Course of Study
For
Hospitality and Tourism
(Culinary Arts)

Hospitality Fundamentals	330000
Fundamentals of Food Production	330100
Dining Room Service and Operations	330110
Restaurant Management	330120
Hospitality Tourism Capstone	330130

Subject Code: 09.0203

CTEPD 023

WEST SHORE CAREER AND TECHNICAL DISTRICT
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(CULINARY ARTS)
WEST SHORE CAREER-TECHNICAL EDUCATION DISTRICT

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ACKNOWLEDGEMENTS
HOSPITALITY AND TOURISM
(CULINARY ARTS)
WEST SHORE CAREER-TECHNICAL EDUCATION DISTRICT

Sincere appreciation goes to the following individuals for their assistance and cooperation in preparing this Career & Technical program's course of study.

The Lakewood Board of Education
Mr. Jeffrey Patterson, Superintendent Lakewood City Schools &
West Shore Career-Technical District
Mrs. Roxann Ramsey-Caserio, Assistant Superintendent Lakewood City Schools
Mr. Keith Ahearn, Principal of Lakewood High School
Mr. William DiMascio, West Shore Career-Technical Director
Mrs. Devan Corti, Culinary Arts Instructor
Mr. Robert McGorray, Culinary Arts Instructor

And the Advisory Committee:

Kathryn Bakalarz	Ross Keller	Katherine Renaudin
Joseph Corti	PJ Kettel	Suzann Schwartz
Bill DiMascio	Maureen Leonard	John Selick
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Lynn Foran	Giovanna Mingrone	Stephen Watkins
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Rob Gajewski	Michael Nowak	Ky-Wai Wong
Sierra Henderson	Marty Nagele	
Diane Kastelic	Nancy Ralls	

For her helpful suggestions and encouragement: Donna Richmond, Retired Professor Kent State University.

RECOMMENDATION OF ADVISORY COMMITTEE
HOSPITALITY AND TOURISM
(CULINARY ARTS)
WEST SHORE CAREER-TECHNICAL EDUCATION DISTRICT

The Career & Technical Advisory Committee of the Hospitality and Tourism (Culinary Arts) Program, West Shore Career & Technical District, has review this course of student and recommends it for use as the foundation for instruction in classroom, laboratory, and cooperative occupational experiences.

The developers of the course of study have considered local labor market needs and the school district's ability to offer specialized programs. The competencies found in the congruent with our school districts philosophy and students outcome measures.

We believe that this course of study adequately and correctly focuses upon the development of technical competencies, attitudes, values, and appreciation's critical to successful employment in the business realm.

After reviewing this document, we recommend that the Hospitality and Tourism (Culinary Arts) of study be approved and adopted on _____ (date).

RESOLUTION/APPROVAL OF BOARD
ADVISORY COMMITTEE
HOSPITALITY AND TOURISM
(CULINARY ARTS)
WEST SHORE CAREER-TECHNICAL EDUCATION DISTRICT

WHEREAS, the Hospitality and Tourism (Culinary Arts) advisory Committee of the Lakewood City Schools has reviewed the Hospitality and Tourism (Culinary Arts) Course of Study, and WHEREAS, the course of study is based upon the Career Content Standards Competencies for Hospitality and Tourism (Culinary Arts).

WHEREAS, Hospitality and Tourism (Culinary Arts) Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs,

NOW, THEREFORE, BE IT RESOLVED, in accordance with the superintendent's recommendation, that the *Lakewood City Schools* adopt the Hospitality and Tourism (Culinary Arts) Course of Study.

Approval date: 7/18/2016

Jeffrey W Patterson
Superintendent

Board President

DISTRICT MISSION STATEMENT
HOSPITALITY AND TOURISM
CULINARY ARTS
WEST SHORE CAREER TECHNICAL EDUCATION DISTRICT

Mission of Lakewood City Schools

In partnership with our families and community, Lakewood City Schools will develop responsible citizens, who are critical and creative thinkers, committed to life-long learning, invested in a diverse society, and prepared for technological and global opportunities.

West Shore Career Technical District Mission Statement

The many enhancements to the West Shore Career-Technical District facility, technology, and curriculum support the ongoing mission of our teachers, administration, and staff to provide excellent educational opportunities and meaningful real-world experiences while preparing students for success in the global marketplace of the 21st century.

CAREER AND TECHNICAL DISTRICT GOALS
HOSPITALITY AND TOURISM
(CULINARY ARTS)
WEST SHORE CAREER TECHNICAL EDUCATION DISTRICT

- To continue to infuse technology into the curriculum and meet industry standards.
- Continue to upgrade and modernize career and technical labs and offer a variety of career training opportunities.
- To continue to partner with post-secondary education institutions to create pathways to foster life-long learning.
- To develop and maintain active advisory committee membership which offer overall direction and specific occupational knowledge of competencies required in business and industry.
- To continue to develop ties with parents and community to meet community education needs.

PROGRAM DESIGN
HOSPITALITY AND TOURISM
CULINARY ARTS
WEST SHORE CAREER TECHNICAL EDUCATION DISTRICT

Program Philosophy

We believe the Hospitality and Tourism (Culinary Arts) program training is essential in our educational system because of the ever-increasing demand of skilled workers. We believe all youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. In which case we believe the Hospitality and Tourism (Culinary Arts) program should prepare all students to become effective and responsible workers as they enter positions in the culinary and hospitality fields.

We believe that the students will earn skills in the hospitality and culinary industry using real-life scenarios while preparing and working in the school restaurant, the Ranger Café. This experience of real world interaction with customers, staff and each other will provide students with an opportunity to increase their sensitivity to others in a workplace and a social environment.

We believe that creating an atmosphere of mutual respect and personal responsibility will provide students a strong foundation of proper workplace and social behavior.

We believe that the Hospitality and Tourism (Culinary Arts) program can develop in students the attitudes, good work ethics, interpersonal skills, honesty, and dependability that the professionals in the hospitality and restaurant field feel are necessary in their field of work. These qualities will be beneficial to the students in any career field.

We believe that membership in Family Career and Community Leaders of America (FCCLA) is desirable and can promote leadership and a sense of belonging to the students. The opportunity to participate in skill events and team competitions in ProStart or FCCLA allows students to use their knowledge and skills in a competitive manner. This helps them strive for more perfection in their basic and advanced skills and performance. Challenging students in the area of competition in FCCLA and ProStart events will provide an opportunity for comparing their skills set to others and create a level of awareness in their abilities and how they will perform in a very competitive field.

We believe we will equip students to graduate with marketable, measurable skills in order to obtain valuable, entry-level employment or continuing education as students prepare to become life-long learners.

PROGRAM GOALS

- Students will develop the skills, knowledge, attitudes, and values sufficient to secure employment and/or pursue post-secondary education into the Hospitality/Culinary Arts industry.

- To develop occupational safety habits and understanding to create a safe learning environment in lab and/or on the job.

- To stimulate the development of leadership qualities through Family Career and Community Leaders of America (FCCLA).

- To aid in the strengthening of character of individuals through the development of core values such as respect for other persons and their property, while also developing personal and social skills so they are able to work cooperatively with others.

- To develop the ability to solve problems by practicing, preparing and serving products for sale in the school restaurant.

- To gain worthwhile attitudes and an appreciation for the hospitality and culinary arts industry.

- To integrate academics into the Hospitality and Tourism (Culinary Arts) program including math, science, and language arts.

- To develop teamwork abilities that will aid them in coping with classroom and work situations that may confront them.

- To gain effective communication skills and listening skills to promote positive relationships within the classroom and on the job.

- To recognize and display respect towards diversity and identifying a variety of ethnicity's through food history and practical labs related to the hospitality and culinary arts industry.

- To foster a learning environment in which students work as a team to help each other achieve a common goal.

- To guide students in making positive decisions in both personal and professional related situations.

Overview of Program

The Hospitality and Tourism (Culinary Arts) is a two year curriculum designed for 11th and 12th grade students who wish to pursue a career in food service /hospitality industry.

The following courses will be taught in the junior year: Hospitality Fundamentals and Fundamentals of Food Production. During **year one** students will learn the fundamentals of food preparation such as: safety, sanitation, knife cuts, stocks, soups, sauces and cooking methods. They will apply plating and presentation principles to deliver attractive menu items, establish food specifications and prep lists, and develop ingredient and portion control guidelines. Students will prepare menu items for the Ranger Cafe, a student run restaurant that is open to the public. The restaurant provides a realistic hands on approach to better prepare students for the foodservice industry. Students are then expected to obtain a job in the foodservice/hospitality industry and work part-time by the end of their junior year.

Students will also prepare for certification by the National Restaurant Association (NRA) and the Ohio Department of Health by completing the ServSafe Curriculum for food safety training.

