

CONTENT STANDARD 1.0: CAREER PATHWAYS AND INDUSTRY PROFESSIONAL STANDARDS**Performance Standard 1.1: Professional Foodservice Industry, History, Traditions, and Current Trends**

- 1.1.1 Explore the history of the foodservice industry.
- 1.1.2 Integrate global trends in the foodservice industry.
- 1.1.3 Compare various types of international and regional cuisines.

Performance Standard 1.2: Career Paths and Opportunities in Foodservice Industries

- 1.2.1 Differentiate between the various positions in foodservice industry.
- 1.2.2 Explore career and educational opportunities in related foodservice industries.

Performance Standard 1.3: Professional and Ethical Workplace Behaviors

- 1.3.1 Wear and maintain professional workplace attire.
- 1.3.2 Demonstrate professional and ethical workplace behaviors.
- 1.3.3 Demonstrate helpful, courteous, and attentive customer-service skills.

CONTENT STANDARD 2.0: SANITATION AND SAFETY**Performance Standard 2.1: Microorganisms and Their Role In Foodborne Illness**

- 2.1.1 Analyze foodborne symptoms, illnesses and their causes.
- 2.1.2 Practice safe food handling techniques and prevention of foodborne illnesses.

Performance Standard 2.2: Safe Food Handling Principles

- 2.2.1 Practice appropriate personal hygiene/health procedures and report symptoms of illness.
- 2.2.2 Demonstrate awareness of the FDA Model Food Code and local health department regulations.
Explain HACCP (Hazard Analysis Critical Control Point) and identify CCPs (Critical Control
- 2.2.3 Points).
- 2.2.4 Implement appropriate procedures and precautions to prevent accidents and injuries.
- 2.2.5 Recognize OSHA standards.

CONTENT STANDARD 3.0: FOOD SERVICE SKILLS, EQUIPMENT, AND PRODUCTION**Performance Standard 3.1: Food Service Tools and Equipment**

- 3.1.1 Identify tools and equipment for appropriate use.
- 3.1.2 Safely operate and maintain tools and equipment.

Performance Standard 3.2: Knife Skills

- 3.2.1 Describe basic knife cuts and their application.
- 3.2.2 Demonstrate how to properly handle, sharpen, and maintain knives.
- 3.2.3 Determine knives for appropriate use.

Performance Standard 3.3: Workplace Mise en Place

- 3.3.1 Identify and apply front- and back-of-the-house mise en place.
- 3.3.2 Create prep lists and timelines.

Performance Standard 3.4: Measuring Techniques

- 3.4.1 Differentiate weights and measures for proper scaling (weight vs. volume, wet vs. dry).
- 3.4.2 Identify the appropriate measuring instrument(s).
- 3.4.3 Demonstrate proper measuring techniques.

Performance Standard 3.5: Recipe Standards

- 3.5.1 Follow a standardized recipe.
- 3.5.2 Write a standardized recipe.
- 3.5.3 Increase and decrease recipe yields using conversion factors.

Performance Standard 3.6: Presentation Techniques

- 3.6.1 Create appropriate garnishes for specific food items.
- 3.6.2 Design and use of centerpieces.
- 3.6.3 Model a variety of plating techniques.
- 3.6.4 Explain buffet presentations.

CONTENT STANDARD 4.0: MENU PLANNING PRINCIPLES**Performance Standard 4.1: Nutrition Principles and Specialized Dietary Plans**

- 4.1.1 Interpret and incorporate basic nutrition knowledge to menu planning and modification.
- 4.1.2 Explain special dietary needs and available modifications.
- 4.1.3 Identify common food allergies and key substitutions.

Performance Standard 4.2: Menu Writing Principles

- 4.2.1 Differentiate menu types.
- 4.2.2 Identify how menu prices are determined.
- 4.2.3 Calculate menu pricing.
- 4.2.4 Plan a menu for a given scenario.

Performance Standard 4.3: Purchasing, Storeroom Operations, and Cost Controls

- 4.3.1 Practice proper storage procedures.
- 4.3.2 Utilize a purchase specification and complete a requisition form.
- 4.3.3 Calculate the cost of a recipe.
- 4.3.4 Apply inventory control as it relates to FIFO (first in, first out) and par levels.

CONTENT STANDARD 5.0: BAKERY PRODUCTION TECHNIQUES**Performance Standard 5.1: Preparing Baked Goods**

- 5.1.1 Identify common baking ingredients.
- 5.1.2 Prepare a variety of baked goods i.e. yeast and quick breads, pastries, and dessert items.
- 5.1.3 Understand recipes modifications for environmental conditions.
- 5.1.4 Understand and utilize bakers' formulas.
- 5.1.5 Demonstrate various plating presentations.
- 5.1.6 Properly hold and store products.

CONTENT STANDARD 6.0: GARDE MANGER**Performance Standards 6.1: Duties of Garde Manger**

- 6.1.1 Prepare creamy and vinaigrette dressings and dips.
- 6.1.2 Prepare various salads and components.
- 6.1.3 Prepare a variety of hot and cold sandwiches, components and side items.
- 6.1.4 Prepare a variety of appetizers and hors d'oeuvre.
- 6.1.5 Properly hold and store garde manger items.

CONTENT STANDARD 7.0: INGREDIENTS AND FOOD PRODUCTION**Performance Standard 7.1: Spices, Oils and Vinegars, Fresh and Dried Herbs**

- 7.1.1 Identify various spices, fresh and dried herbs for their appropriate uses.
- 7.1.2 Maintain quality of spices and herbs through proper holding and storage.
- 7.1.3 Identify oils and vinegars for their appropriate uses.

Performance Standard 7.2: Fruits and Vegetables

- 7.2.1 Select appropriate fruits and vegetables for intended uses.
- 7.2.2 Prepare a variety of fruits and vegetables.
- 7.2.3 Properly hold and store fruit and vegetables.
- 7.2.4 Demonstrate a variety of cooking methods for fruits and vegetables.

Performance Standard 7.3: Starches, Grains, and Legumes

- 7.3.1 Select and prepare a variety of starches, grains, and legumes for intended uses
- 7.3.2 Demonstrate a variety of cooking methods for starches, grains, and legumes
- 7.3.3 Use starches, grains and legumes as center of the plate items (i.e. vegetarian, ethnic cuisines).
- 7.3.4 Properly hold and store starches, grains, and legumes

Performance Standard 7.4: Dairy Products

- 7.4.1 Select and prepare dairy products for intended uses.
- 7.4.2 Properly hold and store dairy products.

Performance Standard 7.5: Eggs

- 7.5.1 Differentiate the usage of fresh and older eggs.
- 7.5.2 Prepare and serve eggs using a variety of cooking methods.
- 7.5.3 Properly hold and store eggs and egg products.

Performance Standard 7.6: Center of the Plate Principles

- 7.6.1 Select appropriate cuts for intended uses.
- 7.6.2 Identify appropriate fabricating methods of meats, poultry, and seafood.
- 7.6.3 Identify uses of animal by-products.
- 7.6.4 Outline federal grading standards.
- 7.6.5 Prepare a variety of meats, poultry, and seafood utilizing various cooking methods.
- 7.6.6 Properly hold and store meats, poultry and seafood.

CONTENT STANDARD 8.0: STOCKS/SAUCES/SOUPS**Performance Standard 8.1: Preparation of Stocks**

- 8.1.1 Prepare a variety of stocks using various cooking methods.
- 8.1.2 Properly cool, hold and store stocks.

Performance Standard 8.2: Preparation of Sauces

- 8.2.1 Prepare mother sauces and derivative small sauces.
- 8.2.2 Utilize a variety of thickening methods/agents.
- 8.2.3 Properly cool, hold and store sauces.

Performance Standard 8.3: Preparation of Soups

- 8.3.1 Prepare a variety of clear, thick, and specialty soups using a variety of cooking methods.
- 8.3.2 Properly cool, hold and store soups.

CONTENT STANDARD 9.0: COOKING METHODS**Performance Standard 9.1: Dry Heat, Moist Heat, and Combination Cooking Methods**

- 9.1.1 Explain and demonstrate methods of dry heat cooking with and without fat.
- 9.1.2 Explain and demonstrate methods of moist heat cooking.
- 9.1.3 Explain and demonstrate methods of combination cooking.

