

**Newport-Mesa Unified School District**  
**Office of Secondary Curriculum and Instruction**  
**High School Course of Study**

<b>Course Title</b>	<i>Culinary Arts (Re-write)</i>	<b>Course Code</b>	HT324 & HT325
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<b>Transcript Title:</b>	<i>Culinary Arts 1A/1B</i>	<b>Grades Levels:</b>	<i>11-12</i>	<b>Board Adoption Date:</b>	<i>9/13/22</i>
<b>Content Area:</b>	<i>CTE/Consumer and Family Studies</i>	<b>GPA Scale:</b>	<i>4.0</i>	<b>Date Course Submitted:</b>	<i>8/25/22</i>
<b>Credential Required:</b>	<i>CTE</i>	<b>Graduation Subject Areas:</b>	<i>Elective</i>	<b>CALPADS Code:</b>	<i>8020</i>
<b>UC/CSU "A-G" Area Approvals:</b>	<i>F</i>	<i>G</i>	<b>School Site/person that wrote and submitted the course:</b>	<i>Sarah Pilon</i>	
<b>Recommend Skills:</b>	<i>None, although Foods and/or Baking and Pastry are recommended</i>				
<b>Next course(s):</b>	<i>Advanced Culinary Arts</i>				
<b>Textbook to be used:</b>	<i>Foundations of Restaurant Management &amp; Culinary Arts: Level 1, 1st Edition by National Restaurant Association</i>				

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**Culinary Arts (Re-write)**

**DATE:** August 24, 2022  
**INDUSTRY SECTOR:** Hospitality, Tourism and Recreation  
**PATHWAY:** Food Service and Hospitality  
**CALPADS TITLE:** Intermediate Food Service and Hospitality (Concentrator)  
**CALPADS CODE:** 8020

**HOURS:**

Total	Classroom	Laboratory/CC/CVE
180	70	110

JOB TITLE	ONET CODES	JOB TITLE	ONET CODES
Cooks, Restaurant	35-2014.00	Food Service Managers	11-9051.00
Food Preparation Workers	35-2021.00	Chefs and Head Cooks	35-1011.00

**COURSE DESCRIPTION:**

Culinary Arts is a fine arts inquiry-based course that focuses on the creation and presentation of food. The purpose of this class is to emphasize the “art” in Culinary Arts. This course uses an experiential-based curriculum to provide students an opportunity for creative expression, problem-solving, project management, reflection and critical analysis of other’s work. Through this process, students will learn how to create their own unique recipes, learn principles of food plating, gain an understanding of modern equipment and techniques, and industry awareness. Event planning will be an ongoing focus of this course. Students will experience a wide range of creative tasks required in producing real events and have the opportunity as a team to analyze and critique their options. This is a one-year course that begins with basic kitchen safety and sanitation and ends with an exploration of culture and cuisine.

**PREREQUISITES:**

High School Name:	Site Prerequisite:
Newport Harbor High School	None, although Foods and/or Baking and Pastry is/are recommended.

**A – G APPROVAL:**  Yes     No     Desired

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**ARTICULATION:**

<b>High School Name:</b>	<b>College Name:</b>	<b>College Course Title:</b>
Newport Harbor High School	Saddleback College	Culinary Principles 1 (FN 101)

**LEVEL:**     Participant     Introductory     Concentrator     Capstone

**CERTIFICATION:**

<b>High School Name:</b>	<b>Embedded/Leads to:</b>	<b>Description:</b>
Newport Harbor High School	CA Food Handler	A certificate that is required for all food employees who are involved in the preparation, storage, or service of food.

