

## APPROVED PATHWAY:

- Includes minimum of three secondary-level credits.
- Includes a work-based element.
- Consists of a sequence:
  - Introductory-level.
  - Technical-level.
  - Application-level courses.
- Supporting documentation includes Articulation Agreement(s), Certification, Program Improvement Plan and a Program of Study.
- Technical-level and Application-level courses receive .5 state-weighted funding in an approved CTE pathway.



HOSPITALITY AND TOURISM CAREER CLUSTER DESIGN

# Restaurant and Event Management Pathway

CIP CODE 12.0504

## INTRODUCTORY LEVEL

Title	Code	Credit
Career and Life Planning	19258	.5 credit
Business Essentials	12050	.5 credit

Title	Code	Credit
Introduction to Family and Consumer Sciences	19251	1 credit

## TECHNICAL LEVEL

Select a strand at division.

Title	Code	Credit
*Culinary Essentials	16052	.5 credit
Nutrition and Wellness	19253	.5 credit

### Event Planning and Management Strand

Title	Code	Credit
*Event Planning and Management	34052	.5 credit
Found. of Travel and Tour	34053	.5 credit

### Culinary Arts and Management Strand

Title	Code	Credit
*Culinary Arts I ( <i>prerequisite for 34058</i> )	34056	1 credit
Culinary Arts II	34058	.5 credit

### Culinary Arts and Management Strand

Title	Code	Credit
Baking and Pastry I ( <i>prerequisite for 34059</i> )	34057	.5 credit
Baking and Pastry II	34059	.5 credit
Food Science	22203	1 credit
Event Plan and Management	34052	.5 credit

These may be offered after 3 credits have been selected:

Title	Code	Credit
Principles of Marketing	12164	1 credit
Entrepreneurship	12053	.5 credit

## APPLICATION LEVEL

### Event Planning and Management Strand

Title	Code	Credit
Community Connections	19297	.5 credit
Career Connections	19298	.5 credit
Applied Business Development	32200	1 credit

### Culinary Arts and Management Strand

Title	Code	Credit
Community Connections	19297	.5 credit
Career Connection	19298	.5 credit
Culinary Applications	34198	1 credit

\* Required for pathway approval.

*Refer to the Business Entrepreneurship & Management Pathway (CIP Code 52:0799) for the following course competencies:*

<i>Business Essentials</i>	<i>12050</i>	<i>.5 credit</i>
<i>Entrepreneurship</i>	<i>12053</i>	<i>.5 credit</i>
<i>Principles of Marketing</i>	<i>12164</i>	<i>1.0 credit</i>
<i>Applied Business Development</i>	<i>32200</i>	<i>1.0 credit</i>

## Kansas Human Services Cluster

<b>Course:</b>	Career & Life Planning	<b>Course #:</b>	19258	<b>Credit:</b>	.5
<b>Pathways &amp; CIP Codes:</b>	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Government & Public administration (44.0401); Travel & Tourism (52.0901); Restaurant & Event Management (12.0504); Fashion, Apparel, Interior Design - FAID (19.0999)				
<b>Course Description:</b>	This course will introduce students to the skills and strategies needed to be focused, productive individuals. Emphasis is placed on goal-setting, decision making, time and personal management. Development of workplace skills, knowledge and attitudes needed to be successful in various career, community and family settings will be incorporated throughout this course.				

**Directions:** The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**Rating Scale:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.  
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.  
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: \_\_\_\_\_

Graduation Date: \_\_\_\_\_

**I certify that the student has received training in the areas indicated.**

Instructor Signature: \_\_\_\_\_

**COMPREHENSIVE STANDARD: 2.0 Integrate multiple life roles and responsibilities in individual, family and work settings. (NASAFACS 1.0 & 2.0)**

Benchmark 2.1: Analyze strategies to balance multiple roles and responsibilities (individual, family, and career). (NASAFACS 1.1)		4	3	2	1	0
2.1.1	Compare and contrast occupations that fit individual interests and personal life goals (e.g interest survey results).					
2.1.2	Research, and evaluate information to set SMART personal short term and long term goals across the lifespan.					
2.1.3	Apply fundamental knowledge of cost benefits related to personal and family goal achievement.					
2.1.4	Identify local, regional and national employment trends which impact career selection.					
2.1.5	Analyze the effects of social, economic, and technological change on work and family dynamics (e.g. dual career families, work at home trends, job splits, gender roles).					
2.1.6	Analyze the benefits of having a career plan to meet personal and family needs over the lifespan.					
2.1.7	Predict potential impact of career path decisions on balancing work and family responsibilities.					
2.1.8	Practice solving real-world problems related to career /life goal setting and life balance. (e.g. meal planning, family budgeting, daily work juggling).					

Benchmark 2.2: Enhance career awareness, personal job searching and application skills (NASAFACS 1.2)		4	3	2	1	0
2.2.1	Analyze career choices to determine the knowledge, skills, and personality traits associated with each career.					
2.2.2	Identify resources which can help meet personal, family and career goals (e.g. non-profit agencies and educational institutions)					
2.2.3	Practice public speaking skills to build personal confidence and enhance employability.					
2.2.4	Demonstrate job seeking skills.					
2.2.5	Analyze strategies for job retention, addressing job performance weaknesses and how to leave a job appropriately.					
2.2.6	Assess health, wellness, and work safety considerations of the worker in a variety of careers.					
2.2.7	Analyze the impact of an individual's career decision on personal goals, relationships (e.g. peer and family), financial benefit, and the impact on the national and global community (as in choosing one field over another).					
2.2.8	Demonstrate teamwork and leadership skills in family, school, and community settings (e.g. FCCLA experience).					
2.2.9	Demonstrate respect for others regardless of age, gender, socio-economic or culture.					

Benchmark 2.3: Enhance career readiness through practicing appropriate skills in school, community and work situations. (NASAFACS 1.2)		4	3	2	1	0
2.3.1	Demonstrate appropriate communication skills (verbal, listening, and writing skills) to communicate clearly.					
2.3.2	Practice appropriate social skills, manners, and etiquette in a variety of settings.					
2.3.3	Identify common tasks that require individuals to use problem-solving skills					
2.3.4	Apply problem-solving and critical thinking skills to address personal, professional and/or community settings.					
2.3.5	Create ideas, proposals, and solutions to overcome barriers to personal goal achievement.					
2.3.6	Use math principles (as appropriate) when addressing career and life goals. (e.g return on investment, budgeting, etc.)					
2.3.7	Evaluate career portfolios (electronic or physical) to learn how to document knowledge, skills, and experiences.					
2.3.8	Establish a personal individualized plan of study (IPS) portfolio (electronic or hard copy) to begin to document personal achievements and experiences					
2.3.9	Use technology appropriately to access, manage and/or create career information (e.g practice internet ethics, avoid identify theft)					
2.3.10	Critique the physical and social environment to reduce conflict and promote safety in school, community and work settings					
2.3.11	Identify personal rights and responsibilities as an employee and how to address violations.					

Benchmark 2.4: Demonstrate personal and family resource decision making to meet personal and family goals across the lifespan. (NASAFACS 2.6)		4	3	2	1	0
2.4.1	Analyze the components and purpose of having a personal and family financial plan.					
2.4.2	Investigate how education, income, career and life decision impact setting and achieving financial goals.					
2.4.3	Practice time management, organizational and process skills to prioritize tasks and achieve short term goals.					

2.4.4	Analyze how individuals and families make choices to satisfy basic needs and wants.					
2.4.5	Apply consumer skills for providing and maintaining clothing, transportation and recreation needs of individuals and their families.					

Benchmark 2.5: Evaluate the effects of technology on personal and family resources in a global context. (NASAFACS 2.4)		4	3	2	1	0
2.5.1	Explore the types of technology (i.e. software, apps) that can affect personal and family decision making.					
2.5.2	Investigate how media and technological advances influence personal and family decisions.					
2.5.3	Explore how technology impacts jobs and personal opportunities for advancement.					

**Kansas Human Services Cluster**

<b>Course:</b>	Introduction to Family and Consumer Sciences	<b>Course #:</b>	19251	<b>Credit:</b>	1.0
<b>Pathways &amp; CIP Codes:</b>	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Restaurant & Event Management (12.0504); Travel & Tourism (52.0901); Fashion, Apparel, Interior Design - FAID (19.0999)				
<b>Course Description:</b>	Introduction to Family and Consumer Sciences offers a look into the many occupations linked to providing for the basic needs of children, individuals and families. Occupations may include: nutrition educator, child care provider, social worker, foster parent, credit counselor, geriatric care provider, senior citizen care director, food service provider, restaurant manager, culinary artists, interior designer, fashion production and design, event planner and teacher.				

**Directions:** *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

**Rating Scale:**

- 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
- 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.  
Requires limited supervision.
- 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.  
Requires close supervision.
- 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
- 0. No Instruction / Training: Student has not received instruction or training in this area.

Student: \_\_\_\_\_

Graduation Date: \_\_\_\_\_

**I certify that the student has received training in the areas indicated.**

Instructor Signature: \_\_\_\_\_

**Comprehensive Standard: 1.0 Investigate life roles and responsibilities of individuals within families, community and work settings. (NASAFACS 1.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0, 13.0, 14.0 & 16.0)**

*Life Literacy Skills: These skills address the personal health of the individual – financially healthy, socially healthy, physically healthy, emotionally healthy. These skills are **directly tied** to the career ready practices and therefore important to all careers.*

Benchmark 1.1: Evaluate the significance of family and its impact on the well-being of individuals and the community. (NASAFACS 6.1)		4	3	2	1	0
1.1.1	Analyze the family as the basic unit of society.					
1.1.2	Apply critical thinking and problem-solving in family settings.					
1.1.3	Investigate the connection between personal growth and family development.					
1.1.4	Understand the impact of family on the community in which they live.					