In **year two** the following courses will be taught: Dining Room Service and Operations, Restaurant Management and Hospitality Tourism Capstone. These courses are hands-on, experiential learning in an authentic restaurant service environment in the Ranger Café. Students will apply strategies and techniques to identify and meet dining guest needs. Students will provide table and beverage service, maintain eating areas, meeting spaces and serving stations, take and manage reservations. Other topics include food science, nutritional analysis, business law and ethics, and economics and marketing.

Students are also expected to continue to work in a culinary arts/hospitality position and earn a minimum of 200 hours to earn ProStart certification. Students will also gain on the job training in the Ranger Café. Passage of both the ProStart Year 1&2 exams and the successful completion of work experience, which can lead to ProStart certification upon graduation.

The program is based on the Hospitality and Tourism Career Field Technical Content Standards by the Ohio Department of Education and the ProStart curriculum designed by the National Restaurant Association. The curriculum is the result of comprehensive review and refinement and combining of the ProStart and state competencies.

Population Served

The Hospitality and Tourism (Culinary Arts) year one courses are open to all junior students who have been interviewed and accepted in their sophomore year of high school and students who are not a safety hazard to self and others in the class. The students will take the Hospitality Fundamentals, Fundamentals of Food Production as 11th graders and the class will meet four periods a day for one year and is worth three credits.

The Hospitality and Tourism (Culinary Arts) year two course is open to students who have successfully passed Hospitality Fundamentals, Fundamentals of Food Production, The following courses will be taught Dining Room Service and Operations, Restaurant Management. The class will meet three periods a day and earns three credits.

Housing of the Program

The Hospitality and Tourism (Culinary Arts) program is located on east wing of Lakewood High School and is a comprehensive foodservice facility, including the Ranger Café at West Shore dining room. Students will learn, work and produce product for sale in a state of the art commercial kitchen, restaurant and related classroom. Changing room, locker facilities and laundry are provided for student uniform care.

Supervisor of the Program

The teacher(s) of the Hospitality and Tourism (Culinary Arts) program report directly to:

1. The West Shore Career-Technical Director
2. The Principal of Lakewood High School.

Occupations Addressed

Educational programs in culinary and foodservice operations prepare learners for careers in the art and science of food preparation and presentation. Sample occupations include (in no particular order), but are not limited to:

Prep Cook	Food and Beverage Manager	Banquet setup employee
Line Cook	Maitre d'	Bartender and server
Expediter	Wine steward	Catering and Banquets manager
Sous Chef	Banquet setup employee	Restaurant Assistant Manger
Food Runner	Bartender and server	Owner/Operator
Executive Chef	Catering and Banquets manager	Room service attendant
General Manager	Restaurant Assistant Manger	Room service attendant
Pastry and Specialty Chef	Owner	

Basic Program Operation

The Hospitality and Tourism (Culinary Arts) courses are taught five days a week for 4 periods a day in the junior year and 3 periods a day in their senior year. Related classes are usually held on Thursday and Fridays, laboratory and foodservice operation classes are scheduled other days. As a part of ProStart certification requirements both ProStart I & II students have to obtain a minimum of 200 hours of lab experience that is completed in –school during class time. To meet this requirement all students are responsible for preparing, setting-up and organizing menu items for restaurant service in both Front of the House and Back of the House related responsibilities. The Culinary Arts/ProStart II senior class is solely responsible for operating the restaurant to the public and staff during scheduled restaurant days and hours.

Related instructional techniques include: classroom lessons, laboratory projects and experiences including cooperative projects, field trips, guest chefs, projects, technology, community involvements in benefits and culinary activities.

Both classes develop culinary skills, practice reading and making recipes, understanding related vocabulary, serving techniques, cooperative teamwork, and a healthy work ethic and developing positive attitudes.

Field experience and/or early placement

A job and mentor-ship experience is part of the course requirement of the Hospitality and Tourism (Culinary Arts) courses in both years. In-school food preparation and serving experience is the preparation for the out of school occupational experience and is essential part for students to receive ProStart certification.

Job placement can be arranged for juniors in the second semester if they meet the criteria determined by the West Shore Career and Technical District. Students are responsible and required to apply for a position to become employed in the restaurant the end of their junior year of high school. Students will work with the instructor(s) to assist in job placement and with documentation with the employer and guardian(s). Students are required to earn 200 hours of paid work experience as a part of earning their ProStart certification at the end of their senior year.

Articulation Agreement

West Shore Career-Technical District is dedicated to offering students the opportunity to earn college credit. Earning college credit requires acceptable performance and attendance in the West Shore program. Individual colleges maintain their own criteria. College credit may not be granted if a specific criterion is not met. In general, most colleges require a 2.0/2.5 cumulative grade point average (CGPA), a 3.0 in the Career-Technical program, and completing Algebra2. Students are notified of applications and deadlines through their career-technical teacher and the West Shore office.

Correlated Academics

Academics is taught outside the career and technical (CTE) program by a licensed teacher, provided by Lakewood High School, Bay Village, Rocky River and Westlake and further developed and adapted by West Shore Career Tech Culinary. Academics are integrated as part of this program in order to raise standards. Math (food service math), science, language arts, and communication concepts are considered essential and integral parts of the program competencies.

Technology

Technology is an exciting and evolving part of the Hospitality and Tourism (Culinary Arts) program. Technology is used to promote knowledge and skills needed for advancement in the world of work. The culinary arts facility is comprised and maintained of state-of-the-art equipment that students are trained safely to use in class. Computer hardware and software is provided both for business record keeping and for dining room wait-staff point of sale (POS) system. Instructional delivery of curriculum and research through technology is essential in this course. Students have access to Google Apps for Education through classroom PCs and Chrome Books. The Google Classroom App is a way for instructors to share documents, assign, accept and return assignments and provide individual and group feedback. Each student has their own folder of class assignments and has access from any PC or mobile device at home or in school.

Student Leadership

Student leadership skills are an inherent part of the Hospitality and Tourism (Culinary Arts) program through working in the lab as teams. The program encourages membership in Family, Career, and Community Leaders of America (FCCLA), which enables students to participate in leadership activities at the local, state, and national level. Our program also encourages students to participate in the American Culinary Federation (ACF) as student members to allow networking and leadership opportunities in the community. Students can also participate in numerous out-of-school activities throughout both school years.

Critical Thinking and Decision Making

Students develop the use of critical thinking skills and making wise decisions as an integral part of classroom instruction and laboratory learning activities. They learn decision making in a practical setting with guidelines set forth state and industry guidelines. Many opportunities for critical thinking are provided through the preparing and operating the schools restaurant, Ranger Café at West Shore.

Statement of Modification

Modifications will be made for students who have an Individual Education Plan (IEP) according to the recommendations found within the plan and with intervention from student services.

Disclaimer Statement

This Course of Study conforms to all federal, state and local laws and regulations including Title IX and non-discrimination against any student because of race, color, creed, sex, religion, citizenship, economic status, married status, pregnancy, handicap, other physical characteristics, age or national origin. This policy of nondiscrimination shall also apply to otherwise qualify handicapped individuals.

SCOPE AND SEQUENCE
HOSPITALITY FUNDAMENTALS
330000

Course Description:
This first course in the career field will introduce students to culinary arts, foodservice operations, lodging, travel and tourism. Students will obtain knowledge of customer service principles and examine the impact of cultural, historical, social and technological developments on key segments of the industry. They will also apply safety and sanitation techniques to prevent and control injuries, illnesses and diseases in the workplace. Business law, employability skills, leadership and communications will be addressed.

SCOPE AND SEQUENCE
HOSPITALITY FUNDAMENTALS
330000
WEST SHORE CAREER TECHNICAL DISTRICT

Strand 1. **Business Operations/21st Century Skills**
Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Outcome 1.1. **Employability Skills**
Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

Competencies

1.1.1. Identify the knowledge, skills and abilities necessary to succeed in careers.
1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.
1.1.3. Develop a career plan that reflects career interests, pathways and secondary and postsecondary options.

Strand 4. **Culinary Arts**
Learners apply principles of sociology, chemistry, cultural psychology and food science in the preparation, cooking and presentation of food and beverages.

Outcome 4.1. **Culinary Industry Fundamentals:** Analyze the effects of sociological, cultural, historical and environmental developments on consumer food preferences and the resulting culinary issues and challenges.

Competencies:

4.1.1. Differentiate among the segments of the culinary and foodservice operations industry, and identify the types of food served by these segments.
4.1.2. Analyze the effect of cultural, historical, sociological and environmental developments on food preparation and presentation.

Strand 8. **Lodging Operations**
Learners use principles of lodging to achieve profit objectives and deliver customer experiences consistent with the brand.

Outcome 8.1. **Lodging Fundamentals:** Analyze the lodging industry to understand its classifications, service levels, divisions and role and responsibilities.

Competencies:

8.1.1. Explain the components of the lodging "product" and the role of services in providing the product.
8.1.2. Analyze the effect of cultural, historical and sociological developments and trends on lodging services.
8.1.3. Describe the classifications of lodging accommodations and room types.

