

Baking and Pastry Arts/Baker/Pastry Chef Classification of Instructional Program (CIP) 12.0501

Units of Instruction and Task Grid Linked to Pennsylvania Core Standards

100 INTRODUCTION TO THE HOSPITALITY AND BAKING INDUSTRY

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>101 Define hospitality and the importance of quality customer service within the baking and pastry industry.</p> <p>102 Discuss the growth and development of the baking and pastry industry.</p> <p>103 Describe various cuisines and their relationship to history and cultural development.</p> <p>104 Outline the structure and functional areas in various organizations. (retail/wholesale/baking and distribution).</p> <p>105 Identify career opportunities and the personal traits for a variety of jobs in the baking industry.</p> <p>106 Identify professional organizations and industry trade periodicals and explain their purposes and benefits to the industry.</p> <p>107 Describe industry trends and anticipate the future of the industry.</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>AGRICULTURE/FOOD AND NATURAL RESOURCES CLUSTER AG1 - AG5</p> <p>FOOD PROCESSING PATHWAY AG-FD-4</p> <p>HOSPITALITY. & TOURISM CLUSTER HT-1, HI-2, HT-3, HT-4, HT-6</p> <p>RESTAURANT AND FOOD SERVICES PATHWAY HT-RFB 08 HT-RFB 09 HT-RFB 10</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT AND STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D. Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RESEARCH</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.F Standard PCS.3.6.9-10.G Standard PCS.3.6.9-10.H</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.F Standard PCS.3.6.11-12.G</p>	

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
		Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I RANGE OF READING/LEVEL OF COMPLEX TEXTS GRADES 9-10 Standard PCS.3.5.9-10.J GRADES 11-12 Standard PCS.3.5.11-12.J	Standard PCS.3.6.11-12.H RANGE OF WRITING GRADES 9-10 Standard PCS.3.5.9-10.I GRADES 11-12 Standard PCS.3.5.11-12.I	

200 SANITATION AND SAFETY

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>201 Identify microorganisms which are related to food spoilage and food borne illnesses; describe their requirements and methods for growth, symptoms and prevention.</p> <p>202 Describe cross contamination and use of acceptable procedures when preparing and storing potentially hazardous foods.</p> <p>203 Demonstrate proper hygiene, health habits, and industry standard apparel.</p> <p>204 Outline the requirements for proper receiving and storage of raw and prepared foods, reasons for, and signs of food spoilage and contamination (i.e. FIFO).</p> <p>205 Explain the difference between cleaning, sanitizing, and the proper use of chemicals.</p> <p>206 Describe the proper storage and use of cleaners and sanitizers and develop a cleaning schedule.</p> <p>207 Identify methods of waste disposal, recycling, and sustainability.</p> <p>208 Describe appropriate measures for the control of insects, rodents and pests.</p> <p>209 Recognize sanitary, safety design, and construction features of food production equipment and facilities (i.e. NSF, UL, OSHA, ADA, etc.).</p> <p>210 Explain Safety Data Sheets (SDS) and the requirements for handling hazardous materials</p> <p>211 Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards.</p> <p>212 Identify the critical control points and the temperature danger zone during all food handling processes as a method for minimizing the risk of food borne illness (HACCP system).</p> <p>213 List common causes of typical accidents and injuries in the foodservice industry and outline a safety management program and emergency policies.</p> <p>214 Identify appropriate types, uses, and</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>AGRICULTURE/FOOD AND NATURAL RESOURCES CLUSTER AG3 - AG5</p> <p>FOOD PROCESSING PATHWAY AG-FD-1, AG-FD-3</p> <p>HOSPITALITY. & TOURISM CLUSTER HT-5</p> <p>RESTAURANT AND FOOD SERVICES PATHWAY HT-RFB 02 HT-RFB 08 HT-RFB 10</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT AND STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D. Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RESEARCH</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.F Standard PCS.3.6.9-10.G Standard PCS.3.6.9-10.H</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.F Standard PCS.3.6.11-12.G Standard PCS.3.6.11-12.H</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.I</p>	<p>NUMBERS AND OPERATIONS Standard PCS.2.1.HS.F.1 Standard PCS.2.1.HS.F.2 Standard PCS.2.1.HS.F.3 Standard PCS.2.1.HS.F.4 Standard PCS.2.1.HS.F.5 Standard PCS.2.1.HS.F.6 Standard PCS.2.1.HS.F.7</p>

