

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

Effective 8/09

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

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks http://www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:				
Investigate history, professional organizations and trade publications to understand the food service industry and career opportunities.	1. Define the term food service industry as it relates to culinary arts and list opportunities available within the field.	S:LS5:11:3.4/R S:LS4:4:2.3/T	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> Your supervisor has asked you to create a multimedia presentation defining the key elements of foodservice and provide examples of careers available within the industry	1	2	3	4
	1	2	3	4			
	2. List 2 historical events that influenced the development of culinary arts in the food service industry.	S:LS5:11:3.4/R	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> You have been asked to present to a high school foods class about the historical events highlighting key milestones influenced by technological discoveries/developments in culinary arts. Prepare a 5-10 minute presentation	1	2	3	4
	1	2	3	4			
3. List and describe three different styles of cuisine.	S:LS4:6:3.1/R S:LS2:4:1/R	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> In preparation for an international food festival, you have been asked to design a menu that highlights 3 different cuisines.	1	2	3	4	
1	2	3	4				
4. Identify professional food service organizations and explain their purposes and benefits to the industry.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> Your company will pay for membership in one professional food service organization. You will research at least 3 to decide which one would be the best to further your career.	1	2	3	4	
1	2	3	4				

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Reviewed by Industry 1/30/09
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	<p>5. Outline the structure of different types of food service operations such as restaurants, hotels and bakeries.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You work for a restaurant consulting company. Your client is looking to modify their operation. You will prepare 2-3 different organizational charts for their consideration.</p>	1	2	3	4
1	2	3	4				
<p>Understand the basic principles of sanitation and safety and apply them in the food service operations to reinforce personal hygiene and food handling practices that protect the health of the consumer.</p>	<p>6. Demonstrate and apply the principles of the Hazard Analysis Critical Control Point system to include personal hygiene, proper receiving, storage and inventory of all food and non-food items.</p>	<p>S:SPS1:4:3/1/R S:LS4:4:2.3/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>As part of your pre-service training at a new restaurant, you are given a case study. Using the HACCP standards, identify incorrect procedures and suggest corrective action.</p>	1	2	3	4
1	2	3	4				
	<p>7. Identify the common food allergens and their known symptoms</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>As part of the back of the house training, you will demonstrate to your new hire the proper procedure for avoiding cross-contamination of food allergens.</p>	1	2	3	4
1	2	3	4				
	<p>8. Demonstrate appropriate emergency response for kitchen and dining room accidents.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You are the manager on duty when one of the cooks is badly burned. Demonstrate the procedure for assessing and treating the burn victim. Were emergency procedures carried out as identified in the <i>Emergency Procedures Manual for Facilities Staff</i>? Please Explain.</p>	1	2	3	4
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<p>Understand the characteristics, functions and food sources of the major nutrients in order to maximize nutrient retention in food preparation and storage cycles.</p>	<p>9. Identify and apply the standards related to the USDA Food Pyramid as they pertain to sources of major nutrients and their relationship to diets, cooking techniques and storage principles.</p>	<p>S:SPS1:8:3.3/R S:LS4:4:3.3/T</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>As part of the application process for a new job at a healthcare facility you have been asked to complete a 3-day food recall and compare the results to the USDA recommendations. You are also required to submit one recipe, which demonstrates an alteration of cooking technique and ingredients to meet specific dietary needs; ie reduced carbohydrate, salt or fat, diabetic, etc.</p>	1	2	3	4
1	2	3	4				
<p>Understand the correct and safe use of tools, equipment, and knives as they apply to the principles of food preparation.</p>	<p>10. Identify and demonstrate use of the knives, hand tools (such as those used in Garde Manger) and equipment operation, emphasizing proper technique and safety. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry. AAI 8. Health, Safety, and Environment: Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.</p>	<p>S:SPS1:4:3.3/T S:SPS1:8:3.3/T</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You are the kitchen manager in charge of training new hires. You must develop a training program that addresses at least the following three lessons:</p> <ul style="list-style-type: none"> a) basic safety and handling of knives b) proper procedures for using gas equipment c) proper procedure for using the equipment most frequently used by a new hire. 	1	2	3	4
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	<p>11. Utilize weights and measures to demonstrate proper scaling and measurement techniques in cooking and baking.</p>	<p>S:SPS1:4:3/1/R S:LS4:4:2.3/T S:LS4:6:3.1/T S:LS5:6:3.3/T S:SPS1:4:1.4/R S:PS4:4:2.1/T S:SPS1:8:3.2/T S:PS4:4:2.1/T S:PS4:8:2.1/T S:SPS1:8:3.3/R S:SPS1:2:2.1/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>The pastry chef has asked you to assist in giving a demonstration. You have been asked to pre-scale the ingredients in the recipe by both weight and volume. You will give an oral presentation on the impact in pre-scaling ingredients in a recipe and its impact on the completed product.</p>	1	2	3	4
1	2	3	4				
<p>Understand the concepts and techniques and demonstrate the required skills in producing a variety of hot and cold products.</p>	<p>12. Demonstrate how to read, follow and prepare a standardized recipe.</p>	<p>S:SPS4:2:1.1/T S:SPS1:4:2.1/T S:SPS1:4:4:3.1/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>As part of a job application, you have been asked to demonstrate your ability to develop and follow a standardized recipe. You will write the information in standardized recipe format, increase/decrease batch or portion size as needed, prepare and be evaluated for accuracy, offering solutions to any problems identified.</p>	1	2	3	4
1	2	3	4				
	<p>13. Demonstrate a variety of cooking techniques utilizing dry, moist and combination cooking methods.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You are applying for a catering position. The interviewer has asked you to demonstrate a dry cooking method, a moist cooking method and a combination method.</p>	1	2	3	4
1	2	3	4				

