This is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. The class will focus on standards designed by the <i>California Association of Directors of Activities</i> and <i>Common Core State Standards</i>, including communication &amp; public speaking, creativity, service learning and reflection while positively impacting the entire student body. Students help develop a larger government body, the student council, where parliamentary procedure is taught and followed.</p> <p>Students operate the class as a hands on training course of a series of small business ventures over the course of the school year. Specifically, students create and execute small business ventures including:</p> <ul style="list-style-type: none"> <li>• fundraisers</li> <li>• student store</li> <li>• special events</li> <li>• community outreach events</li> </ul> <p>They reflect on the success and possible revisions of each project as it is completed to help build common sense understanding of how to create a successful event planning business.</p>	
<b>Unit 1: Planning makes perfect: Quarterly Projects</b>	
<p>In Unit 1, students will meet at large to go over the master event calendar for the following school year. Students will break into small groups to go through the planning process for their respective events including:</p> <ul style="list-style-type: none"> <li>• The name of the event</li> <li>• Target audience</li> <li>• Marketing Approach</li> <li>• Budget</li> <li>• Plans for the event</li> <li>• Goals for the event</li> </ul>	



<ul style="list-style-type: none"> <li>• Job description for people working the event</li> </ul>
<ul style="list-style-type: none"> <li>• Students will work in small groups to create a marketing and business plan for the upcoming event that they have been given. Students will present their event to the class and take ideas on how to improve the plans.</li> <li>• Once presentations are discussed and updated, student groups will work on executing and completing the event project.</li> <li>• Students are responsible for working on the planning and execution of at least one event for each quarter</li> </ul>
<p><b>Unit 2: The Student Store</b></p> <p>In Unit 2, students will work together to layout the entire student store. The student store accounts for over half of the funds raised by ASB. Students will meet to go over how to properly set up a retail store.</p> <ul style="list-style-type: none"> <li>• Inventory</li> <li>• Wholesale costs</li> <li>• Retail markup</li> <li>• Displays</li> <li>• Scheduling</li> <li>• Marketing</li> <li>• Sales Goals</li> </ul>
<p>Students will work in small groups to complete a business plan assignment for the student store. Students will work together to present their business plans. The class will decide on which parts of each business plans are the best to implement for the student store to create one big business plan for the student store. Then students will execute the business plan to run and work the student store.</p>
<p><b>Unit 3: Student Council and Student Government</b></p> <p>In Unit 3, students will learn about parliamentary procedures and how elected committees work within a "corporate" structure. The school will have 2 representatives from each second period classroom elected to become a part of the student council. The ASB class will work each month to create an agenda to follow at the student council meetings. Students of the class will learn how to form committees and help build goal driven projects. Student Council subcommittees will cover:</p> <ul style="list-style-type: none"> <li>• Basketball game pep team</li> <li>• Encore Green committee</li> <li>• Encore Service Committee</li> <li>• Encore College Preparation Committee</li> </ul>

<ul style="list-style-type: none"> <li>• Encore teacher evaluation committee</li> <li>• Other subcommittees as assigned</li> </ul>
<p>Students in the class will work together to train the student council and teach parliamentary procedure. At least one member of the class will sit and help lead each subcommittee of the student council. The student council will meet monthly and each subcommittee will meet at least once a month. The students in the ASB class are responsible for reporting the progress of the subcommittees to the class and working to make progress on the subcommittees.</p>
<p><b>Unit 4: Digital Marketing</b></p>
<p>With over 1,000 students, 1,800 parents, and over 100 staff members on the campus: the ASB team will learn about various ways to engage in free digital marketing strategies to get their word out. They will be introduced to social media marketing and try various types of digital media for effectiveness. Students will reflect on the value and efficiencies of digital marketing.</p>
<p>Students in the class will make strategic plans on how to process digital marketing and test for effectiveness. They will create and execute marketing plans for events that are planned by ASB including:</p> <ul style="list-style-type: none"> <li>• All Call</li> <li>• Email blasts</li> <li>• Instagram</li> <li>• Facebook</li> <li>• YouTube</li> <li>• Closed Caption television</li> <li>• Internal Radio Programs</li> </ul>
<p><b>Unit 5: Planning Operations &amp; Job Duties</b></p>
<p>In Unit 5, students will create job title &amp; duties for upcoming events. In order to make sure that an event runs smoothly, ASB will work to create schedules and appropriate coverage needed for a successful event. As a business, managers need to build schedules and employee coverage. In ASB, students will learn how to plan for coverage.</p>
<p>Students will work in small groups to create format schedules based on General Use practices in business. These schedules will be used for event coverage and will be reflected upon after the event is complete.</p> <p>Students will also complete job descriptions to describe what each person on the schedule needs to complete while they are working their scheduled shift.</p>
<p><b>Unit 6: The Business of Fun</b></p>
<p>Market research is an important factor of running a successful business. In this unit, ASB students will create surveys, focus groups, and research to find out what the students at Encore want to be</p>

involved in as fun and what their definition is of fun. Students will collect data and share data with the class to plan for future events.
<p>Students will plan market research studies to collect data regarding student interests for student events. The research collected will be aggregated and presented to the class. Based on the results of the market research, students will identify which events should be a part of the master calendar for the following school year. Market research will include:</p> <ul style="list-style-type: none"> <li>• surveys</li> <li>• focus groups</li> <li>• attendance counts</li> </ul>
<b>Unit 7: Public Communication</b>
<p>In order to be effective in special event planning, it is imperative to have strong public communication skills. In Unit 7, students will learn how to effectively plan for and execute public speaking. Using common practices for public speaking, students will be responsible for writing and delivering a public speech to gain experience.</p> <ul style="list-style-type: none"> <li>• Students will be given a topic to write a speech about and will present the speech in front of the class.</li> <li>• Students will write opening speeches for a variety of special events and present them publicly.</li> </ul>
<b>Unit 8: Budgeting</b>
<p>Every successful event requires planning and a solid budget. Students will be taught how to budget and how to plan for unforeseen circumstances within an event. Students will create budgets for special events within their student group and then provide a written report on how closely they were able to stay within budget.</p> <p>Using generally accepted accounting practices format, students will work in small groups to create budgets for events that they are planning. They will make a budget, present it to the class and then report the results of the budget and the event to the student council upon the completion of the event.</p>
<b>Unit 9: Elections</b>
<p>Students will learn about the mechanics of an election through the annual ASB elections. Through a series of events leading to an election. The ASB class will organize and execute schoolwide elections for ASB.</p> <p>Students will plan, execute, and take part in the schoolwide elections:</p> <ul style="list-style-type: none"> <li>• Classroom nominations</li> <li>• Election training</li> <li>• Candidate speeches</li> <li>• Public interviews</li> <li>• Campaigning</li> <li>• Classroom votes</li> </ul>

- Vote tallies

College Skills / Admissions Skills

<b>Basic Course Information:</b>
<b>Title: American Literature A and B (online only)</b>
Length of Course: Full Year
Subject Area: College-Preparatory Elective (G) English
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 11 <sup>th</sup> , 12 <sup>th</sup>
<p><b>Course Description:</b> SEMESTER 1 COLLEGE SKILLS: This course is designed to walk students through how to select the correct college for after high school success and how to maneuver everything needed to get in and go to college. This course covers everything from student aid, scholarships, SAT, and how to choose a college path.</p> <p>SEMESTER 2 SAT / ACT TEST PREP: This course is designed to help students prepare for college entrance exams including the SAT and the ACT.</p> <p>The goal of this course is to appropriately prepare high school students for success in college and in life.</p>
<b>Unit 1: Getting on Course</b>
This course covers basic study skills for success, and a personality quiz for career coaching. Students will also identify what kinds of colleges they might be interested in and what their college and career goals are.
Students will complete the: RIASEC Psychometrics test
Using data collected from the RIASEC test, students will complete topical research for colleges that interest them and create a personal project of what kind of college and career they can see themselves succeeding in.
Students will also complete a Chapter on college success study skills.
Students will start their personal college portfolio that will end up being used as their "go to" for when they start applying for colleges.

<p><b>Unit 2: College Search Step-by-Step</b></p> <p>Students will work through a variety of virtual tours of colleges. They will create critiques of the different colleges, then research and report admissions requirements for each college. Students will create a list of deadlines for colleges that they are interested in attending.</p> <p>Students will continue to build their personal college portfolio. They will complete a list of colleges that they would like to apply to and the deadlines and requirements needed to attend their college of choice.</p>
<p><b>Unit 3: Financial Aid</b></p> <p>With help from outside college counselors and the school counselors, students will walk through step by step requirements for planning how to afford college and how to search for and apply for various types of financial aid including FAFSA.</p> <p>Students will continue to build their personal college portfolio. They will complete a list of financial aid streams that are available to them including deadlines and requirements.</p> <p>Each student will be required to complete the application for at least one scholarship.</p>
<p><b>Unit 4: The College Application</b></p> <p>Students will be introduced to a variety of tools needed when applying for college admissions. With the help from college and high school counselors, students will learn how to apply for college.</p> <p>Students will complete a college application and a college admissions essay. Students will receive critique of their essays and be given coaching on how to improve their college essay. Students will also participate in mock auditions and interviews that will help them prepare for college entry auditions and interviews based on the admissions requirements for the colleges that they are choosing.</p> <p>At the end of Unit 4, students will present their completed college portfolio. They will host a parent night in their class where students will present what they have learned to their parents.</p>
<p><b>Unit 5,6,7,8: SAT Test Preparation</b></p> <p>The purpose of Units 5 - 8 are to appropriately prepare for the SAT and ACT test. Students will engage in a series of study sessions using the SAT PREMIUM EDITION preparation book from Princeton Review to prepare for the SAT test.</p> <p>Students will take a practice SAT test as a benchmark exam and then work through the workbook, <b>CRACKING THE SAT</b> by Princeton Review.</p> <p>They will take the practice SAT test at the end of each Unit (about once a month) to see how their benchmark progress is helping.</p> <p>Students will work in small study teams and take part in class activities to help improve study skills for the SAT.</p>

Unit 9: Final Exams and Project
FINAL PROJECT: Students will create a Powerpoint presentation about themselves using the information in their college portfolio
FINAL EXAM: Students will take a practice SAT test and measure the growth of their test scores by taking the class.
Students will complete a final exam and a personal multimedia project related to the content from this course.