**METHOD OF STUDENT EVALUATION:**

- ✓ Pre and Post test
- ✓ Student Projects
- ✓ Written work
- ✓ Observation record of student performance
- ✓ Completion of assignments

**METHOD OF INSTRUCTION:**

- ✓ Direct instruction
- ✓ Group and individual applied projects
- ✓ Multimedia
- ✓ Demonstration
- ✓ Field Trips
- ✓ Guest Speaker

**RECOMMENDED TEXTS OR SOFTWARE:**

Foundations of Restaurant Management & Culinary Arts: Level 1, 1st Edition by National Restaurant Association  
 Guide to Good Food: Nutrition and Food Preparation, 14th Edition, Velda L. Largen and Deborah L. Bence  
 Working the Plate: The Art of Food Presentation, Christopher Styler, David Lazarus  
 The Culinary Professional, 3rd Edition, John Draz and Christopher Koetke

**MODEL CTE PATHWAY: Food Service and Hospitality**

<b>Grade:</b>	<b>Fall Semester:</b>	<b>Spring Semester:</b>
9	Foods 1A	Foods 1B
10	Baking and Pastry 1A	Baking and Pastry 1B
11	Culinary Arts 1AF	Culinary Arts 1BF
12	Advanced Culinary Arts 1A	Advanced Culinary Arts 1B

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**CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

California Department of Education CTE Standards website: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

**INDUSTRY SECTOR  
KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS**

**1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Hospitality, Tourism, and Recreation academic alignment matrix for identification of standards.

**2.0 Communications**

Acquire and accurately use Hospitality, Tourism, and Recreation 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)

2.1 Recognize the elements of communication using a sender–receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

**3.0 Career Planning and Management**

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)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

3.3 Explore how information and communication technologies are used in career planning and decision making.

3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.

3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.7 Recognize the importance of small business in the California and global economies.

3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

**4.0 Technology**

Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

**5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

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- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

**6.0 Health and Safety**

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 Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

**7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Hospitality, Tourism, and Recreation sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Hospitality, Tourism, and Recreation sector.

**8.0 Ethics and Legal Responsibilities**

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)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Hospitality, Tourism, and Recreation industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Hospitality, Tourism, and Recreation sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Hospitality, Tourism, and Recreation sector laws and practices.

**9.0 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 career technical student organization (FCCLA). (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

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- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations (such as FCCLA) and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Hospitality, Tourism, and Recreation sector issues and problems.

### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6) This section is specific to the foundational knowledge and skills required for Consumer and Family Studies.

- 10.1 Interpret and explain terminology and practices specific to the Hospitality, Tourism, and Recreation sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Hospitality, Tourism, and Recreation sector.
- 10.3 Construct projects and products specific to the Hospitality, Tourism, and Recreation sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Define the principles of nutrition and their relationship to good health through the life cycle.
- 10.6 Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
- 10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.
- 10.8 Describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.
- 10.9 Identify the aspects of science related to food preparation, product development, and nutrition.
- 10.10 Describe food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.
- 10.11 Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.
- 10.12 Assess the individual, family, and workplace factors that influence decisions related to health, leisure, and recreation at each stage of the life cycle and quality of life.
- 10.13 Explain how individuals apply strategies that enable them to manage personal, family, and work responsibilities to enhance productivity.
- 10.14 Demonstrate an understanding of how knowledge, skills, attitudes, and behaviors learned in Consumer and Family Studies can be transferred to advanced education and training or careers in Hospitality, Tourism, and Recreation.

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FCCLA).

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Hospitality, Tourism, and Recreation sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Hospitality, Tourism, and Recreation sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

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CR = Classroom Hours      LAB/CC = Laboratory/Shop/Community Classroom Hours

