

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

Course Title	<i>Advanced Culinary Arts</i>	Course Code	<i>HT322-323</i>
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Transcript Title:	<i>Adv. Culinary Arts</i>	Grades Levels:	<i>11-12</i>	Board Adoption Date:	<i>6/09/2020</i>
Content Area:	<i>CTE/Home Economics</i>	GPA Scale:	<i>4.0</i>	Date Course Submitted:	<i>3/13/20</i>
Credential Required:	<i>CTE</i>	Graduation Subject Areas:	<i>Applied Skills/Elective</i>	CALPADS Code:	<i>8021</i>
UC/CSU "A-G" Area Approvals:			School Site/person that wrote and submitted the course:	<i>Sarah Pilon</i>	
Recommend Skills:	<i>Prerequisite: Culinary Arts</i>				
Next course(s):	<i>N/A, this is the capstone.</i>				
Textbook to be used:	<i>Foundations of Restaurant Management & Culinary Arts: Level 1, 1st Edition by National Restaurant Association</i>				

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Advanced Culinary Arts

DATE: March 13, 2020

INDUSTRY SECTOR: Hospitality, Tourism and Recreation Sector

PATHWAY: Food Service and Hospitality

CALPADS TITLE: Advanced Food Service and Hospitality (Capstone)

CALPADS CODE: 8021

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	36	144

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

Course Description:

This final class in a pathway of four competency-based high school courses prepares students for entry-level positions in the restaurant/food service industry. Included are core content standards, such as sanitation, food service operations, nutrition, food preparation and presentation, and an in-depth study of fruits and vegetables, grains, meats, poultry, and fish, and international dishes. It is designed for students who are interested in understanding the principles of food and nutrition and who would like to go into this field as a career. The study and application of food preparation, planning, service, and nutrition are addressed in this course. Students use small and large equipment, supplies, products and procedures in an interdisciplinary approach. Safety and sanitation are paramount and applied in a classroom laboratory setting. The course will also focus on food purchasing, preparation techniques, meal service, etiquette, cultures, and technology.

PREREQUISITES:

High School Name:	Site Prerequisite:
Newport Harbor High School	Culinary Arts

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A – G APPROVAL: Yes No Desired

ARTICULATION: TBD

High School Name:	College Name:	College Course Title:
Newport Harbor High School	TBD	

LEVEL: Introductory Concentrator Capstone

CERTIFICATION: TBD

High School Name:	Embedded/Leads to:	Description:
Newport Harbor High School	California Food Handler’s Card	Basic Safety/Sanitation Training
	ProStart Work Ready Card	Upon completion of pathway
	ServSafe Manager’s Card (pending)	Full Safety/Sanitation certificate

METHOD OF STUDENT EVALUATION:

- ✓ Exams
- ✓ 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:

Foundations of Restaurant Management & Culinary Arts: Level 2 1st Edition by National Restaurant Association

MODEL CTE PATHWAY:

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Grade	Fall Semester	Spring Semester
9	Foods 1A	Foods 1B
10	Baking and Pastry 1A	Baking and Pastry 1B
11	Culinary Arts 1A	Culinary Arts 1B
12	Advanced Culinary Arts 1A	Advanced Culinary Arts 1B

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

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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)

- 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

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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

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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.
- 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

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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 LAB/CC = Laboratory/Shop/Community Classroom

I.	INTRODUCTION AND ORIENTATION	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> • Demonstrate an awareness of course objectives and competencies • Demonstrate an understanding of course requirements and student expectations • Demonstrate an awareness of the industry standards • Examine the history of modern gastronomy • Identify the organization of the modern kitchen • Demonstrate the use of the scientific method of inquiry, experimentation, analysis, and documentation of lab reports 	2	0	Academic: A-SSE: 1 CTE Anchor: Communications : 2.4 CTE Pathway: B1.1, B1.2, B1.3, B1.4
II.	SANITATION AND SAFETY	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> • Identify food-borne diseases • Demonstrate proper personal hygiene • Demonstrate the proper handling, preparation, and storage of food products, meats, poultry, and fish • Implement Hazard Analysis and Critical Control Points (HAACP) food-safety system • Demonstrate standard safety procedures Identify the different types of knives • Demonstrate the proper use of each knife and proper hand coordination • Apply proper technique in vegetable preparation • Demonstrate the ability to perform brunoise, julienne, and dicing cuts Understand the prevention of accidents i.e. cuts, burns, fires, and falls 	4	4	Academic: LS: 11-12.3, 11-12.4 CTE Anchor: Health and Safety: 6.2, 6.3, 6.5 CTE Pathway: B2.1, B2.2, B2.3, B2.4, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6

