



**FRESNO COUNTY
SUPERINTENDENT OF SCHOOLS**

(08/14/2018))

Basic Course Information

CourseTitle:	Culinary Arts and Hospitality Management
CTE Industry Sector:	Hospitality, Tourism & Recreation
Career Pathway:	Food Service & Hospitality
Certification(s):	ServSafe, Food Handlers, OSHA

Please check:

Course Level:	Introductory	<input type="checkbox"/>	Concentrator	<input type="checkbox"/>	Capstone	<input checked="" type="checkbox"/>
UC Designation Category:	G – elective, interdisciplinary					

Local Course Number:	
CalPADS Title:	Advanced Food Service & Hospitality
CalPADS Number:	8021

CourseHours:	360
Dual Enrollment/Unitrack Information:	Dual enrollment potential
Board Approval Date:	8/15/18
Advisory Committee Meeting:	8/11/18

Career Pathway: Identify the sequence of courses for students (Ed. Code Section 52314(b))

ROP/CTE Recommended Courses	Grade 9	Grade 10	Grade 11	Grade 12	Post-secondary course, certificate or degree program
	Foods 1	Foods II	Culinary Arts	ROP Culinary Arts & Hospitality Mgmt.	Food Production Management

Pathway occupations organized by level of education and training required for workplace entry. (Asterisked occupations require certification or licensure.)		
High School	Postsecondary Training (certification and/or AA degree)	College University (bachelor's degree or higher)
Food Service Worker (diploma)	Event Planner	Hotel Banquet Manager

ROP Course Description:

Title: Culinary Arts and Hospitality Management

Prerequisite(s): Completion of 10th grade, Culinary Arts 1 (Required)

In this course, students will expand their study of Culinary Arts and explore Hospitality Management. Students will learn and apply knowledge through standards and project-based curriculum, both in the lab class setting and in a working food service kitchen.

Students will develop culinary skills through nutritional analysis and recipe costing and development. They will learn the correct use of food service equipment and

food and kitchen safety; with an emphasis on local, organic and seasonal products. In addition, students will learn about small business management through the operation of a food production and catering business, including production, finance, marketing, and customer service.

This course is designed to present theory, delivery systems, and procedures of management, implementation, and evaluation as applicable to a variety of hospitality sectors which include: lodging, restaurants, food and beverage, tourism and recreation, and other operational areas of the hospitality industry.

This course is designed to focus on foundations of Culinary Arts and Hospitality Management. It is the intent of the course to assist students in creating an awareness of the current developments in the delivery of hospitality services.

Course Objectives/Core Competencies:

1. Recognize the history, essence, and scope of the Hospitality Industry.
2. Identify the local economic impact of the wine hospitality and tourism industries.
3. Understand the links between Superior Customer Service, Hospitality and Travel/Tourism.
4. Identify the major segments and specialization of the industry.
5. Network with industry experts.
6. Differentiate the different types of lodging facilities, including Hotels/Motels/Bed & Breakfast Inns and Full Service resorts.
7. Differentiate between the Front of the House and Back of the House operations of lodging facilities.
8. Identify the Food & Beverage operations of lodging facilities.
9. Recognize the difference between the restaurant business and restaurant operations.
10. Identify the Food Service Industry.
11. Identify Food Service Management/Managed Services.
12. Recognize the complexity of Leadership and Management in the industry.
13. Discuss the different aspects of the following: Hospitality Marketing; Human Resources and Risk Management/Safety Procedures; Accounting, Finance, and Cost Control; Hospitality Information Technology, including Point-Of-Sale (POS) Systems, and identify regulatory compliances in the hospitality, wine, and tourism industries.

Instructional Strategies:

Methods of instruction will include, but are not limited to:

1. Direct instruction (lecture, reading, labs, and investigations, writing – reports, journals, analyses, essay – speaking, presentations, guest speakers).
2. Laboratory investigations and project using educational courseware and computer technology.
3. Team teaching including assisted instruction from university, business, and community partners.
4. Community-based research projects with professional mentors.
5. Use variety of instructional materials and resources including electronic media, professional journals and reference materials, textbooks and other print information.
6. Self-directed cooperative, and collaborative learning to increase responsibility of students for their own learning.
7. Student presentations, exhibits, and competitions – both team and individual.
8. Embedded assessments as a learning tool.
9. SDAIE (Specially Designed Academic Instruction in English)
10. Differentiated instruction of exceptional students.

