

Introduction to Hospitality, Tourism & Recreation - Current Standards

Indicator # IHT 1 - Students will identify career pathways within the hospitality, tourism and recreation industry.

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| Level 1: Recall | IHT 1.2 Describe workplace skills necessary to be successful in the hospitality and tourism industry |
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Indicator # IHT 2 - Students will examine safety, security and environmental issues related to the hospitality, tourism and recreation industry.

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| Level 1: Recall | IHT 2.2 Identify industry standards which comply with safety policies and procedures |
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Indicator # IHT 3 - Students will summarize concepts of customer service.

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| Level 2: Skill/Concept | IHT 3.1 Evaluate the impact customer relations has on success in hospitality, tourism and recreation |
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| Level 2: Skill/Concept | IHT 3.2 Distinguish customer service processes to meet customer expectations |
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Indicator # IHT 4 - Students will discuss ethical and legal responsibilities of hospitality and tourism businesses.

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| Level 2: Skill/Concept | IHT 4.1 Discuss issues related to confidentiality and ethics in the hospitality, tourism and recreation industry |
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| Level 2: Skill/Concept | IHT 4.2 Describe legal rights and responsibilities of hospitality, tourism and recreation employees and guests |
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Indicator # IHT 5 - Students will demonstrate skills and practices required for careers in hospitality, tourism and recreation industry.

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| Level 2: Skill/Concept | IHT 5.1 Apply practices and skills involved in lodging occupations; e.g. safety, security, ethics, and customer service |
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| Level 2: Skill/Concept | IHT 5.2 Apply practices and skills for recreation, travel and tourism services; e.g. safety; security; ethics, and customer service |
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| Level 2: Skill/Concept | IHT 5.3 Apply practices and skills involved in the restaurant and food service industry, e.g. safety, security, ethics, and customer service |
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Introduction to Hospitality & Tourism - Proposed Standards

Indicator # IHT 1 - Students will identify career pathways within the hospitality and tourism industry.

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| Level 1: Recall | IHT 1.1 Describe workplace skills necessary to be successful in the hospitality and tourism industry. |
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| Level 3: Strategic Thinking | IHT 1.2 Compare and contrast career pathways in the hospitality and tourism industry. |
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Indicator # IHT 2 - Students will examine safety, security and environmental issues related to the hospitality and tourism industry.

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| Level 1: Recall | IHT 2.1 Identify industry standards which comply with safety policies and procedures. |
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Indicator # IHT 3 - Students will summarize concepts of customer service.

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|------------------------|--------------------------------------------------------------------------------------------------------|
| Level 2: Skill/Concept | IHT 3.1 Evaluate the impact customer relations has on success in the hospitality and tourism industry. |
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| Level 2: Skill/Concept | IHT 3.2 Distinguish customer service processes to meet customer expectations. |
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Indicator # IHT 4 - Students will investigate ethical and legal responsibilities of the hospitality and tourism industry.

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| Level 2: Skill/Concept | IHT 4.1 Investigate issues related to confidentiality and ethics in the hospitality and tourism industry. |
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| Level 2: Skill/Concept | IHT 4.2 Describe legal rights and responsibilities of hospitality and tourism employees and guests. |
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Indicator # IHT 5: Students will demonstrate skills and practices required for careers in the hospitality and tourism industry.

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| Level 2: Skill/Concept | IHT 5.1 Apply practices and skills involved in lodging occupations. |
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| Level 2: Skill/Concept | IHT 5.2 Apply practices and skills for recreation, travel and tourism services. |
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| Level 2: Skill/Concept | IHT 5.3 Apply practices and skills involved in the restaurant and food service industry. |
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Fundamental Food Concepts

Current Standards

Indicator # IFP 1 - Students will demonstrate food safety and sanitation procedures.

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| Level 2: Skill/Concept | IFP 1.1 Apply established safety rules and guidelines to maintain a safe working environment |
| Level 1: Recall | IFP 1.2 Identify proper first-aid procedures for cuts, burns, and electrical shock |
| Level 1: Recall | IFP 1.3 Identify health and hygiene best practices for food handling, e.g. handwashing; grooming and hygiene |
| Level 1: Recall | IFP 1.4 Identify and apply sanitation rules and regulations |
| Level 1: Recall | IFP 1.5 Identify methods that prevent food-borne illnesses and contamination |

Indicator # IFP 2 - Students will apply skills related to kitchen equipment and management.