## CTE Costuming Lab

<b>Basic Course Information:</b>
<b>Title:</b> CTE Costuming Lab
Length of Course: Full Year
Subject Area: College-Preparatory Elective (G) Intersciplinary
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Course Description:</b> This course is designed to help students understand the semantics of how to costume multiple productions at a time. They will help organize and run the costume library, maintain costumes, repair costumes, and check out/in costumes. As a course that meets every other day in a 94 minute class, this hands on training program gives real world job experience on organization, documentation, communication, and event management.
<b>Unit 1: How to care for costumes, general maintenance</b>
In the arena of costume maintenance, an Assistant Costume Director can make the starting salary of \$38,000 - \$40,000 annually. This job requires collaborations with with the Costume Director, coordination and planning of the day-to-day operations of a costume shop, including shop and stock maintenance. The person also attends rehearsal and works with designers to meet artistic goals. Students will go over the job or an Assistant Costume Director.
Students will be taught the cleaning and maintenance standards for the Costume Shop.
<ol style="list-style-type: none"> <li>1. All parts are cleaned thoroughly inside and out using appropriate cleaning methods</li> <li>2. Wigs and hats are groomed wiped clean, and sprayed</li> </ol>

3. Minor repairs are completed on the costumes (Handsewing, gluing, paint touch up)
4. All parts are checked for loose stitching/buttons/snaps/zippers.
5. All parts that are not washable are disinfected with an aerosol.
6. Fur parts are brushed and conditioned to give them a like-new sheen.
7. Any additional care particular to each costume is done to meet the high standards of the costume shop.
8. The costume is carefully packed for storage or stage, depending on what the next step is.

Students will be taught how to work all of the machines in the costume shop. Students will have a practical lab quiz on each of the following machines in the shop.

1. Wash Machine
2. Clothes Dryer
3. Triple sink
4. Line Dryer
5. Clothes Steamer
6. Clothes Iron
7. Sewing Machine

Students will be responsible for completing maintenance and cleaning on a collection during each class visit or lab time.

**Unit 2: How to store costumes properly**

Students will read an abstract created for a Bachelor's Degree titled, "More Than A Closet: Creating a Props and Costumes Design Lab."

In tandem with the reading, students will design a storage system that will update the Costume Closet. Students will take into consideration specific issues when developing the costume storage system.

- Survey Summary
- Cleaning out the closet
- Organization
- Functional Space
- Policies for storage
- Emergency kits

Students will work in small groups to develop appropriate ways to store and catalog costumes in the costume shop.

Students will be given a section of the costume shop to work as small groups to create an organized costume shop

Students will create policies and procedures that will be discussed for implementation to improve organization in the costume shop.

**Unit 3: Preparing Costumes for Performing Artists**

In this unit, students will learn the value of an eye for detail as they work to costume individual artists for a production. They will review and catalog the items for costume that will be checked out to the performing artist for a production and then the student will be responsible for prepping the costumes for transport, check out, and check in.

Students work in the theater department as Costume Prep. Costume attendants can make \$21,000 to \$101,000 annually depending on the the position within a company.

**Costume Prep** -- Works in the costume shop learning to hand sew and machine sew while creating costumes. We deal with shoes, hair, costume props (purses, jewelry, cigarette cases) - whatever the performer wears on his body or is directly related. We have fittings of the costumes with the performers and work closely with them in enhancing the style of dress their character requires. This comes from costume designer vision, director notes, and character choices.

Students will set up costumes and forms for their artist(s) and execute the entire journey of the collection of costumes, including costume checkout, the post production maintenance and return to storage.

**Unit 4: Costume Run Crew**

During this unit, the students will work with the actors to get ready for a performance. This hands on training will take place during a performance. Students will work as a member of the Costume Run Crew.



Costume Run Crew - Assists actors in the dressing room getting ready for a performance. Assists with quick changes as needed during the show. Ensures the actors put things away properly after a performance. Costume Run Crew jobs start at \$22,000 - \$44,000 annually.

Students will follow the guidelines of a Costume Run Crew Head (As described by University of Oregon) within a parameters of an actual theater performance.

## Costume Run Crew Head

### Basic Job Description

The costume run crew head supervises the costume running crew in maintaining costumes and assisting actors with dressing for productions. This position is available to students who have already served as a member of the costume run crew.

### SPECIFIC RESPONSIBILITIES

The Costume Running Crew Head attends one run through rehearsal and supervises the running crew in the following activities:

- Inventory costumes before and after each performance
- Repair costumes as needed, inform Shop Supervisor of major repairs
- Supervise daily laundry and pressing for costumes
- Assist with hairstyling and makeup special effects
- Help actors into costumes
- Preset costumes and assist with fast changes
- Prepare nightly performance reports for the Shop Supervisor
- Strike the costumes at the end of the run

### Unit 5 & 6: Wardrobe Crew

In these units, students will combine all of the fundamentals learned in the first 4 units of this course. As a member of the Wardrobe Crew, students will gain hands on work experience. Wardrobe Crew is an entry level position that starts between \$20 and \$27 per hour. According to Indeed.com, to work for Disney as a member of wardrobe crew will possess the following responsibilities and qualifications:

#### **Responsibilities**

- **Performing costume care and maintenance including laundry, spot cleaning, pressing, and steaming**
- **Completing minor repairs and stitching as needed**

- **Assisting performers with costume changes before, during, and after performances as needed**
- **Maintaining dressing plots and costume related show paperwork**
- **Maintaining costume inventory and dressing room spaces**
- **Maintaining and applying wigs and/or make-up for performances as needed**
- **Maintaining a calm, professional demeanor for performers in your care**

**Qualifications**

- **Experience in basic machine and hand sewing**
- **Ability to manage time effectively**
- **Ability to remain calm under pressure**
- **Ability to troubleshoot and problem solve quickly**
- **Ability to communicate with other team members concerning problems and possible solutions**
- **Good interpersonal and communication skills**
- **Experience with wigs and make-up is a plus**

Working through multiple productions and multiple performers at one time, students will work as members of the wardrobe crew, being given a group of students that they are responsible for on multiple productions. To complete the assignment, student:

Does the washing, ironing and steaming of costumes in between shows, and general maintenance depending on the needs of the production. Duties could include polishing shoes, jewelry, checking hooks and eyes and snaps to ensure they have not been weakened during performance. One person does not do all of this everyday; it is divided up among the crew.

**Unit 7: Analysis**

At the conclusion of Units 1 through 6, students will reflect and create a final report for the course.

Students will create an essay as a final report for the course. The course will include the following pieces:

1. Reflect and self analyze strong and weak job attributes that were acquired.
2. Give examples of productive pieces of the costume inventory and maintenance system that was created
3. Give examples of creative ways that the costume inventory and maintenance system could be revised to improve for future terms.
4. Create a conclusion that helps define what was learned with the hands-on training.

## Earth Science

<b>Basic Course Information:</b>
<b>Title: Earth Science (online only)</b>
Length of Course: Half Year
Subject Area: College-Preparatory Elective (G) Science-Physical Sciences
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 9th
<b>Course Description:</b> This course is adopted from <b>Cyber High</b> . Please refer to their course list for a full course description.

## Economics

<b>Basic Course Information:</b>
<b>Title: Economics</b>
Length of Course: Half Year
Subject Area: College-Preparatory Elective (G) History/Social Science
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 12th
<b>Course Description:</b> This course is adopted from <b>Cyber High</b> . Please refer to their course list for a full course description.

## Economics Honors

<b>Basic Course Information:</b>
<b>Title: Economics Honors</b>
Length of Course: Half Year
Subject Area: College-Preparatory Elective (G) History/Social Science
UC Honors Designation? Yes
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 12th

**Course Description:** *Students will be able to explore fundamental economic concepts on a personal, local, micro, and macro level. Students begin with the most relevant personal finance concepts, and branch out into larger issues in a survey course designed to help them function as knowledgeable civic participants.*

**Personal Finance and Understanding Basic Economic Reasoning**

By learning about personal finance from the individual perspective, students will learn about how markets are interrelated and how they affect their own economic opportunities.

12.1 Students understand common economic terms and concepts and economic reasoning.

Suggested Resources

Comparative investment strategies, risk v. reward

Role/dangers of payday loans

Stock market simulation/game

Enron case study: what happens when investors don't have accurate information?

Foundations Digital

CNN Debt Calculator

Mint.com

How to file taxes

Stock Simulation form Investopedia

NextGen Personal Finance

**Fundamental Economic Concepts (Microeconomics)**

Students will learn about key components of the American economic system. They will learn supply, demand and pricing. Also they will understand the relationship between sellers and buyers in a market economy. Students will learn about externalities and Tragedy of the Commons.

12.1 Students understand common economic terms and concepts and economic reasoning.

12.2 Students analyze the elements of America's market economy in a global setting.

Suggested Resources

<p>Price floors v. price ceilings</p> <p>Supply and Demand project</p> <p>FTE.ORG</p> <p>Walmart: High Cost of Low Prices</p>
<p><b>Government Influence on Economy/Fiscal Policy</b></p> <p>Students will learn about the role of the President and the Congress in determining fiscal policy. They will also examine the federal budget and revenues, debt and deficit.</p> <p>12.3 Students analyze the influence of the federal government on the American economy.</p> <p>Suggested Resources</p> <p>Federal Budget</p> <p>Federal Budget Simulation</p> <p><a href="http://www.crfb.org/corporate/">http://www.crfb.org/corporate/</a></p>
<p><b>Monetary Policy and Case Studies</b></p> <p>Students will learn about The Federal Reserve and its control over the money supply as it relates to inflation, GDP, and unemployment. They will also understand that the Fed is an independent agency not under the control of the Federal Government.</p> <p>12.3 Students analyze the influence of the federal government on the American economy.</p> <p>12.4 Students analyze the elements of the U.S. labor market in a global setting.</p> <p>12.5 Students analyze the aggregate economic behavior of the U.S. economy.</p> <p>Suggested Resources</p> <p>Inside Job, The Big Short</p> <p>The Great Depression: Mean Things Happening</p> <p>The Fed: Great Depression</p> <p>Small Business Community</p>

Chair the Fed- Monetary Policy Game

The Role of Labor in America

Students explore all that is involved in labor market- ranging from small scale application process for a part time job after school to the large-scale quantitative information about labor statistics in the economy. Students apply their understanding of product markets to analyze labor markets, identifying skills that are in demand and projections of their of the growth of future jobs and their educational requirements and the ways in which they can use their school and training to develop their human capital to meet those skill demands.

