

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

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

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed ) <b>Student will:</b>	<b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b>	<b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) <b>Student will:</b>				
<b>Understand the food service industry and career opportunities in the field</b>	1. Define food service with examples of current industry practices.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
	2. Trace the growth and development of the food service industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
3. Describe the various cuisines and the relationship to history and cultural development.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				
4. Identify professional food service organizations and explain purposes and benefits to the industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency

**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed ) <b>Student will:</b>	<b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b>	<b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) <b>Student will:</b>
--	--	--	---

	5. Outline the organizational, structural and functional areas in various food service organizations. <b>AAI 1. Planning:</b> Explain the key elements of a long-term plan for a successful company. <b>AAI 2. Management:</b> Discuss the different forms of management and ownership within this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Understand the basic principles of sanitation and safety and apply them in the food service operations</b>	6. Demonstrate and apply the principles of the Hazard Analysis Critical Control point system.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
	7. Demonstrate safe operation of food production equipment. <b>AAI 8. Health, Safety, and Environment:</b> Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
8. Demonstrate appropriate emergency procedures for kitchen and dining room injuries.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency  
**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed ) <b>Student will:</b>	<b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b>	<b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) <b>Student will:</b>
--	--	--	---

<b>Understand the characteristics, functions and food sources of the major nutrients and the application of those principles throughout the life cycle</b>	9. Identify and apply the standards related to the USDA Guidelines as they pertain to diets, cooking techniques and storage principles.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
10. Describe the characteristics, functions and sources of the major nutrients and their relation to contemporary nutritional concerns.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				
<b>Understand knife skills and tool and equipment handling through the application of principles of food preparation</b>	11. Identify and demonstrate use of knife skills, hand tools and equipment operation, emphasizing proper technique and safety. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
12. Demonstrate how to read, follow and prepare a standardized recipe and identify products.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency

**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed ) <b>Student will:</b>	<b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b>	<b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) <b>Student will:</b>
--	--	--	---

	13. Utilize weights and measures to demonstrate proper scaling and measurement techniques.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	14. Demonstrate a variety of cooking methods such as roasting, baking, broiling, grilling, griddling, sautéing, frying, deep-frying, braising, stewing, poaching and steaming.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	15. Demonstrate food presentation techniques.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	16. Demonstrate garnishing techniques and decorative pieces that may include fruit, vegetable carvings and accompaniments.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Understand and demonstrate the skills in producing a variety of cold food products, and prepare items for buffet presentation, including decorative pieces</b>	17. Identify tools and equipment used in garde manger, emphasizing appropriate use and care and sanitation procedures.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency  
**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed ) <b>Student will:</b>	<b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b>	<b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) <b>Student will:</b>
--	--	--	---

	18. Demonstrate fundamental skills in the preparation and presentation techniques of cold items that may include soups, salads, sauces, dressings, marinades, relishes, sandwiches, canapés, hors d'oeuvres and garnishes.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Understand the fundamentals of baking science as they apply to the preparation of a variety of products and the use and care of equipment</b>	19. Define baking terms, such as creaming, mixing, stirring, folding, whipping, leavening, etc.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	20. Identify and select equipment and utensils used in baking and discuss proper use and care.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	21. Identify ingredients used in baking and describe the properties and functions of each.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	22. Demonstrate proper scaling and measurement techniques.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency

**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed ) <b>Student will:</b>	<b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b>	<b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) <b>Student will:</b>
--	--	--	---

	23. Produce a variety of yeast products, quick breads, pies, tarts, cookies, cakes and icings.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	24. Prepare creams, custards, puddings, fillings and toppings for baked goods and pastries.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Be knowledgeable in dining room service functions, different types of services, and quality customer service</b>	25. Demonstrate basic dining room procedures.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	26. State the importance of the relationship between the front and back of the house.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Understand the overall concepts of purchasing, receiving and storage practices for food and non-food items</b>	27. Analyze the market cycle of goods as it relates to a food service operation and its effect on product cost.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	28. Explain current regulations as well as legal and ethical considerations of purchasing, and create menu item descriptions following truth-in-menu guidelines.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency

**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed ) <b>Student will:</b>	<b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b>	<b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) <b>Student will:</b>
--	--	--	---

	29. Explain proper receiving, storage and inventory of all food and non-food items.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Understand the principles of menu planning and layout and their application to the development of menus for a variety of types of facilities and services</b>	30. List basic menu planning principles, menu design and dining styles. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	31. Apply principles of nutrition to menu development.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Be knowledgeable in the basic mathematical functions used in food service operations</b>	32. Calculate food and labor cost percentages. <b>AAI 3. Finance:</b> Explain the key components of financial management of a company.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	33. Demonstrate process of recipe yield adjustment, costing and selling price.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency

**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed ) <b>Student will:</b>	<b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b>	<b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) <b>Student will:</b>
--	--	--	---

	34. Perform various calculations using current technology (i.e., computers, calculators, POS). <b>AAI 5. Underlying Principles of Technology:</b> Explain through discussion the technological systems used within this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Understand the fundamental concepts of entrepreneurship and how entrepreneurship influences the economy</b>	35. Discuss and assess venture creation possibilities and identify the steps in planning the venture.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	36. Identify the resources needed for venture startup and operation.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency  
**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed ) <b>Student will:</b>	<b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b>	<b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) <b>Student will:</b>
--	--	--	---

	37. Discuss the options in planning the venture’s future (growth, development and demise). <b>AAI 6. Labor Issues:</b> Explain the employees’ and employers’ rights and responsibilities in this industry. <b>AAI 7. Community Issues:</b> Discuss the ways a company can impact its community and the ways a community can impact a company		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	38. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management).		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Understand the importance of personal growth and leadership to enhance career success</b>	39. Demonstrate personal growth, community leadership, democratic principles and social responsibility by participating in activities/events offered through student organizations.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency  
**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<p><b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b></p>	<p><b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed )  <b>Student will:</b></p>	<p><b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b></p>	<p><b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)  <b>Student will:</b></p>
---	--	---	---

<p><b>Understand the necessary employability skills in order to achieve success in today's workplace</b></p>	<p><b>40. Decision-Making &amp; Problem-Solving:</b> Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>- create an outline</li> <li>- create a troubleshooting log</li> <li>- make class presentation</li> <li>- develop and test strategies or options that work</li> <li>- provide examples of the strategies or options tested or tried</li> <li>- compare and analyze pros and cons of identified strategies or options</li> <li>- through teamwork, arrive at a decision or determine a solution that is well suited to the task</li> <li>- independently arrive at a decision or determine a solution that is well suited to the task</li> <li>- communicate in a clear format how the solution was formed</li> <li>- justify or describe how and why a particular solution option was chosen</li> </ul>	1	2	3	4
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency  
**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<p><b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b></p>	<p><b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed )  <b>Student will:</b></p>	<p><b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b></p>	<p><b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)  <b>Student will:</b></p>
---	--	---	---

	<p><b>41. Self –Management:</b> Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments. <b>AAI 9. Personal Work Habits:</b> Explain the work habits an employer looks for in an employee in this industry.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>- have a written test on applicable policies and procedures</li> <li>- assess student orientation knowledge through instructor observations and written unit test</li> <li>- review student handbook</li> <li>- adhere to regulations in school, classroom, and everyday settings</li> <li>- build trust by being consistent, dependable, and verbally positive with others</li> <li>- ask questions and listen to others</li> <li>- keep track of assignments and/or responsibilities</li> <li>- have work done on time</li> <li>- respond positively to constructive feedback</li> <li>- show respect for others and their points of view</li> <li>- set individual goals and document progress toward achieving those goals</li> <li>- take initiative to pursue learning</li> <li>- adapt as necessary to create a positive outcome for self and others</li> <li>- advocate appropriately for himself/herself</li> </ul>	1	2	3	4
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency  
**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<p><b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b></p>	<p><b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed )  <b>Student will:</b></p>	<p><b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b></p>	<p><b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)  <b>Student will:</b></p>
---	--	---	---

	<p><b>42. Communication Skills:</b> Demonstrate and apply effective communication skills: verbal, written, visual, and listening.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>- be given a work order that contains written instructions of a specific job and complete the work order</li> <li>- create a power point presentation</li> <li>- participate in a debate</li> <li>- perform mock interviews</li> <li>- develop a topic</li> <li>- include details to support a main point</li> <li>- use appropriate grammar and sentence structure</li> <li>- organize writing and/or presentation materials</li> <li>- use constructive feedback to improve skill</li> <li>- participate in discussion and conversation by listening, entering in, taking turns, responding to others' remarks, asking questions, summarizing and closing, as appropriate to the given context</li> <li>- use varied vocabulary for clarity and effectiveness</li> <li>- support his/her ideas in a public forum using the appropriate visual/audio aides</li> <li>- select and use the appropriate media and method(s) to communicate the subject effectively</li> <li>- adapt writing, speaking, and/or visual presentations effectively to a particular audience</li> <li>- act on or respond appropriately to verbal and non-verbal cues from the audience</li> </ul>	1	2	3	4
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency  
**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed ) <b>Student will:</b>	<b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b>	<b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) <b>Student will:</b>
--	--	--	---