Benchmark 1.2: Analyze functions and expectations of positive interpersonal relationships. (NASAFACS 6.1 & 13.1)		4	3	2	1	0
1.2.1	Compare and contrast of communication modes in family, community and work situations (i.e. verbal, nonverbal, written, social media, listening, processing, and responding).					
1.2.2	Investigate human development and the role of caring for others across the life span.					
1.2.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly.					

1.2.4	Demonstrate respect of others in all situations.					
1.2.5	Analyze the roles of decision making and problem solving in reducing and managing conflict in family, community and work situations.					
1.2.6	Practice respect and communication to reduce conflict and promote safety in a variety of settings (i.e. family, work, community, and cyberspace).					

Benchmark 1.3: Analyze the relationship of sound resource management to meet personal goals. (NASAFACS 1.2 & 3.3)		4	3	2	1	0
1.3.1	Examine consumer rights and purpose of personal financial planning.					
1.3.2	Analyze sound management principles for personal financial practices.					
1.3.3	Demonstrate teamwork and leadership skills in diverse group settings.					
1.3.4	Use technology and other tools to balance personal and work (school) responsibilities.					
1.3.5	Establish a personal individualized plan of study (IPS) portfolio (electronic or hard copy) to begin to document personal achievements and experiences.					

Benchmark 1.4: Analyze the factors that influence personal and family wellness across the life span. (NASAFACS 14.1)		4	3	2	1	0
1.4.1	Analyze the relationship of physical, social, emotional, and mental health to overall wellness.					
1.4.2	Determine how health and wellness influences, and is influenced by career selection.					
1.4.3	Identify reliable sources of nutrition and wellness information (i.e. labeling, FDA, USDA, CDC, KS and US agencies).					
1.4.4	Analyze the relationship of knowing how to cook to prevent and/or improve health conditions. (e.g. obesity, high blood pressure).					
1.4.5	Demonstrate basic cooking skills to enhance healthy food consumption.					

Benchmark 1.6: Analyze relationship between career selection, personal goals and life balance. (NASAFACS 1.2)		4	3	2	1	0
1.6.1	Assess personal strengths, interests, needs and preferences to determine career choices.					
1.6.2	Analyze opportunities for employment and entrepreneurial endeavors which align to personal needs (within Family and Consumer Sciences and other career areas).					
1.6.3	Investigate selected careers on ability to meet personal goals, relationships (e.g. peers and family), and financial benefit (including education and training and projected employment needs).					
1.6.4	Demonstrate basic job preparation skills (e.g. resume, personal experiences, school grades and building references).					

***Occupational Family and Consumer Sciences Introduction:*** *These competencies address an introduction to the range of careers which are found within Family and Consumer Sciences.*

**NOTE: Select the following as deemed appropriate for the local Family and Consumer Sciences Department. Three or more career paths are suggested for inclusion.**

Benchmark 1.7: Analyze career paths within family, community and consumer services. (NASAFACS 1.2 & 3.1)		4	3	2	1	0
1.7.1	Understand the prevention aspect of family and consumer sciences, and the intervention role of family community and consumer services careers in meeting personal and family needs (i.e. physical, social, emotional and financial).					
1.7.2	Identify the traits and skills needed to be a successful service provider in family, community and consumer services field.					
1.7.3	Compare and contrast consumer service and customer service.					
1.7.4	Explain the need for prevention education and advocacy within family and community services.					
1.7.5	Summarize the education, training and careers within family, community and consumer services (e.g. social work, family therapy, geriatric center director, credit counselor, estate planner, family financial planner, nutrition educator, child and family advocate, family and consumer sciences educator).					

Benchmark 1.8: Analyze career paths within the food science, food technologies, dietetics and nutrition industries. (NASAFACS 9.1)		4	3	2	1	0
1.8.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food science, technologies, dietetics and nutrition industries.					
1.8.2	Identify traits and skills need for success in the food science, food technologies, dietetics and nutrition industries.					
1.8.3	Explain the roles and functions of individuals in food science, food technologies, dietetics and nutrition industries.					
1.8.4	Summarize the education, training and careers in food, dietetics, nutrition and wellness (e.g. nutrition educator, dietitian, family and consumer sciences educator).					

Benchmark 1.9: Analyze career paths within early childhood, education and related services. (NASAFACS 4.6)		4	3	2	1	0
1.9.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to early childhood, education and related services.					
1.9.2	Identify traits and skills need for success in the education field (e.g. early child, K-12).					
1.9.3	Explain the roles and functions of individuals in early childhood, education and related services.					
1.9.4	Summarize the education, training and careers in early child development and services and education and training (e.g. early child education, center director, child development specialist, family and consumer sciences educator, elementary teacher, special services director).					

Benchmark 1.10: Analyze career paths within textile, apparel and interior design industries. (NASAFACS 16.1)		4	3	2	1	0
1.10.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to textile, apparel and interior design industries.					
1.10.2	Identify traits and skills need for success in the textile, apparel and interior design industries.					
1.10.3	Explain the roles and functions of individuals in textile, apparel and interior design industries.					
1.10.4	Summarize the education, training and careers in textile, apparel and interior design industries (e.g. interior design, interior decorator, apparel design, set design, textile design, interior and/or apparel merchandising, family and consumer sciences educator).					

Benchmark 1.11: Analyze career paths within food production, culinary arts and food services industries. (NASAFACS 8.1)		4	3	2	1	0
1.11.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food production, culinary arts and food service industries.					
1.11.2	Identify traits and skills need for success in the food production, culinary arts and food service industries.					
1.11.3	Explain the roles, duties and functions of individuals in food production, culinary arts and food services industries.					
1.11.4	Summarize the education, training and careers in food production, culinary arts and food services industries (e.g. chef, cook, restaurant manager, caterer, food stylist, wait staff, food service director, professional taste tester, food critic, Family and Consumer Sciences Educator).					

Benchmark 1.12: Analyze career paths within hospitality, lodging and event planning industries. (NASAFACS 10.1)		4	3	2	1	0
1.12.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to hospitality, lodging and event planning industries.					
1.12.2	Identify traits and skills need for success in the hospitality, lodging and event planning fields.					
1.12.3	Explain the roles, duties and functions of individuals in hospitality, lodging and event planning careers.					
1.12.4	Summarize the education, training and careers in hospitality, lodging and event planning (e.g. life event planner, hotel manager, bed and breakfast owner, hospitality coordinator, travel agent, tour guide and Family and Consumer Sciences Educator).					

## Kansas Hospitality and Tourism Cluster

### Course: Culinary Essentials

Course #: 16052 Credit: 0.5 cr CIP Codes:

Restaurant and Event Management (12.0504) Travel and Tourism (52.0901)

----Family, Community and Consumer Services (19.0799)

Rating Scale: 3 Skilled- Works Independently  
2 Limited Skills- Requires Assistance 1 Skill Undeveloped  
0 No exposure- No instruction or training

Student:		Grade:	
Teacher:		School:	
Enrolled Date:		Completion Date:	Graduation Date:
Student Signature		Teacher Signature	

*Directions: The following competencies are required for full approval of a course in a Family and Consumer Sciences Program. Check the appropriate number to indicate the level of competency reached for student evaluation.*

### Comprehensive Standard: 8.0 Integrate knowledge, skills, and practices required for careers linked with food production and culinary services.

Benchmark: 8.1 Demonstrate food safety and sanitation procedures.		3	2	1	0
8..1.1	Identify chemical, physical and biological hazards and the impact they have on food.				
8.1.2	Identify sources, symptoms, and prevention measures for the five reportable food illnesses as identified in KS food code (i.e. Norovirus, Hep A, Shigella, E Coli, & Salmonella)				
8.1.3	Demonstrate an understanding of the importance of food safety and sanitation to include: how foods become unsafe, good personal hygiene, controlling time and temperature, preventing cross contamination, cleaning and sanitizing, shipping and receiving, and how to safely prepare and store food.				
8.1.4	Demonstrate personal hygiene and grooming standards.				
8.1.5	Demonstrate calibration, use and sanitation of a cooking thermometer.				
8.1.6	Identify common food allergens (e.g. milk/dairy, eggs/egg products, fish/shellfish, wheat/gluten, soy/soy products and peanuts/tree nuts).				

Benchmark: 8.2 Demonstrate industry standards in selecting, using and maintaining food production areas and equipment.		3	2	1	0
8.2.1	Identify function of basic food tools, equipment and appliances used for producing and serving foods.				
8.2.2	Practice safety procedures while operating tools, equipment, and appliances				
8.2.38	Demonstrate proper procedures for cleaning, sanitizing, and the storage of equipment and food contact surfaces.				
8.2.4	Identify types of knives and cutting equipment used in the food production kitchen				
8.2.5	Demonstrate proper knife safety, sanitation, and maintenance.				

Benchmark: 8.3 Interpret information related to a standardized recipe.		3	2	1	0
8.3.1	Explain the role that standardized recipes play in maintaining product consistency.				
8.3.2	Identify different measuring systems and the abbreviations.				
8.3.3	Distinguish between solid and liquid measurements in the standard and metric systems.				
8.3.4	Utilize standard and metric weights and measures to demonstrate proper measuring techniques.				
8.3.5	Convert recipes to yield smaller and larger quantities.				
8.3.6	Identify basic conversions of measurements equivalents.				
8.3.7	Interpret information on a nutritional label, including impact of serving size.				

Benchmark: 8.4 Examine the principles of food production management and service methods.		3	2	1	0
8.4.1	Apply effective <i>mise en place</i> practices.				
8.4.2	Prioritize tasks to be completed.				
8.4.3	Demonstrate effective time management.				
8.4.4	Identify service concepts and service styles. .				
8.4.5	Identify the general rules of table settings and service (i.e. serve from the left & remove from the right)				
8.4.6	Evaluate how nutritional needs and personal preference effects food choices.				