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include

both formal and informal assessment techniques will include, but are not limited to:

1. Performance-based assessments such as experiments, demonstrations, discussions, debate simulations, and projects.
2. Student presentations, exhibits and competitions- both team and individual
3. On-going and cumulative portfolio record of project and component investigative accomplishments.
4. Written tests with a variety of short answer and essay questions.
5. Written assignments such justification, investigations, and research, evaluative, or technical papers.
6. Individual and group assessments (including assessments of working relationships).
7. Opportunities for self-assessment and peer assessment.

Process Skills infused throughout the course:

- a. Research types and methods.
- b. Accurate lab techniques
- c. Data collection and analysis
- d. Teamwork and collaboration
- e. Presentation skills
- f. Project completion – Initiation, Investigation, Collaboration and Presentation

Instructional Materials:

- Differentiated Lecture and Demonstrations
- Multimedia Sources, such as instructional videos and learning software
- Guest lecturers
- Investigative research
- Small group work
- Internships
- CD/DVD/Video resources
- Student oral presentations using multimedia tools
- Cross-curricular integration • Career and educational websites • Community Service
- Visual aids – models
- On-going opportunities for writing, critical thinking, and literacy tasks throughout each project

Textbooks & Supplemental Materials:

Foundations of Restaurant Management & Culinary Arts by National Restaurant Assn.; Prentice-Hall

On Culinary by Labensky, House, Martel; Prentice-Hall

Guide to Good Food by Largen, Bence, Bence; Goodheart-Willcox Company, Inc.

	Curriculum Map:
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Content Areas of Instruction	Class/CC/ CVE Hrs.	Key Assignments	Anchor Standards	Pathway Standards	CC
<p>I. Culinary Arts & Hospitality Industry (markets & careers) • Describe the industry by commercial and noncommercial segments.</p> <ul style="list-style-type: none"> • Give detailed comparisons and contrasts of the 5 restaurant segments. • Create a timeline of the historical, social and political events that have impacted the hospitality industry from Ancient Greece and Rome through modern day. • Discuss the travel, tourism and hospitality industry, giving examples of lodging operations. • Discuss career pathway ladders and terms used within the industry to describe a variety of entry, technical and professional level employees and general managers. • Compare and contrast a corporate, chain, franchise and independent food service operation. <p>A. Panel Presentations</p> <ol style="list-style-type: none"> 1. Students will work in teams and research different occupations identifying the knowledge, skills, education, and abilities required; the average wage and working conditions; and the economic outlook for future jobs. Include post-secondary institutions for training, cost, and requirements for admission. <p>B. Industry Contact</p> <ol style="list-style-type: none"> 1. Students will select and contact a professional association and identify their purpose and requirements to become a member. <p>C. Research and Present</p> <ol style="list-style-type: none"> 1. Students will analyze the career pathway options and write a two-page comparison and contrast assignment on the industry employment options. Students will utilize charts and diagrams to illustrate their points. <p>D. Portfolio</p> <ol style="list-style-type: none"> 1. Students will develop a personal portfolio for an internship, job shadow or community classroom placement. This portfolio should have evidence of academic, career and transition to postsecondary skill development. 					

II. Food Safety

Food safety is a scientific discipline describing handling, preparation, and storage of food in ways that prevent food borne illness. This includes a number of routines that should be followed to avoid potentially severe health hazards. The five key principles of food hygiene, according to the World Health Organization, are:

- Prevent contaminating food with pathogens spreading from people, pets, and pests.
- Separate raw and cooked foods to prevent contaminating the cooked foods.
- Cook foods for the appropriate length of time and at the appropriate temperature to kill pathogens.
- Store food at the proper temperature.
- Do use safe water and cooked materials.

A. Evaluate

1. Students will describe, demonstrate, and troubleshoot prevention methods, sources and critical control points for potential food-borne illnesses.

B. Assessment

1. Students will successfully pass the National ServSafe test or equivalent. Students will successfully pass the Food Handler's Certification.

C. Case Studies

1. Students will evaluate, problem-solve and defend their recommendation in a variety of case studies that involve food safety and sanitation situations that are industry-based. Evaluations will be one-to two page summaries for presentation to the class.