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| Level 1: Recall | IFP 2.1 Identify types, use and care of kitchen equipment |
| Level 1: Recall | IFP 2.2 Identify food measurement terminology and abbreviations |
| Level 2: Skill/Concept | IFP 2.3 Demonstrate proper measuring techniques |
| Level 2: Skill/Concept | IFP 2.4 Apply mathematic concept through equivalents, recipe adjustments and conversions |
| Level 1: Recall | IFP 2.5 Identify basic food preparation terminology |
| Level 2: Skill/Concept | IFP 2.6 Practice management skills, e.g. shopping lists, table settings, time management, budgeting, nutritional needs |

Indicator # IFP 3 - Students will apply food selection and preparation guidelines while preparing foods.

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| Level 1: Recall | IFP 3.1 Identify components of selecting food products |
| Level 2: Skill/Concept | IFP 3.2 Demonstrate preparation methods for basic food products, e.g. quick breads, yeast breads, eggs, fruit smoothies, soups, salads, open-faced sandwiches |

Indicator # IFP 4 - Students will identify career pathways within the food service industry.

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| Level 1: Recall | IFP 4.1 Recognize employment opportunities within the food service industry |
| Level 1: Recall | IFP 4.2 Explore education and training opportunities in the food service industry |

Introduction to Food Concepts

Proposed Standards

Indicator # IFP 1 - Students will demonstrate food safety and sanitation procedures.

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| Level 2: Skill/Concept | IFP 1.1 Apply established safety rules and guidelines to maintain a safe working environment. |
| Level 1: Recall | IFP 1.2 Identify proper first-aid procedures for cuts, burns, and electrical shock. |
| Level 1: Recall | IFP 1.3 Identify health and hygiene best practices for food handling, e.g. handwashing; grooming and hygiene. |
| Level 1: Recall | IFP 1.4 Apply sanitation rules and regulations. |
| Level 1: Recall | IFP 1.5 Identify methods that prevent food-borne illnesses and contamination. |

Indicator # IFP 2 - Students will apply skills related to kitchen equipment and management.

| | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Level 1: Recall | IFP 2.1 Identify types, use and care of kitchen equipment. |
| Level 1: Recall | IFP 2.2 Identify food measurement terminology and abbreviations. |
| Level 2: Skill/Concept | IFP 2.3 Demonstrate proper measuring techniques. |
| Level 2: Skill/Concept | IFP 2.4 Apply mathematic concept through equivalents, recipe adjustments and conversions. |
| Level 1: Recall | IFP 2.5 Identify basic food preparation terminology. |
| Level 2: Skill/Concept | IFP 2.6 Practice management skills, e.g. shopping lists, table settings, time management, budgeting, nutritional needs. |

Indicator # IFP 3 - Students will apply food selection and preparation guidelines while preparing foods.

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|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 1: Recall | IFP 3.1 Identify components of selecting food products. |
| Level 2: Skill/Concept | IFP 3.2 Demonstrate preparation methods for basic food products, e.g. quick breads, yeast breads, eggs, fruit smoothies, soups, salads, open-faced sandwiches. |

Indicator # IFP 4 - Students will identify career pathways within the food service industry.

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| Level 1: Recall | IFP 4.1 Recognize employment opportunities within the food service industry. |
| Level 1: Recall | IFP 4.2 Explore education and training opportunities in the food service industry. |

Food Technology Current Standards

Indicator # FT 1 - Students will integrate knowledge, skills, and practices required for careers in food science, food processing and food production from production to consumption.

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| Level 2: Skill/Concept | FT1.1 Determine the contributions of food science to society |
| Level 2: Skill/Concept | FT 1.2 Summarize food science in relation to social change and technological advances |
| Level 2: Skill/Concept | FT 1.3 Explain contributions of food science to changing food quality and availability |
| Level 2: Skill/Concept | FT 1.4 Investigate careers in food science, food processing, and food production industries |

Indicator # FT 2 - Students will explore scientific practices as they relate to the food industry.

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| Level 2: Skill/Concept | FT. 2.1 Demonstrate safe laboratory practices |
| Level 3: Strategic Thinking | FT 2.2 Apply skills needed for valid and reliable scientific experiments |

Indicator # FT 3 - Students will investigate physical and chemical changes of food composition.

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| Level 2: Skill/Concept | FT 3.1 Differentiate roles of the three phases of water in food preparation, food processing and food safety, e.g. steaming, freezing, boiling, shocking (ice bath), dehydration |
| Level 3: Strategic Thinking | FT 3.2 Investigate changes of macro nutrients in food processing and preparation, e.g. heat application, varied ingredients |
| Level 3: Strategic Thinking | FT 3.3 Investigate changes of micro nutrients in food processing and preparation, e.g. heat applications, solubility |

Indicator # FT 4 - Students will demonstrate food safety and sanitation procedures.

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| Level 2: Skill/Concept | FT 4.1 Practice procedures that minimize the risks of food borne illness |
| Level 3: Strategic Thinking | FT 4.2 Differentiate how microorganisms act in food and their effect on food products, e.g. fermentation, molds, probiotics and yeast |
| Level 2: Skill/Concept | FT 4.3 Classify sources of contamination: chemical, physical, and biological |

Food Science and Technology Proposed Standards

Indicator # FT 1 - Students will integrate knowledge, skills, and practices required for careers in food science, food processing and food production.