I.	INTRODUCTION TO CULINARY ARTS	CR	LAB/CC	STANDARDS
	<ul style="list-style-type: none"> <li>● Demonstrate awareness of course objectives and competencies</li> <li>● Understand course requirements and student expectations</li> <li>● Understand occupational safety issues and observe all safety rules</li> <li>● Identify hazards in the workplace that cause accidents</li> <li>● Understand the critical importance of sanitation in the foodservice industry</li> <li>● List the elements of good personal hygiene</li> <li>● Explain when to clean and sanitize</li> <li>● List the majority of reasons for and recognize the signs of food spoilage and contamination, and explain how to prevent these issues</li> <li>● Utilize social skills and appropriate communication to work well in a foodservice industry setting outside of school as well as in the classroom</li> <li>● Apply concepts in the roles and responsibilities that each kitchen team member has in a professional kitchen</li> <li>● Analyze and synthesize information from multiple sources</li> <li>● Utilize research to design marketing materials to be used throughout the course</li> </ul>	10	0	<p><b>Academic:</b> LS: 11-12.6 RLST: 11-12.9 WS: 11-12.4, 11-12.8</p> <p><b>CTE Anchor:</b> Communications: 2.2, 2.3 Technology: 4.1, 4.3 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.1, 6.3, 6.4, 6.6 Responsibility and Flexibility: 7.3 Ethics and Legal Responsibilities: 8.4, 8.6 Leadership and Teamwork: 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.6 Demonstration and Application: 11.1, 11.2, 11.4, 11.5</p> <p><b>CTE Pathway:</b> B2.4, B2.1, B3.2, B3.1, B5.2, B5.1, B6.5, B9.1</p>
II.	SUSTAINABLE PRACTICES	CR	LAB/CC	STANDARDS
	<ul style="list-style-type: none"> <li>● Explain the use of plants as an important part of a healthy daily diet</li> <li>● Demonstrate proper safety and sanitation techniques for food preparation</li> <li>● Demonstrate effective cooking techniques for plant-based dishes</li> <li>● Demonstrate knowledge of cohesive ecosystems to grow organic seasonal produce</li> <li>● Explain the benefits of eating locally, both on nutrition and the environment</li> <li>● Demonstrate knowledge of how to lower food waste in practical applications</li> <li>● Utilize knowledge around landscaping and ecosystems to design a culinary garden</li> </ul>	3	15	<p><b>Academic:</b> LS: 11-12.1 RLST: 11-12.7 LS: LS2, LS2.A ESS: ESS3.C, ESS3</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5 Technology: 4.3 Problem Solving and Critical Thinking: 5.1 Responsibility and Flexibility: 7.2, 7.8 Ethics and Legal Responsibilities: 8.1 Leadership and Teamwork: 9.5 Technical Knowledge and Skills: 10.1, 10.3, 10.5 Demonstration and Application: 11.1, 11.5</p> <p><b>CTE Pathway:</b> B1.1, B3.4, B6.1,</p>

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	<ul style="list-style-type: none"> <li>• Explain the ethical impact of using local plants</li> <li>• Explain the impact of utilizing sustainable food supplies in the foodservice industry</li> </ul>			B6.3, B10.3, B10.1
<b>III.</b>	<b>NUTRITION</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<ul style="list-style-type: none"> <li>• List food groups in the current USDA Dietary Guidelines for Americans and the recommended daily servings from each group</li> <li>• List the food and major nutrients contributed by each food group</li> <li>• Understand current U.S. dietary guidelines</li> <li>• Evaluate recipes in terms of the recommended dietary allowances and understand daily reference intakes</li> <li>• Demonstrate understanding by creating meals to meet specific dietary criteria</li> <li>• Understand portion sizes, how they have changed over time, and how this impacts the foodservice industry</li> <li>• Demonstrate ability to read nutrition labels to compare food products for nutritional value and to avoid food allergens</li> <li>• Demonstrate understanding of healthy menu creation through multimedia presentations</li> </ul>	10	10	<p><b>Academic:</b> LS: 11-12.1 RLST: 11-12.9</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5 Technology: 4.1 Problem Solving and Critical Thinking: 5.4 Responsibility and Flexibility: 7.2, 7.5, 7.8 Ethics and Legal Responsibilities: 8.6 Technical Knowledge and Skills: 10.1, 10.5</p> <p><b>CTE Pathway:</b> B1.3, B3.4, B6.1, B6.3, B6.2, B6.5, B10.2, B10.3, B10.1</p>
<b>IV.</b>	<b>CULINARY TECHNIQUES AND METHODS</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<ul style="list-style-type: none"> <li>• Demonstrate a general knowledge of the culinary environment and procedures</li> <li>• Demonstrate knife skills, appropriate tool choice, and knowledge of various cuts and shapes</li> <li>• Demonstrate the ability to choose and operate proper hand tools and equipment with an emphasis on safety and sanitation</li> <li>• Identify and demonstrate a variety of cooking methods</li> <li>• Identify and demonstrate various table settings and etiquette</li> <li>• Demonstrate the meaning and importance of “mise en place”</li> </ul>	5	25	<p><b>Academic:</b> LS: 11-12.6 RLST: 11-12.9 WS: 11-12.2</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5 Technology: 4.1, 4.2, 4.3 Problem Solving and Critical Thinking: 5.2 Health and Safety: 6.3, 6.6 Responsibility and Flexibility: 7.2, 7.4, 7.5 Ethics and Legal Responsibilities: 8.1, 8.2 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.8 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B3.2, B3.3, B3.4, B5.1, B6.1, B6.5, B6.2, B6.3, B9.2</p>
<b>V.</b>	<b>DEVELOPING RECIPES AND MENUS</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>



