

**Florida Department of Education
Curriculum Framework**

Program Title: Diving Business and Technology
Career Cluster: Hospitality and Tourism

| AAS | |
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| CIP Number | 0249030400 |
| Program Type | College Credit |
| Standard Length | 62 credit hours |
| CTSO | N/A |
| SOC Codes (all applicable) | 49-9092 – Commercial Divers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to develop, operate and manage recreational diving businesses such as those which proliferate Florida and other resort areas, and to perform underwater work in a safe and effective manner. Diving technology career opportunities include research diving, public safety diving, underwater survey and inspection, underwater repair, maintenance and light construction, underwater photography and videography, dive locker management, dive equipment maintenance and sales, training and education, and other jobs. In addition to direct vocational qualification, students will be prepared to pursue upper-level college education and commercial diver training. This program includes courses encompassing progressive certification through recreational diving supervisor and instructor, as well as certifications in diver rescue, diving emergency medicine, dive equipment maintenance and repair, and underwater computer technology. Additional course work encompasses work diving technology, including surface-air-supplied (SAS) diving and hyperbaric chamber operation. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 62 credit hours.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate scuba diving skills and knowledge at an exemplary level.
- 02.0 Demonstrate the skills and knowledge required for scuba rescue and emergency medicine.
- 03.0 Demonstrate the skills and knowledge required to supervise recreational and working divers.
- 04.0 Demonstrate the ability to effectively teach recreational scuba diving.
- 05.0 Demonstrate a working knowledge of the business aspects of recreational diving.
- 06.0 Demonstrate the skills and knowledge required for underwater photography.
- 07.0 Demonstrate the skills and knowledge required for scuba equipment maintenance and repair.
- 08.0 Demonstrate the skills and knowledge required for diving using Nitrox as a breathing gas mixture.
- 09.0 Demonstrate the skills and knowledge required for computer-based diving.
- 10.0 Demonstrate the skills and knowledge required to perform underwater work using both scuba and SAS diving equipment.
- 11.0 Demonstrate the skills and knowledge required for effective research diving.
- 12.0 Demonstrate the skills and knowledge required for recompression chamber operations.

**Florida Department of Education
Student Performance Standards**

Program Title: Diving Business and Technology
CIP Number: 0249030400 A.A.S.
Program Length: 62 credit hours
SOC Code: 49-9092

The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. At the completion of this program, the student will be able to:

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| 01.0 | Demonstrate scuba diving skills and knowledge at an exemplary level. – The student will be able to: |
| 01.01 | Define Archimedes' Principle and its relationship to diver buoyancy. |
| 01.02 | Identify the gas composition of typical breathing air. |
| 01.03 | Define and explain the gas laws as they relate to diver buoyancy, air consumption and their medical effects upon the diver. |
| 01.04 | Explain pressure changes in the air vs. water and their medical effects upon the diver. |
| 01.05 | Explain the effects of water upon temperature and light absorption, and its implications for the diver. |
| 01.06 | Explain cardiopulmonary anatomy and physiology as they relate to the medical aspects of diving. |
| 01.07 | Demonstrate the proper selection, care and use of basic scuba equipment including mask, fins, snorkel, buoyancy compensator, tank, regulator, instrumentation, protective clothing and weighting system; as well as auxiliary equipment such as knife, light and compass. |
| 01.08 | Demonstrate effective pressure equalization during descent and ascent through the water column. |
| 01.09 | Demonstrate effective methods for entry and exit from the water. |
| 01.10 | Demonstrate effective underwater buoyancy control. |
| 01.11 | Demonstrate effective surface control. |
| 01.12 | Demonstrate effective underwater propulsion and navigation. |
| 01.13 | Demonstrate effective surface and underwater communication. |
| 01.14 | Demonstrate effective use of the repetitive dive and decompression tables. |
| 01.15 | Demonstrate effective use of the diver buddy system. |