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	<p>14. Demonstrate food presentation techniques with hot and cold foods.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You are a judge in a cook off event. You will critique the preparations of 2 hot foods, 2 cold foods, and presentation and plating techniques.</p>	1	2	3	4
1	2	3	4				
	<p>15. Demonstrate garnishing techniques that may include fruit, vegetable carvings and accompaniments.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You are teaching an adult education class in garnishing. You will demonstrate 2 fruit and 2 vegetable garnishes.</p>	1	2	3	4
1	2	3	4				
	<p>16. Demonstrate fundamental skills in the preparation of cold items such as (soups, salads, sauces, dressings, marinades, relishes, sandwiches, canapés, hors d'oeuvres and garnishes).</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You have been asked to produce a tasting menu for a bride's summer reception. You will produce a variety of cold items she can choose from.</p>	1	2	3	4
1	2	3	4				
<p>Understand the fundamentals of baking science as they apply to the preparation of a variety of food products.</p>	<p>17. Define baking terms, such as creaming, mixing, stirring, folding, whipping, leavening, etc.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You have been asked to create a staff training presentation that demonstrates a minimum of 6 baking terms.</p>	1	2	3	4
1	2	3	4				
	<p>18. Identify and select equipment and utensils used in baking and discuss proper use and care.</p>	<p>S:SPS1:4:3:3/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You are charged with purchasing equipment based on the restaurant's set bakery menu. You must prepare a purchase order that reflects the needed equipment and smallwares.</p>	1	2	3	4
1	2	3	4				

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	<p>19. Identify ingredients used in baking and describe the properties and functions of each.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>As a first year student you have been asked to create a chart that categorize baking ingredients by properties and functions- You will present it to a peer for their feedback.</p>	1	2	3	4
1	2	3	4				
	<p>20. Produce a variety of baked goods such as (yeast products, quick breads, pies, tarts, cookies, cakes and icings).</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You have opened a wholesale to retail bakery. You will need to prepare a variety of items that can be sold to the retail outlets.</p>	1	2	3	4
1	2	3	4				
	<p>21. Prepare creams, custards, puddings, fillings and toppings for baked goods and pastries.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>See scenario #20</p>	1	2	3	4
1	2	3	4				
<p>Be knowledgeable in dining room service functions and different types of services in order to understand quality customer service.</p>	<p>22. Demonstrate basic dining room procedures.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You are a Dining Room Manager doing an evaluation of an employee using a checklist of policies and procedures. Complete the employee evaluation.</p>	1	2	3	4
1	2	3	4				
	<p>23. Analyze the dynamics of the relationship between the front and back of the house.</p>	<p>S:SPS3:4:1.1-3/T S:SPS3:8:1.1-3/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You are a Dining Room Manager and will prepare a performance analysis to support or improve the dynamics between the front and back of the house.</p>	1	2	3	4
1	2	3	4				