Benchmark: 8.5 Demonstrate common food production skills.		3	2	1	0
8.5.1	Perform proper knife and cutting equipment production skills.				
8.5.2	Select the heat transfer method of conduction, conduction, and/or radiation to be used during food production.				
8.5.3	Identify the foods best suited for dry heat, moist heat and combination cooking methods.				
8.5.4	Practice techniques using dry heat, moist heat and combination cooking methods.				
8.5.5	Demonstrate food safety procedures during the food production process.				
8.5.6	Demonstrate basic food preparation of fruits, vegetables, dairy, grains, and a variety of animal and plant proteins.				
8.5.7	Compare quality, cost & consistency of convenience vs. from scratch products.				
8.5.8	Determine and describe techniques for food preparation that preserve nutrients.				

Benchmark: 8.6 Determine sanitation and safety of food environments		3	2	1	0
8.6.1	Analyze food related spaces in meeting sanitation and food safety codes and regulations (e.g. senior citizen home safety, early childhood centers, commercial kitchens in schools and/or for profit business).				
8.6.2	Compare and contrast home, commercial, and institutional food work environments to determine safety to self and others.				
8.6.3	Evaluate regulation documents as they related to a variety of applications across home and commercial food preparation spaces				

Benchmark: 8.7 Practice appropriate skills in classroom and work like situations to enhance career readiness.		3	2	1	0
8.7.1	Demonstrate appropriate use of reading, writing, listening, and speaking to communicate clearly.				
8.7.2	Practice appropriate social skills, manners and etiquette.				
8.7.3	Use leadership and teamwork skills in collaborating with others to accomplish goals and objectives.				
8.7.4	Solve problems using creativity, innovation and critical thinking skills independently and in teams.				
8.7.5	Know and understand the importance of professional ethics and legal responsibilities in culinary/food related applications.				
8.7.6	Practice employability skills (e.g. timeliness, responsibility, work ethic, cooperation).				
8.7.7	Investigate occupations related to the career pathway.				
8.7.8	Develop and/or organize a career portfolio (electronic or physical) to document knowledge, skills and experiences				

Cross-Walking Key: \*National (2006)and \*\*Kansas (2006) Family and Consumer Sciences Standards (\$) National Standards for Financial Literacy (▲) Assessed Indicator for Kansas Assessment Tests (R) Kansas Reading Curricular Standards; (MHS) Kansas Mathematics Curricular Standards—High School; (W) Kansas Writing Curricular Standards; (SC) Kansas School Counseling Standards; (H-G) Kansas History & Government; Economics & Geogaphy Curricular Standards; (S) Kansas Science Curricular Standards;(CC K&S ESS) Career Cluster Essential Knowledge and Skills; (CC K&S HMC) Career Cluster Human Services Cluster; (CC K&S HMPA) Career Cluster Human Services Pathway—Early Childhood ([www.careerclusters.org](http://www.careerclusters.org))

## Kansas Human Services Cluster

<b>Course:</b>	Nutrition & Wellness	<b>Course #:</b>	19253	<b>Credit:</b>	0.5
<b>Pathways &amp; CIP Codes:</b>	Family, Community and Consumer Services (19.0799); Health Science (51.9999); Restaurant and Event Management (12.0504); Travel and Tourism (52.0901)				
<b>Course Description:</b>	This course will examine components of interpersonal and intrapersonal well-being. Students will prepare for careers related to nutrition and wellness concepts by taking an in-depth look at various types of diets, nutrition information, and disease prevention to identify and apply healthy practices for a lifetime of wellness. Additionally, students will explore a variety of physical activities.				

**Directions:** *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

**Rating Scale:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.  
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.  
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____
Graduation Date: _____
<b>I certify that the student has received training in the areas indicated.</b>
Instructor Signature: _____

**COMPREHENSIVE STANDARD: 7.0 Demonstrate nutrition, health and wellness practices that enhance individual and family well-being. (NASAFACS 9.0, 13.0 & 14.0)**

Benchmark 7.1: Analyze factors that influence wellness across the life span (NASAFACS 14.1)		4	3	2	1	0
7.1.1	Explore the components of wellness. (e.g. Gallup's five elements of well-being, physical, intellectual, emotional, social, spiritual, vocational, financial and environmental)					
7.1.2	Identify the interrelationship of the components of wellness.					
7.1.3	Analyze the relationship of the physical, emotional, social and intellectual components of individual and family wellness.					
7.1.4	Compare and contrast nutritional and wellness challenges across the lifespan for individuals and families.					
7.1.5	Examine the impact of family culture, socio economic and local to global conditions on wellness practices (e.g. local sourcing, food availability, imported foods, etc.)					
7.1.6	Analyze the effects of social and cultural views on body image.					
7.1.7	Identify risky behaviors that affect health and wellness.					
7.1.8	Analyze data related to health and wellness to determine reliable and unreliable sources of nutrition, health and wellness information.					

7.1.9	Identify legislation, regulations and public policies related to personal wellness (e.g. health care, food inspection, labeling laws, bringing eating at home, and requirements for insurance)					
7.1.10	Summarize information about procuring and maintaining health care across the lifespan.					
7.1.11	Analyze options for creating sustainable wellness practices (e.g. water conservation, walking outside vs a treadmill)					

Benchmark 7.2: Demonstrate good nutrition, sound food preparation and selection to enhance healthy behaviors. (NASAFACS 9.3, 9.4, 9.6, 14.2, 14.3)		4	3	2	1	0
7.2.1	Analyze the impact of nutrients on health, appearance and peak performance.					
7.2.2	Identify the effects of diet fads, food addictions, and eating disorders on wellness.					
7.2.3	Compare and contrast food deficiencies and toxicities on mental and physical health (e.g. dementia, potassium/water deficiency).					
7.2.4	Analyze impact of food decisions on social wellness (e.g. aging, family table)					
7.2.5	Apply dietary guidelines in meal planning/food decisions to meet nutritional needs across the life plan (e.g. special diets, age specific considerations, seasonal foods)					
7.2.6	Analyze the relationship between knowing how to cook for prevention of diseases, and/or improvement of health conditions (e.g. obesity prevention, high blood pressure)					
7.2.7 **	<b>**NOTE if Culinary Essentials is taught, you may skip this</b> Demonstrate various cooking methods that increase nutritional value (e.g. broiling/steaming/baking vs frying, fresh vs frozen, food preservation to enhance healthier foods vs purchase premade foods with additives to increase shelf life)					
7.2.8 **	Practice food innovation, food preparation and sanitation skills to modify foods for improvement of health value (e.g. lower sodium, lower fat content, lower kcals, increase nutritional value of foods and/or other scenarios).					

Benchmark 7.3: Examine physical activity and how it relates to health and wellness. (NASAFACS 14.1)		4	3	2	1	0
7.3.1	Identify the positive benefits of physical activity across the lifespan.					
7.3.2	Explain the relationship between nutrition, physical activity and wellness.					
7.3.3	Implement and monitor a personal health plan, including nutrition and diet, wellness and fitness components.					

Benchmark 7.4: Examine the components of social and mental wellness. (NASAFACS 13.3, 13.5 & 14.1)		4	3	2	1	0
7.4.1	Analyze mental health factors that influence social health.					
7.4.2	Compare and contrast impact of stress on social interaction, physical health and mental wellness.					
7.4.3	Identify agencies and resources to address issues and assist those with health conditions (e.g. mental health, social health, physical health, and emotional health).					
7.4.4	Identify the warning signs of individuals at risk of mental health conditions.					
7.4.5	Determine the components of positive relationships in both social and family settings.					
7.4.6	Analyze influences on health decisions, including technology and the media (e.g. online medical websites, advertising, social media).					

7.4.7	Identify coping strategies to manage life issues.					
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Benchmark 7.5: Enhance career readiness through practicing appropriate skills in nutrition and wellness career applications. (NASAFACS 9.1, 9.5 & 9.6)		4	3	2	1	0
7.5.1	Demonstrate collaborative skills to address health and wellness concerns.					
7.5.2	Practice effective communication skills when sharing information about healthy living practices.					
7.5.3	Enhance development of process skills across all contexts (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation)					
7.5.4	Determine how science and technological advances are influencing the availability, safety and nutritional value of foods.					
7.5.5	Apply thinking and practical problem-solving strategies to promote prevention of health and wellness issues.					
7.5.6	Create and share nutrition, health and/or wellness information using multiple modes of technology to advocate for good nutrition, health and/or wellness decisions.					
7.5.7	Summarize education, training, certifications and responsibilities of individuals engaged in nutrition, prevention health and wellness related careers (e.g. advocates, prevention education, intervention resource conduit)					
7.5.8	Analyze benefits of professional organizations to the nutrition, prevention health and wellness professional.					

## ***Kansas Family and Consumer Sciences Education***

*Hospitality and Tourism Career Cluster* Course: Event Planning and Management  
Pathway (CIP Codes):

Restaurant and Event Management (12.0504) Travel and Tourism (52.0901)

Course # 34052

**Rating Scale: 3 Skilled- Works Independently**

**2 Limited Skills- Requires Assistance**

**1 Skill Undeveloped**

**0 No exposure- No instruction or training**

Event Planning and Management

Student:		Grade:	
Teacher:		School:	
Enrolled Date:		Completion Date:	Graduation Date:
Student Signature		Teacher Signature	

**Directions:** The following competencies are required for full approval for a course in a Family and Consumer Sciences Program. Check the appropriate number to indicate the level of competency reached for student evaluation.