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| Level 2: Skill/Concept | FT 1.1 Determine the contributions of food science to society. |
| Level 2: Skill/Concept | FT 1.2 Summarize food science in relation to social trends and technological advances. |
| Level 2: Skill/Concept | FT 1.3 Explain contributions of food science to changing food quality and availability. |
| Level 2: Skill/Concept | FT 1.4 Investigate careers in food science, food processing, and food production industries. |

Indicator # FT 2 - Students will explore scientific practices as they relate to the food industry.

| | |
|-----------------------------|---------------------------------------------------------------------------|
| Level 2: Skill/Concept | FT. 2.1 Demonstrate safe laboratory practices |
| Level 3: Strategic Thinking | FT 2.2 Apply skills needed for valid and reliable scientific experiments. |

Indicator # FT 3 - Students will demonstrate food safety and sanitation procedures.

| | |
|-----------------------------|----------------------------------------------------------------------------------------|
| Level 2: Skill/Concept | FT 3.1 Practice procedures that minimize the risks of food borne illness. |
| Level 3: Strategic Thinking | FT 3.2 Differentiate how microorganisms act in food and their effect on food products. |
| Level 2: Skill/Concept | FT 3.3 Classify sources of contamination: chemical, physical, and biological. |

Indicator # FT 4 - Students will investigate physical and chemical changes of food composition.

| | |
|-----------------------------|---------------------------------------------------------------------------------------------------------------|
| Level 2: Skill/Concept | FT 4.1 Differentiate roles of the three phases of water in food preparation, food processing and food safety. |
| Level 3: Strategic Thinking | FT 4.2 Investigate changes of macro nutrients in food processing and preparation. |
| Level 2: Skill/Concept | FT 4.3 Investigate changes of micro nutrients in food processing and preparation. |

**Food Technology
Current Standards**

Indicator # FT 5 - Students will use the role of sensory evaluation in the food industry.

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| Level 3: Strategic Thinking | FT 5.1 Differentiate sensory characteristics that affect food preferences |
| Level 2: Skill/Concept | FT 5.2 Implement procedures for evaluation of sensory characteristics |

Indicator # FT 6 Students will investigate technological advances in food science, food processing, and food production.

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| Level 2: Skill/Concept | FT 6.1 Distinguish scientific advances that have changed the food supply and preparation, e.g. genetically modified organisms (GMOs), molecular gastronomy |
| Level 3: Strategic Thinking | FT 6.2 Investigate use of technology in new food product development |

**Food Science and Technology
Proposed Standards**

Indicator # FT 5 - Students will use the role of sensory evaluation in the food industry.

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| Level 3: Strategic Thinking | FT 5.1 Differentiate sensory characteristics that affect food preferences. |
| Level 2: Skill/Concept | FT 5.2 Implement procedures for evaluation of sensory characteristics. |

Indicator # FT 6 - Students will investigate technological advances in food science, food processing, and food production.

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|-----------------------------|-------------------------------------------------------------------------------------------|
| Level 2: Skill/Concept | FT 6.1 Distinguish scientific advances that have changed the food supply and preparation. |
| Level 3: Strategic Thinking | FT 6.2 Investigate use of technology in new food product development |

Restaurant Management/Culinary Arts I - Current Standards

Indicator # 1RMCA 1 - Students will analyze career paths and professional practices within the food production and foodservice industries.

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| Level 1: Recall | 1RMCA 1.1 Identify employment opportunities and entrepreneurial endeavors |
| Level 2: Skill/Concept | 1RMCA 1.2 Explain roles, duties and functions of individuals engaged in food production and service careers |
| Level 3: Strategic Thinking | 1RMCA 1.3 Develop personal employment artifacts |
| Level 2: Skill/Concept | 1RMCA 1.4 Develop professional habits required by the foodservice industry |

Indicator # 1RMCA 2 - Students will demonstrate food and workplace safety and sanitation procedures.

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| Level 2: Skill/Concept | 1RMCA 2.1 Apply sanitation procedures to ensure compliance with health codes |
| Level 2: Skill/Concept | 1RMCA 2.2 Categorize potentially hazardous foods and food preparation practices |
| Level 2: Skill/Concept | 1RMCA 2.3 Practice proper food handling techniques |
| Level 2: Skill/Concept | 1RMCA 2.4 Apply safety procedures to maintain a safe work environment |
| Level 2: Skill/Concept | 1RMCA 2.5 Identify and correct workplace hazards |

Indicator # 1RMCA 3 - Students will demonstrate industry standards in selecting, using and maintaining food production and foodservice equipment.