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>location of fire extinguishers in the foodservice area.</p> <p>215 Describe the role of regulatory agencies governing sanitation and food safety.</p> <p>216 Demonstrate the knowledge of industry sanitation through certification (i.e. ServSafe).</p>				

300 BUSINESS AND MATH SKILLS

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>301 Perform basic math functions using the baker's percentage (%) and friction factor.</p> <p>302 Calculate labor cost.</p> <p>303 Calculate the cost of recipes/formulas including: as purchased, edible portion, and factors affecting yield percentage.</p> <p>304 Calculate the selling price of bakery items.</p> <p>305 Complete a sales transaction using related industry standards including cash handling and current technology (i.e. guest checks, computers, calculators, etc.).</p> <p>306 Perform basic math functions using decimal, percentages, fractions, conversions and measurements as related to the baking and pastry industry.</p> <p>307 Perform equivalent measures associated with weight and volume including metric and English units.</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>AGRICULTURE/FOOD AND NATURAL RESOURCES CLUSTER None listed</p> <p>FOOD PROCESSING PATHWAY AG-FD-1</p> <p>HOSPITALITY. & TOURISM CLUSTER HT-1</p> <p>RESTAURANT AND FOOD SERVICES PATHWAY HT-RFB 05 HT-RFB 06 HT-RFB 10</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT AND STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D. Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.I</p>	<p>NUMBERS AND OPERATIONS Standard PCS.2.1.HS.F.1 Standard PCS.2.1.HS.F.2 Standard PCS.2.1.HS.F.3 Standard PCS.2.1.HS.F.4 Standard PCS.2.1.HS.F.5 Standard PCS.2.1.HS.F.6 Standard PCS.2.1.HS.F.7</p> <p>OPERATIONS AND ALGEBRAIC THINKING Algebra Standard PCS.2.2.HS.D.1 Standard PCS.2.2.HS.D.2 Standard PCS.2.2.HS.D.3 Standard PCS.2.2.HS.D.4 Standard PCS.2.2.HS.D.5 Standard PCS.2.2.HS.D.6 Standard PCS.2.2.HS.D.7 Standard PCS.2.2.HS.D.8 Standard PCS.2.2.HS.D.9 Standard PCS.2.2.HS.D.10</p>

400 BAKING PREPARATION

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>401 Define baking terms.</p> <p>402 Identify ingredients used in baking, describe their properties, and list the functions of various ingredients (including but not limited to: flours, sugars, fats, egg products and dairy).</p> <p>403 Demonstrate knife skills and classic cuts while practicing safety techniques.</p> <p>404 Identify equipment and hand tools used in baking and discuss proper use and care.</p> <p>405 Describe and utilize various baking mixing methods and make up techniques.</p> <p>406 Prepare and fill a pastry bag and utilize a variety of tips to demonstrate proper use (i.e. cake decorating and pastry products).</p> <p>407 Identify and demonstrate proper and safe use of food processing, cooking and baking equipment.</p> <p>408 Read and follow a standard recipe/formula.</p> <p>409 Identify a variety of cooking methods (i.e. baking, frying, deep frying, boiling, blanching, poaching and steaming).</p> <p>410 Identify and use herbs, spices and flavor extracts.</p> <p>411 Demonstrate food presentation techniques.</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>AGRICULTURE/FOOD AND NATURAL RESOURCES CLUSTER None listed</p> <p>FOOD PROCESSING PATHWAY AG-FD-3</p> <p>HOSPITALITY. & TOURISM CLUSTER HT-1</p> <p>RESTAURANT AND FOOD SERVICES PATHWAY HT-RFB 02 HT-RFB 08 HT-RFB 10</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT AND STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D. Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.I</p>	<p>NUMBERS AND OPERATIONS Standard PCS.2.1.HS.F.1 Standard PCS.2.1.HS.F.2 Standard PCS.2.1.HS.F.3 Standard PCS.2.1.HS.F.4 Standard PCS.2.1.HS.F.5 Standard PCS.2.1.HS.F.6 Standard PCS.2.1.HS.F.7</p>