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| 01.16 | Effectively demonstrate multiple emergency out-of-air procedures. |
| 01.17 | Identify and describe how to prevent and manage diving medical emergencies. |
| 01.18 | Define and explain the diver's environment as it relates to both diver safety and environmental preservation. |
| 02.0 | <u>Demonstrate the skills and knowledge required for scuba rescue and emergency medicine.</u> – The student will be able to: |
| 02.01 | Identify the cause, nature, signs and symptoms, treatment and prevention related to the psychological stress of scuba diving and rescue diving. |
| 02.02 | Demonstrate the physical stamina necessary for sustained rescue swimming. |
| 02.03 | Demonstrate the ability to detect potential scuba diving victims prior to the full expression of an emergency situation. |
| 02.04 | Demonstrate the ability to successfully rescue a conscious or unconscious scuba victim on the surface or underwater. |
| 02.05 | Demonstrate the ability to perform rescue breathing on the surface of water too deep to stand in. |
| 02.06 | Demonstrate the ability to successfully extricate a scuba diving victim from the water. |
| 02.07 | Demonstrate the ability to conduct an effective search for a missing diver. |
| 02.08 | Demonstrate the effective use of repetitive dive tables in conducting a deep dive rescue. |
| 02.09 | Develop certification-level skill as an emergency O2 Provider. |
| 02.10 | Demonstrate the ability to conduct rapid neurological field examinations. |
| 02.11 | Demonstrate the skills and knowledge required for effective field emergency medical management of diving injuries including decompression illness, drowning, hypothermia, marine life injuries and conventional trauma. |
| 02.12 | Demonstrate the ability to effectively hand off a diving accident victim to the EMS. |
| 03.0 | <u>Demonstrate the skills and knowledge required to supervise recreational and working divers.</u> – The student will be able to: |
| 03.01 | Demonstrate the ability to work with students in training at various levels as an instructional assistant. |
| 03.02 | Identify the various elements of management and control of a diving operation and demonstrate effective utilization of these elements. |
| 03.03 | Demonstrate the ability to prepare a group dive plan, to include briefing, dive profiles, safety considerations, contingency and emergency plans. |
| 03.04 | Demonstrate the ability to effectively manage a dive from the surface in the local environment, which includes boat diving. |
| 03.05 | Demonstrate the ability to effectively manage a dive using in-water supervision. |

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| 03.06 | Identify the various programs a divemaster may conduct in the recreational industry and demonstrate the ability to conduct selected programs. |
| 03.07 | Identify the OSHA requirement for conducting a working dive. |
| 03.08 | Identify the correct equipment for a working dive. |
| 03.09 | Describe the correct work dive station setup. |
| 03.10 | Identify the correct emergency procedures for a working dive. |
| 03.11 | Identify the operational procedures for conducting a working dive. |
| 03.12 | Identify the required documentation for a working dive. |
| 03.13 | Supervise a working dive. |
| 04.0 | <u>Demonstrate the ability to effectively teach recreational scuba diving.</u> – The student will be able to: |
| 04.01 | Identify the elements of teaching theory. |
| 04.02 | Identify the elements of Instructional techniques. |
| 04.03 | Identify the domains of Bloom’s taxonomy. |
| 04.04 | Define Learning. |
| 04.05 | Define Teaching. |
| 04.06 | Identify the elements of testing and evaluation. |
| 04.07 | Identify the laws of learning. |
| 04.08 | Identify factors that enhance learning. |
| 04.09 | Identify the elements of oral communication. |
| 04.10 | Describe the application of training aids. |
| 04.11 | Define empathy, goals and motivation, reinforcement, pacing, continuity, relaxation and performance, physical awareness and sensitivity, physical surroundings, anxiety and fear. |
| 04.12 | Identify the elements of class planning. |
| 04.13 | Explain and apply the acronym TOM I PASTA. |
| 04.14 | Identify the elements of a lesson plan for a classroom session. |