### Technical Skills

#### COMPREHENSIVE STANDARD: 13.0 Synthesize knowledge, skills and practices required for careers in hospitality, tourism and recreation

Benchmark: 13.1 Demonstrate procedures applied to safety, security, and environmental issues.		3	2	1	0
13.1.1	Identify safe working habits and security procedures for event planning and management (i.e. job safety analysis).				
13.1.2	Use equipment according to manufacturer guidelines and/or government regulations.				
13.1.3	Practice personal safety to avoid injury or accidents.				
Benchmark: 13.2 Apply concepts of quality service to assure customer satisfaction.		3	2	1	0
13.2.1	Identify the information that needs to be obtained from the customer to accept payment for goods or services and research software/systems available to manage the information.				
13.2.2	Analyze customer service skills to ensure quality service and guest satisfaction.				
13.2.3	Identify accurate verbal and nonverbal cues to provide a positive experience for guests and fellow employees.				
13.2.4	Understand the need for accuracy in mathematics, reading comprehension and writing to correctly deliver products or services to guests.				
Benchmark: 13.3 Demonstrate management of recreation, leisure and other programs and events.		3	2	1	0
13.3.1	Explore the various types of event planning and managing services within the industry. (i.e. fundraiser, sporting event, special occasion/celebration, concert, etc)				
13.3.2	Explain the role of individual departments as they impact the business as a whole.				
13.3.3	Research how to develop an event budget and investigate how the economy may impact this process.				
13.3.4	Analyze current trends to determine if changes should be made to future products and services.				
13.3.5	Use principles of budgeting and forecasting to maximize profit and growth.				
13.3.6	Research costs, pricing and market demands to promote profitability.				
13.3.7	Utilize information from market segmentation (i.e. ethnicity, geographical, gender, income, etc). to guide product and service decisions.				
13.3.8	Identify the staffing needs for varying event types and the skills employees need to fill those positions. (*10.3.2)				
13.3.9	Prioritize tasks to be completed.				
13.3.10	Develop a BEO (banquet event order) and follow the entire BEO shelf life from creation to the conclusion of the event and note the intricacies involved with making it successful.				
13.3.11	Research the RFP process (request for proposal process) and demonstrate how to create a proposal.				
13.3.12	Demonstrate industry standards for meeting room sets for different events (i.e. screen placement, isle width, classroom style, rounds, etc).				
13.3.13	Identify the different client segments, needs and budgets (i.e. corporate business, social events, non-profit companies, special events, etc).				

13.3.14	Demonstrate an operating procedure for an event to include objectives, timeline, budgets, tasks, staffing, event marketing, event diagram/layout, media promotion, facility and equipment needs.				
13.3.15	Analyze work roles and responsibilities and how to balance worker assignments.				
Benchmark: 13.4 Enhance career readiness through practicing appropriate skills in travel and tourism applications.		3	2	1	0
13.4.1	Examine career opportunities within the event planning and management fields and the skills/experiences/education needed.				
13.4.2	Explore the various types of event planning and managing services within the industry (i.e. fundraiser, sporting event, special occasion/celebration, concert, etc.)				
13.4.3	Practice time management strategies to enhance personal success and when working with work load assignment and scheduling.				
13.4.4	Use correct grammar, spelling, punctuation and capitalization when preparing written documents.				
13.4.5	Recognize ethical and legal responsibilities and how these influence industry standards (i.e. legal age requirements, alcohol service, tip pool management, free admission to events, waste disposal, etc).				
13.4.6	Research laws pertaining to hiring practices and harassment laws (i.e. diversity, equal employment opportunity, American with Disabilities Act).				
13.4.7	Recognize ethical and legal responsibilities and how these influence industry standards. (i.e. legal age requirements to serve alcohol, tip pool management, free admission to events, waste disposal, etc)				
13.4.8	Examine the leadership and teamwork skills needed to create a good working environment that encourages staff retention.				
13.4.9	Examine skills needed in organizing, controlling, assigning, managing and carrying out work responsibilities.				
13.4.10	Employ appropriate verbal communication skills when obtaining and conveying information.				
13.4.11	Develop and/or organize a career portfolio (electronic or physical) to document knowledge, skills, and experience in a career field				

KSDE

Hospitality and Tourism Career Cluster Pathways:

(CIP CODE: 12.0504) Restaurant and Event Management & (CIP CODE: 52.0901): Travel and Tourism

Course KCCMS #: 34053

## **Foundations of Travel and Tourism**

### *Competency Profile Sheet*

Description: *This course will assist students in charting a career path in one of the world's largest industries... travel and tourism. It will look at the different segments of the tourism industry and explore careers that the industry offers. It looks at the economic impact and the ramifications of development to the economy. Students will also explore emerging trends and the impact of technology.*

Learner Name: \_\_\_\_\_ ID \_\_\_\_\_

Instructor: \_\_\_\_\_ School Year: 20\_\_ to 20\_\_

**Enrollment Date:** \_\_\_\_\_ **Completion Date:** \_\_\_\_\_ **Credit Earned:** \_\_\_\_\_

\_\_\_/\_\_\_/\_\_\_      \_\_\_/\_\_\_/\_\_\_

*I certify that the student received the training in the competencies listed below.*

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_

**Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_

Directions: The following competencies are required for full approval of a course in the Hospitality and Tourism cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

Rating Scale:      3 Skilled/Works Independently  
                            2 Limited skills/Requires assistance    1 Underdeveloped Skills  
                            0 No exposure/No instruction or training

### **10.0 Synthesize knowledge, skills and practices required for careers in hospitality, tourism and recreation.**

Benchmark: 12. 1 Understand the procedures applied to safety, security, and environmental issues.		3	2	1	0
12.1.1	Explore the world's geographic regions, focusing on factors that create desirable travel destinations (i.e. weather/climate, physical features, cultural elements and historical interests).				
12.1.2	Understand the importance of safety plans and procedures as they relate to unique risks in amusement, gaming and recreation facilities and practices.				

Benchmark: 12. 2 Apply concepts of quality service to assure customer satisfaction.		3	2	1	0
12.2.1	Understand the USTA (US Travel Association) definition of a visitor and tourist.				
12.2.2	Utilize information from market segmentation (i.e. ethnicity, geographical, gender, income, etc.) to guide product and service decisions for target markets.				
12.2.3	Analyze customer service skills to ensure quality service and guest satisfaction and the impact of poor service to an operations budget.				
12.2.4	Compare and contrast impact of unethical practices in travel and tourism applications (i.e. misleading venue condition, indication of property amenities that are not actually offered).				
12.2.6	Utilize information from market segmentation when making decisions about travel agendas for varying groups (i.e. families, business traveler, eco traveler, international traveler) who are traveling to various locations (i.e. local, state, US, international).				

Benchmark: 12. 3 Demonstrate an understanding of the travel and tourism industry.		3	2	1	0
12.3.1	Analyze the different segments of the tourism, culinary tourism, nature-based tourism (i.e. agri-tourism in Kansas), responsible tourism and sustainable tourism.				
12.3.2	Identify travel motivators and consumer needs.				
12.3.3	Research technology and how it is impacting the industry (i.e. on-line booking, on-line reviews, staff training and guest services).				
12.3.4	Determine the relationship of amusements, recreation and gaming to travel and tourism.				
12.3.5	Research the industry's economic impacts at the state and local level and understand the calculations used to determine this impact.				
12.3.6	Explore the role of DMOs (Destination Marketing Organizations) to identify marketing and sales tactics used to promote travel and tourism.				
12.3.7	Investigate trends and their impact on travel, tourism and hospitality practices (i.e. economy, green movement, sports, etc.).				
12.3.8	Research costs, pricing and market demands using principles of budgeting and forecasting to maximize profit and growth within the industry.				
12.3.9	Explore the ramifications of tourism development in terms of increased sustainability, profitability and benefits to the surrounding community.				
12.3.10	Demonstrate a basic understanding of economics and community development and consider the role politics play in this process (i.e.. funding community tourism ).				

12.3.11	Compare and contrast the similarities and differences of tourism in rural communities and urban settings.				
12.3.12	Analyze the organizational structure of the amusement, recreation and gaming entities and the responsibilities of individuals working within it.				
Benchmark: 12.4 Enhance career readiness through practicing appropriate skills in travel and tourism applications.					
12.4.1	Identify career opportunities in the travel and tourism industry and the skills/experiences needed for the career path (i.e. operations, management, sales,				
12.4.2	Identify concerns, analyze solutions and apply critical thinking skills to solve problems.				
12.4.3	Model behaviors that demonstrate active listening				
12.4.5	Enhance development of process skills across all contexts (i.e. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation)				
12.4.6	Understand the need for accuracy in mathematics, reading comprehension, terminology and writing to correctly deliver products and services in the industry.				
12.4.7	Identify accurate verbal and nonverbal cues to provide a positive experience for guests and fellow employees.				
12.4.8	Examine the leadership, teamwork and partnership skills needed to create good working relationships.				

## Kansas Hospitality and Tourism Cluster

**Course:** Culinary Arts 1

Course #: 34056 Credit: 1.0 cr

CIP Codes:

Restaurant and Event Management (12.0504)

**Rating Scale: 3 Skilled- Works Independently**

**2 Limited Skills- Requires Assistance**

**1 Skill Undeveloped**

**0 No exposure- No instruction or training**

Student:		Grade:	
Teacher:		School:	
Enrolled Date:		Completion Date:	Graduation Date:
_____		_____	_____
Student Signature		Teacher Signature	

**Directions:** The following competencies are required for full approval for a course in a Family and Consumer Sciences Program. Check the appropriate number to indicate the level of competency reached for student evaluation.