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12.4 Students analyze the elements of the U.S. labor market in a global setting.

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.

Suggested Resources

Collective Bargaining simulation

Nickel and Dimed by Barbara Ehrenreich

[http://slaveryfootprint.org/#whats\\_under\\_your\\_roof](http://slaveryfootprint.org/#whats_under_your_roof)

Human Trafficking and Labor

Hillbilly Elegy excerpts

“Mountain Man and the Surgeon”

30 Days (Morgan Spurlock)

Minimum Wage Debate

Evicted by Matthew Desmond

The American Way of Poverty

The American Way of Eating Tracie McMillan (nickel and dimed but current and following working in garlic fields in Monterey, Walmart in Detroit, and an applebee's in New York)

The Global Economy

Students explore how changes in government policy, technology, information, and the rise of global markets contribute to the global economy. Areas of focus include exports, imports, trade deficits, and trade surplus.

12.4 Students analyze the elements of the U.S. labor market in a global setting.

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.

#### Suggested Resources

Planet Money's T-Shirt Project

Globalization 101 Teacher Resources

Manufactured Landscapes (2008) Documentary

Free Trade v. Protectionism (SAC) - docs, student handout The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures by Anne Fadiman

#### Honors Final Exam Details

##### Macroeconomics Research Paper

**Overview:** Pick a macroeconomic topic from among the list below, write a 3-5 page paper, and design a presentation that describes the issue and proposes a solution.

**Assessment:** The essay is worth 50 points and the presentation 10 points (scoring rubric below). You may work individually or with a partner.

**Due date:** turn in the paper by Friday, May 24 on Canvas and paste a [link to your presentation here](#). On the day of the final you will present your own topic to classmates and [analyze classmates' presentations](#).

**Topics:** recommended sources are available for each of the macroeconomic topics below to supplement other sources you find. You must cite at least three sources in the paper.

[Income Inequality](#): Is income inequality a problem that the U.S. should be more concerned about?

[Minimum Wage](#): Is California right to raise minimum wage to \$15? What about national minimum wage?

[National Debt](#): Should the Federal government be forced to take national debt reduction seriously?

[College Costs](#): With tuition inflation vastly outpacing the CPI, should the cost of college be regulated?

[Economic Crisis](#): What happened in the great recession and can we avoid future financial crises?

[American Poverty](#): Why does a wealthy nation like the U.S. struggle to solve its poverty problem?

[Climate Change](#): How can we measure the present and future economic costs of climate change?

**Guidelines:** Your research paper should include:



**Introductory paragraph:** Describes background information on the topic addressed in your paper and includes a thesis that takes a position on the issue that you'll defend in the remainder of your paper.

**Body paragraphs:** Uses supporting evidence from at least three sources to construct an argument that defends your position on the topic.

**Concluding paragraph:** States how you envision society achieving the solution you recommend on your policy topic. If you advocate the status quo, explain why you oppose alternative proposals.

**Citations:** the paper must include parenthetical citations and a works cited page in MLA format.

**Presentation:** your presentation should thoroughly summarize your topic and propose a solution.

## Fashion, Costume, and Interior Design Level I

<b>Basic Course Information:</b>
<b>Title: Fashion, Costume, and Interior Design Level I</b>
Length of Course: Half Year
Subject Area: College-Preparatory Elective (G) Visual & Performing Arts
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Course Description:</b> "The Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and

pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college. Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. - CTE Pathways

Unit 1: Fashion, Costume, and Interior Design Level I Overview

In Unit 1, you will get an introduction into the three different career pathways under the umbrella of Fashion, Costume, and Interior Design.

- 6 Reading Activities
- 6 Documentary Videos
- 1 Electronic Worksheet
- 4 Written Assignments
- Unit 1: Final Exam

Example:

***There are a variety of careers that are associated with Fashion Design and Merchandising. For this assignment, write a 3-5 paragraph essay about a career that fits in this field. In this essay you need to include: the job title, the job description, and the qualifications for the job. You can expand on the career as much as you wish, but those basics must be included to minimally complete the assignment.***

Unit 2: Communications

In Unit 2, you will cover CTE Anchor Standards identified to help you learn how to communicate clearly, effectively, and with reason.

"Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome." - CTE Pathways

- 3 Reading Assignments
- 3 Documentary Videos
- 1 Electronic Worksheet
- 2 Written Assignments

- Unit 2: Final Quiz

Example:

**You have watched the most famous comedy sketch by "Abbott and Costello" that perfectly shows the breakdown of communication when the receiver does not understand what the sender is trying to communicate. For this assignment, you will create two dialogues: one where the sender communicates accurately and the receiver understands the communication. The second dialogue will be one where the sender is not communicating well so the receiver does not understand the communication. This assignment can be completed in a variety of ways:**

- 1. Script - you can write a script for the dialogues on this page.**
- 2. Group - you can create a group script and record it. Once you have completed the dialogues, you will send the recordings to your teacher via email.**
- 3. Class discussion or Zoom session - In groups of two, you can share your scripts live in class or via livestream**

### Unit 3: Career Planning and Management

In Unit 3, you will cover CTE Anchor Standards identified to help you develop an education and career plan aligned with personal goals.

"Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans." - CTE Pathways

- 1 Reading Assignment
- 3 Documentary Videos
- 1 Electronic Worksheet
- 2 Written Assignments
- Unit 3: Final Quiz

Example:

***There is a world of information available to you when you are trying to make a career plan for after high school. On this assignment, make a list of at least ten different ways that you can use technology to build your roadmap to a career.***

Unit 4: Technology Communication

In Unit 4, you will get an introduction into how technology will play a role in your career. You will learn how to apply technology to enhance productivity.

"Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks." - CTE Pathways

- 2 Reading Assignments
- 3 Documentary Videos
- 4 Externally Linked Exercises
- 1 Digital Worksheet
- 2 Written Assignments
- Unit 4: Final Quiz

Example:

***Using the internet has become the normal for submitting job resumes to potential employers. During the sequence of courses, you will be taught how to create a resume, prepare for an interview, and how to communicate effectively using the internet for communication in a business setting. In this exercise, you will create an email that you would send to potential employers as the "virtual cover letter" to your resume. This is going to be a draft, but you should take some time to research what an online email introduction should include for a potential employer.***

Unit 5: Problem Solving and Critical Thinking

***Using the internet has become the normal for submitting job resumes to potential employers. During the sequence of courses, you will be taught how to create a resume, prepare for an interview, and how to communicate effectively using the internet for communication in a business setting. In this exercise, you will create an email that you would send to potential employers as the***

**"virtual cover letter" to your resume. This is going to be a draft, but you should take some time to research what an online email introduction should include for a potential employer.**

- 1 Reading Assignment
- 2 Documentary Videos
- 1 Written Assignment
- Unit 5: Final Quiz

Example:

**After watching the introduction to critical thinking, write a three paragraph essay on how critical thinking is used in your career pathway. Be specific.**

**Unit 6: Health and Safety**

In Unit 6, you will practice personal health and understand financial literacy.

"Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success." - CTE Pathways

- 1 Reading Assignment
- 2 Documentary Videos
- 2 Written Assignments

Example:

**For this exercise, you are going to pretend like you have opened a business of your choice based on Fashion, Costume, and Interior Design career plans.**

**Write a paragraph about what business you have opened. Please describe what your employees do and what your clients do.**

**Unit 7: Responsibility and Flexibility**

In Unit 7, you will begin to learn how to act as a responsible citizen in the workplace and the community.

"Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good." - CTE Pathways

- 1 Reading Assignment
- 3 Documentary Videos
- 3 Written Assignments
- Unit 7: Final Quiz

Example:

***After watching the Crash Course video, think about the business that you could open with your Fashion, Costume, and Interior Design knowledge. Make a list of all the things that you could include in your revenue stream for your business. Write your list here.***

Unit 8: Ethics and Legal Responsibilities

In Unit 8, you will get an introduction to model integrity, ethical leadership, and effective management.

"Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture." - CTE Pathways

- 3 Reading Assignments
- 2 Documentary Videos
- 3 Written Assignments

Example:

***You just watched a video that talks about the difference between ethics and legal rights of people. Now you will work in a small group to complete this assignment. Your group owns a business. Come up with a skit that shows how ethics and legal***

**rights might make some hard decisions in business. Record the skit and email to your teacher.**

**Example: Dr. Sue owns a business and had to fire an employee because they were posting content on their social media that did not reflect the values of the company.**

Unit 9: Leadership and Teamwork

In Unit 9 you will begin to learn how to work productively in teams while integrating cultural and global competence.

"Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members." - CTE Pathways

- 3 Reading Assignments
- 2 Documentary Videos
- 3 Written Assignments

Example:

**This will be your final exam for this unit. Using the knowledge that you have gained from the online portion of this class and the hands on experience that you have gained in your fashion, costume, and interior design lab, write a three paragraph essay about a personal experience within your arts genre where collaboration and good leadership was important to the event.**

Unit 10: Technical Knowledge and Skills

In Unit 10, you will begin to demonstrate creativity, innovation, knowledge, and technical skill within your arts conservatory.

"Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices."