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| 04.15 | Identify the elements of a confined water lesson plan. |
| 04.16 | Identify the elements of an open water lesson plan. |
| 04.17 | Prepare a classroom lesson plan. |
| 04.18 | Conduct a classroom lesson. |
| 04.19 | Prepare a confined water lesson plan. |
| 04.20 | Conduct a confined water lesson. |
| 04.21 | Prepare an open water lesson plan. |
| 04.22 | Conduct an open water lesson. |
| 05.0 | <u>Demonstrate a working knowledge of the business aspects of recreational diving.</u> – The student will be able to: |
| 05.01 | Outline the components of a good business plan. |
| 05.02 | State the requirements for a good dive facility location. |
| 05.03 | Compare rent vs. purchase benefits when considering facility location. |
| 05.04 | Describe the optimum layout for a dive facility. |
| 05.05 | Estimate the standard recurring overhead costs for a dive facility. |
| 05.06 | Determine the legal and insurance requirements for a dive facility. |
| 05.07 | Identify the components for an employee policy and procedure manual. |
| 05.08 | State the requirements of local, state and federal laws as they apply to the employees of the dive facility. |
| 05.09 | Describe the job description, salary and benefits for each position of the dive facility. |
| 05.10 | Determine the product composition for the retail portion of the dive store. |
| 05.11 | Describe the training requirements for a good sales force. |
| 05.12 | Utilize the DEMA directory to identify dive store suppliers. |
| 05.13 | List the techniques that may be used to merchandise the retail stock in the dive shop. |
| 05.14 | State the methods of inventory control and their application in the dive store. |

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| 05.15 | Define margin, profit and cost per square foot as it applies to retail sales. |
| 05.16 | Establish a price strategy after considering total fixed and variable costs. |
| 05.17 | Describe the legal compliance requirements for a charter dive boat for hire. |
| 05.18 | Select the optimum dive boat for various types of diving by comparing hull types, power plants, capacity, operating costs and special features. |
| 05.19 | State the common items that are necessary for all boats that charter dive trips. |
| 05.20 | Determine fixed and variable costs associated with the boat. |
| 05.21 | Compare lease/independent contractor vs. purchase in the dive boat operation. |
| 05.22 | Identify equipment repair facility requirements for tools, workspace, repair costs and technician qualifications. |
| 05.23 | List all costs and operating requirements for a clean air fill station. |
| 05.24 | Describe the factors to consider for the rental program of a dive facility. |
| 05.25 | Estimate the depreciation costs for the service operation of the dive facility. |
| 05.26 | Identify the physical requirements for the dive instruction program. |
| 05.27 | Determine the requirements for the dive instruction staff. |
| 05.28 | Create a dive instruction program based on various customer categories. |
| 05.29 | Compare the different training agencies and their features. |
| 05.30 | Establish a competitive pricing program for dive instruction based on total facility costs and profit expectations. |
| 05.31 | Develop an advertising and marketing plan for a hypothetical dive facility. |
| 05.32 | Demonstrate how PC based automation can improve the efficiency of a dive facility. |
| 06.0 | <u>Demonstrate the skills and knowledge required for underwater photography.</u> – The student will be able to: |
| 06.01 | Identify the components of an underwater camera. |
| 06.02 | Describe the application of film to underwater photography. |
| 06.03 | Define shutter speed, aperture, depth of field, subject reflectivity, bracketing, available light exposure. |
| 06.04 | Identify the properties of light underwater. |

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| 06.05 | Explain the interaction between camera, lens, shutter, film speed, light and focus. |
| 06.06 | Identify the parts of an underwater strobe. |
| 06.07 | Describe the application of artificial light to underwater photography. |
| 06.08 | Identify the application of a light meter to underwater photography. |
| 06.09 | Describe the components of composition of a picture. |
| 06.10 | Identify proper maintenance items of underwater photography equipment. |
| 06.11 | Identify the uses of different focal length lens. |
| 06.12 | Apply appropriate indices and take a series of pictures underwater. |
| 07.0 | <u>Demonstrate the skills and knowledge required for scuba equipment maintenance and repair.</u> – The student will be able to: |
| 07.01 | Identify the materials used in the construction of BC's. |
| 07.02 | Identify the cleaning procedures for a BC. |
| 07.03 | Describe and demonstrate the repair process for a BC. |
| 07.04 | Perform repairs on a BC. |
| 07.05 | Identify the materials used in the construction of a wetsuit. |
| 07.06 | Identify the cleaning procedures for a wetsuit. |
| 07.07 | Describe and demonstrate the repair process for a wetsuit. |
| 07.08 | Perform repairs on a wetsuit. |
| 07.09 | Identify the materials used in the construction of the first stages in regulators. |
| 07.10 | Identify the different types of first stages. |
| 07.11 | List the operating principles of the different types of first stages. |
| 07.12 | Identify the parts of the different types of first stages. |
| 07.13 | Explain the principle of cause and effect. |
| 07.14 | Explain the process of problem solving different first stage maladies. |