CONTENT STANDARD 10.0: FRONT-OF-THE-HOUSE PROCEDURES**Performance Standard 10.1: Service Styles**

- 10.1.1 Display a variety of table settings.
- 10.1.2 Perform a variety of service styles.
Identify and use proper techniques for greeting, seating, and presenting the menu to customers.
- 10.1.3
- 10.1.4 Align menu types to service styles.

Performance Standard 10.2: Beverage Service

- 10.2.1 Prepare and serve a variety of hot and cold beverages.
- 10.2.2 Properly hold and store beverages.

CONTENT STANDARD 11.0: BUSINESS OPERATIONS IN THE FOODSERVICE INDUSTRY**Performance Standard 11.1: Entrepreneurship Opportunities**

- 11.1.1 Discuss components of a business plan.
- 11.1.2 Investigate support networks for entrepreneurship Identify business opportunities.
- 11.1.3 Identify issues that impact business and personal finances.

Performance Standard 11.2: Marketing Strategies

- 11.2.1 Describe various marketing techniques utilized in the foodservice industry.
- 11.2.2 Create a marketing tool utilizing a menu.

Performance Standard 11.3: Professional Organizations

- 11.3.1 Explore student and professional organizations associated with the foodservice industry.
- 11.3.2 Participate in a student and/or professional organization function.

CONTENT STANDARD 1.0: RECOGNIZE ROLES, RESPONSIBILITIES, AND HEALTHY PARENTING PRACTICES**Performance Standard 1.1: Examine The Structure, Roles, And Functions Of Families**

- 1.1.1 Identify the family structure and the ways families can be formed.
- 1.1.2 List functions of the family.
- 1.1.3 Explain how families have changed over the years.
- 1.1.4 Describe stages of the family life cycle.
- 1.1.5 Discuss the phenomenon of grandparents raising grandchildren.
- 1.1.6 Explain influences that make each family unique.

Performance Standard 1.2: Analyze Factors that Pertain to Parenting Readiness

- 1.2.1 Identify qualities needed by effective parents.
- 1.2.2 Identify the multiple roles of parents.
- 1.2.3 Explain the contributing factors to parenting readiness (emotional, financial, physical, intellectual/education).
- 1.2.4 Explain the reasons to plan for parenthood.
- 1.2.5 Describe the vital role of parents in children's development.
- 1.2.6 Identify the rewards and responsibilities of parenting.
- 1.2.7 Explain the decision-making process related to becoming parents.
- 1.2.8 Discuss parenting choices and decisions.
- 1.2.9 Describe challenges and risks teens parents face today.
- 1.2.10 Evaluate reasons some people choose not to parent.

Performance Standard 1.3: Examine the Realities of Becoming a Parent

- 1.3.1 Explain popular myths about parenting.
- 1.3.2 Explain personal adjustments for parenting.
- 1.3.3 Identify parenting roles throughout the life cycle.
- 1.3.4 Calculate the financial responsibilities of parenthood at various stages of the family life cycle.
- 1.3.5 State the legal responsibilities of parents through the life cycle.
- 1.3.6 Evaluate options for the physical care of children.
- 1.3.7 Compare the effects of career options on lifestyle and child rearing.
- 1.3.8 Apply management processes to balance home and work responsibilities.

Performance Standard 1.4: Explore Parental Responsibility to Nurture, Guide And Discipline

- 1.4.1 Explain how children learn behavior patterns.
- 1.4.2 Define guidance, discipline, and consequences.
- 1.4.3 Compare short-term and long-term outcomes of guidance, discipline, and consequences.
- 1.4.4 Compare various parenting styles.
- 1.4.5 Identify the importance of age-appropriate expectations.
- 1.4.6 Explain how individual differences, relationships, and situations influence choice of guidance and discipline techniques.
- 1.4.7 Demonstrate appropriate communication skills at various stages of development.
- 1.4.8 Discuss ways to encourage children to express feelings.

- 1.4.9 Evaluate nurturing practices that support growth and development.
- 1.4.10 Practice positive guidance and discipline to promote self-discipline, self-esteem, and socially responsible behavior.

CONTENT STANDARD 2.0: ANALYZE PHYSICAL AND EMOTIONAL FACTORS RELATED TO STARTING A FAMILY

Performance Standard 2.1: Examine the Biological Process of Human Development

- 2.1.1 Identify factors that influence family planning decisions.
- 2.1.2 Explain the male and female role in reproduction.
- 2.1.3 Explain the importance of pre-pregnancy health of mother and father.
- 2.1.4 Explain the role of heredity and genetics.
- 2.1.5 Identify causes of infertility.
- 2.1.6 Explain legal and ethical impacts of reproductive technology.
- 2.1.7 Research alternatives to biological parenthood.

Performance Standard 2.2: Examine Pregnancy Prenatal Development

- 2.2.1 Describe the process of conception.
- 2.2.2 Describe highlights of month-by-month prenatal development.
- 2.2.3 Identify signs that may indicate pregnancy.
- 2.2.4 Describe physical and emotional changes that occur during pregnancy.
- 2.2.5 Identify factors contributing to the overall health of the mother and father.
- 2.2.6 Explain the father's role during pregnancy.
- 2.2.7 Describe complications that may occur during pregnancy.

Performance Standard 2.3: Analyze Prenatal Care that Affect the Health of the Parents and the Child

- 2.3.1 Explain the importance of quality prenatal medical care early in pregnancy.
- 2.3.2 Describe medical care needed.
- 2.3.3 Evaluate nutritional needs during pregnancy.
- 2.3.4 Explain why proper weight gain is important.
- 2.3.5 Explain the importance of exercise.
- 2.3.6 Identify factors that increase health risks to mother and baby.

Performance Standard 2.4: Examine Childbirth Preparation

- 2.4.1 Explain the benefits of prepared childbirth classes.
- 2.4.2 Compare childbirth methods.
- 2.4.3 Compare available birthing options and financial obligations.
- 2.4.4 Determine essential baby supplies for the newborn.
- 2.4.5 Compare breast-feeding and bottle-feeding.
- 2.4.6 Explain parental leave.
- 2.4.7 Identify factors to consider when selecting a doctor for the baby.

Performance Standard 2.5: Examine the Process of Labor and Delivery

- 2.5.1 Describe the signs of labor.

- 2.5.2 Explain common procedures before, during and after birth.
- 2.5.3 Identify key events during the stages of labor.
- 2.5.4 Explain the importance of bonding.
- 2.5.5 Describe appropriate post-natal care for mother.
- 2.5.6 Describe the father's role during childbirth and post-natal period.
- 2.5.7 Explain the role of family in the birthing process.

CONTENT STANDARD 3.0: ANALYZE GROWTH AND DEVELOPMENT OF CHILDREN

Performance Standard 3.1: Recognize Changes During the First Days After Birth

- 3.1.1 Describe the appearance and abilities of a newborn.
- 3.1.2 Demonstrate proper techniques to caring for a newborn.
- 3.1.3 Describe a newborn's sleeping habits.

Performance Standard 3.2: Analyze the Development of Infants from Birth to One Year

- 3.2.1 Describe physical, emotional, social, and intellectual development of infants.
- 3.2.2 List strategies to enhance development of infants through activities and play.
- 3.2.3 Investigate the nutritional needs of infants.
- 3.2.4 Investigate hygiene, health and safety needs of infants.
- 3.2.5 Identify preventive health care resources.
- 3.2.6 Research developmental theories of infants.
- 3.2.7 Report brain research related to infant learning and development.
- 3.2.8 Describe strategies to meet individual developmental challenges and special needs.
- 3.2.9 Practice infant care using baby simulator or other hands-on experience.