**COMPREHENSIVE STANDARD: 19.0 Integrate knowledge, skills, and practices required for careers in the restaurant and hospitality industry. (National Standards: 8.0 & 14.0)**

Benchmark: 19.1 Demonstrate food safety and sanitation procedures.		3	2	1	0
19.1.1	Demonstrate an understanding of the importance of food safety and sanitation to include: how foods become unsafe, good personal hygiene, controlling time and temperature, preventing cross contamination, cleaning and sanitizing, shipping and receiving, and how to safely prepare food for others.				
19.1.2	Identify sources, symptoms and prevention measures for Hepatitis A, Norovirus, E-coli, Salmonella, and Shigellosis.				
19.1.3	Understand the components and need for HACCP in the food industry.				
19.1.4	Implement standards of personal grooming, hygiene and hand washing and investigate/discuss ways to encourage others to follow these requirements.				
19.1.5	Identify common foods allergens and common symptoms. (common allergens: milk/dairy, eggs/egg products, fish/shellfish, wheat/gluten, soy/soy products, and peanuts/tree nuts)				
19.1.6	Practice first-in, first-out (FIFO) and date marking.				
19.1.7	Identify proper chemical handling procedures.				
Benchmark: 19.2 Demonstrate correct use and maintenance of food production equipment and tools.		3	2	1	0
19.2.1	Operate tools and equipment following safety procedures and OSHA age restrictions and requirements.				
19.2.2	Identify and demonstrate procedures for cleaning, sanitizing, and storage of equipment and food contact surfaces.				
Benchmark: 19.3 Apply menu management and production principles.		3	2	1	0
19.3.1	Describe the types of menus used by various food service establishments.				
19.3.2	Explain menu planning principles exploring dietary recommendations to build balanced meals.				
19.3.3	Demonstrate meal appeal factors including temperature, texture, color, flavor, shape, and size.				

19.3.4	Adapt menus and recipes to accommodate special dietary needs and common food allergens. (common allergens: milk/dairy, eggs/egg products, fish/shellfish, wheat/gluten, soy/soy products, and peanuts/tree nuts)				
Benchmark: 19.4 Demonstrate preparations of all menu categories to produce a variety of food products.		3	2	1	0
19.4.1	Demonstrate basic knife cuts (i.e. Batonnet, Brunoise, Coarse Chop, Diagonal, Dice (small, medium & large), Julienne, Mince, Chiffonade, and Slice).				
19.4.2	Demonstrate a variety of cooking methods in food preparation.				
19.4.3	Apply scaling and measuring techniques.				
19.4.4	Utilize a variety of cooking methods to prepare beef, pork, seafood and poultry.				
19.4.5	Prepare a variety of stocks, soups, and mother sauces.				
19.4.6	Utilize a variety of cooking methods to prepare fruits and vegetables.				
19.4.7	Utilize a variety of cooking methods to prepare legumes, starches, and grains.				
19.4.8	Demonstrate basic garde manger skills. (i.e. salad green cleaning, salad prep, hors d'oeuvres, sandwiches, & cold food prep)				
19.4.9	Prepare various baked goods and desserts.				
19.4.1 0	Utilize herbs and spices, marinades, oil, and vinegars in a variety of preparation methods.				
19.4.1 1	Prepare a variety of breakfast foods.				
19.4.1 2	Identify proper food plating techniques to include portion control in relation to dietary recommendations and food cost				
Benchmark: 19.5 Perform mathematical functions in food related applications.		3	2	1	0
19.5.1	Understand basic culinary math concepts (i.e. APQ (as-purchased quantity), EDP (edible-portion quantity), total cost)				
19.5.2	Demonstrate the process of recipe yield adjustments for small and large quantities based on operational needs.				
19.5.3	Identify how food cost is determined.				
19.5.4	Identify how to determine and calculate production profit goals.				
19.5.5	Identify the methods used to determine menu pricing.				
19.5.6	Demonstrate basic conversions of measurements (i.e. oz in a gallon, etc).				
Benchmark: 19.6 Analyze restaurant management and business techniques.		3	2	1	0
19.6.1	Compare restaurant concepts and service styles identifying the variances in staff structure and responsibilities for each.				
19.6.2	Demonstrate the general rules of table settings and service. (i.e. serve from the left remove from the right)				
19.6.3	Define quality customer service and how it affects an operation's success.				
19.6.4	Analyze the process for creating a business plan for a restaurant or food production business (i.e. Food truck, food mixes, innovative foods etc.)				
19.6.5	Determine strategies to avoid food related business failure (i.e. product niche, standard portion control, minimizing product loss, etc.) .				

<b>Benchmark: 19.7 Enhance career readiness through practicing appropriate skills in classroom and work like culinary situations.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
19.7.1	Demonstrate appropriate communication skills (verbal, listening, writing) to communication clearly workplace objectives.				
19.7.2	Practice appropriate social skills, manners and etiquette.				
19.7.3	Use leadership and teamwork skills in collaborating with others to accomplish lab goals and objectives.				
19.7.4	Solve problems using creativity, innovation and critical thinking skills independently and in teams.				
19.7.5	Develop and manage work plans to meet budget guidelines.				
19.7.6	Know and understand the importance of professional ethics and legal responsibilities in culinary/food related applications.				
19.7.7	Practice employability skills (e.g. timeliness, responsibility, work ethic, cooperation).				
19.7.8	Develop and/or organize a career portfolio (electronic or physical) to document knowledge, skills and experiences				

**Kansas Hospitality and Tourism Cluster**

**Course:** Culinary Arts II  
**Course #:** 34058 **Credit:** 0.5 cr

CIP Codes:

Restaurant and Event Management (12.0504)

**Rating Scale: 3 Skilled- Works Independently**  
**2 Limited Skills- Requires Assistance**  
**1 Skill Undeveloped**  
**0 No exposure- No instruction or training**

Student: _____	Grade: _____	
Teacher: _____	School: _____	
Enrolled Date: _____	Completion Date: _____	Graduation Date: _____
_____	_____	_____
Student Signature	Teacher Signature	

**Directions:** The following competencies are required for full approval for a course in a Family and Consumer Sciences Program. Check the appropriate number to indicate the level of competency reached for student evaluation.

**COMPREHENSIVE STANDARD: 20.0 Integrate knowledge, skills, and practices required for careers in the restaurant and hospitality industry. (National Standards: 8.0 & 14.0)**

Benchmark: 20.1 Analyze food safety and sanitation procedures.		3	2	1	0
20.1.1	Apply food safety and sanitation processes.				
20.1.2	Practice prevention measures for Hepatitis A, Norovirus, Bacillus Cereus, Listeriosis, Hemorrhagic colitis, Clostridium perfringens, Botulism, Salmonella, Shigellosis, Staphylococcus aureus, Vibrio, Anisakis simplex, Cryptosporidium, Giardia, fungi, Scombroid poisoning, & Ciguatoxin.				
20.1.3	Monitor standards of personal grooming, hygiene, and hand washing of self and others.				
20.1.4	Identify ways to prevent allergen free food from being exposed to food allergens during preparation and service process.				
20.1.5	Demonstrate processes and procedures that will minimize the risk of food being time - temperature abused. (i.e. portion control, temperature logs, cooling process, thawing process, etc.)				
20.1.6	Practice processes and procedures that will minimize the risk of cross-contamination with food and food contact surfaces. (i.e. using clean and sanitized equipment for each food product, color coded equipment, when to change gloves & wash hands, etc.)				
20.1.7	Identify when a material safety data sheets (MSDS) is required and the information that must be included.				
20.1.8	Demonstrate proper chemical handling and storage procedures.				
Benchmark: 20.2 Demonstrate correct use and maintenance of food production equipment and tools.		3	2	1	0
20.2.1	Operate tools and equipment following safety procedures and OSHA requirements.				
20.2.2	Demonstrate the correct procedures for cleaning, sanitizing, and storage of equipment and food contact surfaces.				
Benchmark: 20.3 Demonstrate menu modifications based on standardized recipes to meet consumer needs.		3	2	1	0
20.3.1	Use truth-in- menu guidelines to develop menus.				
20.3.2	Identify menus for special diets. (i.e. diabetic, gluten free, vegetarian, vegan, etc.)				

20.3.3	Discuss the availability of food and food to table concept on seasonal menus.				
<b>Benchmark: 20.4 Demonstrate preparations for all menu categories to produce a variety of food products.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
20.4.1	Utilize knife skills in food production and determine the appropriate knife for specific preparation techniques or food item.				
20.4.2	Determine appropriate cooking methods for a variety of foods				
20.4.3	Apply scaling and measuring techniques.				
20.4.4	Plan and prepare a variety of hors d'oeuvres, entrees, sides, salads, breads, and desserts.				
20.4.5	Describe baking ingredients and their functions.				
20.4.6	Analyze techniques that meet quality standards for batters and doughs.				
20.4.7	Prepare food and baked products that meet quality standards.				
<b>Benchmark: 20.5 Demonstrate implementation of management functions.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
20.5.1	Analyze positive customer service (meeting or exceeding customer expectations, customer complaints, creating good experience).				
20.5.2	Demonstrate time management principles to achieve food production goals.				
20.5.3	Analyze contemporary and traditional service styles identifying the variances in staff structure and responsibilities for each.				
20.5.4	Demonstrate back and front of the house management roles in the industry.				
20.5.5	Identify the types of cost incurred and how to effectively manage and control these costs (food costs, beverage costs, labor costs, & overhead costs).				
20.5.6	Recognize use of baker's formulas.				
20.5.7	Calculate yield percentages, shrinkage, and portion cost.				
20.5.8	Identify the factors that affect labor costs (business volume, employee turnover, quality standards, and operational standards)				
<b>Benchmark: 20.6 Apply the principles of nutrition to food preparation.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
20.6.1	Demonstrate cooking techniques and storage principles for retention of nutrients.				
<b>Benchmark: 20.7 Enhance career readiness through practicing appropriate skills in classroom and work related culinary situations.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
20.7.1	Demonstrate appropriate communication skills (verbal, listening, writing) to communication clearly workplace objectives.				
20.7.2	Practice appropriate social skills, manners and etiquette.				
20.7.3	Use leadership and teamwork skills in collaborating with others to accomplish lab goals and objectives.				
20.7.4	Solve problems using creativity, innovation and critical thinking skills independently and in teams.				
20.7.5	Identify how computer applications are used in the hospitality industry and their impact on current industry trends.				
20.7.6	Develop and manage work plans to meet budget guidelines.				
20.7.7	Know and understand the importance of professional ethics in culinary/food related applications.				
20.7.8	Investigate the areas of legal liability within the hospitality industry. (foodborne illness, physical injury, licensing issues, etc.)				