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| 07.15 | Identify the correct tools for the different type of first stage repairs. |
| 07.16 | Identify the correct testing devices for first stages. |
| 07.17 | Identify the process for testing first stages. |
| 07.18 | Perform first stage regulator repairs. |
| 07.19 | Identify the different types of ancillary equipment attached to first stages. |
| 07.20 | Identify the different types of second stages. |
| 07.21 | Identify the materials used in the construction of different types of second stages. |
| 07.22 | Explain the functional theory of the different types of second stages. |
| 07.23 | Identify the parts of the different types of second stages. |
| 07.24 | Explain the process of problem solving different maladies in second stages. |
| 07.25 | Identify the correct tools for working on different types of second stages. |
| 07.26 | Identify the correct testing devices for second stages. |
| 07.27 | Identify the process for testing second stages. |
| 07.28 | Perform repairs on second stages. |
| 07.29 | Identify the materials used in the construction of Different types of Scuba tanks. |
| 07.30 | Identify the DOT, OSHA, CGA, and Scuba industry standards for Visual tank inspection. |
| 07.31 | Identify the DOT standards for hydro testing scuba tanks. |
| 07.32 | Perform a visual inspection on a scuba cylinder. |
| 08.0 | <u>Demonstrate the skills and knowledge required for diving using Nitrox as a breathing gas mixture.</u> – The student will be able to: |
| 08.01 | Define Nitrox. |
| 08.02 | List Nitrox advantages and limitations. |
| 08.03 | Explain Nitrox history, its current trends, and its future. |
| 08.04 | List partial pressure considerations in use of mixed gasses. |

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| 08.05 | Define CNS oxygen toxicity and unit pulmonary toxicity dose. |
| 08.06 | Determine percent CNS exposure. |
| 08.07 | Describe how EAN is used in recompression therapy. |
| 08.08 | Define Dalton's Law, oxygen dose and maximum operating depth. |
| 08.09 | Utilize the best mix equation. |
| 08.10 | Explain the equivalent air depth concept. |
| 08.11 | Demonstrate the ability to use NOAA Nitrox tables. |
| 08.12 | Explain the EAD concept for recompression therapy and operation. |
| 08.13 | Demonstrate how to use a Nitrox computer. |
| 08.14 | Explain how EAN is mixed and analyzed. |
| 08.15 | Describe the equipment requirements for EAN diving. |
| 08.16 | Conduct repetitive dives using EAN mixtures. |
| 09.0 | <u>Demonstrate the skills and knowledge required for computer based diving.</u> – The student will be able to: |
| 09.01 | Define tissue compartment types and their differences, nitrogen loading, and allowable nitrogen loading. |
| 09.02 | Explain how slower compartments work and the way decompression limits can be determined. |
| 09.03 | List the aspects of diving that make decompression theory necessary. |
| 09.04 | Explain the Navy 120-minute compartment and the DSAT 60-minute compartment. |
| 09.05 | Describe the limits of decompression theory and current experiments in no-decompression, repetitive, and multi-level diving. |
| 09.06 | List the differences in U.S. Navy Dive Tables, DCIEM Tables, DSAT Tables, Bulman Tables, BSAC Tables and the PADI Wheel. |
| 09.07 | Demonstrate how to conduct dive profiles using the U. S. Navy dive Tables, DSAT Tables and the Wheel. |
| 09.08 | Define staged decompression and demonstrate how U. S. Navy dive Tables are used to plan staged decompression. |
| 09.09 | Sketch a schematic of a dive computer. |
| 09.10 | Define the purpose of a dive computer and list the data displays shared by all computers. |