Strand 9. **Travel and Tourism Operations**

Learners conduct geopolitical, environmental and ethnographic analyses; and apply principles of sales and marketing, event design and customer service to create unique experiences that attract tourists and visitors.

Outcome 9.1. **Travel and Tourism Fundamentals:** Examine the scope of organizations that make up the travel and tourism industry, their roles, current trends, challenges and strategies.

Competencies:

9.1.1. Compare the similarities and differences of the major types of destinations (e.g., ethnic, cultural, natural, recreational, seasonal).

9.1.4. Identify destination attractions, types and options.

Strand 3. **Safety and Sanitation**

Learners apply knowledge of biological, physical and chemical hazards and the concepts of safety and sanitation to protect employees and customers from injuries, illnesses and diseases.

Outcome 3.1. **Pathogens, Illnesses and Diseases:** Identify pathogens that could render food unsafe for consumption without appropriate precautions and controls.

Competencies:

3.1.2. Describe the nature and scope of the government agencies responsible for the prevention of foodborne illnesses.

Outcome 3.3. **Food Safety and Sanitation:** Demonstrate strategies for preventing and controlling biological, physical and chemical contamination of food products through proper food handling and sanitization procedures.

Competencies:

3.3.1. Describe food-safety guidelines (e.g., FDA Food Code), local health-code requirements and the consequences of failing to comply.

3.3.4. Identify potential biological, chemical and physical hazards.

3.3.5. Identify potentially hazardous foods (PHF), Time and Temperature Control for Safety of Food (TCS) and foods in the temperature danger zone (TDZ).

3.3.6. Follow precautionary guidelines established to address food-safety issues for high-risk populations and to reduce potential exposure to harmful pathogens.

Outcome 3.1. **Pathogens, Illnesses and Diseases:** Identify pathogens that could render food unsafe for consumption without appropriate precautions and controls

3.1.1. Identify methods and practices to control or eliminate pathogens and the spread of harmful bacteria, viruses, parasites, fungi and toxins.

3.1.3. Identify types of foodborne illness caused by bacteria and viruses, their common symptoms and the food items most at risk for contamination.

3.1.4. Identify parasites, fungi and biological toxins by their characteristics and the major foodborne illnesses with which they are linked.

3.1.5. Identify conditions under which bacteria multiply rapidly (i.e., FAT TOM: food, acidity, temperature, time, oxygen, moisture) and implement preventive measures.

Outcome 3.3. Food Safety and Sanitation: Demonstrate strategies for preventing and controlling biological, physical and chemical contamination of food products through proper food handling and sanitization procedures

3.3.7. Identify the effects of water characteristics, food pH levels and moisture levels on food safety and sanitation.

Outcome 3.1. Pathogens, Illnesses and Diseases: Identify pathogens that could render food unsafe for consumption without appropriate precautions and controls.

3.1.6. Identify the symptoms and consequences of allergic reactions and intolerances, and implement exposure-prevention strategies.
3.1.7. Identify sources of common allergens, and implement exposure prevention strategies.

Outcome 3.2. Personal Safety and Sanitation: Demonstrate strategies for preventing risks and biological and physical contamination through personal hygiene, proper attire and precautionary medical safeguards.

Competencies:
3.2.1. Identify personal actions and behaviors that contribute to contamination and cross-contamination of food, and describe ways to prevent those issues.
3.2.2. Identify when hand-washing must occur, and wash hands using the five-step technique.
3.2.3. Select, maintain, and use proper work attire and personal protective clothing and equipment appropriate to job tasks.
3.2.4. Handle situations involving bodily fluids.
3.2.5. Describe situations when food-handlers should be restricted or excluded from working with food or being in the operation.
3.2.6. Lift and move heavy materials and equipment following established ergonomic processes.
3.2.7. Explain how personal safety and sanitation contribute to an organization's response to allergies and intolerances.

Outcome 3.4. Equipment Safety and Sanitation: Demonstrate strategies and techniques for eliminating biological, physical and chemical contamination through proper equipment use, storage and maintenance.

Competencies:
3.4.1. Distinguish between cleaning, sterilizing and sanitizing.
3.4.2. Implement equipment safety requirements, and adhere to health and safety codes that restrict equipment use.
3.4.3. Set up, program, sanitize, and use commercial equipment and machines.
3.4.4. Break down and maintain commercial equipment and machines.
3.4.5. Calibrate temperature probes.
3.4.6. Inspect, use, sanitize, and store knives, hand tools and implements.
3.4.7. Clean, sanitize, and store tableware and equipment.
3.4.8. Adjust equipment and workstations to respond to allergies, food intolerances, and special requests.
3.4.9. Lock out and tag out equipment until fixed.

Outcome 3.3. **Food Safety and Sanitation:** Demonstrate strategies for preventing and controlling biological, physical and chemical contamination of food products through proper food handling and sanitization procedures.

Competencies:

3.3.2. Describe the impact of Hazard Analysis and Critical Control Point (HAACP) food safety management system on food service.
3.3.3. Identify critical control points (Hazard Analysis and Critical Control Point [HAACP]).
3.3.8. Monitor and track food temperatures throughout the receiving, thawing, storing, cooking and holding processes.
3.3.9. Control environment for consumer self-service foods.
3.3.10. Mark, label, store, and dispose of food and food by-products (e.g., fats, oil, grease).
3.3.11. Identify warning signs indicating potential food safety issues during the receiving, storing and serving processes based on food type.
3.3.12. Take corrective actions to maintain food safety.

Outcome 3.5. **Site Safety and Sanitation:** Analyze how the physical environment contributes to safety risks, identify strategies used to reduce or eliminate risks, and follow defined safety procedures.

Competencies:

3.5.1. Analyze the root causes of accidents, and identify prevention strategies.
3.5.2. Handle, maintain, and dispose of garbage and non-food refuse.
3.5.3. Identify signs of infestations.
3.5.4. Develop and implement pest management procedures.
3.5.5. Select and mix cleaning or sanitation solutions in the right proportions, and label container.
3.5.6. Handle, label, store, and dispose of hazardous chemicals and waste.
3.5.7. Determine actions to take in response to biohazard and contamination incidents.
3.5.8. Assess fire hazards, and determine fire prevention strategies.
3.5.9. Develop and implement evacuation procedures and protocols in a variety of settings.
3.5.10. Respond to illness outbreaks, medical issues and medical emergencies.
3.5.11. Respond to health code violations, and develop corrective action plans.
3.5.12. Prepare for internal and external safety checks and inspections.
3.5.13. Conduct self-inspection audits.

Strand 1. **Business Operations/21st Century Skills**

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Outcome 1.3. **Business Ethics and Law:** Analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

Competencies:

1.3.1. Analyze how regulatory compliance affects business operations and organizational performance.
1.3.2. Follow protocols and practices necessary to maintain a clean, safe and healthy work environment.
1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).
1.3.4. Identify how federal and state consumer protection laws affect products and services.

1.3.5. Access and implement safety compliance measures (e.g., quality assurance information, safety data sheets [SDSs], product safety data sheets [PSDSs], United States Environmental Protection Agency [EPA], United States Occupational Safety and Health Administration [OSHA]) that contribute to the continuous improvement of the organization.

1.3.6. Identify deceptive practices (e.g., bait and switch, identity theft, unlawful door-to-door sales, deceptive service estimates, and fraudulent misrepresentations) and their overall impact on organizational performance.

1.3.7. Identify the labor laws that affect employment and the consequences of noncompliance for both employee and employer (e.g., harassment, labor, employment, employment interview, testing, minor labor laws, Americans with Disabilities Act, Fair Labor Standard

1.3.9. Identify potential conflicts of interest (e.g., personal gain, project bidding) between personal, organizational and professional ethical standards.

Strand 2. **Experience Management**
Learners apply customer behavior concepts to create a brand identity, design and deliver exceptional customer experiences, and build customer loyalty and brand equity.

Outcome 2.1. **Hospitality and Tourism Fundamentals:** Explain the composition and economic significance of the hospitality and tourism industry.

Competencies:

2.1.1. Describe the relationship between the economy and the hospitality and tourism industry.

2.1.2. Identify the key segments of the hospitality and tourism industry, and explain their interdependence.

2.1.3. Explain the role of Convention and Visitor Bureaus (CVB), Destination Marketing Organizations (DMO) and tourism distribution organizations in generating hospitality and tourism business.

2.1.4. Identify changes occurring in hospitality and tourism as a result of technological advancements and competing online services.

Outcome 2.2. **Hospitality and Tourism Environment:** Analyze how customer service principles, hospitality services and operational processes work together to create a culture that allows organizations to meet or exceed customer expectations.

Competencies:

2.2.1. Describe how the principles of R.A.V.E. (respect and value everyone), customer satisfaction and quality affect service delivery.