Performance Standard 3.3: Examine the development in Toddlers and Preschoolers

- 3.3.1 Describe physical, emotional, social, and intellectual needs and growth patterns.
- 3.3.2 Describe strategies to enhance development of children through activities and play.
- 3.3.3 Prepare developmentally appropriate activities and instructional aids.
- 3.3.4 Plan and supervise play and other activities to help children grow and develop.
- 3.3.5 Explain the nutritional needs of young children.
- 3.3.6 Plan and supervise age-appropriate food experiences.
- 3.3.7 Explain hygiene, health, and safety needs of young children.
- 3.3.8 Identify preventive health care resources.
- 3.3.9 Research developmental theories in growth and development of children.
- 3.3.10 Outline brain research related to early childhood learning and development.
- 3.3.11 Plan, organize, and operate a preschool and/or other teaching experience.
- 3.3.12 Plan and organize activities that are age-appropriate for preschoolers.
- 3.3.13 Document observations in a daycare, preschool or early childhood setting.

Performance Standard 3.4: Explore the Connection Between Nutrition and Wellness in Children

- 3.4.1 Discuss malnutrition, under-nutrition, over-nutrition issues.

3.4.2 Summarize mental health characteristics

Performance Standard 3.5: Explore Influences of Culture and Environment on Growth and Development

- 3.5.1 Investigate how children are viewed in a variety of ethnicities and cultures
- 3.5.2 Explain how culture and ethnicity influence child-rearing practices
- 3.5.3 Describe personal attitudes that influence cultural bias
- 3.5.4 Identify risk factors that affect child well-being
- 3.5.5 Explain the impact of social, economic and technological forces on growth and development
- 3.5.6 Relate the effects of life events on physical and emotional development
- 3.5.7 Compare the short-term and long-term effects of these risk factors on development, school performance, and quality of life
- 3.5.8 Associate negative outcomes with risk factors of young children
- 3.5.9 Locate community resources enhance child well-being and strengthen

CONTENT STANDARD 4.0: RECOGNIZE CHALLENGES FACED BY FAMILIES

Performance Standard 4.1: Explore Child Care Services

- 4.1.1 List factors affecting child-care decisions.
- 4.1.2 Identify available child-care alternatives.
- 4.1.3 Compare costs vs. quality related to child care options.
- 4.1.4 Compare criteria for evaluating quality child-care services.
- 4.1.5 Evaluate child-care services available to parents.
- 4.1.6 Describe common concerns of parents who use substitute child care.

Performance Standard 4.2: Examine the Impact of the Family Stressors

- 4.2.1 Identify methods of managing various stress and crisis situations.
- 4.2.2 Explain the effects of the loss of a child.
- 4.2.3 Explain the effects of parental death and divorce on children.
- 4.2.4 Research the effects of children raised in single parent, and blended households.
- 4.2.5 Describe the effects of substance abuse and domestic violence.
- 4.2.6 Identify stressors related to caring for a child with developmental challenges and special needs.
- 4.2.7 List resources available to meet the needs of children with developmental challenges and special needs.
- 4.2.8 Explain the effects of job loss and financial crises on the family.
- 4.2.9 Summarize community resources available for parents.

Performance Standard 4.3: Examine Child Abuse and Neglect

- 4.3.1 Define child abuse and child neglect.
- 4.3.2 Review current laws related to parenting.
- 4.3.3 Identify factors that contribute to situations of child abuse and neglect.
- 4.3.4 Describe outcomes of child abuse and child neglect.
- 4.3.5 Research strategies for managing anger, frustration, separation, and loss.
- 4.3.6 Discuss legal responsibilities for reporting suspected child abuse and neglect.

4.3.7 Develop a STOP the Violence or Advocacy FCCLA STAR Event project.

Performance Standard 4.4: Research Sources of Parenting Information, Support and Assistance

- 4.4.1 Explain the needs for parenting information, support, and assistance.
- 4.4.2 Identify components of an effective parenting support system.
- 4.4.3 Locate community resources of parenting information, support, and assistance.
- 4.4.4 Evaluate external support systems that provide services to parents.

CONTENT STANDARD 5.0: EXPLORE CAREER OPPORTUNITIES IN EARLY CHILDHOOD PROFESSIONS

Performance Standard 5.1: Explain Available in Careers Related to Young Children

- 5.1.1 Identify career opportunities in child-related fields.
- 5.1.2 Describe trends that affect child-related careers.
- 5.1.3 Research early childhood careers and career ladders or pathways.
- 5.1.4 Explain rewards and challenges of working with young children.
- 5.1.5 Describe how to find secure employment.
- 5.1.6 Explain the benefits of participating in student and/or professional organizations.
- 5.1.7 Complete a FCCLA Career Connection or Leaders at Work project.

CONTENT STANDARD 6.0: INVESTIGATE CAREER OPPORTUNITIES IN EARLY CHILDHOOD PROFESSIONS

Performance Standard 6.1: Explore Various Career Paths within Early Childhood Services

- 6.1.1 Identify a variety of early childhood professions.
- 6.1.2 Describe the roles and functions of individuals engaged in early childhood education, and services.
- 6.1.3 Identify opportunities for employment and entrepreneurial endeavors.
- 6.1.4 Compare the job outlook for various careers in early childhood.

Performance Standard 6.2: Explore Career Opportunities in Various Types of Child Care Settings

- 6.2.1 Identify various types of child care and early education programs.
- 6.2.2 Compare the functions and purposes of child care facilities.
- 6.2.3 Determine the roles and functions of individuals engaged in child care services.
- 6.2.4 List career options and employment opportunities in child care services.
- 6.2.5 Explain the purpose and importance of program accreditation and licensure.

Performance Standard 6.3: Examine the Qualifications for Career Paths in Early Childhood Professions

- 6.3.1 Identify professional qualifications necessary for various occupations in early childhood professions.
- 6.3.2 Compare educational requirements of various levels of early childhood professions.
- 6.3.3 Describe certification and continuing education opportunities for early childhood professions.
- 6.3.4 Describe personal characteristics and qualifications needed to work with young children.

CONTENT STANDARD 7.0: ANALYZE GROWTH AND DEVELOPMENT OF THE YOUNG CHILD**Performance Standard 7.1: Review Childhood Development Theories and Developmental Stages of Children**

- 7.1.1 Identify and review the various developmental theories.
- 7.1.2 Identify and review the ages and developmental stages/domains of children.
- 7.1.3 Review developmental goals.
- 7.1.4 Review brain development.
- 7.1.5 Review the impact of childhood experiences on brain development.

Performance Standard 7.2: Observe and Record the Behavior of Infants and Young Children

- 7.2.1 Name assessment purposes.
- 7.2.2 Outline appropriate assessment criteria.
- 7.2.3 Select assessment method critique standardized assessment.
- 7.2.4 Practice recording various observational forms.
- 7.2.5 Explain appropriate use of observational records.
- 7.2.6 Record objective observations.
- 7.2.7 Explain and use observational records to plan curriculum which is age appropriate.

CONTENT STANDARD 8.0: PROMOTE POSITIVE GUIDANCE OF THE YOUNG CHILD**Performance Standards 8.1: Demonstrate Techniques for Positive Guidance and Discipline**

- 8.1.1 Apply positive behavior management techniques.
- 8.1.2 Describe developmentally appropriate guidance and discipline guidelines.
- 8.1.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.
- 8.1.4 Demonstrate acceptance of children's feelings.
- 8.1.5 Assist in developing independence through self-help routines.
- 8.1.6 Assist children in learning problem-solving skills.
- 8.1.7 Identify problem behaviors.

Performance Standard 8.2: Development Skills for Promoting Positive Relationships with Parents and Caregivers

- 8.2.1 Explain anti-bias approach.
- 8.2.2 Identify strategies for constructive and supportive interactions with families.
- 8.2.3 Establish positive communication with parents and caregivers.
- 8.2.4 Create a newsletter for families about their children's experiences.
- 8.2.5 Compile a list of strategies for linking the home and the early childhood programs.

CONTENT STANDARD 9: DEMONSTRATE DEVELOPMENTALLY APPROPRIATE PRACTICES FOR EARLY CHILDHOOD SERVICES**Performance Standard 9.1: Demonstrate Integration of Curriculum and Instruction to Meet Developmental Needs and Interests**

- 9.1.1 Identify activity planning needs based upon observations of infants, toddlers and young children.
- 9.1.2 Assist with the planning of developmentally appropriate activities that promote exploration, discovery, and development.
- 9.1.3 Plan and develop various learning materials.
- 9.1.4 Assist in the planning and implementation of schedules, routines, and transitions.
- 9.1.5 Plan clearly defined, age appropriate activities for infants, toddlers, and young children.
- 9.1.6 Teach and evaluate health and safety curriculum topic.
- 9.1.7 Evaluate curricula activities and revise as needed.