20.7.9	Demonstrate employability skills in lab and work based experiences (e.g. timeliness, responsibility, work ethic, cooperation).				
20.7.10	Develop and/or organize a career portfolio (electronic or physical) to document knowledge, skills and experiences				

*Kansas Hospitality and Tourism Cluster*

**Course:** Baking and Pastry I  
**Course #:** 34057 **Credit:** 0.5 cr  
**CIP Codes:**

Restaurant and Event Management (12.0504)

- Rating Scale:** **3 Skilled- Works Independently**  
**2 Limited Skills- Requires Assistance**  
**1 Skill Undeveloped**  
**0 No exposure- No instruction or training**

Student: _____		Grade: _____	
Teacher: _____		School: _____	
Enrolled Date: _____		Completion Date: _____	Graduation Date: _____
_____ Student Signature		_____ Teacher Signature	

**Directions:** The following competencies are required for full approval for a course in a Culinary Arts/Baking Pastry Program. Check the appropriate number to indicate the level of competency reached for student evaluation.

**COMPREHENSIVE STANDARD: 21.0 Integrate knowledge, skills, and practices required for baking and baking science careers. (National Standards: 8.0 & 14.0)**

Benchmark: 21.1 Demonstrate food safety and sanitation procedures.		3	2	1	0
21.1.1	Demonstrate an understanding of the importance of food safety and sanitation (how foods become unsafe, good personal hygiene, controlling time and temperature, preventing cross contamination, cleaning and sanitizing, shipping and receiving, and how to safely prepare food).				
21.1.2	Demonstrate personal hygiene and grooming requirements.				
21.1.3	Identify common foods allergens and common symptoms. (common allergens: milk/dairy, eggs/egg products, fish/shellfish, wheat/gluten, soy/soy products, and peanuts/tree nuts)				
Benchmark: 21.2 Justify the correct use and proper maintenance of food production equipment and tools.		3	2	1	0
21.2.1	Operate tools and equipment following safety procedures and OSHA requirements.				
21.2.2	Demonstrate procedures for cleaning, sanitizing, and the storage of equipment and food contact surfaces.				
21.2.3	Follow procedures to prevent cross contamination to avoid allergic reactions and food borne illness.				
21.2.4	Identify and select appropriate pans needed for baking and pastry products.				
Benchmark: 21.3 Analyze common ingredients used in pastry/baking products.					
21.3.1	Analyze a nutrition label and ingredient label for a baked product.				
21.3.2	Apply the knowledge of chemical and yeast leavening agents in producing carbon dioxide to raise baked products.				
21.3.3	Identify the functions of the bake shop ingredients. (flour, sugar, eggs, dairy, fat)				
21.3.4	Analyze scientific reactions during the production of baked products.				
21.3.5	Compare and contrast basic flavoring techniques. (nuts, spices, extracts, salt, fruits)				
21.3.6	Analyze use of different types of chocolate.				

Benchmark: 21.4 Practice the principles of quality production management.					
21.4.1	Compare and contrast the mise en place of bakery and pastry products compared to other food products.				
21.4.2	Analyze and practice proper scaling and measurement techniques.				
21.4.3	Analyze what is meant by effective time management.				
21.4.4	Determine and calculate operational production goals.				
21.4.5	Apply the basic principles of baking and pastry including knowledge of ingredient functions and procedures to produce a quality product.				
Benchmark: 21.5 Demonstrate ability to successfully produce a variety of food products.		3	2	1	0
21.5.1	Produce a variety of quick bread batter products. (muffins, waffles)				
21.5.2	Produce a variety of quick bread soft dough products. (scones, biscuit)				
21.5.3	Produce yeast-bread or rolls.				
21.5.4	Produce various types of cookies. (drop, bar, press, rolled, refrigerator, cut out, wafer )				
21.5.5	Produce cakes using the creaming method.				
21.5.6	Produce a basic butter cream frosting.				
21.5.7	Produce a basic cheesecake.				
21.5.8	Produce a basic pie crust and filling.				
21.5.9	Produce a custard and pudding.				
21.5.10	Analyze product failure to determine cause and needed modifications to ensure a successful product.				
Benchmark: 21.6 Compare and contrast various finishing methods.		3	2	1	0
21.6.1	Identify various types of pastry garnishes and presentation techniques.				
21.6.2	Demonstrate skill related to garnishing and presenting baked products in a variety of settings.				

<b>Benchmark: 21.7 Enhance career readiness through practicing appropriate skills in food related classroom and work like situations.</b>		3	2	1	0
21.7.1	Demonstrate appropriate communication skills (verbal, listening, writing) to communicate clearly using industry vocabulary and terminology.				
21.7.2	Practice appropriate social skills, manner and etiquette.				
21.7.3	Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.				
21.7.4	Solve problems using creativity, innovation and critical thinking skills independently and in teams.				
21.7.5	Understand the importance of professional ethics and legal responsibilities in culinary/food related applications.				

21.7. 6	Demonstrate employability skills (e.g. timeliness, responsibility, work ethic, cooperation). .				
21.7. 7	Develop and/or expand a career portfolio (electronic or physical) to document knowledge, skills, and experiences.				

**Kansas Hospitality and Tourism Cluster**

**Course:** Baking and Pastry II  
**Course #:** 34059 Credit: 0.5 cr  
**CIP Codes:**

Restaurant and Event Management (12.0504)

**Rating Scale: 3 Skilled- Works Independently**  
**2 Limited Skills- Requires Assistance**  
**1 Skill Undeveloped**  
**0 No exposure- No instruction or training**

Student:		Grade:	
Teacher:		School:	
Enrolled Date:		Completion Date:	Graduation Date:
_____		_____	_____
Student Signature		Teacher Signature	

**Directions:** The following competencies are required for full approval for a course in a Culinary Arts/Baking Pastry Program. Check appropriate number to indicate the level of competency reached for student evaluation.

**COMPREHENSIVE STANDARD: 22.0 Integrate advanced knowledge, skills, and practices required for baking and baking science careers. (National Standards:8.0 & 14.0)**

Benchmark: 22.1 Advance skills in personal and food safety and sanitation procedures.		3	2	1	0
22.1.1	Demonstrate consistency in following food safety and sanitation processes. (good personal hygiene, controlling time/temperature of foods, preventing cross contamination, cleaning and sanitizing equipment and food contact surfaces, food preparation aligned with food safety guidelines)				
22.1.2	Demonstrate consistency in following personal habits promoting safety of self and others (proper handwashing, hair restraints, proper clothing/shoes, lifting correctly, keeping floors clean, transporting, using and storing equipment and tools properly, warning others of potential hazards, meeting OSHA requirements).				
Benchmark: 22.3 Demonstrate knowledge of ingredients used in pastry/baking products.					
22.3.1	Demonstrate understanding of the properties and functions of baking ingredients.				
22.3.2	Apply the basic principles of baking and pastry including knowledge of ingredient functions and procedures to produce a quality product.				
22.3.3	Analyze scientific reactions during the production of baked products.				
22.3.4	Compare and contrast strategies to address allergies but still have a successful baked product (i.e. gluten-free, dairy or nut allergies).				
Benchmark: 22.4 Demonstrate quality production management.					
22.4.1	Demonstrate consistency in proper scaling and measurement techniques.				
22.4.2	Demonstrate basic math skill to recipe conversions using bakers formula.				
22.4.3	Exhibit mise en place.				
22.4.4	Achieve food production goals through proper planning and effective time management.				

Benchmark: 22.5 Demonstrate preparations for all menu categories to produce a variety of food products.		3	2	1	0
22.5.1	Produce a variety of rich and lean yeast dough products.				
22.5.2	Produce a variety of pies and tarts.				
22.5.3	Produce a variety of specialty cookies and biscotti using appropriate procedures.				
22.5.4	Prepare a variety of icings and demonstrate basic icing and finishing techniques.				
22.5.5	Prepare pâte à choux pastries				
22.5.6	Prepare basic egg white foam products (meringues, angel food cake, and soufflés).				
22.5.7	Prepare a variety of fillings, custard, cream, sauces, and toppings for pastries and baked goods.				
22.5.8	Identify the steps to temper chocolate.				
22.5.9	Portion and serve desserts and pastries using a variety of techniques to add visual appeal.				
22.5.10	Analyze product failure to determine cause and needed modifications to ensure a successful product.				

<b>Benchmark: 22.7 Enhance career readiness through practicing appropriate skills in food related classroom and work like situations.</b>		3	2	1	0
22.7.1	Demonstrate appropriate communication skills (verbal, listening, writing) to communicate clearly using industry vocabulary and terminology.				
22.7.2	Practice appropriate social skills, manner and etiquette.				
22.7.3	Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.				
22.7.4	Solve problems using creativity, innovation and critical thinking skills independently and in teams.				
22.7.5	Understand the importance of professional ethics and legal responsibilities in culinary/food related applications.				
22.7.6	Demonstrate employability skills (e.g. timeliness, responsibility, work ethic, cooperation).				
22.7.7	Develop and/or expand a career portfolio (electronic or physical) to document knowledge, skills, and experiences.				