2.2.2. Explain the unique characteristics of services (i.e., intangibility, inseparability, variability and perishability).

2.2.3. Explain the influence of an organization's mission and vision statement on customer service practices.

2.2.4. Explain the factors that shape customer expectations of a particular service and how subjective and objective elements of service quality can be assessed.

2.2.5. Identify the types of outcomes possible during guest recovery and the impact of proactive guest experience management on realizing a positive outcome.

Strand 1. **Business Operations/21st Century Skills**
Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Outcome 1.2. **Leadership and Communications**
Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.

Competencies:

1.2.1. Extract relevant, valid information from materials and cite sources of information.
1.2.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively.
1.2.4. Use negotiation and conflict-resolution skills to reach solutions.
1.2.6. Use proper grammar and expression in all aspects of communication.
1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
1.2.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team.
1.2.16. Identify ways to affect workplace change

Strand 2. **Experience Management**
Learners apply customer behavior concepts to create a brand identity, design and deliver exceptional customer experiences, and build customer loyalty and brand equity.

Outcome 2.6. **Customer Services:** Apply strategies and techniques to identify and meet guest needs and to establish a sense of connectedness with guests in a hospitality and tourism environment.

Competencies:

2.6.1. Interpret unspoken needs based on understanding of human behavior, preference patterns and prior experiences.
2.6.2. Determine strategies for responding to potentially sensitive, compromising, fraudulent or dangerous situations.
2.6.3. Accommodate special needs and specific requests of customers.
2.6.4. Process customer orders accurately and efficiently while building rapport.
2.6.5. Balance multiple resource demands, and maintain service standards during peak volumes.
2.6.6. Respond to customer inquiries, resolve their complaints and follow up on situations.
2.6.7. Take and process customer payments.
2.6.8. Identify and deliver on opportunities to make a difference in the customer experience (i.e., positive moments of truth).

Outcome 2.7. **People Management:** Apply strategies, policies and procedures to manage new hires, union and non-union employees and volunteers to meet quality standards.

Competencies:

2.7.1. Determine the impact of ethics and social responsibility policies and practices on business operations.

Strand 1. **Business Operations/21st Century Skills**

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Outcome 1.1. **Employability Skills**

Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

1.1.4. Describe the role and function of professional organizations, industry associations and organized labor and use networking techniques to develop and maintain professional relationships.
1.1.6. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.
1.1.8. Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.
1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
1.1.9. Give and receive constructive feedback to improve work habits.
1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.
1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.

SCOPE AND SEQUENCE
FUNDAMENTALS OF FOOD PRODUCTION
330100

Course Description: Students will prepare food products and beverages according to standardized recipes. They will apply plating and presentation principles to deliver attractive menu items, establish food specifications and prep lists, and develop ingredient and portion control guides. Safety and sanitation, standard knife skills, and culinary math will be emphasized. Employability skills, leadership and communications will also be incorporated.

SCOPE AND SEQUENCE
FUNDAMENTALS OF FOOD PRODUCTION
330100
WEST SHORE CAREER TECHNICAL DISTRICT

Strand 4. **Culinary Arts**

Learners apply principles of sociology, chemistry, cultural psychology and food science in the preparation, cooking and presentation of food and beverages.

Outcome 4.3. **Ingredient Selection and Preparation:** Follow mise en place principles when organizing food and equipment, determine amounts to use, and prepare ingredients for use in recipes.

Competencies:

4.3.1. Explain the importance of product specifications and portion control.
4.3.2. Measure solids and liquids, and apply ratios and equations to scale, and convert U.S. and metric measurements.
4.3.3. Use and convert standardized recipes to achieve specific quantities and serving sizes.
4.3.4. Adjust recipes and preparation techniques to respond to dietary restrictions.
4.3.5. Select production methods (e.g., heat transfer, moist heat, dry heat) and equipment appropriate for the food product and environment.
4.3.6. Explain mise en place principles and their impact on kitchen operations.
4.3.7. Demonstrate mise en place principles in setting up work space.
4.3.8. Select tools and equipment that foster best results in food preparation.
4.3.9. Perform processing necessary to prepare ingredients for use in a recipe (e.g., clarify, seed, soak, steep, bread, batter, caramelize, reduce, emulsify).
4.3.10. Use standard knife and fabrication skills and techniques.

Outcome 4.4. **Food Staples and Sides Preparation:** Apply cooking principles and methods, cultural and ethnic knowledge and nutrition-management strategies to prepare and pair staples and sides.

Competencies:

4.4.1. Use quality factors to select food products and produce.
4.4.2. Identify seasonings, oils, flavor enhancers and food additives by type, class and purpose.
4.4.5. Prepare egg-based dishes.
4.4.7. Use dairy products in food dishes.
4.4.8. Prepare salads and salad dressings.
4.4.9. Select dip ingredients, and prepare dips.
4.4.10. Select stock ingredients; and prepare stocks, bouillons, broths and bases.
4.4.11. Prepare sauces and gravies using appropriate thickening agents.
4.4.12. Prepare clear soups, thick soups and specialty soups.
4.4.13. Prepare fruits.
4.4.14. Prepare vegetables and legumes.
4.4.15. Prepare starchy foods.

Outcome 4.6. **Food Presentation:** Apply plating and presentation principles to deliver attractive and balanced menu items.

Competencies:

4.6.1. Plate food using design principles of color, height, focal point, proportion and temperature.
4.6.3. Garnish plates, soups and desserts.
4.6.4. Maintain nutritional value and dietary restrictions during the plating and presentation process.

Outcome 4.2. **Sandwiches and Appetizers:** Select ingredients and prepare sandwiches, appetizers and small plates.

Competencies:

4.2.1. Identify types and components of hot and cold sandwiches, which are comprised of base, spread, filling, accent and garnish.
4.2.2. Prepare sandwich components, and assemble open and closed hot and cold sandwiches.
4.2.3. Prepare meat and cheese trays.

Outcome 4.5. **Meat, Poultry, and Seafood:** Apply cooking principles and methods, cultural and ethnic knowledge and nutrition-management strategies to prepare meat, poultry and seafood dishes.

Competencies:

4.5.3. Select meat cuts, and prepare meat dishes.
4.5.5. Select poultry cuts, and prepare poultry dishes.
4.5.9. Prepare and cook fish and shellfish.

Outcome 4.1. **Culinary Industry Fundamentals:** Analyze the effects of sociological, cultural, historical and environmental developments on consumer food preferences and the resulting culinary issues and challenges.

Competencies:

4.1.3. Analyze food preparation and presentation trends.
4.1.4. Identify characteristics of various international cuisines, and recognize notable dishes of cuisines common to different regions.
4.1.5. Determine customer behavioral characteristics and factors that influence customer selection of food places and menu items.

Outcome 4.7. **Beverage Preparation:** Recommend beverage selections, and prepare non-alcoholic specialty drinks.

Competencies:

4.7.1. Select types of coffee and coffee flavorings, and prepare coffee drinks.
4.7.2. Select types of tea and tea flavorings, and prepare specialty tea drinks.
4.7.3. Prepare milk and dairy-based drinks.

Outcome 4.8. **Banquet and High-Volume Cookery:** Prepare food in high volume to service high traffic and special requests.

Competencies:

4.8.1. Explain the challenges, principles and corrective actions associated with preparing and serving foods to large groups.
4.8.2. Maintain quality controls, and apply appropriate cooking methodology during batch cooking.

4.8.3. Set up stations to support high-volume production.
4.8.4. Adjust preparation schedules and sequencing to support high-volume production.

Strand 7. **Foodservice Operations**
Learners use foodservice management principles to achieve profit objectives and deliver customer experiences consistent with the brand.

Outcome 7.1. **Purchasing and Inventory Management:** Plan and implement procedures and techniques to maintain food and beverage safety and quality, reduce costs and achieve organizational objectives during inventory acquisition, storage and use.

Competencies:
7.1.2. Conduct make or buy analysis, and determine course of action.
7.1.3. Establish food specifications and prep lists.
7.1.4. Calculate unit costs, total costs and yield measures for standard recipes.
7.1.5. Calculate plate, buffet and salad bar requirements and costs.
7.1.6. Develop ingredient and portion control guides.

Outcome 1.4. **Knowledge Management and Information Technology:** Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations.

Competencies:
1.4.6. Use an electronic database to access and create business and technical information.

Outcome 1.5. **Global Environment:** Evaluate how beliefs, values, attitudes and behaviors influence organizational strategies and goals.

Competencies:
1.5.1. Describe how cultural understanding, cultural intelligence skills and continual awareness are interdependent.
1.5.2. Describe how cultural intelligence skills influence the overall success and survival of an organization.
1.5.3. Use cultural intelligence to interact with individuals from diverse cultural settings.
1.5.4. Recognize barriers in cross-cultural relationships and implement behavioral adjustments.
1.5.5. Recognize the ways in which bias and discrimination may influence productivity and profitability.