Performance Standard 9.2: Organize and Lead Developmentally Appropriate Activities to Stimulate Physical, Cognitive, Social, Emotional and Language Growth

- 9.2.1 Explain the importance of various types of play in the lives of young children.
- 9.2.2 Compare the various types of play through early childhood.
- 9.2.3 Teach developmentally appropriate activities that promote (large and small motor skills) (languages and literacy) (math and science skills) (social skills) (creative expression).

**Performance Standard 9.3: Examine Developmental Levels Using Assessment Tools
Curricular Planning Purposes**

- 9.3.1 Identify assessment tools and their purposes.
- 9.3.2 Conduct age-appropriate assessments for developmental levels.
- 9.3.3 Recognize biological, cultural and environmental influences when assessing children's development.
- 9.3.4 Interpret assessment results.
- 9.3.5 Choose activities based on assessment results.

Performance Standard 9.4: Development Working with Young Children with Special Needs

- 9.4.1 Identify signs of physical, behavioral, and developmental delays.
- 9.4.2 Describe characteristics related to young children with special needs.
- 9.4.3 Research strategies for the inclusion of young children with special needs.
- 9.4.4 Identify activities for young children with special needs.
- 9.4.5 Adapt lesson plans to accommodate young children with special needs.
- 9.4.6 Explain the role of the professional in working with young children who have special needs.
- 9.4.7 Identify agencies or individuals that can assist young children with special needs.

CONTENT STANDARD 10: ESTABLISH AND MAINTAIN A SAFE AND HEALTHFUL LEARNING ENVIRONMENT**Performance Standard 10.1: Demonstrate a Safe Learning Environment for Children**

- 10.1.1 Identify factors that contribute to a safe early childhood indoor/outdoor environment.
- 10.1.2 Describe field trip safety rules and procedures.

- 10.1.3 Manage physical space to maintain a safe and healthy learning environment.
- 10.1.4 Demonstrate state and local regulations that support safe and healthy practices.
- 10.1.5 Explain information on security, emergency and medical procedures.
- 10.1.6 Discuss with children safety rules and making safe choices.
- 10.1.7 Practice strategies to teach children personal safety habits.
- 10.1.8 Practice security, emergency, and medical procedures with staff and children.
- 10.1.9 Follow established safety procedures for indoor/outdoor equipment.

Performance Standard 10.2: Provide and Maintain a Healthy Environment for Children

- 10.2.1 Assist in meeting general hygiene needs of infants, toddlers, and children.
- 10.2.2 Demonstrate and model correct hand washing and diaper changing procedures.
- 10.2.3 Explain typical illness policies for early childhood programs.
- 10.2.4 Identify signs of illness, allergies, body temperature, and/or discomfort in infants, toddlers, and children.
- 10.2.5 Research health policies, practices, and procedures for employees and children.
- 10.2.6 Discuss the importance of childhood immunizations.
- 10.2.7 Acquire an Infant-Child CPR/first aid certificate.
- 10.2.8 Identify symptoms and behaviors of child abuse and neglect.
- 10.2.9 Discuss the legal responsibility of employees in reporting suspected child abuse and neglect.

Performance Standard 10.3: Recognize Food Experiences for Children that Promote Healthy Eating

- 10.3.1 Identify the nutritional needs of infants, toddlers, and children.
- 10.3.2 Assist in planning, preparing, and serving nutritious snacks and meal.
- 10.3.3 Identify cultural issues that impact feeding young children.
- 10.3.4 Develop activities for children to assist with the preparation of snacks and meals.
- 10.3.5 Incorporate strategies for introducing new foods.
- 10.3.6 Assist children in developing table manners and positive eating habits.
- 10.3.7 Identify appropriate feeding utensils for young children.

CONTENT STANDARDS 11: DEVELOP EMPLOYMENT ABILITY SKILLS IN EARLY CHILDHOOD PROFESSIONS

Performance Standard 11.1: Demonstrate Skills Needed to Obtain Employment

- 11.1.1 Assess personal interests and aptitudes.
- 11.1.2 Identify personal career goals.
- 11.1.3 Locate and utilize employment resources.
- 11.1.4 Complete personal resume, job applications, simulated interviews, and follow-up procedures.
- 11.1.5 Demonstrate positive interpersonal communication skills.
- 11.1.6 Create an employment portfolio for early childhood professions.

Performance Standard 11.2: Explore Skills Needed to Maintain Employment

- 11.2.1 Review employer expectations regarding job performance, work habits, attitudes, personal appearance and hygiene.

- 11.2.2 Demonstrate professional work habits and attitudes.
- 11.2.3 Practice working cooperatively in a team environment.
- 11.2.4 Demonstrate decision making and problem-solving skills.
- 11.2.5 Discuss balancing work life and personal life.
- 11.2.6 Review and analyze the NAEYC Code of Ethical Conduct.

Performance Standards 11.3: Recognize Skills Needed to Advance in Employment

- 11.3.1 Identify opportunities and resources to continue education and training.
- 11.3.2 Summarize leadership opportunities in early childhood professions.
- 11.3.3 Evaluate factors involved in considering a new position.
- 11.3.4 Demonstrate skills needed to positively terminate employment.

Performance Standards 11.4: Demonstrate Professional Practices and Standards Related to Working with Children

- 11.4.1 Outline how a legislative bill is passed.
- 11.4.2 Identify current issues and legislation relating to early childhood professions.
- 11.4.3 Compare federal, state, and local standards, policies, regulations and laws that impact early childhood professions.
- 11.4.4 Practice advocating for legislation affecting young children.
- 11.4.5 Apply professional ethical standards when working with children.
- 11.4.6 Practice enthusiasm, initiative, and commitment to program goals.

CONTENT STANDARD 1.0: DEVELOP AND AWARENESS OF CAREERS

Performance Standard 1.1: Analyze the Concept of a Career

- 1.1.1 Explain the process individuals use to adapt to change.
- 1.1.2 Discuss lifelong learning as it relates to lifestyles and the lifecycle.
- 1.1.3 Investigate how the economy affects careers in the workplace.

Performance Standard 1.2: Analyze the Importance of Careers

- 1.2.1 List the reasons people work.
- 1.2.2 Compare the differences between a job, occupation, and a career.
- 1.2.3 Investigate the impact of the changing workplace throughout the lifespan.

Performance Standard 1.3: Analyze the Different Types of Working

- 1.3.1 Evaluate entrepreneurship as a possible career choice.
- 1.3.2 Discuss the differences between careers that sell goods and careers that provide services.
- 1.3.3 Compare home-based careers to work-based careers.
- 1.3.4 Research the impact technology has on the work environment.
- 1.3.5 Evaluate future work schedules and environments.

CONTENT STANDARD 2.0: DEVELOP SELF-AWARENESS RELATED TO CAREERS

Performance Standard 2.1: Analyzed Individual Differences that Impact Career Choice

- 2.1.1 Assess personal interests and skills needed for success (in business).
- 2.1.2 Assess personal strengths and weaknesses.
- 2.1.3 Compare aptitudes as they pertain to career choice.
- 2.1.4 Describe the nature of emotional intelligence.
- 2.1.5 Identify personal values.
- 2.1.6 Set personal goals.
- 2.1.7 Perform assessments to identify personality types.
- 2.1.8 Review the multiple intelligences.
- 2.1.9 Summarize individual learning styles.
- 2.1.10 Discuss the effect of gender on career choice.

Performance Standard 2.2: Apply Decisions-Making Skills to Navigate Career Choice

- 2.2.1 Review the decision-making process.
- 2.2.2 Compare the individual differences of potential career choices.
- 2.2.3 Predict the impact of career choices on future lifestyles.
- 2.2.4 Describe desired personal lifestyle for the future.
- 2.2.5 Define the concept of success.
- 2.2.6 Describe influences on career choices.

Performance Standard 2.3: Develop Leadership Skills Appropriate for the Workplace

- 2.3.1 Explain the concept of self-esteem vs. self-concept.