500 BAKING FUNDAMENTALS

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>501 Demonstrate proper scaling and measurement techniques used in baking.</p> <p>502 Identify and prepare various yeast products (i.e. hard and soft breads and rolls).</p> <p>503 Identify and prepare various enriched yeast dough products including laminated dough and sweet dough.</p> <p>504 Identify and prepare various quick breads.</p> <p>505 Identify and prepare various pies and tarts.</p> <p>506 Identify and prepare various cookies.</p> <p>507 Identify and prepare various creams, mousses, custards and related sauces.</p> <p>508 Identify and prepare various cakes.</p> <p>509 Identify and prepare various icings and glazes.</p> <p>510 Perform various cake decorating techniques.</p> <p>511 Identify and practice cake decorating techniques including: royal icing, rolled fondant, gum paste, air brush designs and discuss edible images.</p> <p>512 Discuss the applicability of convenience, value added, further processed or par-baked food items.</p> <p>513 Prepare various fillings and toppings for pastries and baked goods.</p> <p>514 Prepare pastry element products from pate choux, phyllo, puff pastry and crepes.</p> <p>515 Identify and prepare French, Italian and Swiss meringues.</p> <p>516 Identify and prepare doughnuts.</p> <p>517 Identify and prepare various frozen desserts.</p> <p>518 Identify and prepare a variety of breakfast items/sandwiches.</p> <p>519 Label and store finished bakery products appropriately to prevent or reduce spoilage and staling.</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>AGRICULTURE/FOOD AND NATURAL RESOURCES CLUSTER None listed</p> <p>FOOD PROCESSING PATHWAY AG-FD-1, AG-FD-3</p> <p>HOSPITALITY. & TOURISM CLUSTER None listed</p> <p>RESTAURANT AND FOOD SERVICES PATHWAY HT-RFB 02 HT-RFB 08 HT-RFB 10</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT AND STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D. Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.I</p>	<p>NUMBERS AND OPERATIONS Standard PCS.2.1.HS.F.1 Standard PCS.2.1.HS.F.2 Standard PCS.2.1.HS.F.3 Standard PCS.2.1.HS.F.4 Standard PCS.2.1.HS.F.5 Standard PCS.2.1.HS.F.6 Standard PCS.2.1.HS.F.7</p>

600 PURCHASING, RECEIVING, INVENTORY AND STORAGE

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>601 List factors that affect food prices and quality, which may include market fluctuation and product cost.</p> <p>602 Describe purchasing methods (i.e. bids, purchase orders, phone, sales quotes, online, etc.).</p> <p>603 Identify regulations for inspecting and grading of bakery ingredients (i.e. flour, sugar, eggs, dairy products and fruits).</p> <p>604 Identify various inventory systems including perpetual and physical inventories and requisition systems for controlling costs (i.e. computerized systems).</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>AGRICULTURE/FOOD AND NATURAL RESOURCES CLUSTER None listed</p> <p>FOOD PROCESSING PATHWAY AG-FD-3, AG-FD-4</p> <p>HOSPITALITY. & TOURISM CLUSTER None listed</p> <p>RESTAURANT AND FOOD SERVICES PATHWAY HT-RFB 05 HT-RFB 07 HT-RFB 10</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT AND STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D. Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RESEARCH</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.F Standard PCS.3.6.9-10.G Standard PCS.3.6.9-10.H</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.F Standard PCS.3.6.11-12.G Standard PCS.3.6.11-12.H</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.I</p>	<p>NUMBERS AND OPERATIONS Standard PCS.2.1.HS.F.1 Standard PCS.2.1.HS.F.2 Standard PCS.2.1.HS.F.3 Standard PCS.2.1.HS.F.4 Standard PCS.2.1.HS.F.5 Standard PCS.2.1.HS.F.6 Standard PCS.2.1.HS.F.7</p>