- 1 Reading Assignment
- 1 Documentary Video

- 1 Written Assignments

Example:

***This will be the only assignment in Unit 10. This assignment acts as your final quiz for this section. You will write 10 terms that are specific for your arts field, then write the official definition of that term (cite your source) Finally, you will write your definition of the term in your own words.***

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#### Unit 11: Final Project – Demonstration and Application Overview

In Unit 11, you will create a beginner level professional website to employ valid and reliable research strategies.

"Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices." - CTE Pathway

- 1 Reading Assignment
- 1 Documentary Video
- Final Project for the entire course

Example:

***For your final project in your level I arts class, you will need to create an "Art Portfolio" website. It is recommended that you make this website public, but this is not mandatory. Wix offers free websites and you can keep them private. The video shows visual arts, but a website is critical for all artists. To get inspiration for your website, check out professional websites from your art form from other people. This will help you target what is needed for your professional portfolio.***

***To turn in this project, you will need to share the website with your teacher. You can leave the web address here so your teacher knows where to look.***



***This assignment will ask you to complete this project in order. Please write the date of completion of each task completed.***

- 1. Create your website on paper.***
- 2. Create the website.***
- 3. Optimize your website for your phone.***
- 4. Share your website with your teacher.***

## Health Education

<b>Basic Course Information:</b>
<b>Title: Health Education</b>
Length of Course: Half Year
Subject Area: College-Preparatory Elective (G) Interdisciplinary
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Course Description:</b> This course is adopted from <b>Cyber High</b> . Please refer to their course list for a full course description.

## Hospitality, Tourism, and Recreation Level I

<b>Basic Course Information:</b>
<b>Title: Hospitality, Tourism, and Recreation Level I</b>
Length of Course: Half Year
Subject Area: College-Preparatory Elective (G) Intersiplinary
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>

**Course Description:** This course is for all Level I Arts Careers students in the area of Hospitality, Tourism, and Recreation. This course covers the career connections to the beginning level lab work that will be completed in your Level I class.

**Unit 1: Hospitality, Tourism, and Recreation Overview**

In Unit 1, you will get an introduction into the three different career pathways under the umbrella of Hospitality, Tourism, and Recreation.

"The Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college. Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. - CTE Pathways

- 6 Reading Activities
- 6 Documentary Videos
- 1 Digital Worksheet
- 4 Written Assignments
- 1 Final Exam

Example:

There are a variety of careers that are associated with Food Science, Dietetics, and Nutrition. For this assignment, write a 3-5 paragraph essay about a career that fits in this field. In this essay you need to include: the job title, the job description, and the qualifications for the job. You can expand on the career as much as you wish, but those basics must be included to minimally complete the assignment.

**Unit 2: Communications Overview**

In Unit 2, you will cover CTE Anchor Standards identified to help you learn how to communicate clearly, effectively, and with reason.

"Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome." - CTE Pathways

- 3 Reading Assignments
- 3 Documentary Videos
- 1 Digital Worksheet
- 2 Written Assignments
- 1 Final Exam

**Example:**

You have watched the most famous comedy sketch by "Abbott and Costello" that perfectly shows the breakdown of communication when the receiver does not understand what the sender is trying to communicate. For this assignment, you will create two dialogues: one where the sender communicates accurately and the receiver understands the communication. The second dialogue will be one where the sender is not communicating well so the receiver does not understand the communication. This assignment can be completed in a variety of ways:

1. Script - you can write a script for the dialogues on this page.
2. Group - you can create a group script and record it. Once you have completed the dialogues, you will send the recordings to your teacher via email.
3. Class discussion or Zoom session - In groups of two, you can share your scripts live in class or via livestream.

**Unit 3: Career Planning and Management**

In Unit 3, you will cover CTE Anchor Standards identified to help you develop an education and career plan aligned with personal goals.

"Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans." - CTE Pathways

- 1 Reading Assignments
- 3 Documentary Videos
- 1 Digital Worksheet
- 2 Written Assignments
- 1 Final Exam

Example:

In this assignment, write one paragraph about three different professions that you might be interested in exploring after high school. Each open ended answer should be a one paragraph description about a career you are interested in. Talk about the career, why you are interested in the career and what education you need to get a job in this career.

**Unit 4: Technology Communication Overview**

In Unit 4, you will get an introduction into how technology will play a role in your career. You will learn how to apply technology to engage productivity.

"Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks." - CTE Pathways

- 2 Reading Assignments
- 3 Documentary Videos
- 4 Externally Linked Exercises
- 1 Digital Worksheet
- 2 Written Assignments
- 1 Final Exam

Example:

Using the internet has become the normal for submitting job resumes to potential employers. During the sequence of courses, you will be taught how to create a resume, prepare for an interview, and how to communicate effectively using the internet for communication in a business setting. In this exercise, you will create an email that you would send to potential employers as the "virtual cover letter" to your resume. This is going to be a draft, but you should take some time to research what an online email introduction should include for a potential employer.

**Unit 5: Problem Solving and Critical Thinking**

In Unit 5, you will utilize critical thinking to make sense of problems and persevere in solving them.

"Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the

root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved." - CTE Pathway

- 1 Reading Assignment
- 2 Documentary Videos
- 1 Written Assignment
- 1 Final Exam

Example:

Watch the TedX Talk of "The Arts of Asking Questions | Dan Moulthrop | TedxSHHS" Then take the ten question quiz.

**Unit 6: Health and Safety Overview**

In Unit 6, you will practice personal health and understand financial literacy.

"Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success." - CTE Pathways

- 1 Reading Assignment
- 2 Documentary Videos
- 2 Written Assignments
- 1 Final Exam

Example:

You are studying a complete program in Hospitality, Tourism, Recreation. Learning how to read a Material Safety Data Sheet is one of the anchor standards created for this complete series. Write a paragraph about why you think learning how to read an MSDS is appropriate for your arts vein.

**Unit 7: Responsibility and Flexibility**

In Unit 7, you will begin to learn how to act as a responsible citizen in the workplace and the community.

"Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good." - CTE Pathways

- 1 Reading Assignment
- 3 Documentary Videos
- 3 Written Assignments
- Unit 7: Final Quiz

Example:

For this assignment, you will work in small groups to have a discussion about responsibility and flexibility in business. You should keep track of your notes and each member of the group should submit their notes from the discussion.

Using Covid-19 as an example, how does financial management impact a community?

**Unit 8: Ethics and Legal Responsibilities**

In Unit 8, you will get an introduction to model integrity, ethical leadership, and effective management.

"Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture." - CTE Pathways

- 3 Reading Assignments
- 2 Documentary Videos
- 3 Written Assignments
- 1 final Exam

Example:

You just watched a video that talks about the difference between ethics and legal rights of people. Now you will work in a small group to complete this assignment. Your group owns a business. Come up with a skit that shows how ethics and legal rights might make some hard decisions in business. Record the skit and email to your teacher.

Example: Dr. Sue owns a business and had to fire an employee because they were posting content on their social media that did not reflect the values of the company.

In a small group, discuss how legal and ethic challenges work in Hospitality, Tourism, Recreation. Write your answers here.

**Unit 9: Leadership and Teamwork Overview**

**OVERVIEW**

In Unit 9 you will begin to learn how to work productively in teams while integrating cultural and global competence.

"Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members." - CTE Pathways

- 3 Reading Assignments
- 2 Documentary Videos
- 3 Written Assignments
- 1 final exam

Example:

You just read an article about the 8 essential qualities that define a great leader. Put these qualities in order of what you think is the most important to the least important and tell us why.

The eight qualities were: enthusiasm, integrity, communication, loyalty, decisiveness, competence, empowerment, charisma

**Unit 10: Technical Knowledge and Skills Overview**

**OVERVIEW**

In Unit 10, you will begin to demonstrate creativity, innovation, knowledge, and technical skill within your arts conservatory.

"Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices."

- 1 Reading Assignment
- 1 Documentary Video
- 1 Written Assignment

Example:

This assignment acts as your final quiz for this section. You will write 10 terms that are specific for your arts field, then write the official definition of that term (cite your source) Finally, you will write your definition of the term in your own words.

**Unit 11: Final Project: Demonstration and Application Overview**

In Unit 11, you will create a beginner level professional website to employ valid and reliable research strategies.

"Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices." - CTE Pathway

- 1 Reading Assignment
- 1 Documentary Video
- Final Project for the entire course, project based learning

Example:

For your final project in your level I hospitality class, you will need to create a mock "event plan" website. It is recommended that you make this website private, but this is not mandatory. Wix offers free websites and you can keep them private. You should work in



small groups to decide what kind of event you can create, plan and execute as your final project.

To turn in this project, you will need to share the website with your teacher. You can leave the web address here so your teacher knows where to look.

This assignment will ask you to complete this project in order. Please write the date of completion of each task completed.

1. Create your Event Planning Checklist
2. What are the goals of the event?
3. What is the budget for your event?
4. Who will be responsible for what?
5. Where will your event be?
6. What will your event cover?
7. How will people eat?
8. What is the entertainment plan?
9. How will people be invited to attend?
10. How will tear down work?
11. Event Feedback

When you have completed your plan, figure out how you can implement your plan. Discuss your ideas with your team and your teacher to make your even a reality. This can be virtual or in real space (CDC permitting.)