- 2.3.2 Recognize personal biases and stereotypes.
- 2.3.3 Contrast different leadership styles used in the workplace.
- 2.3.4 4. Explain the need for innovation skills.
- 2.3.5 Maintain appropriate personal appearance.
- 2.3.6 Demonstrate systematic behavior.
- 2.3.7 Discuss community service and service learning as part of leadership.
- 2.3.8 Defend the importance of being actively involved in a student organization.
- 2.3.9 Practice leadership skills.
- 2.3.10 Demonstrate problem-solving skills.
- 2.3.11 Participate as a team member.

CONTENT STANDARD 3.0: Analyze A Career Through Personal Exploration

Performance Standard 3.1: Explore Career Clusters

- 3.1.1 Illustrate the Arts and Communications cluster.
- 3.1.2 Explain employment opportunities in the Business and Management cluster.
- 3.1.3 Investigate the Health Care cluster.
- 3.1.4 Classify the Human Resources cluster.
- 3.1.5 Diagram the Engineering and Industrial Systems cluster.
- 3.1.6 Investigate careers within the Agriculture and Natural Resources cluster.
- 3.1.7 Evaluate potential careers related to Family and Consumer Sciences.

Performance Standard 3.2: Examine a Potential Career Pathway to Determine the Knowledge, Skills, and Attitudes Required

- 3.2.1 Select a personal career pathway.
- 3.2.2 Research a career pathway.
- 3.2.3 Identify professional qualifications necessary for chosen career pathway.
- 3.2.4 Compare educational requirements of various levels in career pathway.
- 3.2.5 Describe certification and continuing education opportunities in career pathway.
- 3.2.6 Describe personal characteristics and qualifications needed to work in career pathway.
- 3.2.7 Identify sources of career information.
- 3.2.8 Identify tentative occupational interests.

CONTENT STANDARD 4.0: EXPLORE OPTIONS TO ACHIEVE A CAREER GOAL WITHIN CAREER PATHWAY

Performance Standard 4.1: Examine Post-Secondary Education and Training Options

- 4.1.1 Review various post-secondary education and training choices.
Outline potential credentialing for career choice such as: licensing, on- site experience,
- 4.1.2 apprenticeship, and/or associate, bachelor, master, and doctoral degrees.
- 4.1.3 Connect potential education choices to meet career goals.
- 4.1.4 Practice filling out paper and online application forms.

4.1.5 Calculate costs of the selected option.

Performance Standard 4.2: Explore Financial Options for Post-Secondary Education and Training

- 4.2.1 Identify potential financial options.
- 4.2.2 Compare potential services/programs to assist with financial options.
- 4.2.3 Identify sources for scholarships that match personal characteristics and goals.
- 4.2.4 Practice filling out the FAFSA form to obtain grants/loans.
- 4.2.5 Evaluate options within the military.
- 4.2.6 Assess the option of working while gaining post-secondary education/training.
- 4.2.7 Develop a spending plan for post-secondary education/training.

Performance Standard 4.3: Demonstrate Goal Setting By Developing a Plan Leading to a Career

- 4.3.1 Develop short and long term goals to reach career goal.
- 4.3.2 Develop a career plan that outlines the steps needed to reach the career goal.
- 4.3.3 Complete STAR Event "Career Investigation" project.

CONTENT STANDARD 5.0: DEMONSTRATE SKILLS NECESSARY TO ENTER THE WORKFORCE

Performance Standard 5.1: Demonstrate Job-Seeking Skills That Lead to the Workforce

- 5.1.1 Create a cover letter appropriate for a specific career.
- 5.1.2 Complete job applications to become familiar with the hiring process.
- 5.1.3 Identify potential references.
- 5.1.4 Create a list of personal competencies and/or transferrable skills (certifications, licenses, etc.).
- 5.1.5 Create a current electronic and/or paper resume for use in gaining employment.
- 5.1.6 Demonstrate appropriate clothing choice and personal hygiene associated with gaining employment.
- 5.1.7 Demonstrate appropriate interview etiquette through mock interviews.
- 5.1.8 Demonstrate proper handshakes.
- 5.1.9 Discuss ways to overcome negative obstacles that may arise during background checks, history, and/or employment gaps.
- 5.1.10 Practice writing a follow-up letter for use after an application or interview.
- 5.1.11 Create an appropriate letter of resignation.

Performance Standard 5.2: Explore Resources for the Job Opportunities

- 5.2.1 Investigate employment agencies for job openings.
- 5.2.2 Evaluate job sites found online.
- 5.2.3 Identify private agencies within the community.
- 5.2.4 Locate classified advertisements in the newspaper.
- 5.2.5 Contrast costs and benefits associated with each of the resources.

Performance Standard 5.3: Create a Job-Seeking Portfolio

- 5.3.1 Develop a job search plan.
Display examples of job-seeking skills from 5.01 Cover letter, Job application, Resume, Document of Transferrable Skills, Follow-up letter, Resignation letter).
- 5.3.2
- 5.3.3 Display work samples or support materials of skills such as newspaper clippings and/or awards.
- 5.3.4 Collect three (3) letters of recommendation (character, academic, work- related).
- 5.3.5 Display assessments and aptitudes.

CONTENT STANDARD 6.0: DEMONSTRATE EMPLOYABLE SKILLS FOR THE WORKPLACE

Performance Standard 6.1: Analyze Ethics Related to the Workplace

- 6.1.1 Discuss work ethics important in the workplace.
- 6.1.2 Practice skills needed for effective teamwork.
- 6.1.3 Defend the concept of confidentiality in the workplace.
- 6.1.4 Practice personal character traits conducive to the workplace.
- 6.1.5 Demonstrate proper etiquette for the workplace.
- 6.1.6 Practice proper technology ethics.
- 6.1.7 Demonstrate responsible behavior.
- 6.1.8 Demonstrate honesty and integrity.
- 6.1.9 Demonstrate ethical work habits.

Performance Standard 6.2: Demonstrate Effective Communication Skills Appropriate to Workplace Settings

- 6.2.1 Explain the nature of effective communications.
- 6.2.2 Compare aspects and the value of verbal, nonverbal, listening, and written communication.
- 6.2.3 Explain communication techniques that support and encourage a speaker.
- 6.2.4 Define and demonstrate active listening skills.
- 6.2.5 Demonstrate effective eye contact during conversations and presentations.
- 6.2.6 Practice telephone skills to use in the workplace.
- 6.2.7 Demonstrate appropriate interpersonal skills through compromise, conflict resolution, team building, and behavior management.
- 6.2.8 Demonstrate empathy for others.
- 6.2.9 Demonstrate cultural sensitivity.
- 6.2.10 Assess the advantages of being multilingual.
- 6.2.11 Describe etiquette involved with leaving a position.
- 6.2.12 Outline procedures involved with leaving a position
- 6.2.13 Practice basic communication technology

Performance Standard 6.3: Apply Information Literacy Skills to Increase Workplace Efficiency and Effectiveness

- 6.3.1 Assess information needs.

- 6.3.2 Obtain needed information efficiently.
- 6.3.3 Evaluate quality and source of information.
- 6.3.4 Apply information to accomplish a task
- 6.3.5 Store information for future use.

Performance Standard 6.4: Demonstrate Job Keeping Skills and Advance Opportunities for Advancement

- 6.4.1 Identify desirable personality traits important to employment.
- 6.4.2 Demonstrate self-confidence.
- 6.4.3 Demonstrate interest and enthusiasm.
- 6.4.4 Demonstrate initiative.
- 6.4.5 Demonstrate professionalism in attire, hygiene, attitude, and attendance.
- 6.4.6 Categorize the aspects of customer service.
- 6.4.7 Discuss the concept of taking responsibility for career success and advancement.
- 6.4.8 Investigate the career ladder for advancement.
- 6.4.9 Demonstrate an awareness of employer expectations for a job.
- 6.4.10 Research company resources to ascertain policies and procedures.
- 6.4.11 Investigate employer expectations.
- 6.4.12 Identify sources that provide relevant, valid written material.
- 6.4.13 Extract relevant information from written materials.
- 6.4.14 Apply written directions to achieve tasks.
- 6.4.15 Utilize information-technology tools to manage and perform work responsibilities (word processing, presentation applications, information systems, etc.)