700 NUTRITION

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>701 List food groups and recommended servings in USDA Food Guide Charts.</p> <p>702 Discuss dietary guidelines and recommended dietary allowances for a nutritious diet.</p> <p>703 Define energy nutrients and non-energy nutrients and how they are metabolized by the human body.</p> <p>704 Calculate your individual dietary intakes by using the RDA dietary guidelines.</p> <p>705 RESERVED</p> <p>706 Interpret food labels in terms of the portion size, ingredients, nutritional value, and nutritional claims.</p> <p>707 Describe the six classes of nutrients (carbohydrates, fats/lipids, protein, vitamins, minerals and water).</p> <p>708 Discuss the functions, sources, and effects of the six classes of nutrients on a healthy lifestyle.</p> <p>709 Discuss various diets and health concerns related to: alternative dieting, vegetarianism, poor nutrition and food allergies.</p> <p>710 RESERVED</p> <p>711 Apply principles of nutrition and nutrient preservation while preparing bakery goods and menu items.</p> <p>712 RESERVED</p> <p>713 RESERVED</p> <p>714 RESERVED</p> <p>715 RESERVED</p> <p>716 Describe the impact of nutrition during different life stages (i.e. pregnancy, infant and early childhood, adulthood, senior citizens, etc.).</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>AGRICULTURE/FOOD AND NATURAL RESOURCES CLUSTER None listed</p> <p>FOOD PROCESSING PATHWAY AG-FD-2</p> <p>HOSPITALITY. & TOURISM CLUSTER None listed</p> <p>RESTAURANT AND FOOD SERVICES PATHWAY HT-RFB 05 HT-RFB 08 HT-RFB 10</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT AND STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D. Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RESEARCH</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.F Standard PCS.3.6.9-10.G Standard PCS.3.6.9-10.H</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.F Standard PCS.3.6.11-12.G Standard PCS.3.6.11-12.H</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.I</p>	<p>NUMBERS AND OPERATIONS Standard PCS.2.1.HS.F.1 Standard PCS.2.1.HS.F.2 Standard PCS.2.1.HS.F.3 Standard PCS.2.1.HS.F.4 Standard PCS.2.1.HS.F.5 Standard PCS.2.1.HS.F.6 Standard PCS.2.1.HS.F.7</p>

800 BAKING PLANNING

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>801 List basic production planning principles.</p> <p>802 Create menu item descriptions for bakery goods.</p> <p>803 Develop an understanding of basic baking facilities and planning and layout principles.</p> <p>804 Describe the importance of proper planning and time management to the overall operation of the baking facility.</p> <p>805 Identify methods of promoting baked goods, display techniques, and seasonal merchandising.</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>AGRICULTURE/FOOD AND NATURAL RESOURCES CLUSTER None listed</p> <p>FOOD PROCESSING PATHWAY None listed</p> <p>HOSPITALITY. & TOURISM CLUSTER HT-1</p> <p>RESTAURANT AND FOOD SERVICES PATHWAY HT-RFB 03 HT-RFB 05 HT-RFB 06 HT-RFB 07 HT-RFB 08 HT-RFB 10</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT AND STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D. Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.I</p>	<p>NUMBERS AND OPERATIONS Standard PCS.2.1.HS.F.1 Standard PCS.2.1.HS.F.2 Standard PCS.2.1.HS.F.3 Standard PCS.2.1.HS.F.4 Standard PCS.2.1.HS.F.5 Standard PCS.2.1.HS.F.6 Standard PCS.2.1.HS.F.7</p>