## Intermediate Food Service and Hospitality: Cooking

### Basic Course Information:

**Title: Intermediate Food Service and Hospitality: COoking**

Length of Course: Full Year

Subject Area: College-Preparatory Elective (G) English

UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<p><b>Course Description:</b> Cooking is an introductory course in the Food Service and Hospitality pathway. It is designed to teach students the fundamental skills they will need to begin a career in the industry. The study and application of safety and sanitation, food preparation skills and techniques, food service and nutrition is addressed in this course. Lab experiences are provided throughout the semester to reinforce these skills.</p> <p>The course will also focus on relevant and timely topics from global cuisines to sustainability. Students who complete this course will have the ability to earn a California Food Handlers Card Certification.</p> <p>This course meets common core academic standards along with the standards in the the area of Hospitality, Tourism, and Recreation (HTR).</p>
<p><b>Unit 1: Overview of the Restaurant and Food Service Industry</b></p> <p>Students will gain a perspective of the current trends in the food industry. Students will understand the organization and function of a professional kitchen. Students will explore soft skills necessary in the management of a professional setting. They will develop an understanding in the operation and function in a culinary environment such as work responsibilities, the tasks of a professional kitchen, and the ways of a professional chef. Students will be able to recall sources for finding job opportunities, explain factors to consider when submitting a resume, and summarize the importance of completing a job application.</p>
<p><b>Labs/Assessments</b></p> <p>Students will research the various career opportunities in the food service industry using periodicals, short videos, and online resources. Students will identify a culinary trend and a career associated with that trend. Students will write a brief paper on what it means to be a professional in their chosen career in the food service industry.</p> <p>Students will research various job opportunities, select one, and then complete a job application and resume for that position. They will then participate in a mock interview for that position.</p> <p>Throughout the year students will also have the opportunity to gain experience in an industrial kitchen, where they will participate in different positions such as, dish washer, cook, server and restaurant manager. These experiences will take place on campus during Theater Dinner</p>

Shows, which is a student produced and performed theater production where dinner is provided that has been prepped, cooked and served by the students in the culinary program.

**Unit 2: Kitchen Basics**

Students receive instruction on the principles and practices of sanitation and hygiene as applied to the food service industry. Students will be able to understand the role of food safety, demonstrate knowledge of sanitation standards, explain various sources of foodborne illnesses and contamination, describe responsibilities of a safe food handler, as well as present the steps necessary for ensuring safe and sanitary working conditions. Instruction will be given in the form of lecture, videos, independent reading and quizzes to verify complete understanding of concepts. By the end of this unit, students will be able to pass the California Food Handlers exam. Sanitation standards will be followed and review often to ensure the students are producing food products that are safe to eat as well as sell to consumers.

Students receive instruction on knife and kitchen safety that will be put into practice during laboratory activities in order to maintain a safe working environment. Students will be able to demonstrate basic knife cuts throughout the course of the class. Students will be trained on proper knife selection for the task at hand, how to hold a knife to lessen the risk of injury and how to properly maintain a knife's edge. Students will use worksheets to identify proper names and usage of knives. Instructor demonstration of knife cuts and handling techniques will be revisited throughout all the units.

**Labs/Assessments:**

Students will integrate and apply their knowledge by obtaining a state approved food handler's permit and/or ServSafe certification and will pass a safety and sanitation test. This certification is used by the students for employment in the food service industry.

Students are evaluated on their safety and sanitation techniques throughout the course as observed by the instructor in hands on labs and practical tests.

Students will demonstrate and apply their knowledge of safety/sanitation, professionalism, and proper etiquette in the kitchen through a variety of kitchen activities including the proper procedure when dealing with accidents or emergencies that may arise.

**Unit 3: Culinary Basics**

Students will utilize critical thinking to use equipment in multiple ways. Students will use proper tools and equipment through weekly labs, as well as, learn the names of and proper uses for a pairing, fillet, chef's, and serrated knives. Students will know the parts of the knife.

Students will demonstrate proper care for knives (storage, maintenance, and use). Students will perform the following knife cuts during this unit and throughout the course of the year.

- \* Dice
- \* Mince
- \* Julienne
- \* Chiffonade
- \* Roll Cut
- \*Brunoise

**Labs/Assessments:**

Students will demonstrate the use and care of a minimum of 10 teacher identified pieces of equipment and tools used in the laboratory. Students need to complete and pass a culminating teacher prepared exam on equipment and tool usage, care, and storage.

Students will prepare a series of items while mastering the above knife skills. Students will write a knife use manual that attractively present the proper use of knives.

As a cumulative assignment students will participate in a Salsa Competition allowing them to demonstrate knife skills and safety/sanitation.

**Unit 4: Standardized Recipes**

Students will practice equivalents, measurement conversions and recipe conversions. They will be able to define the culinary terminology used in a variety of recipes, as well as understand what the recipe is asking them to do. Students will learn how use of "mise en place" strategies to reduce errors while cooking. This knowledge is necessary as we move through the year; the more understanding students possess of these rules, the more in-depth our cooking experiences can be and the more prepared they will be to move into a level 2 class or obtain an industry job. Students will continue to practice the different cooking methods and when its appropriate to use them.

**Labs/Assessments:**

Students will take notes on the different types of recipes and take a quiz that demonstrates knowledge of recipe structure and organization. Students will research multiple recipes for the same dish, identify differences, and make claims about why the recipes differ. They will then

create a recipe of their own to follow for the item. Their recipe will be accompanied by a short explanatory piece of justification.

Students will practice "mise en place" during every food lab. When they write their food lab, they will list what steps needed to be taken to accomplish "mise en place".

Students will use their knowledge of recipes to create their own recipe containing the three elements required to be considered a proper recipe.

**Unit 5: Culinary Math**

Instructor will present information about measuring equipment and how fractions and algebra skills are used on a daily basis in a kitchen setting. Students will discuss and practice culinary math skills through recipe conversion, and measurements used in food production. Students will be able to identify different types of standard measuring; both volume and liquid; and the proper use of each. Students will be able to identify different types of measuring tools, and properly use scales.

Students will perform some form of kitchen math on a daily basis. Daily bellwork includes recipe conversions in the form of doubling, tripling and halving of measurements including whole numbers and fractions. Students will also be required to convert units of measure such as teaspoons to tablespoons or quarts to pounds for bellwork. During laboratory activities, students will be required to choose the proper measuring equipment depending on the recipe. Students will demonstrate proper measurement, scaling and portioning with every recipe that is used during the course.

**Unit 6: Ingredient Identification and Applications**

Students are working to understand the building blocks of many dishes. Students will be able to identify and describe different types of fruit and vegetables, as well as the USDA quality grades for produce. They will be able to list factors that affect produce purchasing decisions and identify the procedures for storing them. Students will be able to identify and describe the different types of potatoes and grains. Students will outline methods for selecting, receiving, and storing potatoes, as well as use a variety of cooking methods. Students will compare and contrast the flavors of homemade and store bought products. Students will learn properties that allow sauces to thicken (roux, slurry and a reductions). Students will understand how an emulsion is formed, and the science behind forming a permanent and temporary emulsion, using different ingredients. Analysis of taste, appearance and quality of an emulsion sauce will be documented and formulas recorded.

**Labs/Assessments:**

Students will practice making soups and sauces from scratch in the food labs. Students will prepare a variety of dishes using fruits, vegetables, potatoes and grains. Each kitchen will fill out and submit a lab plan, as well as keep an on going portfolio/ journal of the recipes they completed and a reflection for each one.

**Unit 7: Cooking Fundamentals**

Students will be introduced to the perception of flavor and how it impacts the basic building blocks of a quality dish. Students will be introduced to fundamental cooking techniques and

theory through the reading of textbooks, instructor lectures, peer presentation and application of knowledge in laboratory activities. Students will be able to demonstrate and describe both moist and dry heat cooking methods as they apply to a variety of common ingredients. Students will also demonstrate time management skills in order to complete laboratory activities in a timely manner. Students will be able to apply appropriate cooking methods for eggs, salads, dressings, sandwiches, fruits, vegetables, grains, soups, meat, and poultry. Students will also be introduced to the 5 mother sauces and how they apply to traditional culinary dishes.

Topics to be covered

- \*Dry heat method (sauté, griddle, pan-fry, deep fry, baking, roasting, grilling)
- \*Moist heat method (poaching, simmering, boiling, steaming)
- \*Combination Cooking Methods (Braising and Stewing)
- \*Breakfast cookery
- \*Vegetable cookery
- \*Starch cookery
- \*Soups
- \*Sauces
- \*Protein cookery

**Unit 7-Cooking Fundamentals**

Students will prepare a variety of culinary dishes to develop skills and reinforce knowledge acquired during lectures and readings. Students will also learn about and discuss vegan or vegetarianism and the affects these decisions have on individuals and global society, as well as, "bugs" as a cuisine. At the end of each cooking unit, quizzes will be given to check for understanding of concepts and procedure. Each cooking unit will be accompanied by laboratory activities to allow for ample hands-on experience.

Methods and Food Preparations

- \*Breakfast cookery-Pancakes, egg cookery, hash browns, crepes, sausage gravy, frittatas

- \*Vegetable cookery-Sautéed, steamed, roasted, stir-fried
- \*Starch cookery-Pasta & sauces, risotto, rice pilaf, steamed rice, fried rice, boiled potatoes
- \*Vegetable cookery- Roasted vegetable, steamed vegetable, grilled vegetables, sweet potatoes
- \* Grains- Quinoa, farroh, rice and whole wheat items
- \* Vegan/Vegetarian Cookery- Avocado mousse, quinoa burritos, and tempeh/tofu, chocolate covered crickets

Each lab is accompanied by a Lab Plan where students will practice recipe and measurement adjustments and a Reflection paper where students will reflect on group cooperation, lab plan, execution of the lab and the final product.

## Masters Conservatory Certification

<b>Basic Course Information:</b>
<b>Title: Masters Conservatory Certification</b>
Length of Course: Half Year
Subject Area: College-Preparatory Elective (G) Interdisciplinary
UC Honors Designation? No
Prerequisite: 10 semester credits in Level III+ in a conservatory (Required) 10 semester credits in an alternate conservatory (Required) 70 semester credits in the same conservatory (Required) 200 hours annually in events and activities outside of the classroom (Required) 20 hours as a TA, Intern, or Production Assistant during senior year (Required)
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Course Description:</b> Earning a conservatory certification from Encore is the highest distinction that can be earned by graduating seniors. The project is extensive and involves compiling elements from all years of the students high school career at Encore. Students awarded with this distinction receive a plaque and stole upon graduation, as well as recognition indicated on their transcript. Due to the workload, it is encouraged that students begin their process prior to the start of senior year.