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| Level 1: Recall | 1RMCA 3.1 Identify types of equipment used in food production |
| Level 2: Skill/Concept | 1RMCA 3.2 Maintain tools and equipment following safety procedures |
| Level 2: Skill/Concept | 1RMCA 3.3 Demonstrate professional skills in safe handling of knives, tools, and equipment |

Indicator # 1RMCA 4 - Students will demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

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| Level 2: Skill/Concept | 1RMCA 4.1 Apply menu planning principles to develop and modify menus |
| Level 2: Skill/Concept | 1RMCA 4.2 Complete requisitions for food, equipment and supplies to meet production requirements |
| Level 3: Strategic Thinking | 1RMCA 4.3 Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning |

Restaurant Management/Culinary Arts I - Proposed Standards

Indicator #1RMCA 1 - Students will identify career paths and professional practices within the food production and food service industries.

| | |
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| Level 1: Recall | RMCA 1.1 Identify employment opportunities and entrepreneurial endeavors. |
| Level 2: Skill/Concept | 1RMCA 1.2 Explain roles, duties and functions of individuals engaged in food production and service careers. |
| Level 3: Strategic Thinking | 1RMCA 1.3 Develop personal employment artifacts. |
| Level 2: Skill/Concept | 1RMCA 1.4 Develop professional habits required by the foodservice industry |

Indicator # 1RMCA 2 - Students will demonstrate food and workplace safety and sanitation procedures.

| | |
|------------------------|----------------------------------------------------------------------------------|
| Level 2: Skill/Concept | 1RMCA 2.1 Apply sanitation procedures to ensure compliance with health codes. |
| Level 2: Skill/Concept | 1RMCA 2.2 Categorize potentially hazardous foods and food preparation practices. |
| Level 2: Skill/Concept | 1RMCA 2.3 Apply proper food handling techniques. |
| Level 2: Skill/Concept | 1RMCA 2.4 Apply safety procedures to maintain a safe work environment. |
| Level 2: Skill/Concept | 1RMCA 2.5 Identify and correct workplace hazards. |

Indicator # 1RMCA 3 - Students will demonstrate industry standards in selecting, using and maintaining food production and foodservice equipment.

| | |
|------------------------|---------------------------------------------------------------------------------------------|
| Level 1: Recall | 1RMCA 3.1 Identify types of equipment used in food production. |
| Level 2: Skill/Concept | 1RMCA 3.2 Maintain tools and equipment following safety procedures. |
| Level 2: Skill/Concept | 1RMCA 3.3 Demonstrate professional skills in safe handling of knives, tools, and equipment. |

Indicator # 1RMCA 4: Students will practice menu planning principles and techniques based on standardized recipes to meet customer needs.

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| Level 2: Skill/Concept | 1RMCA 4.1 Describe menu planning principles. |
| Level 2: Skill/Concept | 1RMCA 4.2 Complete requisitions for food, equipment and supplies to meet production requirements. |
| Level 3: Strategic Thinking | 1RMCA 4.3 Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning. |

Restaurant Management/Culinary Arts I - Current Standards

Indicator # 1RMCA 5 - Students will demonstrate professional food preparation methods and techniques for menu categories to produce food products that meet customer needs.

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| Level 2: Skill/Concept | 1RMCA 5.1 Apply mise en place (the concept of everything in its place) through practice |
| Level 2: Skill/Concept | 1RMCA 5.2 Execute knife cuts |
| Level 2: Skill/Concept | 1RMCA 5.3 Demonstrate professional skills for a variety of cooking methods using professional equipment and current technologies |
| Level 2: Skill/Concept | 1RMCA 5.4 Apply fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods |
| Level 2: Skill/Concept | 1RMCA 5.5 Prepare a variety of food products using professional techniques |

Indicator # 1RMCA 6 - Students will describe foodservice management and leadership functions.

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| Level 2: Skill/Concept | 1RMCA 6.1 Explore work place procedures |
| Level 2: Skill/Concept | 1RMCA 6.2 Explore human resource policies, rules, regulations, and laws |

Indicator # 1RMCA 7 - Students will demonstrate internal and external customer service.