<p>III. Workplace Safety</p> <p>Workplace safety and health laws establish regulations designed to eliminate personal injuries and illnesses from occurring in the workplace. The laws consist primarily of federal and state statutes. Federal laws and regulations preempt state ones where they overlap or contradict one another.</p> <ul style="list-style-type: none"> • Describe the legally responsibilities of a restaurant for providing a safe environment and practices. • Describe the role of OSHA. • Describe the requirements for HAS. • Discuss and demonstrate basic first aid and understanding of the Heimlich and CPR. <p>A. Certification</p> <ol style="list-style-type: none"> 1. Students will be encouraged to have CPR and First Aid certification. 					
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<p>B. Evaluate</p> <ol style="list-style-type: none"> 1. Students will be asked to utilize safety information for lab use. Students will evaluate and critique facility, peers and self for workplace safety skills. Students will document results in a one-page report for sharing with the class. <p>C. Develop</p> <ol style="list-style-type: none"> 1. Students will develop an emergency plan for the class or share an existing plan from the industry. 					
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<p>IV. Commercial Kitchen Essentials</p> <p>The kitchen is command central of any restaurant. It is where food gets delivered, prepped, cooked and plated before being served to customers. Restaurant kitchens are made up of various stations. Depending on the size and style of your restaurant, there may be several.</p> <ul style="list-style-type: none"> • Describe work sections and their respective stations. • Analyze the brigade system in the kitchen and dining room and defend its importance. • Use math applications to vary a standardized recipe. • Calculate AP (As Purchased) and EP (Edible Portion) using a simulation, student enterprise, course project or other competition. • Calculate the cost and portion cost of a standardized recipe. <p>A. Apply</p> <ol style="list-style-type: none"> 1. Students will utilize simulated catering events and competitions and/or labs for correct measuring, costing per plate, per person and using conversions. 					
<p>V. Kitchen Essentials: Equipment and Techniques</p> <p>Activities in a commercial kitchen include preparation and assembly of ingredients, pans, utensils, equipment, and serving pieces needed for a particular dish or service.</p> <ul style="list-style-type: none"> • Identify, correctly use, clean and store: receiving, pre-prep, prep, cooking, holding and serving equipment. • Identify and use correctly common herbs and spices. • Demonstrate correct knife care, use and cutting and sharpening techniques. • Model mise en place and be able to peer evaluate. • Compare and contrast conduction, convection and radiant cooking. • Compare, contrast and demonstrate dry, moist and combination cooking methods. 					
<p>A. Apply</p> <ol style="list-style-type: none"> 1. Students will analyze, apply and evaluate types of cooking methods. 					

<p>VI. History of the Hospitality Industry</p> <p>The Hospitality Industry is a broad category of fields within the Service Industry that includes: lodging, event planning, theme parks, transportation, cruise line, and additional fields within the Tourism Industry and can be traced back to ancient times. The Hospitality Industry is a several billion dollar industry that mostly depends on the availability of leisure time and disposable income.</p> <ul style="list-style-type: none"> • Describe the scope of the Hospitality Industry. • Analyze the importance of “service” as the mission and product of hospitality. • Differentiate between specialized segments of the Hospitality Industry. <p>A. Defend</p> <ol style="list-style-type: none"> 1. Students will research the personal profiles of two individuals in the industry, such as Conrad Hilton, Ratan Tata, Donald Trump, and/or Steve Wynn and compare and contrast their approach, style, and results in a two-page paper and <p>B. Research</p> <ol style="list-style-type: none"> 1. Students will research the business profiles of two fast food chains, such as McDonald’s and In-and Out Burger, and present a PowerPoint identifying their target market, menu selection, marketing techniques, and ownership. <p>C. Research</p> <ol style="list-style-type: none"> 1. Students will visit the World Travel and Tourism Council website and find the latest statistics or figures for the global hospitality and tourism economy and create a poster for sharing with the class. <p>D. Timeline</p> <ol style="list-style-type: none"> 1. Students will create a timeline depicting the evolution of the Hospitality Industry from ancient times to the present and write a two-page typewritten paper defending their choice of a specific period in the timeline. 					
<p>VII. Travel and Tourism – Partners in Hospitality</p> <p>Tourism is the travel for recreational, leisure, family or business purposes, usually of a limited duration and can be domestic or international.</p> <ul style="list-style-type: none"> • Examine the relationship of hospitality to travel and tourism. 					