Outcome 1.6. **Business Literacy:** Develop foundational skills and knowledge in entrepreneurship, financial literacy and business operations.

Competencies:
1.6.8. Identify the features and benefits that make an organization's product or service competitive.
1.6.9. Explain how the performance of an employee, a department and an organization is assessed.

Outcome 1.8. **Operations Management:** Plan, organize and monitor an organization or department to maximize contribution to organizational goals and objectives.

Competencies:

1.8.1. Forecast future resources and budgetary needs using financial documents (e.g., balance sheet, demand forecasting, financial ratios).
1.8.2. Select and organize resources to develop a product or a service.
1.8.10. Analyze how business management and environmental management systems (e.g., health, safety) contribute to continuous improvement and sustainability.

Strand outcomes: 1.1, 1.2, 1.3, 2.2, 2.7, 3.1-3.5 are taught in depth in Hospitality Fundamentals course, however reinforced and re-taught where necessary when needed in this course.

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Outcome 1.1. **Employability Skills:** Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

Competencies:

1.1.1. Identify the knowledge, skills and abilities necessary to succeed in careers.
1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.
1.1.6. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.
1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
1.1.8. Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.
1.1.9. Give and receive constructive feedback to improve work habits.
1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.
1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.

Outcome 1.2. **Leadership and Communications:** Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.

Competencies:

1.2.1. Extract relevant, valid information from materials and cite sources of information.
1.2.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively.
1.2.4. Use negotiation and conflict-resolution skills to reach solutions.
1.2.5. Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.
1.2.6. Use proper grammar and expression in all aspects of communication.
1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
1.2.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team.
1.2.16. Identify ways to affect workplace change

Outcome 1.3. **Business Ethics and Law:** Analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

Competencies:

1.3.1. Analyze how regulatory compliance affects business operations and organizational performance.
1.3.2. Follow protocols and practices necessary to maintain a clean, safe and healthy work environment.
1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).
1.3.4. Identify how federal and state consumer protection laws affect products and services.
1.3.5. Access and implement safety compliance measures (e.g., quality assurance information, safety data sheets [SDSs], product safety data sheets [PSDSs], United States Environmental Protection Agency [EPA], United States Occupational Safety and Health Administration [OSHA]) that contribute to the continuous improvement of the organization.
1.3.6. Identify deceptive practices (e.g., bait and switch, identity theft, unlawful door-to-door sales, deceptive service estimates, and fraudulent misrepresentations) and their overall impact on organizational performance.
1.3.7. Identify the labor laws that affect employment and the consequences of noncompliance for both employee and employer (e.g., harassment, labor, employment, employment interview, testing, minor labor laws, Americans with Disabilities Act, Fair Labor Standard
1.3.9. Identify potential conflicts of interest (e.g., personal gain, project bidding) between personal, organizational and professional ethical standards.

Outcome 2.2. **Hospitality and Tourism Environment:** Analyze how customer service principles, hospitality services and operational processes work together to create a culture that allows organizations to meet or exceed customer expectations.

Competencies:

2.2.1. Describe how the principles of R.A.V.E. (respect and value everyone), customer satisfaction and quality affect service delivery.
2.2.3. Explain the influence of an organization's mission and vision statement on customer service practices.

2.2.4. Explain the factors that shape customer expectations of a particular service and how subjective and objective elements of service quality can be assessed.
2.2.5. Identify the types of outcomes possible during guest recovery and the impact of proactive guest experience management on realizing a positive outcome.

Outcome 2.6. **Customer Services:** Apply strategies and techniques to identify and meet guest needs and to establish a sense of connectedness with guests in a hospitality and tourism environment.

Competencies:
2.6.1. Interpret unspoken needs based on understanding of human behavior, preference patterns and prior experiences.
2.6.3. Accommodate special needs and specific requests of customers.
2.6.4. Process customer orders accurately and efficiently while building rapport.
2.6.5. Balance multiple resource demands, and maintain service standards during peak volumes.
2.6.6. Respond to customer inquiries, resolve their complaints and follow up on situations.
2.6.7. Take and process customer payments.
2.6.8. Identify and deliver on opportunities to make a difference in the customer experience (i.e., positive moments of truth).

Outcome 2.7. **People Management:** Apply strategies, policies and procedures to manage new hires, union and non-union employees and volunteers to meet quality standards.

Competencies:
2.7.1. Determine the impact of ethics and social responsibility policies and practices on business operations.

Strand 3. **Safety and Sanitation**
Learners apply knowledge of biological, physical and chemical hazards and the concepts of safety and sanitation to protect employees and customers from injuries, illnesses and diseases.

Outcome 3.1. **Pathogens, Illnesses and Diseases:** Identify pathogens that could render food unsafe for consumption without appropriate precautions and controls.

Competencies:
3.1.1. Identify methods and practices to control or eliminate pathogens and the spread of harmful bacteria, viruses, parasites, fungi and toxins.
3.1.3. Identify types of foodborne illness caused by bacteria and viruses, their common symptoms and the food items most at risk for contamination.
3.1.4. Identify parasites, fungi and biological toxins by their characteristics and the major foodborne illnesses with which they are linked.
3.1.5. Identify conditions under which bacteria multiply rapidly (i.e., FAT TOM: food, acidity, temperature, time, oxygen, moisture) and implement preventive measures.
3.1.6. Identify the symptoms and consequences of allergic reactions and intolerances, and implement exposure-prevention strategies.
3.1.7. Identify sources of common allergens, and implement exposure prevention strategies.

Outcome 3.2. **Personal Safety and Sanitation:** Demonstrate strategies for preventing risks and biological and physical contamination through personal hygiene, proper attire and precautionary medical safeguards.

Competencies:

3.2.1. Identify personal actions and behaviors that contribute to contamination and cross-contamination of food, and describe ways to prevent those issues.
3.2.2. Identify when hand-washing must occur, and wash hands using the five-step technique.
3.2.3. Select, maintain, and use proper work attire and personal protective clothing and equipment appropriate to job tasks.
3.2.4. Handle situations involving bodily fluids.
3.2.5. Describe situations when food-handlers should be restricted or excluded from working with food or being in the operation.
3.2.6. Lift and move heavy materials and equipment following established ergonomic processes.
3.2.7. Explain how personal safety and sanitation contribute to an organization's response to allergies and intolerances.

Outcome 3.3. **Food Safety and Sanitation:** Demonstrate strategies for preventing and controlling biological, physical and chemical contamination of food products through proper food handling and sanitization procedures.

Competencies:

3.3.3. Identify critical control points (Hazard Analysis and Critical Control Point [HAACP]).
3.3.4. Identify potential biological, chemical and physical hazards.
3.3.5. Identify potentially hazardous foods (PHF), Time and Temperature Control for Safety of Food (TCS) and foods in the temperature danger zone (TDZ).
3.3.6. Follow precautionary guidelines established to address food-safety issues for high-risk populations and to reduce potential exposure to harmful pathogens.
3.3.7. Identify the effects of water characteristics, food pH levels and moisture levels on food safety and sanitation.
3.3.8. Monitor and track food temperatures throughout the receiving, thawing, storing, cooking and holding processes.
3.3.9. Control environment for consumer self-service foods.
3.3.10. Mark, label, store, and dispose of food and food by-products (e.g., fats, oil, grease).
3.3.11. Identify warning signs indicating potential food safety issues during the receiving, storing and serving processes based on food type.
3.3.12. Take corrective actions to maintain food safety.

Outcome 3.4. **Equipment Safety and Sanitation:** Demonstrate strategies and techniques for eliminating biological, physical and chemical contamination through proper equipment use, storage and maintenance.

Competencies:

3.4.1. Distinguish between cleaning, sterilizing and sanitizing.
3.4.2. Implement equipment safety requirements, and adhere to health and safety codes that restrict equipment use.

3.4.3. Set up, program, sanitize, and use commercial equipment and machines.
3.4.4. Break down and maintain commercial equipment and machines.
3.4.5. Calibrate temperature probes.
3.4.6. Inspect, use, sanitize, and store knives, hand tools and implements.
3.4.7. Clean, sanitize, and store tableware and equipment.
3.4.8. Adjust equipment and workstations to respond to allergies, food intolerances, and special requests.
3.4.9. Lock out and tag out equipment until fixed.

Outcome 3.5. **Site Safety and Sanitation:** Analyze how the physical environment contributes to safety risks, identify strategies used to reduce or eliminate risks, and follow defined safety procedures.

Competencies:

3.5.1. Analyze the root causes of accidents, and identify prevention strategies.
3.5.2. Handle, maintain, and dispose of garbage and non-food refuse.

SCOPE AND SEQUENCE
DINING ROOM SERVICE AND OPERATIONS
330110
WEST SHORE CAREER TECHNICAL DISTRICT

Course Description:
Students will apply strategies and techniques to identify and meet dining guest needs. They will provide table and beverage service; maintain eating areas, meeting spaces and serving stations; manage online reservations and orders; and monitor table turns, wait lines and table assignments. Nutritional analysis, types of table service, safety and sanitation, cultural intelligence, employability skills and communications will also be addressed.