Performance Standard 6.5: Analyze Legal Issues Prominent in the Workplace

- 6.5.1 Explain the rights of workers.
- 6.5.2 Identify the types of harassment and strategies to reduce it.
- 6.5.3 Investigate the impact of employee theft on the individual and the business.
- 6.5.4 Discuss diversity as a legal issue in the workplace.
- 6.5.5 Describe employee's and employer's responsibilities.

Performance Standard 6.6: Demonstrate Safety in the Workplace

- 6.6.1 Review workplace safety plans, codes, and practices.
- 6.6.2 Assess the importance of healthy employees in the workplace.
- 6.6.3 Define workers compensation.
- 6.6.4 Compare insurance plans for a specific career.
- 6.6.5 Summarize protective equipment for specific careers.
- 6.6.6 Identify safety regulators such as OSHA.
- 6.6.7 Practice basic first-aid skills necessary in the workplace.
- 6.6.8 Demonstrate emergency safety plans and practices.

CONTENT STANDARD 7.0: EXAMINE THE RELATIONSHIP BETWEEN WORK AND FAMILY

Performance Standard 7.1: Analyze the Impact of Family on Career Goals

- 7.1.1 Compare the different family types and the dynamics of each.
- 7.1.2 Identify personal family goals.
- 7.1.3 Discuss the importance of having a family compatible career.
- 7.1.4 Discuss the concept of balancing work and family lives.

Performance Standard 7.2: Explore Management of Family Resources

- 7.2.1 Identify responsibilities related to housing and how to manage them
- 7.2.2 Formulate strategies for managing food and nutrition needs.
- 7.2.3 Assess clothing needs as related to personal, family and career goals.
- 7.2.4 Assess transportation needs.
- 7.2.5 Evaluate the amount of potential leisure time and how it will be spent.
- 7.2.6 Discuss the impact family changes have on balancing family and work responsibilities.
- 7.2.7 Develop a personal budget.
- 7.2.8 Explain types of investments.
- 7.2.9 Evaluate the option of investing money.
- 7.2.10 Describe types of financial-services providers.
- 7.2.11 Discuss considerations in selecting financial-services provider.

Performance Standard 7.3: Analyze Methods of Family Management

- 7.3.1 Discuss the importance of managing the different aspects of family life.
- 7.3.2 Explain the importance of communication within the family.
Review the components of the management process: values, goals, resources, decision-making, planning, implementing, and evaluating.
- 7.3.3 Identify techniques used for time management.
- 7.3.4 Describe techniques for stress management.
- 7.3.5 Evaluate the disbursement of household duties.

Performance Standards 7.4: Analyze Expected Income to Reach Lifelong Goals

- 7.4.1 Identify personal needs and wants.
- 7.4.2 Explain the nature of financial needs.
- 7.4.3 Explain forms of financial exchange (cash, credit, debit, electronic funds transfer, etc.)
- 7.4.4 Explain the purposes and importance of credit.
- 7.4.5 Demonstrate the wise use of credit.
- 7.4.6 Validate credit history.
- 7.4.7 Identify types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.)
- 7.4.8 Prepare bank account documents.
- 7.4.9 Maintain financial records.
- 7.4.10 Read and reconcile bank statements.

- 7.4.11 Describe functions of money (medium of exchange, unit of measure, store of value, etc.)
- 7.4.12 Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.)
- 7.4.13 Interpret a paystub.
- 7.4.14 Calculate the difference between gross and net wages.
- 7.4.15 Calculate potential taxes deducted from a specific salary.
- 7.4.16 Prepare personal income tax forms.
- 7.4.17 Explain the time value of money.
- 7.4.18 Explain legal responsibilities associated with financial exchanges.
- 7.4.19 Compare the earning cycle to the family lifecycle.
- 7.4.20 Identify strategies for financial management.
- 7.4.21 Investigate the cost of insurance for a family.
- 7.4.22 Explain the importance of saving money.
- 7.4.23 Research financial needs to reach retirement.
- 7.4.24 Explain the nature of tax liabilities.
- 7.4.25 Outline strategies to protect against identify theft.
- 7.4.26 Set financial goals.

CONTENT STANDARD 8.0: EXAMINE CONCEPTS, TOOLS, AND STRATEGIES USED TO EXPLORE, OBTAIN AND DEVELOP IN A BUSINESS CAREER

Performance Standard 8.1: Analyze The Role of the Entrepreneur in the US Economy

- 8.1.1 Explain what entrepreneurs do.
- 8.1.2 Compare entrepreneurship to working for a business.
- 8.1.3 Explain the effect of entrepreneurship on business.

Performance Standard 8.2: Investigate Available Opportunities for Entrepreneurs

- 8.2.1 Research resources available to entrepreneurs
- 8.2.2 Explain career opportunities in business
- 8.2.3 Explain career opportunities in entrepreneurship

Performance Standard 8.3: Evaluate Characteristics of Entrepreneurs

- 8.3.1 Assess personal interests and skills needed for success in business.
- 8.3.2 Identify skills need by entrepreneurs.
- 8.3.3 Explain the investment needed to start an enterprise.
- 8.3.4 Compare the challenges and rewards of owning a business.

CONTENT STANDARD 9.0: ANALYZE ECONOMIC PRINCIPLE AND CONCEPTS FUNDAMENTAL TO BUSINESS OPERATIONS

Performance Standard 9.1: Examine Economic Systems to be Able to Recognize the Environment in which Businesses Function

- 9.1.1 Explain the types of economic systems.
- 9.1.2 Explain the concept of private enterprise.

- 9.1.3 Identify factors affecting a business's profit.
- 9.1.4 Describe factors affecting business risk.
- 9.1.5 Explain the concept of competition.
- 9.1.6 Identify ways that technology impacts business.

Performance Standard 9.2: Explore Fundamental Economic Concepts to Obtain a Foundation for Employment in Business

- 9.2.1 Distinguish between economic goods and services.
- 9.2.2 Explain the concept of economic resources.
- 9.2.3 Describe the concept of economics and economic activities.
- 9.2.4 Contrast economic utilities created by business activities.
- 9.2.5 Explain the principles of supply and demand.
- 9.2.6 Describe the functions of prices in markets.

Performance Standard 9.3: Examine The Impact Of Government On Business Activities And Its Contributions Society

- 9.3.1 Explain the role of business in society.
- 9.3.2 Describe types of business activities.
- 9.3.3 Explain the relationships between government and business.

Performance Standard 9.4: Explore Operation's Role And Functions As It Relates Today-To-Day Activities

- 9.4.1 Explain the nature of operations.
- 9.4.2 Explain the concept of production.
- 9.4.3 Explain the role of finance in business.
- 9.4.4 Describe the need for financial information.
- 9.4.5 Explain the concept of accounting.
- 9.4.6 Explain the need for accounting standards.

Performance Standard 9.5: Demonstrate Knowledge of Health and Safety Regulations, Security Policies and Procedures to Minimize Loss

- 9.5.1 Describe health and safety regulations in business.
- 9.5.2 Report noncompliance with business health and safety regulations.
- 9.5.3 Apply proper use of equipment, tools, and machinery.
- 9.5.4 Apply proper safety precautions.
- 9.5.5 Employ a safe work environment.
- 9.5.6 Explain procedures for handling accidents.
- 9.5.7 Assess and report emergency situations.
- 9.5.8 Explain routine security precautions.
- 9.5.9 Practice established security procedures/policies.
- 9.5.10 Practice protection of company information and intangibles.

Performance Standard 9.6 Employment for Purchasing Business Supplies, Equipment and Services

- 9.6.1 Explain the nature and scope of purchasing.
- 9.6.2 Place orders/reorders.
- 9.6.3 Maintain inventory of supplies.

CONTENT STANDARD 10.0: DEVELOPMENT BUSINESS PLAN

Performance Standard 10.1: Examine Business Goals

- 10.1.1 Determine valid business concepts.
- 10.1.2 Research applicable laws related to creating a business.
- 10.1.3 Examine business regulations and codes.

Performance Standard 10.2: Research Business Ownership to Establish and Continue Business Operations

- 10.2.1 Describe sole proprietorships.
- 10.2.2 Describe partnerships.
- 10.2.3 Explain corporations as a form of ownership.
- 10.2.4 Describe limited liability companies.
- 10.2.5 Explain types of business ownership.

Performance Standard 10.3: Examine Fraud And Scams in the Business Arena

- 10.3.1 Explain types of business fraud and scams.
- 10.3.2 Examine means to detect fraud.
- 10.3.3 Describe agencies that assist business with fraud and scams.

Performance Standard 10.4: Investigate Business Start-Up Financing

- 10.4.1 Explain debt and equity financing.
- 10.4.2 Determine information required by investors.
- 10.4.3 Research options for sources of funds.
- 10.4.4 Calculate start-up capital needs.
- 10.4.5 Develop a break-even model.
- 10.4.6 Describe the concept of insurance.

Performance Standard 10.5: Examine Factors that Effect Business Location

- 10.5.1 Research community and site selection.
- 10.5.2 Examine options for home-based businesses.
- 10.5.3 Examine design factors (Interior, Exterior, Layout requirements).
- 10.5.4 Explain location laws, regulations and codes.

Performance Standard 10.6: Explore Marketing Role and Function in Business to Facilitate Economic Exchanges

- 10.6.1 Identify steps in the marketing plan.
- 10.6.2 Determine product strategy.

- 10.6.3 Recognize the importance of ongoing market research.
- 10.6.4 Establish price and promotion strategy.
- 10.6.5 Determine marketing mix/plan/objectives.
- 10.6.6 Develop promotional plans.
- 10.6.7 Explain marketing and its importance in a global economy.
- 10.6.8 Describe marketing functions and related activities..
- 10.6.9 Select and use appropriate graphic aids.
- 10.6.10 Identify company's brand promise.
- 10.6.11 Research ways of reinforcing the company's image through employee performance .
- 10.6.12 Create and post basic web page.

Performance Standard 10.7: Development Purchasing Procedures

- 10.7.1 Analyze vendor selection
- 10.7.2 Examine supply chain management
- 10.7.3 Determine reordering sequences
- 10.7.4 Demonstrate basic spreadsheet applications

Performance Standard 10.8: Analyze New Products Development

- 10.8.1 Investigate prototyping.
- 10.8.2 Determine production management.
- 10.8.3 Review Gantt Charts and PERT Diagrams.
- 10.8.4 Develop a distribution management plan

Performance Standard 10.9: Build a Business for Specific Business

- 10.9.1 Develop a business description.
- 10.9.2 Describe the facility.
- 10.9.3 Develop an organizational chart.
- 10.9.4 Explain essential equipment.
- 10.9.5 Outline supplies and purchasing procedures.
- 10.9.6 Describe personnel management.
- 10.9.7 Develop a pricing structure.
- 10.9.8 Develop a budget.
- 10.9.9 Explore laws, regulations and codes.
- 10.9.10 Develop an advertising campaign.

CONTENT STANDARD 11.0: Development Performance Skills

Performance Standard 11.1: Exhibit Sales Skills

- 11.1.1 Employ a positive attitude.
- 11.1.2 Practice self-control.
- 11.1.3 Explain the use of feedback for personal growth.
- 11.1.4 Practice resolving conflicts with difficult customers.
- 11.1.5 Practice resolving customer/client complaints.

- 11.1.6 Develop sales tactics.
- 11.1.7 Practice taking orders.
- 11.1.8 Practice closing the sale.
- 11.1.9 Use an integrated business software application package.
- 11.1.10 Evaluate sales performance.
- 11.1.11 Develop a sales assistance plan.

Performance Standard 11.2: Analyze and Apply Ethics in the Workplace

- 11.2.1 Identify necessary workplace ethics.
- 11.2.2 Explain how work ethics affect production and profits.
- 11.2.3 Explain the six pillars of character in the workplace.
- 11.2.4 Demonstrate responsible, honest, ethical work habits.

Performance Standard 11.3: Practice Workplace Etiquette and Communications Skills

- 11.3.1 Explain the nature of effective verbal communications.
- 11.3.2 Explain the nature of staff communication.
- 11.3.3 Choose appropriate channel for workplace communication.
- 11.3.4 Participate in a staff meeting.
- 11.3.5 Explain communication techniques that support and encourage a speaker.
- 11.3.6 Demonstrate active listening skills.
- 11.3.7 Interpret others' nonverbal cues.
- 11.3.8 Provide legitimate responses to inquiries.
- 11.3.9 Give verbal directions.
- 11.3.10 Employ communication styles appropriate to target audience.
- 11.3.11 Defend ideas objectively.
- 11.3.12 Write responses to customer inquiries
- 11.3.13 Use note-taking strategies.
- 11.3.14 Practice telephone calls in a business-like manner
- 11.3.15 Explain the nature of positive customer relations.
- 11.3.16 Demonstrate a customer-service mindset.
- 11.3.17 Practice service orientation through communication.
- 11.3.18 Evaluate communication techniques to cultural and social differences among clients
- 11.3.19 Practice communicating business policies to customers/clients.
- 11.3.20 Practice appropriate workplace actions.
- 11.3.21 Apply standards for appropriate workplace attire.
- 11.3.22 Practice communication etiquette.
- 11.3.23 Practice skills for dining in business settings.

Performance Standard 11.4: Explore Internal an External Business Correspondence to Convey And Obtain Information Effectively

- 11.4.1 Explain the nature of effective written communications.
- 11.4.2 Select and utilize appropriate formats for professional writing.

- 11.4.3 Edit and revise written work consistent with professional standards.
- 11.4.4 Write professional emails.
- 11.4.5 Write business letters.
- 11.4.6 Write informational messages.
- 11.4.7 Write inquiries.

Performance Standard 11.5: Demonstrate the Ability to Run a Small Business

- 11.5.1 Demonstrate sound business practices.
- 11.5.2 Demonstrate quality service practices.
- 11.5.3 Produce and market a product.
- 11.5.4 Demonstrate ethical business practices.

CONTENT STANDARD 12.0: DEVELOPMENT MANAGEMENT PRACTICES

Performance Standard 12.1: Apply Management Practices

- 12.1.1 Explain the concept of management.
- 12.1.2 Discuss the nature of information management.
- 12.1.3 Use appropriate assertiveness.
- 12.1.4 Use conflict-resolution skills.
- 12.1.5 Assess what management skills are needed.
- 12.1.6 Describe how a management plan would improve an enterprise.
- 12.1.7 Explain qualities and characteristics of management styles.

Performance Standard 12.2: Explain Policies And Procedures for Effective Management

- 12.2.1 Determine the effect of policies and procedures.
- 12.2.2 Design standard policies and procedures.
- 12.2.3 Determine organizational structure.

Performance Standard 12.3: Demonstrate Human Resources Practices

- 12.3.1 Discuss the nature of human resources management.
- 12.3.2 Orient new employees.
- 12.3.3 Explain the concept of leadership.
- 12.3.4 Determine personal vision.
- 12.3.5 Practice adaptability.
- 12.3.6 Write job specifications for business.
- 12.3.7 Demonstrate personal information management/productivity applications.
- 12.3.8 Practice employee recruitment to match job requirements.
- 12.3.9 Compare employee compensation package.
- 12.3.10 Use basic operating systems.
- 12.3.11 Develop a training and professional development plan.
- 12.3.12 Develop an achievement orientation.
- 12.3.13 Practice resolving personnel problems.
- 12.3.14 Practice employee motivation techniques.

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- 12.3.15 Demonstrate effective team building practices.
- 12.3.16 Demonstrate fair treatment of others.
- 12.3.17 Practice positive working relationships.
- 12.3.18 Manage staff growth and development for increasing productivity and employee satisfaction.

CONTENT STANDARD 1.0: HOSPITALITY AND TOURISM INDUSTRY

Performance Standard 1.1: Careers in Hospitality and Tourism

- 1.1.1 List advantages and challenges of a hospitality and tourism career.
Identify and describe career paths, employment and entrepreneurial opportunities within
- 1.1.2 the hospitality and tourism industries.
- 1.1.3 Explain the interdependence of all jobs to success of the industry.
Explain education and training experiences to meet career goals in the hospitality and
- 1.1.4 tourism industry.
- 1.1.5 Develop industry related transferable skills required for employment and advancement.
- 1.1.6 Explore the role of professional organizations in the hospitality and tourism industries
- 1.1.7 Explore the role of professional organizations in the hospitality and tourism industries.