<ul style="list-style-type: none">• Describe effective marketing and promotion of hospitality and tourism.• Track the impact of corporate travel.• Distinguish between retail and wholesale tour operators.• Compare and contrast the different types of travel (cruises, land, air, etc.) <p>A. Analysis</p> <ol style="list-style-type: none">1. Students will compare and contrast eco-tourism and volunteer tourism versus the more traditional types of tourism and explain reasons for the growth in a two-page written paper for class discussion. <p>B. Case Study</p> <ol style="list-style-type: none">1. Students will assume they have been appointed to the City Council and must vote on the construction of a convention center. Issues students must address are financing projected costs and how to build and identify what information is needed to support or oppose the center. Students will summarize in a two-page paper and present to the class.					
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<p>VIII. Dynamics of the Lodging Industry</p> <p>The Lodging Industry is now more of a science than an art and greatly impacted by digital and social media marketing, revenue management, distribution channel management, and mobile web marketing.</p> <ul style="list-style-type: none"> • Describe the evolution of lodging facilities. • Classify lodging properties. • Differentiate between the types of lodging marketing strategies used by lodging facilities. • Explain the objective of Real Estate Investment Trust (REIT). <p>A. Research</p> <ol style="list-style-type: none"> 1. Students will research, interview, and write a two page paper on a day in the life of a “Meeting Planner” for presentation to the class. <p>B. Analyze</p> <ol style="list-style-type: none"> 1. Students will compare and contrast the business profile of Lowes Anatole Hotel and the personal profile of Williard “Bill” Marriott, and prepare a poster depicting their findings. <p>C. Case Study</p> <ol style="list-style-type: none"> 1. Students will research the number of sources of serious threats to our national parks; write a two- 					
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<p>page report with recommendations for summarizing to the class.</p> <p>D. Present</p> <ol style="list-style-type: none"> 1. Students will review the many challenges confronting the Lodging Industry in general and its segments more specifically and create a five-slide PowerPoint presentation for summarizing to the class. 					
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IX. Food and Beverage Operations

Full-service hotels must meet the food and beverage needs of their guests. Therefore, those to whom a hotel is marketed are potential guests of its food and beverage operation. Community residents and others are also likely to consider a hotel, along with its restaurant alternative(s), when evaluating dining options that are most appropriate for a specific dining experience.

- Describe the duties and responsibilities of a food and beverage director and other key department heads.
- Compare and contrast the way in which large and small hotel food and beverage operations are organized.
- Discuss the functions and responsibilities of the food and beverage departments.
- Explain planning and operating challenges that confront hotel banquet departments.
- Perform computations using key food and beverage ratios.

A. Analysis

1. Students will analyze the impact of practicing sustainable food and beverage operations on the bottom line and provide examples of how to lessen the footprint of the operation and prepare a PowerPoint presentation to the class.

B. Research

1. Students will research current trends in the Lodging Industry's food and beverage operations and write a two-page paper citing the rationale for the trends and whether or not you support them and why.

C. Internet

1. Students will access www.foodservice.com and look up the most current articles on the food safety forum and identify the major concerns addressed and summarize to the class.

D. Site Visit

<p>1. Students will visit a hotel restaurant in the area and note how busy the establishment is; whether it appears to be staffed appropriately; whether guests are being served timely; is it overly crowded or vacant; what could be done differently; what seems to be working well; and, write a two-page summary for presenting to the class.</p>					
<p>X. Restaurant Business and Operations</p> <p>Intense competition, rising food and beverage costs, and the lingering recession are a few key challenges facing restaurants, in a world where 60% of restaurants fail in the first three years.</p> <ul style="list-style-type: none"> • Assess the five biggest challenges facing the restaurant business: (a) Inconsistent food quality, (b) Inadequate staff training procedures, (c) Inaccurate pricing of menu items, (d) Being an absent owner, (e) Excessive theft • Describe and differentiate the characteristics of chain and independent restaurants. • List the characteristics of chain and independent restaurants. • Compare and contrast restaurant operations for the front of the house and back of the house. • Identify key elements of an income statement and key restaurant operating ratios. <p>A. Concept</p> <p>1. Students will participate on a panel and discuss the factors that impact a target market a restaurant is trying to attract, including menu, pricing, staffing, and equipment.</p> <p>B. Small Groups</p> <p>1. Students will work in small groups and evaluate a restaurant identifying the weaknesses and recommend actions to exceed customer expectations. Students will present findings to the class.</p> <p>C. Apply</p> <p>1. Students will create an income statement for an imaginary restaurant and defend to the class.</p>					