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	<ul style="list-style-type: none"> <li>Understand costs associated with foodservice and the importance of food budgets and portion control</li> <li>Understand different types of menus, menu layout and design, and why different menus are used</li> <li>Understand how to read and write a recipe</li> <li>Identify the components and functions of a standardized recipe</li> <li>Apply methods for converting recipes and units of measure</li> <li>Examine and calculate food costs and food cost percentage</li> <li>Understand and apply measuring basics</li> <li>Create and use time work schedules and work plans</li> <li>Explain various methods for menu pricing</li> </ul>	5	10	<p><b>Academic:</b> LS: 11-12.2, 11-12.3 WS: 11-12.2, 11-12.4 A-SSE: 1</p> <p><b>CTE Anchor:</b> Communications: 2.2, 2.4 Problem Solving and Critical Thinking: 5.2, 5.4 Health and Safety: 6.3 Responsibility and Flexibility: 7.2, 7.4, 7.5, 7.6 Leadership and Teamwork: 9.2, 9.3 Technical Knowledge and Skills: 10.3, 10.7 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B3.4, B3.2, B5.5, B5.6, B6.1, B6.6, B6.4, B8.2, B8.5, B11.1, B11.3, B11.5, B11.6</p>
<b>VI.</b>	<b>FOOD AS ART</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<ul style="list-style-type: none"> <li>Understand and explain the various styles of plating</li> <li>Compare and contrast the effects of numbers, height, and color that contribute to the overall aesthetic of plated food</li> <li>Understand how positive and negative space on a plate can be used to balance the presentation of food</li> <li>Understand the impact garnishes have on a dish</li> <li>Explain the difference between edible and non-edible garnishes</li> </ul>	3	7	<p><b>Academic:</b> LS: 11-12.1, 11-12.6</p> <p><b>CTE Anchor:</b> Communications: 2.3 Problem Solving and Critical Thinking: 5.3 Responsibility and Flexibility: 7.4 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B6.6, B6.1</p>
<b>VII.</b>	<b>EVENT PLANNING AND DESIGN</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<ul style="list-style-type: none"> <li>Demonstrate the ability to design creative menus, appropriate table displays and signage, theme-specific venue decor, and invitations for a variety of events</li> <li>Utilize design principles to create a visually impressive experience for guests</li> <li>Understand the production process of events</li> <li>Understand the role of visual publicity and marketing on events</li> <li>Understand the role of customer service in the successful outcome of</li> </ul>	5	15	<p><b>Academic:</b> LS: 11-12.1, 11-12.2, 11-12.3 WS: 11-12.4</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.4, 2.5 Technology: 4.6 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.3, 7.4, 7.5, 7.6 Leadership and Teamwork: 9.2, 9.3, 9.6</p>