Performance Standard 1.2: Job Application Skills

- 1.2.1. Identify the steps involved in applying for a job.
- 1.2.2. Complete a job application.
- 1.2.3. Create a professional portfolio, including a resume and cover letter.
- 1.2.4. Prepare for an interview.
- 1.2.5. Demonstrate the interview process.

Performance Standard 1.3: Current Trends

- 1.3.1 Investigate current trends.
- 1.3.2 Evaluate the effects of current trends.
- 1.3.3 Recognize the personal needs of all guests, employees and stakeholders, including those needing special accommodations (e.g., language, health, Americans with Disabilities Act [ADA] requirements, etc.).
- 1.3.4 Describe the impact of globalization and diversity.
- 1.3.5 Recognize the impact of technology trends.
- 1.3.6 Investigate current legal and political trends.

Performance Standard 1.4: Guest Services

- 1.4.1 Define "moments of truth."
- 1.4.2 Define exceptional guest service.
- 1.4.3 Evaluate the importance of guests.
- 1.4.4 Articulate the needs of guests.
- 1.4.5 Demonstrate means of anticipating and exceeding guests needs.
- 1.4.6 Demonstrate methods of conflict resolution and guest recovery.

CONTENT STANDARD 2.0: BUSINESS ESSENTIALS

Performance Standard 2.1.: Business Structures

- 2.1.1 Describe the role of franchising, independently operated companies, and management companies.
- 2.1.2 Differentiate between corporate-level and property specific structure.

- 2.1.3 Explain the organizational structure of a hospitality and tourism business.
- 2.1.4 Explain the roles and responsibilities of the divisions within the organizational structure.

Performance Standard 2.2: Economic Impact

- 2.2.1 Examine how the industry contributes to economic development.
- 2.2.2 Examine the diverse segments in the industry.
Analyze the relationship between the industry and local, national, and international
- 2.2.3 economies.
- 2.2.4 Explain economic factors that impact the industry.

Performance Standard 2.3: Human Resources

- 2.3.1 Identify the responsibilities of human resource management.
- 2.3.2 Discuss employee compensation, benefits, and payroll processes.
- 2.3.3 Understand and apply general policies, procedures and record keeping tasks.
- 2.3.4 Examine issues that affect human resources management.
- 2.3.5 Understand local, state, and federal regulations and laws, e.g. Title IX, ADA, EEOC, OSHA, required employment documentation, etc.
- 2.3.6 Describe human resource record keeping procedures.
- 2.3.7 Explain scheduling, staffing levels, training and evaluation procedures.

Performance Standard 2.4: Sales, Marketing and Accounting Concepts

- 2.4.1 Demonstrate the main areas of marketing (e.g. Product, Price, Place, Promotion) in the industry.
- 2.4.2 Define target markets and market segmentation.
- 2.4.3 Explore and describe the methods of marketing.
- 2.4.4 Describe the types of selling utilized in the industry.
- 2.4.5 Describe the functions within the accounting department.
- 2.4.6 Explain the interrelationship of operating systems between the various departments.

Performance Standard 2.5: Safety and Security

- 2.5.1 Explain the importance of safety and health as they relate to risk management and liability.
- 2.5.2 Evaluate the purpose of the Occupational Safety & Health Administration (OSHA), Hazard Analysis Critical Control Points (HACCP).
- 2.5.3 Identify causes of accidents and outline the responsibilities of employees for safety and accident prevention
- 2.5.4 Demonstrate procedures that prevent injuries and the spread of infection, illness or disease.
- 2.5.5 Determine the importance of an emergency plan and review an emergency plan.
- 2.5.6 Discuss the importance of proper documentation of incident/injury.
- 2.5.7 Explain the role of all employees in maintaining safety and security.
- 2.5.8 Describe the scope of the engineering department, room maintenance, kitchen equipment, groundskeepers, pools, etc.

Performance Standard 2.6: Legal and Ethical Considerations

- 2.6.1 Examine laws and enforcement of local, state, federal, and global regulations that affect hospitality and tourism businesses.
- 2.6.2 Outline areas where liability issues arise.
- 2.6.3 Explain the industry standards of guests rights e.g. privacy, safety, common law, etc.
- 2.6.4 Outline an employee's personal behaviors and ethical implications in the industry.
- 2.6.5 Identify confidential, proprietary information of a business.

CONTENT STANDARD 3.0: LEADERSHIP SKILLS

Performance Standard 3.1: Hospitality and Tourism Management Skills

- 3.1.1 Exhibit critical and creative thinking skills, logical reasoning and problem solving.
- 3.1.2 Analyze the different management and leadership styles.
- 3.1.3 Determine managerial responsibilities in hospitality and tourism.
- 3.1.4 Discuss the importance of delegation and employee empowerment.
- 3.1.5 Recognize problem situations, practicing proactive vs. reactive techniques.
- 3.1.6 Research methods to evaluate the guests' and employees' experiences.

Performance Standard 3.2: Effective Communication Skills

- 3.2.1 Demonstrate effective electronic, written, verbal, and non-verbal communication skills.
- 3.2.2 Demonstrate positive communication in the workplace.
- 3.2.3 Develop effective listening skills.
- 3.2.4 Model effective conflict prevention and resolution skills.
- 3.2.5 Demonstrate professional presentation and public speaking skills.

Performance Standard 3.3: Teamwork

- 3.3.1 Describe teamwork and leadership concepts and skills needed to be successful in work, family and community life.
- 3.3.2 Demonstrate abilities to work with others.
- 3.3.3 Analyze the relationship between guest satisfaction and employee attitude, appearance and actions.
- 3.3.4 Practice team development strategies and the importance of individual roles and responsibilities.
- 3.3.5 Participate in student leadership organizations and activities.

CONTENT STANDARD 4.0: LODGING

Performance Standard 4.1: Types of Lodging Businesses

- 4.1.1 Differentiate among the types of lodging accommodations and guest amenities.
- 4.1.2 Evaluate the importance of property location i.e. city center, airport, and resort and associated services.
- 4.1.3 Explain functions and interaction of the various departments of a lodging property.

Performance Standard 4.2: Front-Office and Rooms Division

- 4.2.1 Explain various check-in and check-out procedures and other financial transactions.
- 4.2.2 Demonstrate techniques to provide information, make reservations, assist guests for

- events and services, dining, child care, local travel and entertainment.
- 4.2.3 Analyze the steps in the guest cycle.
 - 4.2.4 Explain the routine care and maintenance of rooms, public areas and offices.
 - 4.2.5 Identify housekeeping tasks required in various locations of the property.
 - 4.2.6 Differentiate between clean and sanitary.
 - 4.2.7 Demonstrate the appropriate use and storage of equipment, tools and supplies.
 - 4.2.8 Apply management skills to housekeeping and laundry tasks including PAR levels, purchasing, storage, scheduling, and sustainability.
 - 4.2.9 Calculate Rev-PAR (revenue per available room), occupancy rate, and yield percentage.

CONTENT STANDARD 5.0: FOOD AND BEVERAGE

Performance Standard 5.1: Foundational Knowledge and Skills of Food and Beverage Operations

- 5.1.1 Examine food and beverage operations in various contexts.
- 5.1.2 Compare and contrast the classification of food services operations.
- 5.1.3 Explain front- and back-of-the-house operations and positions.
- 5.1.4 Research cultural and dietary needs in regard to menu development.
- 5.1.5 Evaluate components of menu design.
- 5.1.6 Explain the importance of proper sanitation in food and beverage operations.
- 5.1.7 Examine the equipment and supplies used in food and beverage operations.
- 5.1.8 Demonstrate proper presentation, serving skills, and proper table setup.
- 5.1.9 Explain the different styles of room set up options for catered events.
- 5.1.10 Compare and contrast different kinds of events (e.g., meetings, conventions, weddings, expositions, farmers' markets, birthday parties, etc.).
- 5.1.11 Classify the forms and records necessary in event planning.