	<b>43. Ability to Work with Others:</b> Demonstrate and apply the necessary skills in order to work effectively with others.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <b>For Example:</b> <ul style="list-style-type: none"> <li>- role play a situation in which there is a conflict which must be resolved</li> <li>- compose a list of what she/he believes to be the most common problems within that profession after reviewing appropriate work ethics standards</li> <li>- conduct an interview with a manager and share report with classmates</li> <li>- demonstrate knowledge of individual strengths he/she brings to a group</li> <li>- demonstrate knowledge of and respect for cultural and individual differences</li> <li>- demonstrate beginning skills in conflict management by outlining the issues involved and others' points of view</li> <li>- demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others</li> <li>- demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback</li> <li>- demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes</li> <li>- apply his/her individual strengths to enhance a group's performance</li> <li>- assume responsibilities within a group</li> <li>- demonstrate the use of group skills in a way that enhances a group's performance</li> <li>- demonstrate skills in conflict management by describing, justifying, and applying a resolution process, and reflecting on the outcome</li> </ul>	1	2	3	4
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency

**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<p><b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b></p>	<p><b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed )  <b>Student will:</b></p>	<p><b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b></p>	<p><b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)  <b>Student will:</b></p>
---	--	---	---

	<p><b>44. Information Use - Research, Analysis, Technology:</b> Demonstrate and apply the use of information through research, analysis, and technology.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>- do a research project and develop a presentation for the class</li> <li>- keep a daily notebook</li> <li>- show use of a plan for gathering information</li> <li>- gather information from a variety of sources, using a variety of technologies</li> <li>- discuss industry trade periodicals</li> <li>- use sources that are current and appropriate to the topic</li> <li>- evaluate sources for correct and trustworthy information</li> <li>- document sources of information appropriately</li> <li>- demonstrate and apply the skills in using software applications (MS Office)</li> <li>- use a filing/organization system for information, such as notebook, disk, etc.</li> <li>- justify the use of a particular organizational system for a particular product</li> <li>- demonstrate effective communication skills (written, oral, listening)</li> <li>- effectively present a thesis, supporting evidence, and a conclusion using a variety of media</li> </ul>	1	2	3	4
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency

**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<p><b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b></p>	<p><b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed )  <b>Student will:</b></p>	<p><b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b></p>	<p><b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)  <b>Student will:</b></p>
---	--	---	---

	<p><b>45. Mathematical Concepts:</b> Demonstrate mathematical and computation skills as applied to real world situations.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p><b>For Example:</b>  - keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite  - compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals  - collect, interpret, organize and display relevant data for solving a mathematics problem  - translate real world problems into mathematical representations  - express and present mathematical ideas clearly in everyday written and oral language  - express in written and oral language how mathematics connects to other contexts outside the mathematics classroom  - use basic numerical concepts such as whole numbers and percentages in practical situations; make reasonable estimates of arithmetic results without a calculator; and use tables, graphs, diagrams, and charts to obtain or convey quantitative information  - approach practical problems by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for real world situations; express mathematical ideas and concepts orally and in writing; and understand the role of chance in the occurrence and prediction of events</p>	1	2	3	4
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency  
**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Hospitality and Tourism**

**Program Name: Cooking and Related Culinary Arts, General CIP: 120500**

National Standard: American Association of Family and Consumer Sciences; National Association of State Administrators for Family and Consumer Sciences

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed ) <b>Student will:</b>	<b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b>	<b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) <b>Student will:</b>
--	--	--	---

	<b>46. General Safety:</b> Demonstrate and apply safe practices and procedures in the workplace.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <b>For Example:</b> - develop scenarios of hazards and accidents using publications and the internet - be observed by teacher - take written quizzes/written tests - demonstrate knowledge of safety and sanitation practices and procedures - identify and report hazardous conditions and safe working procedures - use personal protective equipment and clothing	1	2	3	4
1	2	3	4				
	<b>47. Career Development:</b> Demonstrate personal/career development skills by completing a career plan.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <b>For Example:</b> - complete a self-awareness inventory - develop a career portfolio - use a career software, such as Choices, to measure their aptitudes and abilities for particular careers - use available resources (college catalogs and websites) to research information about postsecondary educational opportunities - select a career in the field and outline educational and skill requirements, expected job growth, and salaries - review with teacher software printout to assess their aptitudes and abilities - make appropriate choices in pursuit of postsecondary education or training and/or direct entry into the world of work - plan a senior experiential project to review and evaluate a variety of career choices	1	2	3	4
1	2	3	4				

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2= not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4= surpasses proficiency  
**Framework:** Targeted= Framework aligns to competency Related= Framework supports competency \* = NECAP Assessment Expectation