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	events			<p>Technical Knowledge and Skills: 10.3, 10.7          Demonstration and Application: 11.1, 11.3, 11.4</p> <p><b>CTE Pathway:</b>          B3.4, B4.5, B6.2, B6.4, B6.3, B6.1, B8.1, B8.2, B8.4, B8.5, B9.4, B12.2, B12.4</p>
<b>VII.</b>	<b>FOODS OF THE WORLD</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<ul style="list-style-type: none"> <li>● Analyze and examine food trends, commonalities, and uniqueness of cuisines in the United States and North America</li> <li>● Understand how immigration patterns caused ethnic cuisines to appear throughout the US</li> <li>● Understand the influences of Asian, European, and Latin American cuisines on American food culture</li> <li>● Demonstrate the ability to produce foods from various cultures as they apply to American cuisine</li> <li>● Analyze texts to understand the importance of other cultures on American cuisine</li> <li>● Understand the nutritional value of the different cuisines as they apply to American preparation</li> </ul>	7	28	<p><b>Academic:</b>          RSIT: 11-12.3          RLST: 11-12.2, 11-12.9          WHSST: 11-12.4, 11-12.8, 11-12.9          US: 11.8.2, 11.8          CSR: 3</p> <p><b>CTE Anchor:</b>          Communications: 2.3, 2.4, 2.5          Technology: 4.1, 4.2          Problem Solving and Critical Thinking: 5.1, 5.4          Responsibility and Flexibility: 7.8          Leadership and Teamwork: 9.5, 9.6          Technical Knowledge and Skills: 10.3, 10.8, 10.12</p> <p><b>CTE Pathway:</b>          B1.2, B3.4, B6.1, B6.2, B6.5, B6.3</p>
<b>IX.</b>	<b>EMPLOYMENT LITERACY</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<ul style="list-style-type: none"> <li>● Identify available positions in the industry</li> <li>● Complete an application form correctly</li> <li>● Prepare a written resume</li> <li>● Participate in a simulated employment interview</li> <li>● Prepare a portfolio</li> </ul>	10	0	<p><b>Academic:</b>          PE: 12.4.1, 12.4.2, 12.4.3, 12.4</p> <p><b>CTE Anchor:</b>          Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5</p> <p><b>CTE Pathway:</b>          B2.1, B2.2</p>
<b>X.</b>	<b>PERSONAL SKILLS RELATED TO EMPLOYMENT</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<ul style="list-style-type: none"> <li>● Demonstrate promptness, attend class regularly, and follow absence notification procedures</li> <li>● Develop and maintain acceptable working relations</li> </ul>	3	0	<p><b>Academic:</b>          US: 11.2, 11.2.2</p> <p><b>CTE Anchor:</b></p>

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	<ul style="list-style-type: none"> <li>• Demonstrate the ability to manage time wisely</li> <li>• Demonstrate a positive and cooperative attitude</li> <li>• Demonstrate values of honesty and integrity</li> <li>• Demonstrate respect for others</li> <li>• Dress in a professional manner according to industry standards.</li> <li>• Demonstrate appropriate personal hygiene/grooming and dress.</li> <li>• Demonstrate responsibility by exerting a high level of effort and working toward a goal</li> </ul>			Responsibility and Flexibility: 7.3 Ethics and Legal Responsibilities: 8.2, 8.3  <b>CTE Pathway:</b> B3.1, B4.2, B6.4
<b>XI.</b>	<b>INTERPERSONAL SKILLS AND GROUP DYNAMICS</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<ul style="list-style-type: none"> <li>• Demonstrate the ability to work as a member of a team</li> <li>• Identify proper procedures for handling harassment</li> <li>• Demonstrate leadership skills by working independently, making appropriate decisions, working well with others, and accepting constructive criticism</li> <li>• Demonstrate the ability to accept and work with individuals from various cultures</li> </ul>	3	0	<b>Academic:</b> RSIT: 11-12.3  <b>CTE Anchor:</b> Leadership and Teamwork: 9.2  <b>CTE Pathway:</b> B1.1, B3.1
<b>XII.</b>	<b>THINKING AND PROBLEMS SOLVING SKILLS</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<ul style="list-style-type: none"> <li>• Utilize problem-solving techniques</li> <li>• Understand logical reasoning</li> <li>• Demonstrate creative thinking</li> <li>• Discuss decision making</li> <li>• Demonstrate the ability to interpret information correctly</li> </ul>	3	0	<b>Academic:</b> LS: 11-12.1  <b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4  <b>CTE Pathway:</b> B8.1, B8.5, B8.2, B8.3, B8.4
<b>XIII.</b>	<b>COMMUNICATION SKILLS</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<ul style="list-style-type: none"> <li>• Demonstrate effective verbal and written skills</li> <li>• Read technical journals and write technical reports using appropriate terminology</li> <li>• Listen attentively, follow directions, and relay directions to others</li> <li>• Demonstrate the ability to research and retrieve information</li> </ul>	3	0	<b>Academic:</b> LS: 11-12.1, 11-12.2  <b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.5  <b>CTE Pathway:</b> B8.4, B8.5