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| Level 1: Recall | 1RMCA 7.1 Identify components of customer service |
| Level 2: Skill/Concept | 1RMCA 7.2 Differentiate types of service used in the foodservice industry |
| Level 1: Recall | 1RMCA 7.3 Identify quality service as a strategic component of performance |
| Level 2: Skill/Concept | 1RMCA 7.4 Demonstrate respect for diversity and individuals with special needs |

Restaurant Management/Culinary Arts I - Proposed Standards

Indicator # 1RMCA 5 - Students will demonstrate professional food preparation methods and techniques for menu categories to produce food products that meet customer needs.

| | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Level 2: Skill/Concept | 1RMCA 5.1 Apply mise en place (the concept of everything in its place) through practice. |
| Level 2: Skill/Concept | 1RMCA 5.2 Execute knife cuts. |
| Level 2: Skill/Concept | 1RMCA 5.3 Demonstrate professional skills for a variety of cooking methods using professional equipment and current technologies. |
| Level 2: Skill/Concept | 1RMCA 5.4 Apply fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods. |
| Level 2: Skill/Concept | 1RMCA 5.5 Prepare a variety of food products using professional techniques |

Indicator # 1RMCA 6 - Students will describe foodservice management and leadership functions.

| | |
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| Level 2: Skill/Concept | 1RMCA 6.1 Explore work place procedures. |
| Level 2: Skill/Concept | 1RMCA 6.2 Introduce human resource policies, rules, regulations, and laws. |

Indicator #1RMCA 7 - Students will demonstrate internal and external customer service.

| | |
|------------------------|-------------------------------------------------------------------------------------|
| Level 1: Recall | 1RMCA 7.1 Identify components of customer service. |
| Level 2: Skill/Concept | 1RMCA 7.2 Differentiate types of service used in the foodservice industry. |
| Level 1: Recall | 1RMCA 7.3 Identify quality service as a strategic component of performance. |
| Level 2: Skill/Concept | 1RMCA 7.4 Demonstrate respect for all customers including those with special needs. |

Restaurant Management/Culinary Arts II - Current Standards

Indicator # 2RMCA 1 - Students will exhibit professional practices to prepare for careers in the foodservice industry.

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| Level 3: Strategic Thinking | 2RMCA 1.1 Create/update employment artifacts |
| Level 3: Strategic Thinking | 2RMCA 1.2 Align employability skills to workplace professionalism |

Indicator # 2RMCA 2 - Students will demonstrate food and workplace safety and sanitation procedures.

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| Level 4: Extended Thinking | 2RMCA 2.1 Apply sanitation procedures to comply with health codes |
| Level 4: Extended Thinking | 2RMCA 2.2 Practice proper food handling techniques |
| Level 4: Extended Thinking | 2RMCA 2.3 Apply safety procedures and correct workplace hazards to maintain a safe work environment |

Indicator # 2RMCA 3 - Students will demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

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| Level 3: Strategic Thinking | 2RMCA 3.1 Apply menu planning principles to develop and modify menus |
| Level 2: Skill/Concept | 2RMCA 3.2 Complete requisitions for food, equipment and supplies to meet production requirements |
| Level 3: Strategic Thinking | 2RMCA 3.3 Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning |
| Level 4: Extended Thinking | 2RMCA 3.4 Design a variety of menu layouts, themes, and design styles |
| Level 2: Skill/Concept | 2RMCA 3.5 Explore nutritional needs and their significance to the foodservice industry |
| Level 2: Skill/Concept | 2RMCA 3.6 Explore emerging trends in the foodservice industry |

Indicator # 2RMCA 4 Students will demonstrate professional food preparation methods and techniques for menu categories to produce food products that meet customer needs.

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| Level 4: Extended Thinking | 2RMCA 4.1 Apply mise en place (the concept of everything in its place) through practice |
| Level 2: Skill/Concept | 2RMCA 4.2 Execute knife cuts |
| Level 4: Extended Thinking | 2RMCA 4.3 Select appropriate cooking techniques |
| Level 4: Extended Thinking | 2RMCA 4.4 Evaluate fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of foods |

Restaurant Management/Culinary Arts II - Proposed Standards

Indicator # 2RMCA 1 - Students will exhibit professional practices to prepare for careers in the food service industry.

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| Level 3: Strategic Thinking | 2RMCA 1.1 Create/update employment artifacts. |
| Level 3: Strategic Thinking | 2RMCA 1.2 Align employability skills to workplace professionalism. |

Indicator # 2RMCA 2 - Students will demonstrate food and workplace safety and sanitation procedures.

| | |
|----------------------------|------------------------------------------------------------------------------------------------------|
| Level 4: Extended Thinking | 2RMCA 2.1 Apply sanitation procedures to comply with health codes. |
| Level 4: Extended Thinking | RMCA 2.2 Apply proper food handling techniques. |
| Level 4: Extended Thinking | 2RMCA 2.3 Apply safety procedures and correct workplace hazards to maintain a safe work environment. |

Indicator # 2RMCA 3 - Students will demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

| | |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 3: Strategic Thinking | 2RMCA 3.1 Apply menu planning principles to develop and modify menus. |
| Level 2: Skill/Concept | 2RMCA 3.2 Complete requisitions for food, equipment and supplies to meet production requirements. |
| Level 3: Strategic Thinking | 2RMCA 3.3 Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning. |
| Level 4: Extended Thinking | 2RMCA 3.4 Design a variety of menu layouts, themes, and design styles. |
| Level 2: Skill/Concept | 2RMCA 3.5 Explore nutritional needs and their significance to the foodservice industry. |
| Level 2: Skill/Concept | 2RMCA 3.6 Explore emerging trends in the foodservice industry. |

Indicator # 2RMCA 4 - Students will demonstrate professional food preparation methods and techniques for menu categories to produce food products that meet customer needs.

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| Level 4: Extended Thinking | 2RMCA 4.1 Apply mise en place (the concept of everything in its place) through practice. |
| Level 2: Skill/Concept | 2RMCA 4.2 Execute knife cuts. |
| Level 4: Extended Thinking | 2RMCA 4.3 Select appropriate cooking techniques. |
| Level 4: Extended Thinking | 2RMCA 4.4 Evaluate fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of foods. |

Restaurant Management/Culinary Arts II - Current Standards

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| Level 4: Extended Thinking | 2RMCA 4.5 Prepare food products using professional techniques |
| Level 4: Extended Thinking | 2RMCA 4.6 Demonstrate professional plating, garnishing, and food presentation techniques |

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| Indicator # 2RMCA 5 - Students will implement foodservice management skills, leadership functions, and marketing strategies. |
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| Level 4: Extended Thinking | 2RMCA 5.1 Apply management principles of the foodservice industry |
| Level 2: Skill/Concept | 2RMCA 5.2 Explore sustainability in the foodservice industry |
| Level 3: Strategic Thinking | 2RMCA 5.3 Implement team building strategies |
| Level 2: Skill/Concept | 2RMCA 5.4 Utilize interpersonal skills to resolve conflicts |
| Level 4: Extended Thinking | 2RMCA 5.5 Create a marketing plan |

Restaurant Management/Culinary Arts II - Proposed Standards

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| Level 4: Extended Thinking | 2RMCA 4.5 Prepare food products using professional techniques. |
| Level 4: Extended Thinking | 2RMCA 4.6 Demonstrate professional plating, garnishing, and food presentation techniques. |

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| Indicator # 2RMCA 5 - Students will implement foodservice management skills, leadership functions, and marketing strategies. |
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| Level 4: Extended Thinking | 2RMCA 5.1 Apply management principles of the foodservice industry. |
| Level 2: Skill/Concept | 2RMCA 5.2 Explore sustainability in the foodservice industry. |
| Level 3: Strategic Thinking | 2RMCA 5.3 Implement team building strategies. |
| Level 2: Skill/Concept | 2RMCA 5.4 Explore human resource policies, rules, regulations, and laws. |
| Level 2: Skill/Concept | 2RMCA 5.5 Utilize interpersonal skills to resolve conflicts. |
| Level 4: Extended Thinking | 2RMCA 5.6 Create a marketing plan. |

Restaurant Management/Culinary Arts III - Current Standards

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| Indicator # 3RMCA 1 - Students will explore business opportunities in foodservice industry. | |
| Level 2: Skill/Concept | 3RMCA 1.1 Research career and entrepreneurial opportunities in foodservice industry |
| Level 2: Skill/Concept | 3RMCA 1.3 Explore professional organizations in foodservice industry |

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| Indicator # 3RMCA 2 - Students will apply ServSafe principles to foodservice industry. | |
| Level 4: Extended Thinking | 3RMCA 2.1 Apply Hazard Analysis Critical Control Points (HACCP) to flow of food |
| Level 3: Strategic Thinking | 3RMCA 2.2 Research state/federal health laws related to foodservice industry |
| Level 4: Extended Thinking | 3RMCA 2.3 Obtain ServSafe Manager certification |

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| Indicator # 3RMCA 3 - Students will demonstrate advanced skills in food production. | |
| Level 3: Strategic Thinking | 3RMCA 3.1 Investigate concepts of sustainability practices |
| Level 3: Strategic Thinking | 3RMCA 3.2 Investigate emerging trends in foodservice industry |

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| Indicator # 3RMCA 4 - Students will apply specialized skills and knowledge to produce a culminating project. | |
| Level 4: Extended Thinking | 3RMCA 4.1 Create a plan for project |
| Level 4: Extended Thinking | 3RMCA 1.2 Demonstrate effective marketing strategies in foodservice industry |
| Level 4: Extended Thinking | 3RMCA 4.2 Create a culminating product |
| Level 4: Extended Thinking | 3RMCA 4.3 Develop a skills portfolio |

Restaurant Management/Culinary Arts III - Proposed Standards

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| Indicator # 3RMCA 1 - Students will explore business opportunities in the food service industry. | |
| Level 2: Skill/Concept | 3RMCA 1.1 Research career and entrepreneurial opportunities in the foodservice industry. |
| Level 2: Skill/Concept | 3RMCA 1.2 Explore professional organizations in the foodservice industry. |

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| Indicator # 3RMCA 2 - Students will apply food safety principles to the foodservice industry. | |
| Level 4: Extended Thinking | 3RMCA 2.1 Apply Hazard Analysis Critical Control Points (HACCP) to flow of food. |
| Level 3: Strategic Thinking | 3RMCA 2.2 Research state and federal health laws related to foodservice industry. |
| Level 3: Strategic Thinking | 3RMCA 2.3 Research industry certifications |

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| Indicator # 3RMCA 3 - Students will research advanced techniques in food production. | |
| Level 3: Strategic Thinking | 3RMCA 3.1 Investigate concepts of sustainability practices. |
| Level 3: Strategic Thinking | 3RMCA 3.2 Investigate emerging trends in foodservice industry. |

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| Indicator # 3RMCA 4 - Students will apply advanced techniques and knowledge to produce a culminating project. | |
| Level 4: Extended Thinking | 3RMCA 4.1 Create a plan for a project. |
| Level 4: Extended Thinking | 3RMCA 1.2 Demonstrate effective marketing strategies in foodservice industry. |
| Level 4: Extended Thinking | 3RMCA 4.2 Create a culminating product. |
| Level 4: Extended Thinking | 3RMCA 4.3 Develop a skills portfolio. |

NA (new course)

**Hospitality and Tourism Management -
Proposed Standards**

Indicator # HTM 1 - Students will investigate career opportunities within hospitality and tourism management.

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| Level 1: Recall | HTM 1.1 Identify current and emerging career opportunities in the hospitality and tourism industry. |
| Level 2: Skill/Concept | HTM 1.2 Examine career progression and promotion procedures. |
| Level 2: Skill/Concept | HTM 1.3 Compare and contrast management styles. |
| Level 3: Strategic Thinking | HTM 1.4 Discuss legal and ethical aspects of careers in the hospitality and tourism industry. |
| Level 2: Skill/Concept | HTM 1.5 Students will examine professional responsibilities of managers. |

Indicator # HTM 2 - Students will explore guest services and amenity options.

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| Level 3: Strategic Thinking | HTM 2.1 Differentiate among the types of lodging accommodations and guest amenities. |
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Indicator # HTM 3 - Students will analyze management of guest experiences.

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| Level 3: Strategic Thinking | HTM 3.1 Analyze qualities and characteristics of effective service professionals. |
| Level 2: Skill/Concept | HTM 3.2 Demonstrate ways to manage and enhance guest experiences. |
| Level 3: Strategic Thinking | HTM 3.3 Compare and contrast company cultures and strategies for exceptional guest service. |

NA (new course)

**Hospitality and Tourism Management -
Proposed Standards**

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| Indicator # HTM 4 - Students will evaluate safety, security and environmental issues related to the recreation, travel and tourism industry. | |
| Level 2: Skill/Concept | HTM 4.1 Explore geographic regions, focusing on factors that create desirable travel destinations. |
| Level 2: Skill/Concept | HTM 4.2 Examine the role of Occupational Safety and Health Administration (OSHA) regulations and standards. |
| Level 2: Skill/Concept | HTM 4.3 Identify the role of hospitality and tourism regulations and procedures. |
| Level 3: Strategic Thinking | HTM 4.4 Evaluate safety plans and policies as they relate to hospitality and tourism. |

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| Indicator # HTM 5 - Students will describe organizational structure of hospitality and lodging systems. | |
| Level 2: Skill/Concept | HTM 5.1 Summarize the development and structure of hospitality and lodging businesses. |
| Level 3: Strategic Thinking | HLM 5.2 Analyze how quality of service is influenced by lodging operations and organizational structure. |
| Level 2: Skill/Concept | HLM 5.3 Compare and contrast independently-owned, chain-affiliated, franchised and corporate management structures. |
| Level 2: Skill/Concept | HLM 5.4 Summarize leadership and teamwork qualities necessary to organizational success. |
| Level 2: Skill/Concept | HTM 5.5 Investigate lodging operations of front office and housekeeping. |
| Level 3: Strategic Thinking | HTM 5.6 Research how technology impacts lodging operations. |

NA (new course)