900 HUMAN RELATIONS SKILLS

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>901 Practice working as a member of a diverse team as it relates to the Baker/Pastry Chef industry.</p> <p>902 Identify the benefits of a positive work environment by motivating employees, reducing stress and resolving conflict.</p> <p>903 Demonstrate the use of information technology communications when dealing with customers (i.e. emails, internet searches, e-letters, social networking, etc.).</p> <p>904 Identify the baker's role in decision making, problem solving, and delegation of duties.</p> <p>905 Identify current federal and state employment laws (i.e. equal opportunity, harassment, affirmative action, wage and hour, etc.).</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>AGRICULTURE/FOOD AND NATURAL RESOURCES CLUSTER AG-1</p> <p>FOOD PROCESSING PATHWAY AG-FD-1</p> <p>HOSPITALITY. & TOURISM CLUSTER HT-4</p> <p>RESTAURANT AND FOOD SERVICES PATHWAY HT-RFB 01 HT-RFB 04 HT-RFB 05 HT-RFB 06 HT-RFB 10</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT AND STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D. Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RESEARCH</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.F Standard PCS.3.6.9-10.G Standard PCS.3.6.9-10.H</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.F Standard PCS.3.6.11-12.G Standard PCS.3.6.11-12.H</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.I</p>	

Reference List for Common Technical Core Standards, and Sample Indicators Related to the Agriculture, Food and Natural Resources Career Cluster

- AG 1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food and Natural Resources (AFNR) Career Cluster.
- a. Describe the major impacts of AFNR legislation.
 - b. Describe the major regulations impacting the management of an individual resource.
 - c. Identify situations that violate regulations.
 - d. Identify significant issues that impact work assignment.
 - e. List the potential economic, environmental and social costs and benefits of enacting sustainability initiatives in AFNR.
 - f. Discuss the current applications of biotechnology in AFNR.
 - g. Explain how biotechnology is used in specific AFNR activities.
- AG 2 Evaluate the nature and scope of the Agriculture, Food and Natural Resources Career Cluster and the role agriculture, food and natural resources play in society and the economy.
- a. Examine the role and major functions of AFNR organizations to better utilize AFNR guidelines.
 - b. Explain the major guidelines used by AFNR organizations to manage and improve performance while maintaining ecosystem health.
 - c. Examine economic, social and technological changes to spotlight their impact on AFNR organizations and the industry.
 - d. Explain technological changes to reveal their impact on information technology and transportation.
 - e. State the economic output of AFNR related industries in the United States.
 - f. Evaluate the impact of AFNR activities in your local community.
 - g. Explain the relationship between agriculture, food and natural resources.
 - h. Identify ways in which the average person interacts with AFNR on a daily basis.
- AG 3 Examine and summarize importance of health, safety and environmental management systems in AFNR organizations.
- a. Define what level of possible contamination or injury is considered a risk in order to set safety priorities.
 - b. Assess mental and physical stresses to determine all aspects necessary to perform well and what health risks are associated with both the mental and physical aspects.
 - c. Identify various emergency response plan requirements for a facility.
 - d. Develop an emergency response plan for natural disasters.
 - e. Identify general workplace safety hazards.
 - f. Apply general workplace safety precautions/procedures.
 - g. Acquire and maintain first aid certification.
 - h. Acquire and maintain cardiopulmonary resuscitation (CPR) certification.
 - i. Respond to medical emergencies.
 - j. Explain purpose of pollution control systems.
 - k. Describe procedures to comply with environmental regulations.
 - l. Maintain environmental health and safety facilities.
 - m. Handle chemicals and safety equipment appropriately.

- n. Explain ergonomic procedures.
- o. Assess workplace safety.
- p. Assess a safety training plan.
- q. Observe all regulatory and safety standards.
- r. Study appropriate resources to identify the major regulatory areas (e.g., personal protective equipment) and government laws and regulations.
- s. Establish a set of safety, health and environmental principles to ensure a high level of performance.
- t. Develop a pollution/waste prevention plan to reduce or eliminate waste.
- u. Identify and describe common hazards in the workplace.
- v. Identify and describe major sources of information about hazards in the workplace (e.g., SDS, work procedures, exposure control plans, training materials, labels and signage).
- w. Identify sources of combustible/flammable materials, fire and emergencies to establish a fire safe environment.
- x. Interpret safety signs and symbols.
- y. Identify procedures necessary for maintaining a safe work area.
- z. Identify methods to correct common hazards.
- aa. Identify methods for disposing of hazardous materials.
- bb. Demonstrate principals of safe physical movement to avoid slips, trips and spills.
- cc. Inspect and use protective equipment (PPE).

AG 4 Demonstrate stewardship of natural resources in AFNR activities.

- a. Explain how personal choices are related to natural resource sustainability.
- b. Describe strategies to help an organization create a culture of natural resource stewardship.
- c. Predict the positive and negative impacts of given AFNR activities.

AG 5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food and Natural Resources Career Pathways.

- a. Locate and interpret career information for at least one career cluster.
- b. Identify job requirements for career pathways.
- c. Identify educational and credentialing requirements for career cluster and pathways.
- d. Identify personal interests and aptitudes.
- e. Identify job requirements and characteristics of selected careers.
- f. Compare personal interests and aptitudes with job requirements and characteristics of career selected.
- g. Modify career goals based on results of personal interests and aptitudes with career requirements and characteristics.
- h. List examples of careers that require various levels of postsecondary education in each AFNR pathway.
- i. Explain the primary benefit of having a career in each of the AFNR pathways.

AG 6 Analyze the interaction among ANFR systems in the production, processing and management of food, fiber and fuel and sustainable use of natural resources.

- a. None applicable

COMMON CAREER TECHNICAL CORE STANDARDS AND SAMPLE INDICATORS RELATED TO THE FOOD PROCESS AND PROCESSING SYSTEMS CAREER PATHWAY

AG-FD 1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.

- a. Outline procedures to eliminate possible contamination hazards associated with food products and processing.
- b. Develop and maintain a Standard Sanitation Operating Procedure (SSOP).
- c. Explain and demonstrate Good Manufacturing Practices (GMP).
- d. Perform equipment and facility maintenance in a food product and processing operation.
- e. Practice worker safety procedures.
- f. Explain techniques and procedures for safe handling of food products.
- g. Perform quality assurance tests on food products.
- h. Demonstrate approved food product handling techniques.
- i. Explain the importance of microbiological tests in food product preparation.

AG-FD 2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to development of food products.

- a. Comply with and apply USDA/FDA standards.
- b. Use product development (e.g., consumer opinion, taste testing).
- c. Conduct nutritional analysis (e.g., biochemistry).
- d. Compare and contrast the nutritive value of food groups.
- e. Identify and compare various food constituents.
- f. Describe human behaviors related to food.
- g. Compare the nutritive value of food.
- h. Describe common food constituents (e.g., fats, vitamins, proteins)
- i. Explain how food constituents (proteins, minerals, etc.) contribute to product taste and appearance.
- j. Identify the required information for a food label.
- k. Explain the function of common food additives.
- l. Predict the effects of altering a food product's formulation.

AG-FD 3 Select and process food products for storage, distribution and consumption.

- a. Prepare fresh food products for distribution and sale.
- b. Preserve foods through a variety of techniques.
- c. Select packaging for storage of processed foods.
- d. Evaluate storage conditions for food quality, shelf life and intended use.
- e. Assign quality grades and yield grades to food products according to industry standards.
- f. Perform quality assurance inspections of raw food products.

AG-FD 4 Explain the scope of the food industry and the historical and current developments of food products and processing.

- a. Describe the role of producers, wholesale buyers, ingredient manufacturers, merchandisers, processors, distributors and retailers in the food industry.
- b. Explain the relationships among participants in the food industry for a given food product.

COMMON CAREER TECHNICAL CORE STANDARDS AND SAMPLE INDICATORS RELATED TO THE HOSPITALITY AND TOURISM CAREER CLUSTER

HT 1 Describe the key components of marketing and promoting hospitality and tourism products and services.

- a. Identify the elements of marketing.
- b. Compare/contrast different marketing packets.
- c. Develop strategies for making a sale.
- d. Describe how economics applies to the hospitality and tourism industry.
- e. Discuss the importance of the hospitality and tourism industry to the U.S. economy.
- f. Explain the effects that supply and demand have on the hospitality and tourism industry.

HT 2 Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.

- a. Define industry management terms including yield, yield management, no show, discount inventory control, overbooking and spoilage.
- b. Compare/contrast management of different organizational structures including independently owned, chain affiliated and corporations in the industry.
- c. Discuss the current trends in society and how they affect hospitality and tourism.

HT 3 Demonstrate hospitality and tourism customer service skills that meet customers' needs.

- a. Assess the importance of customer satisfaction.
- b. Devise strategies for maximizing customer satisfaction.
- c. Role play customer dissatisfaction scenarios.
- d. Describe how customer service affects a company's bottom line.

HT 4 Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.

- a. Identify key rights of employees related to occupational safety and health.
- b. Identify the responsibilities of employers related to occupational safety and health.
- c. Explain the role of government agencies in providing a safe workplace.
- d. Illustrate compliance with OSHA safety regulations and practices.
- e. Follow industry standards to comply with safety regulations and practices.
- f. Review safety and sanitation procedures applicable to the workplace.

HT 5 Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

- a. Create a solution to guest/customer exposure to a health hazard.
- b. Identify ways to manage guests/customers facing a threat.
- c. Identify ways to prevent common safety hazards.
- d. Develop and role-play mock emergency situations.
- e. Create a plan of action to manage guests with special needs (disabilities, handicap accessibility, etc.).
- f. Detail steps to use in medical emergencies.
- g. List resources for assistance with environmental issues.

- h. Name the resources for assistance in crimes or accidents.
- i. Detail how to access help in a terrorist situation.

HT 6 Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.

- a. Locate and interpret career information for at least one career cluster.
- b. Identify job requirements for career pathways.
- c. Identify educational and credentialing requirements for career cluster and pathways.
- d. Identify personal interests and aptitudes.
- e. Identify job requirements and characteristics of selected careers.
- f. Compare personal interests and aptitudes with job requirements and characteristics of career selected.
- g. Modify career goals based on results of personal interests and aptitudes with career requirements and characteristics.

COMMON CAREER TECHNICAL CORE STANDARDS AND SAMPLE INDICATORS RELATED TO THE RESTAURANTS AND FOOD/BEVERAGE SERVICES CAREER PATHWAY

HT-RFB 1 Describe ethical and legal responsibilities in food and beverage service facilities.

- a. Detail ways to achieve a high rate of positive comments.
- b. Get regular feedback from guests and staff.
- c. Demonstrate understanding of legal interviewing processes.
- d. Outline how harassment and stereotyping can create an unhealthy work environment.
- e. Define legal and ethical responsibilities for safety procedures.
- f. Interpret worker's compensation requirements and forms.
- g. Identify ethical and legal situations that occur in the workplace.
- h. Relate appropriate response to legal/ethical infractions in the workplace.
- i. Integrate guidelines for ethical treatment in the workplace.
- j. Discuss how ethical issues and concerns affect a career field.

HT-RFB 02 Demonstrate safety and sanitation procedures in food and beverage service facilities.

- a. Outline compliance requirements of sanitation and health inspections.
- b. Show exemplary appearance and hygiene.
- c. Illustrate correct use of knives and kitchen equipment.
- d. Use protective gloves and clothing.
- e. Demonstrate correct food handling and production techniques.
- f. Practice appropriate safety and health procedures.
- g. Apply hazardous material practices and procedures for the handling and disposing of chemicals.