SCOPE AND SEQUENCE
DINING ROOM SERVICE AND OPERATIONS
330110
WEST SHORE CAREER TECHNICAL DISTRICict

Strand outcomes: 1.1, 1.2, 1.3, 2.2, 2.7, 3.1-3.5 are taught in depth in Hospitality Fundamentals course, however reinforced and re-taught where necessary when needed in this course.

Outcome 1.1. **Employability Skills:** Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

Competencies:

1.1.6. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.

1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.

1.1.8. Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.

1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.

1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.

1.1.13. Manages time, priorities, and resources to achieve personal and professional goals.

Outcome 1.2. **Leadership and Communications:** Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.

Competencies:

1.2.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively.

1.2.5. Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.

1.2.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team.

Outcome 1.3. Business Ethics and Law: Analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

Competencies:

1.3.1. Analyze how regulatory compliance affects business operations and organizational performance.
1.3.2. Follow protocols and practices necessary to maintain a clean, safe and healthy work environment.
1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).

Outcome 1.5. Global Environment: Evaluate how beliefs, values, attitudes and behaviors influence organizational strategies and goals.

Competencies:

1.5.3. Use cultural intelligence to interact with individuals from diverse cultural settings.
1.5.5. Recognize the ways in which bias and discrimination may influence productivity and profitability.

Outcome 1.10. Sales and Marketing: Manage pricing, place, promotion, packaging, positioning and public relations to improve quality customer service.

Competencies:

1.10.1. Identify how the roles of sales, advertising and public relations contribute to a company's brand.
1.10.2. Determine the customer's needs and identify solutions.
1.10.3. Communicate features, benefits and warranties of a product or service to the customer.
1.10.5. Monitor customer expectations and determine product/service satisfaction by using measurement tools.
1.10.10. Demonstrate sales techniques.

Outcome 2.2. Hospitality and Tourism Environment: Analyze how customer service principles, hospitality services and operational processes work together to create a culture that allows organizations to meet or exceed customer expectations.

Competencies:

2.2.1. Describe how the principles of R.A.V.E. (respect and value everyone), customer satisfaction and quality affect service delivery.
2.2.2. Explain the unique characteristics of services (i.e., intangibility, inseparability, variability and perishability).
2.2.3. Explain the influence of an organization's mission and vision statement on customer service practices.

2.2.4. Explain the factors that shape customer expectations of a particular service and how subjective and objective elements of service quality can be assessed.
2.2.5. Identify the types of outcomes possible during guest recovery and the impact of proactive guest experience management on realizing a positive outcome.

Outcome 2.6. **Customer Services:** Apply strategies and techniques to identify and meet guest needs and to establish a sense of connectedness with guests in a hospitality and tourism environment.

Competencies:
2.6.1. Interpret unspoken needs based on understanding of human behavior, preference patterns and prior experiences.
2.6.2. Determine strategies for responding to potentially sensitive, compromising, fraudulent or dangerous situations.
2.6.3. Accommodate special needs and specific requests of customers.
2.6.4. Process customer orders accurately and efficiently while building rapport.
2.6.5. Balance multiple resource demands, and maintain service standards during peak volumes.
2.6.6. Respond to customer inquiries, resolve their complaints and follow up on situations.
2.6.7. Take and process customer payments.
2.6.8. Identify and deliver on opportunities to make a difference in the customer experience (i.e., positive moments of truth).
2.6.9. Leverage customer experiences to build brand preference and loyalty.
2.6.10. Identify and utilize credit card fraud prevention methods, and understand the importance of identity theft controls.

Outcome 3.1. **Pathogens, Illnesses and Diseases:** Identify pathogens that could render food unsafe for consumption without appropriate precautions and controls.

Competencies:
3.1.6. Identify the symptoms and consequences of allergic reactions and intolerances, and implement exposure-prevention strategies.
3.1.7. Identify sources of common allergens, and implement exposure prevention strategies.

Outcome 3.2. **Personal Safety and Sanitation:** Demonstrate strategies for preventing risks and biological and physical contamination through personal hygiene, proper attire and precautionary medical safeguards.

Competencies:
3.2.3. Select, maintain, and use proper work attire and personal protective clothing and equipment appropriate to job tasks.
3.2.6. Lift and move heavy materials and equipment following established ergonomic processes.

Outcome 3.3. Food Safety and Sanitation: Demonstrate strategies for preventing and controlling biological, physical and chemical contamination of food products through proper food handling and sanitization procedures.

Competencies:

3.3.6. Follow precautionary guidelines established to address food-safety issues for high-risk populations and to reduce potential exposure to harmful pathogens.

3.3.8. Monitor and track food temperatures throughout the receiving, thawing, storing, cooking and holding processes.

3.3.10. Mark, label, store, and dispose of food and food by-products (e.g., fats, oil, grease).

Outcome 3.4. Equipment Safety and Sanitation: Demonstrate strategies and techniques for eliminating biological, physical and chemical contamination through proper equipment use, storage and maintenance.

Competencies:

3.4.2. Implement equipment safety requirements, and adhere to health and safety codes that restrict equipment use.

3.4.3. Set up, program, sanitize, and use commercial equipment and machines.

3.4.4. Break down and maintain commercial equipment and machines.

3.4.6. Inspect, use, sanitize, and store knives, hand tools and implements.

3.4.7. Clean, sanitize, and store tableware and equipment.

Outcome 3.5. Site Safety and Sanitation: Analyze how the physical environment contributes to safety risks, identify strategies used to reduce or eliminate risks, and follow defined safety procedures.

Competencies:

3.5.2. Handle, maintain, and dispose of garbage and non-food refuse.

3.5.13. Conduct self-inspection audits.

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Outcome 4.1. Culinary Industry Fundamentals: Analyze the effects of sociological, cultural, historical and environmental developments on consumer food preferences and the resulting culinary issues and challenges.

Competencies:

4.1.1. Differentiate among the segments of the culinary and foodservice operations industry, and identify the types of food served by these segments.

4.1.5. Determine customer behavioral characteristics and factors that influence customer selection of food places and menu items.

Outcome 4.3. Ingredient Selection and Preparation: Follow mise en place principles when organizing food and equipment, determine amounts to use, and prepare ingredients for use in recipes.

Competencies:
4.3.7. Demonstrate mise en place principles in setting up work space.
4.3.8. Select tools and equipment that foster best results in food preparation.

Outcome 4.4. Food Staples and Sides Preparation: Apply cooking principles and methods, cultural and ethnic knowledge and nutrition-management strategies to prepare and pair staples and sides.

Competencies:
4.4.2. Identify seasonings, oils, flavor enhancers and food additives by type, class and purpose.
4.4.8. Prepare salads and salad dressings.

Outcome 4.6. Food Presentation: Apply plating and presentation principles to deliver attractive and balanced menu items.

Competencies:
4.6.1. Plate food using design principles of color, height, focal point, proportion and temperature.
4.6.2. Prepare platter and buffet presentations.
4.6.3. Garnish plates, soups and desserts.
4.6.4. Maintain nutritional value and dietary restrictions during the plating and presentation process.

Outcome 4.7. Beverage Preparation: Recommend beverage selections, and prepare non-alcoholic specialty drinks.

Competencies:
4.7.1. Select types of coffee and coffee flavorings, and prepare coffee drinks.
4.7.2. Select types of tea and tea flavorings, and prepare specialty tea drinks.
4.7.3. Prepare milk and dairy-based drinks.
4.7.4. Prepare specialty juices, water and energy drinks.
4.7.5. Prepare carbonated beverages.
4.7.6. Monitor beverage temperatures and holding times.
4.7.7. Determine beverage pairings appropriate for particular menu items.

Outcome 5.4. **Specialized Decorating and Presentation:** Apply specialized decorating techniques to service special events and requests.

Competencies:

5.4.8. Maintain freshness and quality of baked goods, pastries and desserts in ready state to be served at a later time.

Outcome 6.2. **Nutritional Analysis:** Apply concepts of nutrition science to determine the effects of recipes and food combinations on customer health.

Competencies:

6.2.2. Analyze the nutritional challenges of meeting special dietary needs, and identify suitable ingredient substitutes.

6.2.3. Determine the nutritional value of foods using ingredient lists and food labels.

Outcome 7.2. **Kitchen Management and Distribution:** Design, implement, and manage distribution processes to achieve quality standards, expedite workflow and sustain customer satisfaction at a reasonable cost, using continuous-improvement techniques.

Competencies:

7.2.4. Select packaging, and prepare food product for distribution.

Outcome 7.3. **Dining Room Operations:** Manage dining room staff, operations and systems to achieve organizational objectives.