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III.	PORTION CONTROL AND MEASUREMENTS	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> • Apply metric and standard weights and measurements Understand the difference between dry and liquid measurements • Practice recipe measurements and conversions • Demonstrate an understanding of food portioning and scaling of ingredients • Calculate food costs and yield percentages, cost per portion, and profit margins • Prepare recipe-costing forms and market order forms 	5	8	Academic: LS: 11-12.4 CTE Anchor: Problem Solving and Critical Thinking: 5.4 CTE Pathway: B6.3, B6.4, B6.5, B11.2
III.	THE MENU	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> • Demonstrate menu planning using nutrition principles • Design three and four-course meals • Demonstrate menu forms and functions • Purchase food items for recipes • Employ computer arts and graphics in preparing menus • Prepare oral presentations 	10	4	Academic: LS: 11-12.2 CTE Anchor: Communications : 2.5 CTE Pathway: B6.5, B6.3, B6.4, B6.6, B10.1, B10.2, B10.3, B11.5
IV.	BASIC TO ADVANCED PRINCIPLES OF FOOD PRODUCTION	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> • Describe the effects of heat on foods and principles of heat transfer (coagulants and pigments) • Understand equipment and technology standards and functions • Describe the effects of different cooking methods on nutrition • Distinguish the effects of different cooking methods on nutritive value, texture, color, aroma, and flavor • Define cooking terminology 	5	14	Academic: LS: 11-12.3 CTE Anchor: Communications : 2.4 CTE Pathway: B6.4, B6.3, B6.1

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V.	THE ART OF SEASONING AND FLAVORING	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> • Define and analyze flavoring and seasoning • Understand when to season and when to flavor • List common seasonings and flavorings • Practice the use of herbs and spices • Demonstrate the proper use of fresh herbs 	2	10	Academic: LS: 11-12.1 CTE Anchor: Communications: 2.2 Demonstration and Application: 11.1 CTE Pathway: B6.3, B6.1, B6.4
VI.	STOCKS, SAUCES, AND SOUPS	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> • Understand the classification of sauces • Understand the use of derivatives • Demonstrate reduction and glazes • Perform de-glazing • Understand the theory of emulsification, types of emulsions, emulsifying agents • Prepare mother sauces, small sauces, and roux • Demonstrate the use of thickening agents • Define the different classification of soups 	2	10	Academic: LS: 11-12.3 CTE Anchor: Communications: 2.1 CTE Pathway: B6.4, B6.5, B6.6, B6.7, B6.1, B6.2, B6.3
VII.	STARCHES, VEGETABLES, AND FRUITS	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> • Understand browning (enzymatic and non-enzymatic), and prevention of browning • Regulate quality changes during cooking • Understand pigments and color changes • Demonstrate the effects of heat on vegetables • Research different heat-transfer methods to cook fruits and vegetables • Classify and identify starches • Demonstrate scientific methods of cooking starches (potatoes, rice, cereals) 	5	15	Academic: SEP: 4, 8 CTE Anchor: Communications: 2.1 CTE Pathway: B6.1, B6.2, B6.3, B6.7, B6.4, B6.6, B6.5