*Kansas Family and Consumer Sciences Education* \_\_\_

**Course: Food Science**

Course #: 22203 Credit: 1.0 cr

CIP Codes:

Restaurant and Event Management (12.0504)

Food Products and Processing (01.0401)

- Rating Scale:**
- 3 Skilled- Works Independently**
  - 2 Limited Skills- Requires Assistance**
  - 1 Skill Undeveloped**
  - 0 No exposure- No instruction or training**

Student:	Grade:	
Teacher:	School:	
Enrolled Date:	Completion Date:	Graduation Date:
_____		_____
_____		_____
Student Signature		Teacher Signature

**Directions:** The following competencies are required for full approval of a course in a Family and Consumer Sciences Program. Check the appropriate number to indicate the level of competency reached for student evaluation.

**COMPREHENSIVE STANDARD: 23.0 Integrate knowledge, skills, and practices required for careers in food science, food technology, dietetics and nutrition. (National Standard: 9.0)**

Benchmark: 23.1 Apply basic science concepts of nutrition and nutritional therapy in humans.		3	2	1	0
23.1.1	Analyze the nutritional needs of organisms (individuals) and calculate the relationship between calories, food sources (plant and animal), and energy (carbohydrates, fats, protein) and water balance for metabolic function.				
23.1.2	Compare and contrast nutritional information for macro and micro nutrients to support health of humans.				
23.1.3	Demonstrate ability to design a selective menu reflecting a modified diet for standard and special dietary restrictions (e.g. food allergens).				
<b>Benchmark 23.2 Apply risk management procedures to food safety, food testing, and sanitation.</b>					
23.2.1	Scientifically analyze sources of food borne illness and prevention strategies.				
23.2.2	Analyze Occupational Safety and Health Administration’s (OSHA) Right to Know Law and Material Safety Data that regulate food quality, protect consumer rights, and handle consumer complaints.				
23.2.3	Apply concepts of industry standards for food management safety and sanitation programs including: time, temperature, date markings, cross contamination, hand washing, and personal hygiene.				
23.2.4	Analyze and practice concepts of the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risk of food borne illness.				
<b>Benchmark 23.3 Analyze food science, food safety and nutrition principles impacted by hereditary and environmental conditions.</b>		3	2	1	0
23.3.1	Analyze nutrient requirements for the organism (individual) across the lifespan.				
23.3.2	Analyze the scientific differences of nutrition obtained from animal and plant sources that impact the health of a living organism (human being).				
23.3.3	Analyze the physical and chemical nature of foods as based upon acid base principles and how it impacts food production practices.				
23.3.4	Assess the influence of socioeconomic and psychological factors of food, nutrition, and behavior on organisms (individual) that leads to healthy choices (including obesity prevention).				
23.3.5	Critique the selection and processing of natural foods and genetically modified foods from a single cell organism (seed) through the ecosystems of food production.				
23.3.6	Critique the nutritional value of foods, use of preservatives and food availability of local sourcing (farm to table) and imported foods.				
23.3.7	Analyze food growing practices (organic vs traditional production) on the health of living organisms (humans).				
23.3.8	Categorize foods into exchange groups (including dietary guidelines and special dietary guidelines).				

23.3.9	Compare and contrast relationship of food additives to food allergies.				
Benchmark 23.4 Apply concepts using the scientific method and current technology to develop food products.		3	2	1	0
23.4.1	Analyze factors that impact food preferences in the development and marketing of food.				
23.4.2	Analyze data thru statistical analysis of food ingredients and food labels of natural and genetically modified foods.				
23.4.3	Apply scientific process skills when analyzing the structure and composition of food and their relationship to health and wellness.				
23.4.4	Apply concepts of standard operating procedures to maintain test kitchen, laboratory equipment, and safety procedures in food production.				
23.4.5	Demonstrate the controlled sensory tasting procedure, including observations and rating techniques.				
23.5 Demonstrate food science concepts, dietetics, and nutrition principles and culinary practices.		3	2	1	0
23.5.1	Analyze recipe/formula proportions using chemical symbols and mathematical formulas and equations.				
23.5.2	Examine the types, functions, sources, and deficiencies of vitamins, minerals, and phytonutrients in a variety of menus for the living organisms (individuals).				
23.5.3	Demonstrate concepts of food preparation, production, and testing by implementing chemical and physical changes (i.e. emulsification, pasturization, fermentation) to the state of matter.				
23.5.4	Analyze concept of heat transfer in food preparation due to chemical and physical changes altering the atmospheric conditions and impact on food product quality.				
23.5.5	Create standardized recipes/formulas using chemical symbols.				
23.5.6	Demonstrate knowledge of food science, food safety, nutrition and health connections through the purchase, preparation, preservation, and storage of food in a variety of situations.				
23.5.7	Create new food products based upon application of scientific principles to meet an identified human need(s).				
23.5.8	Utilize Food Code Points in food preparation and food preservation to prevent food borne illnesses.				
23.5.9	Apply scientific concepts in food preparation and production testing to enhance food safety.				
Benchmark: 23.6 Enhance career readiness through practicing skills in food science, food technology, dietetics, and nutrition industries.		3	2	1	0
23.6.1	Analyze career options and requirements for food science, food technology, dietetics, and nutrition industries.				
23.6.2	Evaluate personal qualifications, interests, values, and educational needs for employment in food science industry.				
23.6.3	Use leadership and teamwork skills in collaborating with others to accomplish lab goals and objectives.				
23.6.4	Solve problems using creativity, innovation and critical thinking skills independently and in teams.				
23.6.5	Implement calculations procedures that provide cost effective products.				
23.6.6	Analyze the impact of food science, food technology, dietetics, and nutrition occupations at the local, state, national, and global levels to determine economic impact.				
23.6.7	Develop and/or organize a portfolio (electronic or physical) to document work-based learning opportunities in food science, food technology, dietetics, and nutrition careers.				

Additional comments: \_\_\_\_\_

**Kansas Human Services Cluster**

<b>Course:</b>	Community Connections	<b>Course #:</b>	19297	<b>Credit:</b>	0.5
<b>Pathways &amp; CIP Codes:</b>	Family, Community & Consumer Services (19.0799); Early Child Development & Services (19.0709); Restaurant and Event Management (12.0504); Travel and Tourism (52.0901); Government and Public Administration (44.0401)				
<b>Course Description:</b>	Community Connections provides community based/school based learning experiences typically within the family and consumer sciences classroom. Learning goals are set by the student, teacher and community partners to create experiences and/or discussions to enhance the development of the workplace skills (e.g. leadership, empathy, communication, problem solving, cooperation, critical thinking, and resource management) needed to be successful in service related careers. **This course has a pre-requisite of a 1.0 credit within Human Services Cluster Pathways courses.				

**Directions:** *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

**Rating Scale:**

- 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
- 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.  
Requires limited supervision.
- 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.  
Requires close supervision.
- 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
- 0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____
Graduation Date: _____
<b>I certify that the student has received training in the areas indicated.</b>
Instructor Signature: _____

**COMPREHENSIVE STANDARD: 10.0** Demonstrate transferable knowledge, attitudes, and technical and employability skills in community settings.  
(National Standard 1.0, 7.0 & 13.)

Benchmark 10.1: Analyze career paths within family and consumer sciences which align to personal goals and attainment. (NASAFACS 1.2)		4	3	2	1	0
10.1.1	Analyze opportunities for employment and entrepreneurial endeavors within Family and Consumer Sciences (Human Services and others) in community settings.					
10.1.2	Summarize education and training requirements and opportunities for careers in family and consumer sciences.					
10.1.3	Enhance job acquisition skills through authentic experiences linked to employment in family and consumer sciences careers.					
10.1.4	Analyze the role of professional organizations in family and consumer sciences to enhance professional success.					

Benchmark 10.2: Investigate factors related to providing individual, family and community services across family and consumer sciences		4	3	2	1	0
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fields. (NASAFACS 1.3)						
10.2.1	Analyze professional, ethical, legal, and safety issues that confront employees in the community settings of family and consumer sciences careers.					
10.2.2	Identify licensing laws and regulations that affect providing services in community settings. related to family and consumer sciences					
10.2.3	Compare and contrast the roles and responsibilities of local, state, and national agencies and informal support resources providing individual, family and community services.					
10.2.4	Summarize the rights and responsibilities of clients and their families.					
10.2.5	Analyze effective individual and family advocacy and self-advocacy strategies to address diverse challenges facing family and consumer sciences professionals working in community resource settings.					
10.2.6	Identify community opportunities to network and form partnerships in addressing community or client- issues.					

Benchmark 10.3: Demonstrate appropriate communication skills that contribute to positive relationships in community applications. (NASAFACS 1.2 & 13.3)		4	3	2	1	0
10.3.1	Use appropriate communication modes/strategies for the most effective outcome.					
10.3.2	Practice respectful interrelationships with sensitivity to gender, equity, age, culture and ethnicity in community applications.					
10.3.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly in community applications.					

Benchmark 10.4: Demonstrate leadership, citizenship, and teamwork skills required for success in the family and community settings. (NASAFACS 1.2 & 7.3)		4	3	2	1	0
10.4.1	Demonstrate quality work and effective communication in community settings.					
10.4.2	Practice ethical decision making in all situations.					
10.4.3	Determine the most appropriate response to situations based on legal and ethical considerations.					

Benchmark 10.5: Analyze strategies to manage the multiple individuals, family, career, and/or community roles and responsibilities. (NASAFACS 1.2)		4	3	2	1	0
10.5.1	Organize a career portfolio (electronic or hard copy) to document knowledge, skills, and experience.					
10.5.2	Practice balancing work (school) and personal life responsibilities.					
10.5.3	Demonstrate personal stress management strategies					

Benchmark 10.6: Demonstrate professional behaviors, skills, and knowledge in family and consumer sciences related settings. (NASAFACS 1.2)		4	3	2	1	0
10.6.1	Follow rules, regulations, and policies established by the school, community or related entities during family and consumer sciences events and activities.					