Competencies:

7.3.1. Strategically interacting with customers and staff.

7.3.2. Determine the customer dynamics occurring during different shifts, and assess their impact on operations.

7.3.3. Integrate online reservations and orders into culinary and restaurant management systems.

7.3.4. Establish and implement processes to manage table turns, wait lines and table assignments.

7.3.5. Establish and implement processes to facilitate interaction between the different service teams.

7.3.6. Identify types of table service.

7.3.7. Provide table and beverage service.

7.3.8. Maintain eating areas, meeting spaces and serving stations.

7.3.9. Describe the procedures foodservice establishments use to manage liability risks associated with alcohol consumption.

SCOPE AND SEQUENCE
RESATAURANT MANAGEMENT
330120
WEST SHORE CAREER TECHNICAL DISRICT

Course Description:
Students will apply management principles to plan, organize and direct restaurant staff toward goal achievement. They will hire, train, and supervise employees; establish processes to facilitate restaurant operations; and plan and design menus. Students will also forecast and schedule food production, establish food specifications, select vendors, calculate costs, and purchase food and nonfood products. Other topics include food science, nutritional analysis, business law and ethics, economics and marketing.

SCOPE AND SEQUENCE
RESATAURANT MANAGEMENT
330120
WEST SHORE CAREER TECHNICAL DISRICT

Strand outcomes: 1.1, 1.2, 1.3, 2.2, 2.7, 3.1-3.5 are taught in depth in Hospitality Fundamentals course, however reinforced and re-taught where necessary when needed in this course.

Strand 1. Students will apply management principles to plan, organize and direct restaurant staff toward goal achievement. They will hire, train, and supervise employees; establish processes to facilitate restaurant operations; and plan and design menus. Students will also forecast and schedule food production, establish food specifications, select vendors, calculate costs, and purchase food and nonfood products. Other topics include food science, nutritional analysis, business law and ethics, economics and marketing.

Outcome 1.1. **Employability Skills:** Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

Competencies:

1.1.4. Describe the role and function of professional organizations, industry associations and organized labor and use networking techniques to develop and maintain professional relationships.

1.1.6. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.

1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.

Outcome 1.2. **Leadership and Communications:** Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.

Competencies:

1.2.1. Extract relevant, valid information from materials and cite sources of information.

1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.

Outcome 1.3. Business Ethics and Law: Analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

Competencies:

1.3.1. Analyze how regulatory compliance affects business operations and organizational performance.
1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).
1.3.4. Identify how federal and state consumer protection laws affect products and services.
1.3.5. Access and implement safety compliance measures (e.g., quality assurance information, safety data sheets [SDSs], product safety data sheets [PSDSs], United States Environmental Protection Agency [EPA], United States Occupational Safety and Health Administration [OSHA]) that contribute to the continuous improvement of the organization.
1.3.6. Identify deceptive practices (e.g., bait and switch, identity theft, unlawful door-to-door sales, deceptive service estimates, fraudulent misrepresentations) and their overall impact on organizational performance.
1.3.7. Identify the labor laws that affect employment and the consequences of noncompliance for both employee and employer (e.g., harassment, labor, employment, employment interview, testing, minor labor laws, Americans with Disabilities Act, Fair Labor Standard
1.3.9. Identify potential conflicts of interest (e.g., personal gain, project bidding) between personal, organizational and professional ethical standards.

Knowledge Management and Information Technology: Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations.

Competencies:

1.4.2. Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).
1.4.4. Use system hardware to support software applications.

Outcome 1.6. Business Literacy: Develop foundational skills and knowledge in entrepreneurship, financial literacy and business operations.

Competencies:

1.6.1. Identify business opportunities.
1.6.6. Identify the target market served by the organization, the niche that the organization fills and an outlook of the industry.
1.6.7. Identify the effect of supply and demand on products and services.
1.6.8. Identify the features and benefits that make an organization's product or service competitive.
1.6.10. Describe the impact of globalization on an enterprise or organization.
1.6.11. Describe how all business activities of an organization work within the parameters of a budget.

Outcome 1.8. **Operations Management:** Plan, organize and monitor an organization or department to maximize contribution to organizational goals and objectives.

Competencies:

1.8.1. Forecast future resources and budgetary needs using financial documents (e.g., balance sheet, demand forecasting, financial ratios).
1.8.2. Select and organize resources to develop a product or a service.
1.8.3. Analyze the performance of organizational activities and reallocate resources to achieve established goals.
1.8.4. Identify alternative actions to take when goals are not met (e.g., changing goals, changing strategies, efficiencies).
1.8.5. Use inventory and control systems to purchase materials, supplies and equipment (e.g., Last In, First Out [LIFO]; First In, First Out [FIFO]; Just in Time [JIT]; LEAN).
1.8.6. Identify the advantages and disadvantages of carrying cost and Just-in-Time (JIT) production systems and the effects of maintaining inventory (e.g., perishable, shrinkage, insurance) on profitability.
1.8.7. Collect information and feedback to help assess the organization's strategic planning and policymaking processes.
1.8.12. Analyze environmental issues and trends, and identify sustainable efforts and initiatives that organizations use in response.
1.8.14. Track usage, profitability and productivity measures.

Outcome 1.10. Sales and Marketing: Manage pricing, place, promotion, packaging, positioning and public relations to improve quality customer service.

Competencies:

1.10.5. Monitor customer expectations and determine product/service satisfaction by using measurement tools.
1.10.6. Discuss the importance of correct pricing to support a product's or service's positioning in the marketing mix.
1.10.7. Describe the importance and diversity of distribution channels (i.e., direct, indirect) to sell a product.
1.10.9. Use product management (e.g., product mix, product line, bundling) to maximize sales revenues, market share, and profit margins
1.10.11. Evaluate competitors' products, brands and activities.
1.10.12. Use pricing strategies and tactics throughout the product and customer lifecycle.
1.10.13. Implement and assess seasonal and situational pricing policies.

Outcome 1.11. **Principles of Business Economics:** Examine and employ economic principles, concepts and policies to accomplish organizational goals and objectives.

Competencies:

1.11.4. Determine how the quality, quantity and pricing of goods and services are affected by domestic and international competition in a market economy.

1.11.7. Describe how economic performance and culture are interdependent.
1.11.8. Identify the relationships between economy, society and environment that lead to sustainability.

Outcome 2.7. People Management: Apply strategies, policies and procedures to manage new hires, union and non-union employees and volunteers to meet quality standards.

Competencies:
2.7.3. Recruit, screen, and interview job applicants.
2.7.4. Make hiring decisions and job offers.
2.7.6. Train, cross-train, and coach employees and volunteers using talent-development and motivation theories.
2.7.7. Schedule employees and volunteers across shifts and during peak service times.
2.7.8. Plan, delegate, and direct the work of employees and volunteers.

Outcome 4.1. Culinary Industry Fundamentals: Analyze the effects of sociological, cultural, historical and environmental developments on consumer food preferences and the resulting culinary issues and challenges.

Competencies:
4.1.1. Differentiate among the segments of the culinary and foodservice operations industry, and identify the types of food served by these segments.

Outcome 4.3. Ingredient Selection and Preparation: Follow mise en place principles when organizing food and equipment, determine amounts to use, and prepare ingredients for use in recipes.

Competencies:
4.3.1. Explain the importance of product specifications and portion control.
4.3.2. Measure solids and liquids, and apply ratios and equations to scale, and convert U.S. and metric measurements.
4.3.3. Use and convert standardized recipes to achieve specific quantities and serving sizes.
4.3.4. Adjust recipes and preparation techniques to respond to dietary restrictions.
4.3.5. Select production methods (e.g., heat transfer, moist heat, dry heat) and equipment appropriate for the food product and environment.
4.3.6. Explain mise en place principles and their impact on kitchen operations.

Outcome 4.4. Food Staples and Sides Preparation: Apply cooking principles and methods, cultural and ethnic knowledge and nutrition-management strategies to prepare and pair staples and sides.

Competencies:
4.4.1. Use quality factors to select food products and produce.
4.4.2. Identify seasonings, oils, flavor enhancers and food additives by type, class and purpose.
4.4.4. Identify types and grading of egg products.

4.4.6. Identify types, grading and classification of dairy products.

Outcome 4.5. **Meat, Poultry, and Seafood:** Apply cooking principles and methods, cultural and ethnic knowledge and nutrition-management strategies to prepare meat, poultry and seafood dishes.

Competencies:

4.5.1. Identify types, grades and cuts of beef, veal, lamb and pork.
4.5.2. Identify how meat composition influences food quality and preparation.
4.5.4. Identify types, grades and cuts of chicken, turkey, duck and goose.
4.5.8. Identify and assess the quality of fish and shellfish.

Outcome 6.1. **Food Science:** Apply principles of biology, chemistry and physics to determine the nutritional values and health impacts of food products.