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	<p>24. Identify basic menu planning principles, menu design product mix and dining styles.</p>	<p>S:SPS1:4:3.1/R S:LS4:2:2.1/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You are a restaurant consultant and have been contracted to develop a new menu for a client. You will need to create a menu, which offers healthier, nutritious choices using USDA recommendations. You will then give a multi-media presentation to the client explaining different styles of menus and layouts, highlighting the advantages and disadvantages of each.</p>	1	2	3	4
1	2	3	4				
	<p>25. Apply principles of nutrition to menu development Identify and apply the standards related to the USDA Food Pyramid as they pertain to sources of major nutrients and their relationship to diets, cooking techniques and storage principles.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>See Scenario #24</p>	1	2	3	4
1	2	3	4				
	<p>26. Describe how seasonal food relates to food cost.</p>	<p>S:LS2:4:2.1/R S:LS2:8:1.2/R</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You operate a local inn and have been approached by local growers to purchase their products- You have a meeting with all of them to discuss the benefits and difficulties you face by purchasing locally produced, seasonal products?</p>	1	2	3	4
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<p>Be knowledgeable in the basic mathematical functions in order to differentiate between recipe, food, and labor costs and its association to the selling price.</p>	<p>27. Calculate food and labor cost percentages.</p>	<p>S:SPS4:8:4.1/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You have been hired by a private chef to calculate food and labor costs based on information supplied by the client. Using an excel spread sheet complete the following:</p> <ul style="list-style-type: none"> Determine monthly food cost % by completing monthly inventory with food purchased, opening and closing inventories. Calculate labor costs using provided schedules and corresponding sales. (continues in # 28 & #29) 	1	2	3	4
	1	2	3	4			
<p>28. Demonstrate process of recipe yield adjustment, as it affects cost and selling price.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <ul style="list-style-type: none"> Increase and decrease recipes by calculating conversion factor (CF). Calculate cost of edible portion and yield factor using as purchased (AP) and edible portion (EP) costs Determine Food Cost %, Cost of Food and Selling Price 	1	2	3	4	
1	2	3	4				

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	<p>29. Perform various calculations using current technology such as computers, calculators, and Point of Sale Systems (POS). AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <ul style="list-style-type: none"> Use a calculator to determine the results for recipe yield adjustment, costing and selling price. 	1	2	3	4
1	2	3	4				
<p>Understand the fundamental concepts of entrepreneurship and how entrepreneurship influences the economy.</p>	<p>30. Discuss and assess venture creation possibilities and identify the steps in planning the venture. AAI 2. Management: Discuss the different forms of management and ownership within this industry.</p>	<p>S:SPS4:8:1.3/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You and a partner are interested in opening your own business and need to do the following to develop an outline of areas which you will discuss and use to make decisions about your venture:</p> <ul style="list-style-type: none"> Interview several restaurant owners to discuss the advantages and disadvantages of ownership including the types of business entities available. (AAI 1) (continues in # 31 & #32) 	1	2	3	4
1	2	3	4				
	<p>31. Identify the resources needed for venture startup and operation. AAI 3. Finance: Explain the key components of financial management of a company.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <ul style="list-style-type: none"> Complete the SBA Entrepreneurship tutorial to receive the full professional credit hours. 	1	2	3	4
1	2	3	4				

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

Reviewed by Industry 1/30/09
Reviewed by Postsecondary 2/6/09

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

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

Effective 8/09

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

<p>Competencies (statement that provides the overview and defines the instructional area)</p> <p>Student will:</p>	<p>Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed)</p> <p>Student will:</p>	<p>NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M</p>	<p>Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)</p> <p>Student will:</p>
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	<p>32. Discuss the options in planning the venture's future (growth, development and demise). AAI 1. Planning: Explain the key elements of a long-term plan for a successful company. AAI 6. Labor Issues: Explain the employees' and employers' rights and responsibilities in this industry. AAI 7. Community Issues: Discuss the ways a company can impact its community and the ways a community can impact a company</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <ul style="list-style-type: none"> List the parts of the Life Cycle of a restaurant and explain important steps to be taken to improve and maintain the growth phase to guard against demise. Create organizational charts that demonstrate the chain of command in hotels, independent and chain restaurants (AAI 2) Identify the basic parts of a Profit and Loss Statement critical to a chef's duties (AAI 3). Demonstrate an understanding of the relationship between employees and employers rights and responsibilities and the importance of understanding them(AAI 6) Develop a Mission Statement within their business plan which demonstrates their understanding of the ways a company can impact its community and the ways a community can impact a company (AAI 7) 	1	2	3	4
1	2	3	4				
	<p>33. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management).</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You are contemplating starting your own business and have scheduled to meet with a business owner to discuss and assess if you possess the personal traits that are typical characteristics of an entrepreneur</p>	1	2	3	4
1	2	3	4				