<p>XI. Food Service Management and Managed Services Top trends in managed services include: sustainability programs, nutrition education, mobile computing, food trucks, and the promotion of wellness, often developing programs in these areas that can be rolled out to satisfy client demands.</p> <ul style="list-style-type: none"> • Outline the different management services segments. 					
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<ul style="list-style-type: none"> • Describe the five factors that distinguish managed services operations from commercial ones. • Explain the need for and trends in elementary and secondary school foodservice. • Describe the complexities in college and university foodservice. • Identify characteristics and trends in health care, business and industry, and leisure and recreation foodservices. <p>A. Small Groups</p> <ol style="list-style-type: none"> 1. Students will work in small groups and discuss the differences between the foodservices operations and share with the class. <p>B. Research</p> <ol style="list-style-type: none"> 1. Students will write a two-page paper comparing and contrasting the different management services segments; select a segment they prefer to work in; and, summarize to the class. <p>C. Create</p> <ol style="list-style-type: none"> 1. Students will create a sample menu for a day at an elementary or high school, referencing the MyPlate food guide for recommended servings, and present to the class. <p>D. Interview</p> <ol style="list-style-type: none"> 1. Students will select among the emerging trends and interview the manager/owner, create a five slide PowerPoint presentation sharing findings with the class. 					
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<p>XII. Operation of Recreation Facilities</p> <p>Recreation is an activity of leisure using discretionary time. It is an essential element of human biology and psychology, and finds many different forms which are shaped naturally by individual interest, but also by the surrounding social construction. Public space, such as parks and beaches, are essential venues for many activities.</p> <ul style="list-style-type: none"> • Discuss the relationship of recreation and leisure to wellness. • Explain the origins and extent of government sponsored recreation. • Distinguish between commercial and noncommercial recreation. • Name and describe various types of recreational clubs. • Identify the major U.S. theme parks. • Describe the operations of a country club. <p>A. Write</p>					
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<p>1. Students will write a two-page paper addressing how recreation impacts our nation's total social, economic, and natural resource environment and share summary with the class.</p> <p>B. Presentation</p> <p>1. Students will research and select their favorite theme park, historic place or site, national park, and museum and present a PowerPoint presentation to the class supporting their choices and identify sustainable practices at each.</p>					
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<p>XIII. Meetings, Conventions, Exhibitions, Banquets</p> <p>Meetings, incentives, conferences, and exhibitions (MICE) is a type of tourism in which large groups, usually planned well in advance, are brought together for a particular purpose.</p> <p>MICE tourism usually includes a well-planned agenda centered around a theme or topic.</p> <ul style="list-style-type: none"> • List the major companies in the Convention Industry. • Describe destination management companies. • Distinguish between the different types of contractors. • Describe the different aspects of being a meeting planner. • Compare and contrast meetings, conventions, and expositions and list the various venues for each. <p>A. Apply</p> <ol style="list-style-type: none"> 1. Students will make a master plan with all the steps necessary for holding a meeting or seminar on careers in hospitality management to share with the class. <p>B. Community</p> <ol style="list-style-type: none"> 1. Students will contact a meeting planner and invite them to speak to the class about their work and how they do it. Students will prepare questions in advance and provide to the speaker beforehand. <p>C. Event</p> <ol style="list-style-type: none"> 1. Students will create a plan for a local event in the area; list all the headings and formulate a budget for presentation to the class. 					
<p>XIV. Leadership and Management in the Industry</p> <p>Leadership and management go hand-in-hand in the Hospitality Industry, where people are the heart of the business.</p> <ul style="list-style-type: none"> • Identify the characteristics and practices of leaders and managers. 					