This rigorous course creates a polished tools for students to be able to get into a college program or advance their artistic career. The purpose for this course it to make sure students are graduating prepared to be competitive in the workplace after high school

**Unit 1: Personal Branding**

*n today's marketplace, it's tough to stand out. Good grades and lots of extracurricular activities won't guarantee that you'll land the job of your dreams, or that you'll even land an interview. There are many qualified candidates out there. The secret to standing out is to impress recruiters with the unique and authentic you—in person, on paper, and online.*

*Your personal brand matters, your brand is your reputation. It's your calling card. It's what you're known for and how people experience you. It's about bringing who you are to what you do and how you do it. Delivering your brand clearly and consistently will create a memorable experience in the minds of those you interact with and can open doors to new opportunities.*

- Two documentary videos on branding
- Multiple reading activities on branding
- Eight written activities to create an outline and understanding of what the student's personal branding will be
- Three Digital worksheets that help a student figure out personal branding
- An online career assessment quiz

**Unit 2: Resume Binder**

Completing a resume binder will help students prepare for college applications and agent, manager, and potential employers. The "resume binder" is the first step in completing the "Masters work" to earn the high school certification. The resume binder will include a professional headshot, business card / business card layout, 5x7 marketing card, resume (including training, education, experience, hobbies, and expertise), copies of conservatory relevant awards and accolades, 5 to 8 audition pieces / bodies of work.

Students complete the resume binder with all of the needed items:

- Headshot
- business card
- Comp Card
- Resume
- Outline of Awards and Accolades
- Audition pieces

**Unit 3: Social Media**



<p>Social Media is more and more relevant every day for finding a good job. In this unit, students learn how to create a professional social media presence.</p> <ul style="list-style-type: none"> <li>• 4 Reading Assignments on how to create professional social media</li> <li>• 5 Video documentaries</li> <li>• Students then create professional platforms that mimic the resume from Unit 2 on Facebook, YouTube, Instagram, and a personal website</li> </ul>
<p><b>Unit 4: The Gallery Portfolio</b></p> <p>For this unit, students are going to be putting their artistic work in a "gallery style" presentation binding. This portfolio is what they would carry with them as an artist, performing or visual arts, so they can showcase what they do and capture their work in their own private (and holdable) gallery.</p> <p>Students will be creating both a completed 2D portfolio that they can keep that they will use in their panel interview AND a USB version of the same work that they would typically leave with the agent, manager, or employer.</p>
<p><b>Unit 5: Course, Event, &amp; Involvement Requirements</b></p> <p>Students will complete a worksheet that identifies all of the prerequisites for the completion of this course. They will also face their final review.</p> <ul style="list-style-type: none"> <li>• Students will complete a supporting document that shows they have completed all of the prerequisite items toward mastery.</li> <li>• Students will have a panel review of all materials submitted and will revise materials as requested.</li> <li>• Students will have a panel interview to go through a "job interview" process</li> <li>• Students will have a panel audition of their conservatory work.</li> </ul>

## Office Internship

<b>Basic Course Information:</b>
<b>Title: Office Internship</b>
Length of Course: Full Year
Subject Area: College-Preparatory Elective (G) Interdisciplinary
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Course Description:</b> A student internship is an unpaid, career-focused experience during which students become directly involved in the workplace. This experience provides an opportunity for a student to apply the skills obtained in school to real work situations and to learn additional skills. Students will gain hands-on training in the front office completing

entry level office duties. Students will work in the office, shadowing different stations of the office to gain hands on experience in an office setting. Students will intern for approximately 135 hours per year.

Program Goals. At the end of the semester, students should be able to:

- Prepare a resume
- Write a resume cover letter
- Develop interviewing skills
- Set priorities, plan use of time, adhere to a schedule
- Develop effective communication skills for public office
- Develop important work habits including timeliness, accuracy, and responsibility
- Explain the correct business attire and etiquette
- Answer phones and operate a reception desk
- Take messages and deliver messages

**Unit 1: An Overview of Working in a Business Office**

This unit is designed to go over the norms within a professional office workplace and specific vocabulary that is required to be successful in an office. Students will research requirements to obtain an entry level office position.

- Vocabulary test on common office phrases
- Students will complete a standard job application
- Students will learn how to complete a standard time sheet
- Students will complete standard training modules and take the training module tests

**Unit 2: Effective Office Strategies**

Students will be assigned two separate office people to shadow during the entire unit. They will be tasked with comparing and contrasting the two positions and the employee approaches to their jobs. Researching effective office strategies is a portion of this unit. Students will have a critical discussion about effective office worker strategies.

Students will meet with the internship coach to discuss the results of working in two separate work environments / positions.

- Students will reflect on how each class was set up and what the strengths were in each office position.
- Students will discuss how each office worker presents their job to the general public and how their delivery is accepted by the public.
- Students will create a list on what they believe are effective office work habits and a separate list of office work habits that were not effective.

- Students will research and explain different types of methodologies used in general office work.

**Unit 3: Office Training (Mailroom)**

During this unit, students will work in the office as the position of mailroom disbursement. As the mailroom disbursement courier, Students will be responsible for making sure that all mail is processed and delivered in a timely manner. While working directly with the office staff, students will note strategies used by office staff to make sure that mail communication is completed effectively.

Students will check in with their internship coach and then report to the mailroom for the entire unit. Students will collect and deliver mail throughout the entire campus as a courier. They will coordinate interoffice mail, FedEx, and USPS to make sure that it is completed in a timely manner.

The students essay for this unit will include:

- Job description of a mail room courier researched from the internet versus what was expected on the job training.
- Analyze one task that is required of a mailroom courier that was extremely effective.
- Analyze one task that is required of a mailroom courier that was not effective. Describe ways that the process could be improved.

**Unit 4: Office Training (Receptionist)**

During this unit, students will work in the office as the position of phone receptionist. As the phone receptionist, students will be responsible for answering phone and answering general knowledge questions about the school. While working directly with the office staff, students will note strategies used by the office staff to make sure that phone reception is completed effectively.

Students will check in with their internship coach and then report to the reception desk for the entire unit. Students will answer the phone and direct traffic that comes through the reception office.

The students essay for this unit will include:

- Job description of a phone receptionist researched from the internet versus what was expected on the job training.
- Analyze one task that is required of a phone receptionist that was extremely effective.
- Analyze one task that is required of a phone receptionist that was not effective. Describe ways that the process could be improved.

**Unit 5: On the Job Training (AP/AR Filing Clerk)**

During this unit, students will work in the office as the position of office filing for the accounts payable / accounts receivables office. As the AP/AR Filing Clerk, students will be responsible for sending invoices to central bookkeeping and then filing the AP/AR invoices in the business files. While working directly with the office staff, students will note strategies used by the office staff to make sure that AP/AR filing clerk is completed effectively.

Students will check in with their internship coach and then report to the office manager for the entire unit. Students will scan invoices and email them to central bookkeeping and then file the invoices.

The student essay for this unit will include:

- Job description of a AP/AR filing clerk researched from the internet versus what was expected on the job training.
- Analyze one task that is required of a AP/AR filing clerk that was extremely effective.
- Analyze one task that is required of a AP/AR filing clerk that was not effective. Describe ways that the process could be improved.

**Unit 6: Interview with an office staff**

Why do people go into office work? While students are gaining the front seat access to working in an office as an inter, they will also schedule a time to interview and create an essay based on the interview of the office staff that they are assisting as an intern.

Students will ask:

- Why did you decide to work in an office?
- What is the hardest part about being in an office?
- What qualifications did you need to get your job in the office?
- What is your favorite part about working in the office?
- What did you not anticipate going into your current job?
- What advice do you have for someone that want to work in an office?

Students will continue to work with an office staff throughout this unit by shadowing them and assisting them during their individual class. Students will take notes for what the objectives are for the office staff and turn those in to their internship coach.

Students will conduct an interview with the assigned office staff and then complete an essay based on the staff response.

**Unit 7: On the Job Training (Data Collection)**

During this unit, students will work in the office as the position of data collection for the enrollment office. As the Data Collector, students will be responsible for researching entities that would be helpful for advertising the school and the school's enrollment. While working directly with the office staff, students will note strategies used by the office staff to make sure that data collection is completed effectively.

Students will check in with their internship coach and then report to the enrollment manager for the entire unit. Students will do internet research to find possible donors for the school and / or possible direct mail clients for future enrollment

The student essay for this unit will include:

- Job description of a Data collector researched from the internet versus what was expected on the job training.
- Analyze one task that is required of a Data collector that was extremely effective.
- Analyze one task that is required of a Data collector that was not effective. Describe ways that the process could be improved.

#### Unit 8: Exploring the World of Office Positions

Finding the correct path into the business world is different for every student. In this program, the office internship program will have students explore multiple options and appropriate colleges and postsecondary schools that a student can pursue after high school. They will find out what type of degree, credential, etc. is needed to become gainfully employed in the business world. They will also explore differences in education and find out what the differences are with different levels of education.

In this unit, students will explore college options for office careers that they are most interest in. They will find out what the minimum requirements are for the chosen office position and they will create a print advertisement for their office position that includes what they want to do in the office and what they need to do to obtain an office position. They will also identify three separate school choices that offer appropriate preparation for a business job.

## Restaurant Occupations

<b>Basic Course Information:</b>
<b>Title: Restaurant Occupations</b>
Length of Course: Full Year
Subject Area: College-Preparatory Elective (G) Interdisciplinary
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>

**Course Description:** Restaurant Occupations is an advanced course in the Food Service and Hospitality pathway within the Hospitality and Tourism sector.

This course is an applied laboratory based course that focuses on advanced skills and terminology used in meal and restaurant management and food preparation. The course focuses instruction on advanced food safety and sanitation, chemical composition of food, reactions of food and food microbiology as related to food preparation and techniques, along with facilities, storage and equipment. Students use the ability to research, collect data, analyze information, report findings, and evaluate products and performance.

Throughout the course content, students will collaborate to develop an understanding of the historical and cultural influences on global cuisine, the science of culinary processes, and engage in analyzing the contents and properties of food. Students will understand the application of the physical and chemical properties of foods. Students will use traditional and emerging laboratory and food preparation equipment to prepare food. Students learn and utilize standardized knife skills in order to meet industry standards. Students will show problem solving skills, analytical thinking, and be rigorously challenged to build reading, writing and speaking skills throughout the entire course.

They will also develop laboratory reports that employ deductive reasoning. Students will improve their mathematical skills through measuring, analyzing and recording data. Students will explore the properties of major nutrients, including their sources and functions.

Students will develop a working knowledge of the elements involved in establishing and managing a food-service operation. Students will employ menu planning, purchasing, pricing, and food preparation techniques designed to maximize guest satisfaction and financial profitability. Students will be exposed to the Hospitality and Tourism Industry through exploration of front of the house and back of the house careers.

Students will research the basic local, state and federal sanitation regulations as they pertain to the food industry and learn the principles of Hazard Analysis Critical Control Points (HACCP).

**Unit 1: Introduction to Advanced Culinary Arts and Management**

Students will gain a perspective of the history of culinary arts with current and emerging trends in the food service industry. Students will understand the organization and function of a professional kitchen. Students will explore soft skills necessary in the management of a professional setting. Students will develop an understanding in the operation and function in a culinary environment such as work responsibilities and the organization of tasks in a professional kitchen. Students will develop academic language associated with menu terms, formats and layouts.

**Assignment Summary:**

Students will research and investigate an emerging trend in the restaurant industry using industry periodicals. Students will identify the trend and a career associated with that trend. Students will write a brief a paper and present their findings to the class.

Students will also create a business plan based on a restaurant idea of their choice. They will need a theme, marketing plan, funding, equipment list and desired location. The students will present the business plan as an "elevator pitch" to peers.

**Unit 2: Safety and Sanitation**

Students will review food borne illnesses and food spoilage. They will also review the requirements of personal hygiene and safety and sanitation practices and techniques. Students will apply standardized culinary laboratory procedures and safety regulations utilized at the local and national level. Students will practice proper handling, preparation and storage of food, the "flow of food". Students will learn the food safety and management system, Hazard Analysis Critical Control Point (HACCP) as practiced in the restaurant industry. Students will also demonstrate proper knife skills and be asked to demonstrate these skills through written and practical testing throughout the year.

**Assignment Summary:**

If the students do not already have a county approved food handlers permit they will need to obtain one or pass a food safety and sanitation test in class. This certification is used by the students for future employment in the food service industry. Students are evaluated on their techniques throughout the course through teacher observation and self-evaluation.

Students will also complete a HACCP plan for a minimum of 5 Labs as part of their lab reflection.

While working in small groups the students will research the chemicals used to collaboratively complete a MSDS folder.

**Unit 3: Advanced Principles of Food Production**

Students will practice equivalents, measurement conversions and recipe conversions. Students will determine procedures for calculating food costs and percentage yield and cost per portion. Students will analyze how this effects profit margins. Students will calculate and practice recipe costing forms and market orders. Students will utilize industry standard equipment and technology for meal planning and the preparation of food. . Students will synthesize cooking terminology in classroom activities and during laboratory experiences.

**Assignment Summary:**



In small collaborative groups, students will be assigned a piece of industrial kitchen equipment. The students will research the equipment for proper use and safety procedures. The groups will then select a recipe specific to the equipment, create a market order and then demonstrate to the class how the equipment is used. The groups will be required to use proper lab procedures and terminology as they give the demonstration. The students observing the demonstrations will be evaluating the presentations.

In small groups students will create procedure cards for each piece of equipment assigned to them. This will be an index card providing step by step instruction on how to properly set-up, store, break-down and clean a specified piece of equipment.

**Unit 4: Meat, Poultry, and Seafood and understanding proteins**

In this unit, students will be focusing on protein; specifically meat, poultry, and plant based proteins. Students will distinguish and analyze grade yields, use of different grades of meat in accordance with the USDA Food Safety and Inspection division, and cuts of meat. Students will differentiate between chemical tenderizing and mechanical tenderizing of different types and cuts of meat, and poultry. Students will determine what factors go into purchasing, fabricating, and storing different types of meat. Preparation will also include maximizing tenderness while minimizing the loss of moisture as a function of water temperature and molecule movement and how proteins interact with heat. Students will also correlate the different cuts of meat with the best cooking techniques.

**Assignment Summary:**

Students will plan, prepare and serve representative meals and will demonstrate proper food preparation and cooking techniques and skills that enhance the flavor, tenderness, and appearance of meats.

**Fabricating a Chicken Assignment:** Students will be able to set up a safe work station, utilize the correct tools to butcher a whole chicken into 9 pieces and clean up and sanitize after completion of lab. They will use the fabricated chicken pieces to create additional recipes.

Students will also explore plant-based proteins and learn how to substitute animal products. After lecture on this information the students will practice a lab focusing on plant-based proteins.

**Unit 5: Desserts and Baked Goods**

Students will identify and experiment with a common list of bakers ingredients that fall into eight categories: chemical, organic, and physical leaveners, strengtheners, fats/shortenings, sweeteners, flavorings, thickeners, liquids, and additives. Students will analyze and convert recipe formulas to achieve different yields of product; content will include measurement conversions, proportion, and weight of ingredients. Students will distinguish between the various mixing methods for preparing



bread and cake batter. Students will explore chocolate preparation, storage, and tempering of chocolate including the cause and effect relationship between chocolate taste and texture with fat content, temperature, and cocoa content. Students will distinguish between sauces and creams and when and how to use them. Students will be able to understand, demonstrate, apply and evaluate bakery tools, supplies, equipment and formulas. Students will be able to plan, prepare and evaluate a variety of bakery and pastry products. Students will use safety, sanitation and nutrition concepts to this unit

**Assignment Summary:**

Students will use the scientific method to determine the effects of mixing rates on the texture and moisture of baked muffins. Students will make modifications and submit their product for peer review.

Students will use the same basic ingredients to create three different labs and then write a reflection paper describing why and how the products all contain the same ingredients but produced very different products.

**Unit 6: Global Cuisine**

Students will study cuisine of the Americas, Europe, the Mediterranean, the Middle East, and Asia with an emphasis on the diversity of the natural resources and cultural influences unique to each region. Students will demonstrate the ability to identify the characteristics and traditions related to global cuisine. Students will distinguish between the different traditional dishes, flavors, ingredients, equipment and cooking methods in the various regions. Students will perform cooking techniques from worldwide regions utilizing authentic ingredients and tools for preparation and service. Students will develop flavor profiles for different regions, source ingredients for a global menu, and identify global influences on American cuisine.

**Assignment Summary:**

Students will explore current Latin American food trends. From their research, students will develop a Latin American cuisine concept that they will be introduced to restaurant customers (their peers). The concept must be authentic, professional, and easy to communicate to their patrons and reflect a flavorful blend of the different cultural influences. Students will provide a list of ingredients, and sources from which to purchase them, and a narrative describing why their chosen ingredients and flavors go together.

Students will research and create two dishes, Bruschetta and Salsa, which contain mostly the same ingredients and then write a brief compare and contrast paper on the two dishes.

**Cultural Foods Assignment:** Students will ponder questions such as: how does the location, culture and history of a country or region affect the food that they eat? Students learn new information through reading and collaboration, then share what they have learned with their group.

<p><b>Unit 7: Food Service, Hospitality, Management Careers</b></p>
<p>Students will research sectors of the hospitality industry. Students will prepare a resume to be incorporated into a portfolio. Students will investigate the differences amongst the various careers in the industry. They will then determine the avenues that best suits their interests and skills. Students will participate in Dinner Theater Shows, fundraisers, field trips, and competitions utilizing skills mastered in the classroom.</p>
<p><b>Assignment Summary:</b></p> <p>Through out the content of the curriculum, students will be creating a portfolio to use in industry to gain employment. The portfolio will include a cover letter, a resume, a job application, sample evidence of created recipes and visuals of prepared dishes. Students can use the portfolio in both job interviews and college admission interviews.</p> <p>Food Truck Wars: After lecture and research, as and end of year project, students will complete a Food Truck Project that will be used as a Summative assessment. The students will create a 3-D Food Truck Model, business plan, and menu which will presented to the class and graded by peers and the instructor.</p>
<p><b>Menu Design and Plate Presentation</b></p>
<p>Students will understand a variety of types of menus, menu formats and vocabulary. Students will utilize this knowledge to write and evaluate menus. Students will understand market strategies and demonstrate this knowledge through practical applications in food service and hospitality scenarios.</p> <p>They will also explore classical to modern plate design. Simple steps such as "full cover" to other variations of plating. Garnishes and edible art presentations for plates and buffet table are included in this unit.</p>
<p><b>Menu Designing Assignment:</b> Students will learn how to design a menu by using tools and knowledge they have gained from previous lessons on different types of menus, menu planning, menu pricing and design. Class will be broken up into small groups and each group will be designing a menu for a new local restaurant.</p> <p>Steps to follow...</p> <p>One person from each group will draw an index card. On the card, it will list the specific type of menu the group will create.(Du Jour, A' La Carte, Semi' A La carte, Table d' Hote, or Prix Fixe)</p> <p>Each group must create a menu with...</p>

At least four categories

At least six dishes for each category

Dish descriptions need to follow the truth-in-menu guidelines and should appeal to customers. Decide which pricing method will be used for the menu dishes, organize and plan out the design and flow of menu. After each group has made their menu, they will present it to the class. Students will peer assess by completing a rubric for each groups menu. Student groups will be reminded that they will need to consider all they have learned from planning principles, truth-in-menu guidelines, pricing, style and design factors as you create your menu.

Students will use play-dough to practice different plating styles and techniques discussed earlier in the unit. This will help students to learn, practice and retain plating techniques and vocabulary in a hands-on way and without the stress of using real food.

Students will be provided a variety of random and "less appealing" items such as, a can of re-fried beans or Twinkies for example, and asked to create a plate presentation with the goal being to make the items look as appealing as possible.