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<p>Understand the importance of personal growth and leadership to enhance career success</p>	<p>34. Demonstrate personal growth, community leadership, democratic principles and social responsibility by participating in activities/events offered through student organizations.</p>	<p>S:SPS4:4:8:8.2/T S:SPS4:12:8.1,2/R S:SPS4:12:9:9.1/R</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> <p>As a local restaurateur, you have been asked to participate in food related activities/events offered through student organizations, in order to model personal growth, community leadership, democratic principles and social responsibility</p>	1	2	3	4				
1	2	3	4								
<p>Understand the necessary employability skills in order to achieve success in today's workplace</p>	<p>35. Decision-Making & Problem-Solving: 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> <p>36. Self –Management: Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments. AAI 9. Personal Work Habits: Explain the work habits an employer looks for in an employee in this industry.</p>	<p>S:SPS4:8:1.1-3/R S:SPS4:8:3.1-3/R S:SPS4:8:4.1-2/R S:SPS4:8:7.1/R S:SPS4:8:8.1/R S:SPS4:12:1.1-3/T S:SPS4:12:3.1-3/T S:SPS4:12:4.1-3/T S:SPS4:12:7.1,2/T</p> <p>S:SPS3:8:1,4/R S:SPS4:12:7.2/R S:SPS4:12:3.1/T</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> <p>You have just produced a new menu item and need to evaluate it with the chef to outline the good and bad parts and offer solutions to enhance salability of the item.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> <p>You are due for an employee evaluation to be considered for a raise. You need to explain to your supervisor why you deserve a raise, citing examples of how, when and where you demonstrate appropriate self-management skills at all times.</p>	1	2	3	4	1	2	3	4
1	2	3	4								
1	2	3	4								

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

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

Effective 8/09

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	<p>37. Communication Skills: Demonstrate and apply effective communication skills: verbal, written, visual, and listening.</p>	<p>S:SPS3:8:1,4/R S:SPS4:8:2.1/T S:SPS4:8:5.1/T S:SPS4:12:2.1-3/T S:SPS4:12:5.1,2/T S:SPS4:12:6.2/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You have an unhappy customer at one of your tables. Demonstrate the appropriate ways to deal with the situation.</p>	1	2	3	4
1	2	3	4				
	<p>38. Ability to Work with Others: Demonstrate and apply the necessary skills in order to work effectively with others.</p>	<p>S:SPS4:8:6.1-3/R S:SPS4:8:9.1/R S:SPS3:8:1.1-4/T S:SPS4:12:6.1,2/T S:SPS4:12:8.1/T S:SPS4:12:9.1/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>As a chef you are expected to review the staff of a food production team annually. Develop a checklist that you could use for this purpose</p>	1	2	3	4
1	2	3	4				
	<p>39. Information Use - Research, Analysis, Technology: Demonstrate and apply the use of information through research, analysis, and technology.</p>	<p>S:LS5:12:1.1/R S:SPS4:8:1.1-3/R S:SPS4:8:3.1-3/R S:SPS4:8:4.1,2/R S:SPS4:12:1.1-3/T S:SPS4:12:3.1-3/T S:SPS4:12:4.1-3/T S:SPS4:12:9.1/T S:SPS4:12:5.2,3/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p><i>See scenario for # 30-31-32</i></p>	1	2	3	4
1	2	3	4				

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

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

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	<p>40. Mathematical Concepts: Demonstrate mathematical and computation skills as applied to real world situations.</p>	<p>S:ESS4:8:1.2/R S:ESS4:8:2.2/R S:PS4:8:2.1/R S:SPS4:8.7.1/R S:SPS1:11.4.1/T S:SPS4:12.1.3/R S:SPS4:12.4.2/T S:SPS4:12.8.2/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p><i>See scenario for # 27-28-29</i></p>	1	2	3	4
1	2	3	4				
	<p>41. General Safety: Demonstrate and apply safe practices and procedures in the workplace.</p>	<p>S:SPS4:12:4.2/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You are the kitchen manager in charge of training new hires. You must develop a training program that addresses at least the following three issues:</p> <ul style="list-style-type: none"> a) proper cleaning of spills b) proper lifting techniques c) safe workplace clothing 	1	2	3	4
1	2	3	4				
	<p>42. Career Development: Demonstrate personal/career development skills by completing a career plan.</p>	<p>S:SPS4:12:7.2/R</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>You are graduating from a culinary college in 2 months and need to find a job. In preparation you compile a career portfolio to document your skills and accomplishments and ask your chef instructor for feedback.</p>	1	2	3	4
1	2	3	4				

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