<ul style="list-style-type: none"> • Define and differentiate between leadership and management. • Describe key management functions. <p>A. Lead</p> <ol style="list-style-type: none"> 1. Students will identify someone they admire as a leader and write a two-page paper identifying the qualities which make them a good leader for sharing with the class. <p>B. Apply</p> <ol style="list-style-type: none"> 1. Students will list the traits and characteristics considered essential for the following positions: executive chef, executive housekeeper, and front office manager for class discussion. <p>C. Panel</p> <ol style="list-style-type: none"> 1. Students will participate on panels and discuss examples of management functions, as they apply to the Hospitality Industry. 					
<p>XV. Regulatory Compliances in the Hospitality, Wine, and Tourism Industries</p> <p>Because the service of wine is often part of hospitality events and occasions, the role of the host in monitoring guest consumption of these beverages is important.</p> <ul style="list-style-type: none"> • Explain a restaurant's liability, in terms of serving alcoholic beverages. • Describe the dram shop legislation enacted in 1850. • Identify regulatory agencies in the Hospitality, Wine, and Tourism Industries. <p>A. Panel</p> <ol style="list-style-type: none"> 1. Students will research and prepare to respond on a panel to the following questions: 1) What are some suggestions for training staff to handle unusual circumstances? 2) How do you ensure that suppliers are delivering the product at the price quoted? 3) What do you do with lazy employees? 4) What do you do with irresponsible employees? 5) How do you deal with employees who steal? <p>B. Community</p> <ol style="list-style-type: none"> 1. Students will contact the regulatory agencies to obtain information compliance for an oral presentation to the class. 					

<p>XVI. Entrepreneurship Entrepreneurship is the process of starting a business or other organization.</p> <ul style="list-style-type: none"> • Compare the profiles of successful entrepreneurs. 					
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<ul style="list-style-type: none"> • Explain the importance of a mission statement. • List the main components of a business plan. • Identify the five “P’s” that make up the marketing and financial part of a business plan. • Demonstrate the importance of portraying the proper image of a successful entrepreneur, including attitude, attire, and behavior. • Model the importance of an entrepreneur’s ethical and social responsibilities. <p>A. Entrepreneurs</p> <ol style="list-style-type: none"> 1. Students will analyze characteristics common to successful entrepreneurs for comparison to their own. <p>B. Collaboration</p> <ol style="list-style-type: none"> 1. Students will share in teams and identify what roles they are most suited to. <p>C. Business Plan</p> <ol style="list-style-type: none"> 1. Students will examine a mission statement in terms of its product/service, sustainability, and its role in society. Students will summarize the business’s purpose, customer orientation, and philosophy for class discussion. <p>D. Marketing</p> <ol style="list-style-type: none"> 1. Students will develop a marketing plan, in terms of its product/service, price, promotion, place, and financial plan for the current school year, and present to the class. <p>E. Social Responsibility</p> <ol style="list-style-type: none"> 1. Students will evaluate the central role hospitality plays in society, by initiating innovative ways to improve the quality of life locally, and presenting to the class for agreement. 					
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Codes for California Standards:

ELA Strand Codes K – 12: RL – Reading: Literature; RI – Reading: Informational Text; RF – Reading: Foundational Skills; RH – Reading: History/Social Studies; RST – Reading: Science & Technical Subjects; W – Writing; WHST – Writing: History/Social Studies, Science & Technical Subjects; SL – Speaking & Listening

Mathematics Strand Codes: Number & Quantity (NQ); The Real Number System (N-RN); Quantities (N-Q); The Complex Number System (N-CN); Vector & Matrix Quantities (N-VM); Algebra (A); Seeing Structure in Expressions (A-SSE); Arithmetic with Polynomials & Rational Expressions (A-APR); Creating Equations (A-CED); Reasoning with Equations & Inequalities (A-REI); Functions (F); Interpreting Functions (I-IF); Building Functions (F-BF); Linear, Quadratic & Exponential Models (F-LE); Trigonometric Functions (F-TF); Geometry (G); Congruence (G-CO); Similarity, Right Triangles, & Trigonometry (G-SRT); Circles (G-C); Expressing Geometric Properties with Equations (G-PE); Geometric Measurement & Dimension (G-MGD); Modeling with Geometry (G-MG); Statistics & Probability (SP); Interpreting Categorical & Quantitative Data (S-ID); Making Inferences & Justifying Conclusions (S-IC); Conditional Probability & the Rules of Probability (S-CP); Using Probability to Make Decisions (S-MD) **Next Generation Science**

Standards: History/Social

Science Standards: