

Introduction to Hospitality, Tourism & Recreation - Current Standards

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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	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.

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.

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.

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.

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

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

Indicator # 2RMCA 5 - Students will implement foodservice management skills, leadership functions, and marketing strategies.

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

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.

Indicator # 2RMCA 5 - Students will implement foodservice management skills, leadership functions, and marketing strategies.

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

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

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

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

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

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.

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

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.

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.

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.

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.

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**

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.

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.	
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.	
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.	
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

Indicator # EM 2 - Students will explore professional roles and responsibilities of event planning.	
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.	
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.	
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

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Indicator # EM 1 - Students will analyze career opportunities in event planning and management.	
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.	
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.