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VIII.	UNDERSTANDING POULTRY, BEEF, AND FISH	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> • Describe classification and market forms • Describe poultry fabrication and understand anatomy Understand meat labels • Define the basic cuts of meat • Describe the composition, structure and basic quality factors • Understand the effects of heat on muscle fiber, collagen, and fat • Describe the biological classification of fish • Understand the structure and composition • Demonstrate food preparation using flambé and stir-fry methods • Prepare food by sautéing, braising, baking, frying, broiling, and grilling 	5	20	Academic: RSIT: 11-12.2 CTE Anchor: Demonstration and Application: 11.1, 11.2 CTE Pathway: B6.4, B6.5, B6.6, B6.7, B6.3, B6.2, B6.1
IX.	GARDE MANGER	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> • Demonstrate the use of scientific methods of cold-food preparation and preservation • Prepare emulsion dressings • Demonstrate the art of preparing canapés, hors-d'oeuvres, and garnishes • Understand the fundamentals of advanced decorative techniques and presentation 	2	10	Academic: CC: 3 CTE Anchor: Technical Knowledge and Skills: 10.1 CTE Pathway: B6.1, B6.2, B6.3, B6.5, B6.6, B6.4, B6.7
IX.	BAKING	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> • Understand the principles of bread making • Understand the chemistry of baking and the role different ingredients play in the production of baked goods • Analyze the role of leavening agents, chemical reactions and actions. • Define the elements of sugar, chemical bonds and effect of heat on structure (caramelization) 	2	10	Academic: RLST: 11-12.3 CTE Anchor: Technical Knowledge and Skills: 10.1 CTE Pathway: B7.1, B7.2, B7.3, B7.4, B7.5, B7.6

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X.	DAIRY PRODUCTS AND EGGS	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> Describe the processing of milk, cream, cheese, and butter. Understand the preservation techniques, pasteurization, homogenization, curing of cheese. Describe the physical changes to dairy products and sensory analysis 	4	10	Academic: SEP: 8 CTE Anchor: Technical Knowledge and Skills: 10.1 CTE Pathway: B6.7, B6.6, B6.4, B6.5, B6.3, B6.2, B6.1
XI.	EMPLOYMENT LITERACY	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> Prepare a portfolio Complete an application form correctly Prepare a written resume and references Participate in a simulated employment interview 	5	0	Academic: WS: 11-12.4, 11-12.7 WHSST: 11-12.2 CTE Anchor: Communications: 2.4, 2.5 Career Planning and Management: 3.1, 3.3, 3.4, 3.5, 3.6, 3.9 CTE Pathway: B4.2
XII.	PERSONAL SKILLS RELATED TO EMPLOYMENT	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> Demonstrate promptness, attend class regularly, and follow absence notification procedures Develop and maintain acceptable working relations Demonstrate the ability to manage time wisely Demonstrate a positive and cooperative attitude Demonstrate values of honesty and integrity Demonstrate respect for others Dress in a professional manner according to industry standards Demonstrate appropriate personal hygiene/grooming and dress Demonstrate responsibility by exerting a high level of effort and working toward a goal 	2	1	Academic: LS: 11-12.1 CTE Anchor: Responsibility and Flexibility: 7.2, 7.3, 7.7 Ethics and Legal Responsibilities: 8.2, 8.4 CTE Pathway: B8.4, B8.5, B9.5
XII.	INTERPERSONAL SKILLS AND GROUP DYNAMICS	CR	Lab/ CC	Standards

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	<ul style="list-style-type: none"> • Demonstrate the ability to work as a member of a team • Identify proper procedures for handling harassment • Demonstrate leadership skills by working independently, making appropriate decisions, working well with others, and accepting constructive criticism • Demonstrate the ability to accept and work with individuals from various cultures 	2	1	Academic: LS: 11-12.1 CTE Anchor: Leadership and Teamwork: 9.2, 9.3 CTE Pathway: B1.2
XII.	THINKING AND PROBLEM SOLVING SKILLS	CR	Lab/CC	Standards
	<ul style="list-style-type: none"> • Utilize problem-solving techniques Understand logical reasoning • Demonstrate creative thinking • Discuss decision making • Demonstrate the ability to interpret information correctly 	1	2	Academic: LS: 11-12.1 CTE Anchor: Problem Solving and Critical Thinking: 5.2, 5.3 CTE Pathway: B1.4
XII.	COMMUNICATION SKILLS	CR	Lab/CC	Standards
	<ul style="list-style-type: none"> • Demonstrate effective verbal and written skills • Read technical journals and write technical reports using appropriate terminology • Listen attentively, follow directions, and relay directions to others • Demonstrate ability to research and retrieve information 	2	1	Academic: LS: 11-12.1, 11-12.2 CTE Anchor: Communications: 2.3, 2.4, 2.6 CTE Pathway: B8.1