10.6.2	Demonstrate professional and ethical collaborative relationships with teachers, fellow students, family and/or community members.					
10.6.3	Complete accurate project and/or work-related documents and submit in a timely manner to appropriate leaders.					
10.6.4	Analyze personal strengths, needs, preferences, and interests through formal and informal assessment practices.					
10.6.5	Demonstrate safe use of technology in protecting identify of self and others.					

Benchmark 10.7: Enhance effective prevention and management techniques in a variety of settings. (NASAFACS 13.4 & 13.5)		4	3	2	1	0
10.7.1	Apply critical thinking, intelligent decision making and problem solving to prevent conflicts while addressing community or client issues.					
10.7.2	Practice 21 <sup>st</sup> century process skills successfully (i.e. decision making, problem solving, goal setting, management, creativity, critical thinking, leadership, cooperation)					
10.7.3	Analyze the physical and social environments to reduce potential conflicts and promote safety in community settings.					

## Kansas Human Services Cluster

<b>Course:</b>	Career Connections	<b>Course #:</b>	19298	<b>Credit:</b>	0.5
<b>Pathways &amp; CIP Codes:</b>	Family, Community & Consumer Services (19.0799); Early Child Development & Services (19.0709); Restaurant and Event Management (12.0504); Travel and Tourism (52.0901); Fashion, Apparel, Interior Design- FAID (50.0499)and Public Administration (44.0401)				
<b>Course Description:</b>	Career Connections provides human services/family and consumer sciences related work-based learning experiences (paid or unpaid) outside the traditional classroom. Learning goals are set by the student, teacher and employer/adult mentor to create field experiences and/or discussions related to human services/ family and consumer sciences occupational technical skills. **This course has a pre-requisite of a 1.0 credit within Human Services Cluster Pathways courses.				

**Directions:** *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

**Rating Scale:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.  
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.  
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____ Graduation Date: _____ <p style="text-align: center;"><b>I certify that the student has received training in the areas indicated.</b></p> Instructor Signature: _____
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*NOTE: If Community Connections (#19297) was completed prior to enrollment in Career Connections, some competencies are optional for inclusion. (Refer to benchmark/competencies below for indication of \* which may be omitted.)*

**COMPREHENSIVE STANDARD: 11.0** Demonstrate transferable knowledge, attitudes and technical and employability skills in FCS related work based settings. (NASAFACS 1.0,13.0)

Benchmark 11.1: Explore career paths within a specific Family and Consumer Sciences field. * (NASAFACS 1.2)		4	3	2	1	0
11.1.1	Compare and contrast the differences and similarities of non-profit and profit based work settings.					
11.1.2	Analyze local opportunities for employment and entrepreneurial endeavors in Family and Consumer Sciences careers. *					
11.1.3	Summarize education and training requirements and opportunities for careers in Family and Consumer Sciences. *					
11.1.4	Demonstrate job acquisition skills to gain work-based learning opportunities and employment in Family and Consumer Sciences careers. *					
11.1.5	Analyze the role of professional organizations aligned to a Family and Consumer Sciences field to enhance personal success.*					
11.1.6	Analyze all aspects of a selected Family and Consumer related industry.					

Benchmark 11.2: Investigate factors relating to providing individual, family and community services in a specific Family and Consumer Sciences field.* (NASAFACS 1.3)		4	3	2	1	0
11.2.1	Analyze professional, ethical, legal, and safety issues that confront employees in Family and Consumer Sciences careers.					
11.2.2	Identify licensing laws and regulations that impact work performed within Family and Consumer Sciences experiences.					
11.2.3	Compare and contrast local, state, and national agencies and informal support resources providing individual, family and community services*					
11.2.4	Summarize the rights and responsibilities of clients and their families for a selected FCS Career. *					
11.2.5	Analyze strategies used to address the diverse challenges of a specific Family and Consumer Sciences related work-based experience *					
11.2.6	Analyze the role of non-profit groups in working with for profit work-based businesses to address family and community needs *					

Benchmark 11.3: Demonstrate appropriate communication skills that contribute to positive relationships in the workforce. (NASAFACS 13.3)		4	3	2	1	0
11.3.1	Use appropriate communication modes/strategies for the most effective outcome.					
11.3.2	Practice respectful behavior in identified occupational setting(s) (with regard to gender, equity, age, culture and/or ethnicity as appropriate in setting experiences).					
11.3.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly on the job.					

Benchmark 11.4 Demonstrate leadership, citizenship, and teamwork skills required for success in the workplace settings. (NASAFACS 13.5)		4	3	2	1	0
11.4.1	Demonstrate quality work and effective communication in the workplace.					
11.4.2	Practice ethical decision making in all situations.					
11.4.3	Determine the most appropriate response to workplace situations based on legal and ethical considerations.					

Benchmark 11.5 Analyze strategies to manage the multiple individuals, family, career, and/or community roles and responsibilities. (NASAFACS 1.1)		4	3	2	1	0
11.5.1	Organize a career portfolio (electronic or hard copy) to document knowledge, skills, and experience in a Family and Consumer Sciences career field.					
11.5.2	Practice balancing work, school and personal life responsibilities.					
11.5.3	Analyze stress management strategies for balancing personal, work, and community responsibilities. *					

Benchmark 11.6 Demonstrate professional behaviors, skills, and knowledge in Family and Consumer Sciences related work settings. (NASAFACS 1.2)		4	3	2	1	0
11.6.1	Follow rules, regulations, and works site policies that affect employer, employee, participant, and family rights and responsibilities.					

11.6.2	Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants, and families.					
11.6.3	Use critical and creative thinking to address authentic problems and/or conflicts in the workplace.					
11.6.4	Complete accurate work and reporting documents which are submitted in a timely manner to appropriate supervisors.					
11.6.5	Demonstrate safe and appropriate use of technology to protect identity of self and others.					
11.6.6	Reflect upon personal strengths, weaknesses, preferences, and interests through formal and informal assessments regarding job satisfaction and additional work related skill development needed to enhance future success in FCS careers.					

Benchmark 11.7 Enhance effective employability skills in work environments. (NASAFACS 1.2)		4	3	2	1	0
11.7.1	Demonstrate effective communication skills in work related situations.					
11.7.2	Apply 21 <sup>st</sup> century process skills in workforce assignments successfully (i.e. decision making, problem solving, goal setting, leadership, management, creativity, critical thinking, and cooperation).					
11.7.3	Analyze the physical and social environments of a workplace to reduce potential conflict and promote positive work climate.*					

**Kansas Hospitality and Tourism Cluster**

**Course:** Culinary Applications  
 Course #: 34250 Credit: 1.0 cr  
CIP Codes:

Restaurant and Event Management (12.0504)

**Rating Scale: 3 Skilled- Works Independently**  
**2 Limited Skills- Requires Assistance**  
**1 Skill Undeveloped**  
**0 No exposure- No instruction or training**

Student:	Grade:
Teacher:	School:
Enrolled Date:	Completion Date:
	Graduation Date:
_____	_____
_____	_____
Student Signature	Teacher Signature

**Directions:** The following competencies are required for full approval for a course in a Family and Consumer Sciences Program. Check the appropriate number to indicate the level of competency reached for student evaluation.

**COMPREHENSIVE STANDARD: 24.0 Demonstrate knowledge, skills, and practices required in the restaurant and hospitality industry. (National Standards: 8.0 & 14.0)**

<b>Benchmark: 24.1 Analyze careers and work qualities within the food production and food services industries.</b>		3	2	1	0
24.1.1	Illustrate educational and work related accomplishments (i.e. certifications, licenses) in a career portfolio (electronic or physical copy).				
24.1.2	Identify individual responsibilities within, and impact on, the culinary related organizational structure.				
<b>Benchmark: 24.2 Demonstrate industry based food safety and sanitation procedures.</b>		3	2	1	0
24.2.1	Demonstrate knowledge of proper safety procedures and OSHA requirements for safety of self and others.				
24.2.2	Demonstrate food safety, sanitation and appropriate personal hygiene to ensure the safety of food.				
<b>Benchmark: 24.3 Demonstrate industry standards in selecting, using and maintaining food production and food services equipment.</b>		3	2	1	0
24.3.1	Demonstrate proper use, handling and cleaning of equipment using correct procedures.				
<b>Benchmark: 24.4 Demonstrate professional food preparation methods and techniques to produce a variety of food products that meet customer needs.</b>		3	2	1	0
24.4.1	Demonstrate ability to follow standard culinary production practices in producing food for clients/customers.				
24.4.2	Demonstrate understanding of the principles of food production management (i.e. menu management, standardized recipes, nutrition, portion control and plating).				
24.4.3	Demonstrate positive customer service (e.g. active listening, conflict resolution, meeting customer expectations).				

		3	2	1	0
<b>Benchmark: 24.5 Demonstrate implementation of food service management and leadership.</b>					
24.5.1	Exhibit commitment through making sound and justifiable work-related decisions.				
24.5.2	Use management skills for work-related tasks (i.e. time management, resource management).				
24.5.3	Take initiative by offering to help when appropriate.				
24.5.4	Accomplish work-related goal(s).				
24.5.5	Demonstrate leadership and teamwork to enhance skills in work-related or work like experiences (e.g. team leaders, CTSO events, ProStart).				

<b>Benchmark: 24.7 Enhance career readiness through practicing appropriate skills in work like culinary situations.</b>		3	2	1	0
24.7.1	Communicate work-related information to the instructor, adult mentor (if assigned) and school coordinator in a timely manner.				
24.7.2	Demonstrate proper writing and grammar skills to effectively communicate with employers, co-workers and customers.				
24.7.3	Perform mathematical functions related to food related operations.				
24.7.4	Generate ideas, proposals and solutions to work-related problems.				
24.7.5	Know and understand the importance of professional ethics and legal responsibilities in culinary/food related applications.				
24.7.6	Practice employability skills (e.g. timeliness, responsibility, work ethic, cooperation).				
24.7.7	Complete a portfolio of best work in the Restaurant and Culinary Arts.				