**Hospitality and Tourism Management -
Proposed Standards**

| Indicator # HTM 6 - Students will evaluate travel motivators and consumer needs. | |
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| Level 1: Recall | HTM 6.1 Identify segments of tourism. |
| Level 3: Strategic Thinking | HTM 6.2 Investigate trends and effects on recreation, travel and tourism practices. |
| Level 2: Skill/Concept | HTM 6.3 Explore cost of recreation and travel on consumer decisions. |
| Level 3: Strategic Thinking | HTM 6.4 Evaluate effects of technology on consumer behavior and attitudes related to recreation, travel, and tourism. |

| Indicator # HTM 7- Students will examine managerial responsibilities related to operational finances. | |
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| Level 3: Strategic Thinking | HTM 7.1 Research cost, pricing and market demands to promote profitability. |
| Level 3: Strategic Thinking | HTM 7.2 Examine budgeting skills necessary in maintaining fiscal responsibility. |
| Level 3: Strategic Thinking | HTM 7.3 Explore tourism development in terms of increased sustainability, profitability and benefits to the surrounding community. |

Event Management Current Standards

| Indicator # EM 1 - Students will analyze career opportunities in event planning and management. | |
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| Level 1: Recall | EM 1.1 Identify career opportunities in event planning and management |
| Level 3: Strategic Thinking | EM 1.2 Assess personal and technical characteristics necessary for career success in event planning |
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| Indicator # EM 2 - Students will explore professional roles and responsibilities of event planning. | |
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| Level 2: Skill/Concept | EM 2.1 Compare and contrast different kinds of events |
| Level 1: Recall | EM 2.2 Define components of event coordination |
| Level 2: Skill/Concept | EM 2.3 Explore forms, records, and contracts related to event planning |
| Level 2: Skill/Concept | EM 2.4 Discuss legal, ethical, safety and security responsibilities of event planners |

| Indicator # EM 3 - Students will create an event proposal. | |
|-------------------------------------------------------------------|-------------------------------------------------------|
| Level 1: Recall | EM 3.1 Identify the purpose of the event |
| Level 1: Recall | EM 3.2 Identify client needs, wants, and expectations |
| Level 3: Strategic Thinking | EM 3.3 Create a budget based upon client input |
| Level 3: Strategic Thinking | EM 3.4 Determine event logistics |
| Level 4: Extended Thinking | EM 3.5 Present proposal for client feedback |

| Indicator # EM 4 - Students will implement planned event. | |
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| Level 3: Strategic Thinking | EM 4.1 Assess use of professional skills and attributes in event implementation |
| Level 3: Strategic Thinking | EM 4.2 Demonstrate teamwork, problem-solving, and decision making skills in implementing planned event |
| Level 4: Extended Thinking | EM 4.3 Demonstrate conflict resolution strategies in managing events |

| Indicator # EM 5 - Students will evaluate completed event. | |
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| Level 3: Strategic Thinking | EM 5.1 Develop a process for event evaluation |
| Level 3: Strategic Thinking | EM 5.2 Draw conclusions regarding effectiveness of event |

Event Management Proposed Standards

| Indicator # EM 1 - Students will analyze career opportunities in event planning and management. | |
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| Level 1: Recall | EM 1.1 Identify and compare career pathways in event planning and management. |
| Level 3: Strategic Thinking | EM 1.2 Assess personal and technical characteristics necessary for career success in event planning. |
| Level 1: Recall | EM 1.3 Explore and demonstrate knowledge of employment opportunities, workplace environments, and career growth potential. |

| Indicator # EM 2 - Students will explore professional roles and responsibilities of event planning. | |
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| Level 2: Skill/Concept | EM 2.1 Compare and contrast different kinds of events. |
| Level 3: Strategic Thinking | EM 2.2 Investigate components of the event planning process. |
| Level 2: Skill/Concept | EM 2.3 Explore forms, records, and contracts related to event planning. |
| Level 2: Skill/Concept | EM 2.4 Discuss legal, ethical, safety and security responsibilities of event planners. |

| Indicator # EM 3 - Students will create an event proposal. | |
|-------------------------------------------------------------------|--------------------------------------------------------|
| Level 1: Recall | EM 3.1 Identify the purpose of the event. |
| Level 1: Recall | EM 3.2 Identify client needs, wants, and expectations. |
| Level 3: Strategic Thinking | EM 3.3 Create a budget based upon client input. |
| Level 3: Strategic Thinking | EM 3.4 Determine event logistics. |
| Level 4: Extended Thinking | EM 3.5 Present proposal for client feedback. |

| Indicator # EM 4 - Students will implement planned event. | |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Level 3: Strategic Thinking | EM 4.1 Utilize professional skills and attributes in event implementation. |
| Level 4: Extended Thinking | EM 4.2 Demonstrate teamwork, problem-solving, and decision making skills in implementing planned event. |
| Level 4: Extended Thinking | EM 4.3 Demonstrate conflict resolution strategies in managing events. |

| Indicator # EM 5 - Students will evaluate completed event. | |
|-------------------------------------------------------------------|------------------------------------------------|
| Level 3: Strategic Thinking | EM 5.1 Develop a process for event evaluation. |
| Level 4: Extended Thinking | EM 5.2 Critique event implementation. |