#### Desserts

Students will be able to understand, demonstrate, apply and evaluate bakery tools, supplies, equipment and formulas. Students will be able to plan, prepare and evaluate a variety of bakery and pastry products. Students will use safety, sanitation and nutrition concepts to this unit

**Pie Pastry Assignment:** The students will learn the history of pies through an education “Good Eats” short video. Following the video, students will learn how to prepare a single crust pie pastry. The students will learn the ingredients, terms, and equipment used in making pie pastry. This will be demonstrated through a teacher demo before students begin their own pie crust. The students will learn about different types of pie crust and edge finishes through demo first, then hands-on experience using different techniques

**Ganache Assignment:** Students will define emulsion, define ganache, describe factors that can cause ganache to separate and tell how to fix it, describe a flavor infusing technique and prepare a ganache to be used for truffles.

#### Front of the House and Serving Techniques

Students will understand and demonstrate a variety of front of the house serving techniques, set up and service for a variety of serving methods. Students will practice and implement front of the house customer service proper technique, etiquette, trouble shooting and dealing with customer complaints. This unit will cover sales techniques as applied to front of the house staff. Understanding of sales and marketing as applied to food service and hospitality is a "bottom line" ingredient to increased profits.

Customer Service Assignment: During this lesson students will have an introduction to why customer service is vital to the Hospitality industry. Students, through interactive lessons, will have a chance to learn, apply and practice customer service situations that might be challenging. Students will participate in mock customer service scenarios that challenges students to learn new strategies and phrases that provide for a more positive customer service experience. Students will then write a dialog to resolve negative situations or identify a more positive customer service interaction.

Customer service will also be practiced during the Dinner Theater Shows where students participate in the prepping, cooking and serving of a three course meal during a theater production.

## Sociology

<b>Basic Course Information:</b>
<b>Title: Sociology (online only)</b>
Length of Course: Half Year
Subject Area: College-Preparatory Elective (G) History / Social Science
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Course Description:</b> This course is adopted from <b>Cyber High</b> . Please refer to their course list for a full course description.

## Teacher Internship

<b>Basic Course Information:</b>
<b>Title: Teacher Internship</b>
Length of Course: Full Year
Subject Area: College-Preparatory Elective (G) Interdisciplinary
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Course Description:</b> This course is designed to work directly with the academic administration during the full school year in a lab / hands on setting. The purpose of this

course is to give students a hands on insight into the world of teaching. Students that are selected to be a part of the teacher internship program will evaluate and review different styles of teaching in a variety of classrooms and sharing responses with a member of administration for critical discussions. Students will also evaluate pacing plans and curricula within a variety of classrooms. Hands on training including shadow teaching and in classroom teaching are a part of the advanced sections within the internship program. Students meet on a block schedule with their internship coach, then complete assignments within various classrooms on campus.

Students completing this course will gain:

- Understanding of the requirements within the teaching profession
- A portfolio to gain admissions into a college program that leads to a credential in teaching
- Hands on training on how to create pacing plans and course curriculum and in class teaching
- Ability to think critically about professional development

**Unit 1: AN Overview of the Teaching Profession**

This unit is designed to go over the profession of teaching and specific vocabulary that is required to be successful including pacing plans, state standards, curriculum, benchmarks, prerequisites, differentiated instruction, and other basic terms. Students will create plans on how to do a 3 minute walk through of a classroom and be able to evaluate the purpose of an assignment within a classroom.

- Vocabulary test on common teaching phrases
- Students will conduct 3 minute walk through evaluations of classrooms to identify what they see in a classroom
- Students will submit an essay that describes best practices for making a classroom ready for a maximum learning environment.

**Unit 2: Effective Teaching Strategies**

Students will be assigned to two separate teachers during the entire unit. They will be tasked with comparing and contrasting two separate teaching styles by shadowing and attending the teacher classes. Researching effective teaching strategies is a portion of this unit. Students will have a critical discussion about effective teaching strategies.

Students will meet with the internship coach to discuss the results of working in two separate classrooms with two separate teachers for the entire unit.

- Students will reflect on how each class was set up and what the strengths were in each classrooms

- Students will discuss how each teacher presents their material to the classroom and how the material is accepted by the students
- Students will create a list on what they believe are effective teaching methods and a separate list on teaching methods that did not work
- Students will research and explain different types of teaching methodologies used within different types of classrooms.

**Unit 3: Teacher Shadow**

During this unit, students will work with a teacher that has been a teacher for more than one year. They will shadow directly in the classroom for that teacher for the entire month and act as an extra set of hands within the classroom. While working directly with the teacher they will note strategies used by the teacher that are effective and strategies that did not work in the classroom. The students will also work with the teacher to design a part of the room and help decorate a part of the classroom to convey a specific message about the course curriculum within the classroom.

Students will check in with their internship coach and then report to their assigned teacher for the entire unit. Students will shadow a specific teacher and then write an essay based on the experience gained within the classroom. Students will decorate a portion of the classroom to convey a curriculum message and take a photo of the completed work to turn in to the internship coach.

The student essay for this unit will include:

- Description of the teacher style and what they do in their class that gives them credibility among the students
- Analyze one task that the teacher completed with their students that was extremely effective and resulted in the desired actions by the student
- Analyze one task that the teacher completed with their students that was not effective. Describe ways that the teacher could have changed the directive to get the desired result.

**Unit 4: Interview with a Teacher**

Why do people decide to become a teacher? While students are gaining the front seat access to a teacher in their classroom as an intern, they will also schedule a time to interview and create an essay based on the interview of the teacher that they are assisting in class.

Students will ask:

- Why did you decide to become a teacher?
- What is the hardest part about being a teacher?
- What did you have to do to become a teacher?

- What is your favorite part about being a teacher?
- What did you not anticipate going into the teaching profession?
- What advice do you have for someone that wants to become a teacher?

Students will continue to work with a teacher throughout this unit by shadowing them and assisting them during their individual class. Students will take notes on what the objectives are for each lesson day and turn those in to their internship coach.

Students will conduct an interview with the assigned teacher and then complete an essay based on the teacher responses.

**Unit 5: Being a Good Student**

In this unit, students will take part in the class that is administered by the teacher by taking note of the different types of students that are within the classroom during the class period. Students may view more than one classroom over the course of the unit to find a variety of students and student behaviors. Once students have identified multiple behaviors, students will take note on strategies that teachers use to be effective for multiple behaviors within the classroom. How did the teacher deal with the different behaviors?

Students will work with an assigned teacher throughout this unit by shadowing them and assisting them during their individual class. Students will be allowed to take attendance, collect homework, and pass back homework that has already been graded.

- Students will observe multiple classes and take note of and analyze different behaviors of students within the same class.
- Once a student behavior is identified (like the student that likes to talk), analyze how the teacher differentiates the instruction for each behavior
- Create a multimedia presentation on effective differentiation within the classroom based on how the teacher approaches each behavior
- Reflect on ways that the teacher could have responded that you think would have made the student respond in a positive way and add that to the multimedia project.

**Unit 6: Exploring the World of Teaching**

Finding the correct path into teaching is different for every student. In this student, the teaching internship program will have students explore appropriate colleges for the teaching profession that the student is wishing to go into after high school. They will find out what type of degree, credential, etc. is needed to teach the courses that they want to teach. They will also explore the different credentials available and the differences in education that it takes to become a credentialed teacher in their area of interest.

In this unit, students will explore college options for the teaching careers that they are most interested in. They will find out what the minimum requirements are for the chosen teaching job and they will create a print advertisement for teaching that includes what they want to



teach and what they need to do to become a teacher. They will also identify three choice colleges that offer the appropriate teaching programs.

Students will work with an assigned teacher throughout this unit by shadowing them and assisting them during their individual class. Students will be allowed to take attendance, collect homework, and pass back homework that has already been graded.

**Unit 7: Developing a Class**

In this unit, students will work directly with an approved course curriculum and pacing plan to develop a class to be taught. Students will work with their assigned teacher to create a class that will be taught in their classroom. This unit will give the student hands on insight to what the teaching profession entails for preparation and execution of a strong lesson plan.

In this course, student interns will take one of the course assignments that is used a class and create a class that will be taught to the assigned teacher's class. Students will use the guidelines within the course curriculum and pacing plans to cover all that is needed to create and teach a class. Once the class is approved, the student intern will teach a class for the teacher. The teacher will give a written critique of the delivery of the class.

Students will work with an assigned teacher throughout this unit by shadowing them and assisting them during their individual class. Students will be allowed to take attendance, collect homework, and pass back homework that has already been graded.

**Unit 8: Introduction to State Standards**

Teaching can be a lot of fun and when a person is passionate about the subject they are teaching, there are a million and one ideas to cover in a single year. In this unit, interns will be tasked with pulling the state standards and analyzing how a teacher maps out the school year using the state standards as the guideline for what is covered over the course of a school year. Students will gain the knowledge of the state standards that are expected to be covered over the course of the class that they are interning in.

Students will research what the state standards are for the class that they are the intern for. They will go through the teacher pacing plan and the state standards and identify in which month each standard is covered to complete a full course of standards. If a standard is skipped or bears less attention that what a students feels is necessary, they will discuss the choice for that standard with the teacher.

Students will complete and analysis essay of the state standards for their class and how many they believe are being completed within the school year.



Students will also complete a grid based on the pacing plan of what month each standard is covered.
<b>Unit 9: Creating a Pacing Plan</b>
Interns have covered what effective teaching is, what state standards are, and have talked with teachers to find out the ins and outs of teaching. Using the state standards for the course that they have covered, students will create a mock pacing plan that they would want to use to teach a course that they would want to teach.
Students will create a mock pacing plan for a school year that will cover state standards and use the knowledge gained from the internship experience in class.

## Writing Composition: College Writing Practice

<b>Basic Course Information:</b>
<b>Title: Writing Composition: College Writing Practice (online only)</b>
Length of Course: Half Year
Subject Area: College-Preparatory Elective (G) English
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Course Description:</b> This course is adopted from <b>Cyber High</b> . Please refer to their course list for a full course description.