Competencies:

6.1.5. Describe the composition, structure and sources of sugars, complex carbohydrates, lipids, vitamins, minerals and proteins (i.e., functional ingredients) and their nutritional contributions to dietary needs.

Outcome 6.2. **Nutritional Analysis:** Apply concepts of nutrition science to determine the effects of recipes and food combinations on customer health.

Competencies:

6.2.1. Analyze recommended dietary guidelines, and apply the five food-group categories to balance food selection.
6.2.2. Analyze the nutritional challenges of meeting special dietary needs, and identify suitable ingredient substitutes.
6.2.3. Determine the nutritional value of foods using ingredient lists and food labels.
6.2.4. Develop standardized recipes that preserve nutrients during cooking and promote healthy eating habits.

Outcome 6.4. **Menu Development:** Apply principles of food science, nutritional analysis and human behavior to plan and design menus.

Competencies:

6.4.1. Analyze socio cultural trends, food habits, preferences and nutritional guidelines to identify menu options.
6.4.2. Select menu items consistent with defined brand and operational capabilities.
6.4.3. Balance the nutritional value of food pairings.
6.4.4. Determine menu price points and menu prices.
6.4.5. Design menus, menu item descriptions and nutritional disclosures.
6.4.8. Evaluate compliance with truth-in-menu laws as they relate to product and menu descriptions and nutritional claims.

An "X" indicates that the pathway applies to the outcome.

Outcome 7.1. Purchasing and Inventory Management: Plan and implement procedures and techniques to maintain food and beverage safety and quality, reduce costs and achieve organizational objectives during inventory acquisition, storage and use.

Competencies:

7.1.1. Determine how food and beverage purchasing decisions are influenced by food defense, security and supplier's agricultural and manufacturing practices.
7.1.2. Conduct make or buy analysis, and determine course of action.
7.1.3. Establish food specifications and prep lists.
7.1.4. Calculate unit costs, total costs and yield measures for standard recipes.
7.1.5. Calculate plate, buffet and salad bar requirements and costs.
7.1.6. Develop ingredient and portion control guides.
7.1.7. Determine sources of food loss, and select corrective procedures.
7.1.8. Apply first-in first-out (FIFO) inventory control method to store and use food products.
7.1.9. Identify sustainability considerations in purchasing food and nonfood products.
7.1.10. Develop and implement food and nonfood waste-reduction management program.

Outcome 7.2. Kitchen Management and Distribution: Design, implement, and manage distribution processes to achieve quality standards, expedite workflow and sustain customer satisfaction at a reasonable cost, using continuous-improvement techniques.

Competencies:

7.2.2. Forecast and schedule food production.
7.2.3. Coordinate meal distribution appropriate based on meal type, service categories and available transportation mechanisms.

Outcome 7.3. Dining Room Operations: Manage dining room staff, operations and systems to achieve organizational objectives.

Competencies:

7.3.2. Determine the customer dynamics occurring during different various customer service scenarios, and assess their impact on operations.
7.3.4. Establish and implement processes to manage table turns, wait lines and table assignments.
7.3.5. Establish and implement processes to facilitate interaction between the different service teams.

HOSPITALITY AND TOURISM CAPSTONE
330130
WEST SHORE CAREER TECHNICAL DISTRICT

Description: The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in the program in a more comprehensive and authentic way. Capstones often include project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or apprenticeship.

CAPSTONE FOODS

A RANGER CAFE COMPANY



YOUR GOAL: You are to create an online digital portfolio documenting and curating the processes and experiences in your part of the following scenario. You must download and print the portfolio after final instructor approval AND present in a group setting narrating key points during the presentation.

Scenario:

You are part of a culinary department that provides ala carte restaurant service to the general public and staff two days a week for PART of the school year, October to April.

You have been directed to expand your "culinary footprint" AND showcase your ability to prepare and serve in situations OTHER than ala carte or catering.

You must create a product line, method(s) of production and staffing organization that reflects the qualities and standards already established by The Ranger Cafe @ West Shore. These products must be served to people on campus, but not staff or students using our current POS system in some manner, somewhere other than The Ranger Cafe

The concept, product outline, menu, staffing needs, projected sales and details of how you are going to execute the project will be presented to the school board at the beginning of 2nd quarter at a school board meeting.

The presentation will be in a Moxtra binder and be presented to the board in person. If approved, production and service will start after the first parent teacher conference of the year.

BASICS OF THE PROJECT:

ORIENTATION

- *The scope will be from the beginning of school through the construction timeframe associated with the academic wing construction.*
    - *Instructor will divide students into workgroups*
    - *Each week a new goal we be established and you will be assigned roles and duties accordingly.*
        - *Point values will reflect the importance of each goal*
    - *All examples of your work will be held in an online format and students may share with each other and the instructor.*

GROUPING

- *Based on your ability and experience level, group leaders will be assigned and divided by the instructor.*
- *Students will collaborate using the Moxtra online binder system accessed in class by Chromebooks or iPads as well as through google classroom.*
- *Division of labor: 4 distinct parts*
    - *Production*
    - *Sales and promotion*
    - *Service*
    - *Management,*
        - *Logistics and timeline, menu and costing*

ORGANIZATION

- *Daily, weekly and monthly goals will be determined by the instructor. Each of you will be assigned points for their contribution to the project either by documentation creation or input, physical work and collaboration or customer contact experiences (shared via brief reports)*
    - *Daily: you will start with a daily journal entry, led at first by the chef, stating what their next steps will be and noting any significant strides in the project*
    - *Weekly: as a group, students will report in a "stand up meeting" with other department leaders on where they are and where they need to be next to meet the project goals.*
    - *Monthly: Chefs, instructors, student group leaders will meet twice a month with an administrator discussing progress and goals of the project. (An administrator will "arbitrarily" throw a monkey wrench into the schedule, changing the timeline significantly during some time in the project.) Collectively, student group leader will have to produce a solution to the problem given a 5-minute timeline to present possible solutions for approval by Chefs/Admins.*

CLARIFICATIONS

- *Students will have contact with chefs in person before, during and after class as well as email and Moxtra Binder communication for clarification of all facts and issues arising from the project.*

MONITORING AND REGULATING

- *Chefs will monitor and regulate student input using the Moxta app chat, to-do list and any other school approved student/staff communication systems including email.*
- *Grading will be on an individual basis as well as occasional peer review on the value of what other students are contributing on a project*

MANAGING WORKFLOW

For the majority of the project, the online Moxtra App will be used for monitoring input from students in the form of:

- *To do list completion*
- *Moxtra notes contributions*
- *audio/visual examples of work, work in progress, site selection, setups etc.*
- *Google classroom will be used for examples milestone presentations like PowerPoints/Prezi, videos, meeting notes etc.*

EVALUATION:

- *Individuals, groups and project in its entirety*
    - *Individuals will be assessed on their contribution, level of input and quantity of their work.*

REFLECTION

PORTFOLIO: this is the main document, with illustrations and examples of your work using the Moxtra binder that will constitute your final grade. This will be graded on a rubric provided.

STUDENT ASSESSMENT POLICY
HOSPITALITY AND TOURISM
(CULINARY ARTS)
WEST SHORE CAREER-TECHNICAL EDUCATION DISTRICT

The student shall perform competencies and descriptors in a manner acceptable to the business community. The standards set for these competencies are recommended by the advisory committee members and local employers in the community and evaluated by the teacher following these guidelines. Competencies will be identified which must be mastered in order to receive credit for the course.
In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following procedures will be used:

- Pretests
- Post Tests
- Teacher observation and assessment
- Portfolio
- Class discussions
- Skill testing in lab and foodservice settings
- Project development
- Daily grades
- Lab performance
- Board-adopted rules and regulations for early placement
- ProStart certification and ServSafe certification that students can achieve
- Work-based Learning and internships with mentors

Measurement of learning will be an ongoing activity with emphasis on laboratory activities and competency improvement. Evaluation will be accomplished through pre-assessment of students' skills, frequent formative assessment, both visual and written, and summative evaluation to determine the mastery of competencies. Formative assessments that are conducted during instruction help the teacher make necessary instructional adjustments. The instructor may decide to alter instructional materials and methods if students are experiencing difficulties in learning what is being taught. All evaluations are in the form of points received out of points possible. A percentage is then calculated and a letter grade is assigned. Progress reports on all students are provided to parents on mid-term of each grading period

GRADING SCALE

Percentage Range	Letter Grade
96.50 -100.00	A+
92.50 - 96.49	A
89.50 - 92.49	A
86.50 - 89.49	B+
82.50 - 86.49	B

Range	Grade
79.50 - 82.49	B-
76.50 - 79.49	C+
72.50 - 76.49	C
69.50 - 72.49	C-
66.50 - 69.49	D+
62.50 - 66.49	D
59.50 - 62.49	D-
00.00 - 59.49	F
Incomplete	I

At the completion of the program each student will receive a career passport indicating competencies in which the student is proficient.