HT-RFB 03 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.

- a. Identify ethnicities and their dining habits and rules.
- b. Identify countries and their native food resources.

HT-RFB 04 Demonstrate leadership qualities and collaboration with others.

Revised April 2016

- a. Detail ways to minimize staff turnover.
- b. Conduct thorough orientation for new staff.
- c. Detail elements involved in new orientation.
- d. Explain human relations policies and procedures.
- e. Conduct regular reviews of staff.
- f. Utilize leadership skills to create motivation for change.
- g. Use people skills to build effective working relationships.
- h. Learn conflict management skills to facilitate solutions.

HT-RFB 05 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.

- a. Calculate food cost and determine ways to meet goals.
- b. Calculate labor cost and determine ways to meet goals.
- c. Determine the values of inventory or stock.
- d. Determine menu pricing.
- e. Define portion control.
- f. Develop promotional materials.
- g. Create method.
- h. Demonstrate awareness of operational needs.
- i. Demonstrate awareness of capabilities and limitations of the operation.

HT-RFB 06 Explain the benefits of the use of computerized systems to manage food service operations and guest service.

- a. Demonstrate use of point of sale (POS) systems.
- b. Demonstrate basic computer applications.
- c. Demonstrate use of computer programs used for food production.

HT-RFB 07 Utilize technical resources for food services and beverage operations to update or enhance present practice.

- a. Demonstrate the use of software programs for human resource management.
- b. Demonstrate the use of software programs for inventory control, point of sale, profit loss, etc.
- c. Access relevant websites.
- d. Download recipes.
- e. Bookmark websites.

HT-RFB 08 Implement standard operating procedures related to food and beverage production and guest service.

- a. Detail operating procedures for food quality.
- b. Detail operating procedures for food presentation.
- c. Describe customer service table standards.
- d. Show consistent appearance in prepared foods.
- e. Detail ways to monitor quality of prepared food.
- f. Explain the use of a variety of sauces.
- g. Choose appropriate cooking procedures (sauté, broil, bake, etc.).
- h. Employ knowledge of nutritional values.

- i. Exhibit high quality food presentation.
- j. Detail characteristics of French, Russian, bistro style and other forms of service.
- k. Identify types of dining utensils and proper uses.
- l. Show proper set up procedures for dining room/counter.
- m. Explain menu items.
- n. Detail the process of upselling and other forms of marketing at tableside.
- o. Use pots and pans for different food preparations.
- p. Explain how to store and retrieve foods in a variety of settings (cold, hot, dry, etc.).
- q. Explain the importance of the menu.
- r. Detail the menu's role in communicating an image.

HT-RFB 09 Describe career opportunities and qualifications in the restaurant and food service industry.

- a. Outline a plan for an effective job search.
- b. Write a resume that lists skills and competencies.
- c. Role-play a job interview.
- d. Explain follow up steps for a job interview.
- e. Develop a list of workplace rules and regulations.
- f. Identify and give examples of positive work attitudes.
- g. Make a list of qualities of successful food service employees.
- h. Identify hierarchy within the organization.
- i. List the qualifications for various careers in the food service industry.
- j. Describe major duties/tasks for each job option.
- k. Identify careers related to family and consumer sciences in the field of culinary arts.
- l. List various types of food service operations.
- m. List advantages/disadvantages of different sectors.

HT-RFB 10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

- a. Recognize and respond to guests' needs and nonverbal cues.
- b. Interpret verbal and nonverbal behaviors to enhance communications with coworkers and customers/guests.
- c. Listen and understand others.
- d. Identify the problem and possible solutions and decide on a course of action to resolve unexpected situations.
- e. Provide feedback to management in order to enhance operations.
- f. Read and comprehend recipes, operational manuals, inventory control sheets, menus, correspondence, training manuals, etc.
- g. Create inventory control sheets, recipes, menus, correspondence, employee evaluations, etc.
- h. Calculate menu and recipe costs.