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| 09.11 | Define multi-level diving. |
| 09.12 | Explain why more decompression time may become available when ascending to a shallower depth after reaching the no-decompression limit at a deeper depth. |
| 09.13 | Explain the limits of tables in multi-level diving. |
| 09.14 | Compare the performance of different dive computers in multi-level diving. |
| 09.15 | Compare and contrast the performance of various dive computers in repetitive diving. |
| 09.16 | Explain the recommended procedures for ascent with any dive computer or table. |
| 09.17 | Explain why dive computers should be relied upon for limited decompression only. |
| 09.18 | Identify the features to consider when selecting a dive computer. |
| 09.19 | State the safety rules that apply to diving with a dive computer. |
| 09.20 | Demonstrate how to operate a dive computer on the surface, subsurface and emergency decompression mode. |
| 09.21 | Demonstrate how to download information from a dive computer to a PC. |
| 09.22 | List the hazards of multi-level diving and how to avoid each. |
| 09.23 | Identify the equipment needed for a multi-level dive and plan a multi-level dive with contingency plans for computer failure. |
| 10.0 | <u>Demonstrate the skills and knowledge required to perform underwater work using both scuba and SAS diving equipment.</u> – The student will be able to: |
| 10.01 | Identify the OSHA standards that apply to work diving. |
| 10.02 | Distinguish between work diving and recreational scuba. |
| 10.03 | Identify the correct equipment for scuba work diving. |
| 10.04 | Identify the correct procedures for scuba work diving. |
| 10.05 | Identify the training requirements for scuba work diving. |
| 10.06 | Identify environmental concerns for scuba work diving. |
| 10.07 | Perform a scuba work dive. |
| 10.08 | Identify the OSHA standards that apply to SAS work diving equipment. |
| 10.09 | Distinguish between scuba work diving and SAS work diving. |

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| 10.10 | Identify the correct equipment for SAS diving. |
| 10.11 | Identify the required maintenance for SAS equipment. |
| 10.12 | Identify the correct air sources for SAS work diving. |
| 10.13 | Identify the correct procedures for SAS diving. |
| 10.14 | Identify the training requirements for SAS diving. |
| 10.15 | Identify the environmental concerns for SAS diving. |
| 10.16 | Identify the required documentation for a SAS work dive. |
| 10.17 | Identify the required skills for a SAS work dive. |
| 10.18 | Perform an SAS work dive. |
| 11.0 | <u>Demonstrate the skills and knowledge required for effective research diving.</u> – The student will be able to: |
| 11.01 | Demonstrate scuba diving skills including buoyancy control and navigation at a level that permits safe and effective underwater survey and data collection. |
| 11.02 | Explain basic research methodology, including experimental design. |
| 11.03 | Describe marine archeological studies as they apply to preserving the fragile cultural artifacts of the Florida Keys. |
| 11.04 | Relate marine environmental studies to the preservation of the fragile marine ecosystems of the Florida Keys. |
| 11.05 | Demonstrate state-of-the-art underwater data collection, recording and preservation procedures for the scientific study of archaeology, physical oceanography, biology, etc. |
| 11.06 | Discuss the interrelationships between natural ecological systems and underwater archaeological sites within different depositional environments. |
| 11.07 | Explain the importance of research and public education programs in resolving conflicts relative to preserving the natural and cultural resources of the Florida Keys. |
| 12.0 | <u>Demonstrate the skills and knowledge required for recompression chamber operations.</u> – The student will be able to: |
| 12.01 | Identify the functions of a recompression chamber. |
| 12.02 | Identify the different types of recompression chambers. |
| 12.03 | Identify the materials that recompression chambers are constructed from. |
| 12.04 | Identify the US Coast Guard standards required for a recompression chamber. |
| 12.05 | Identify the DOT requirements for a recompression chamber. |

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| 12.06 | Identify the ASME standards for a recompression chamber. |
| 12.07 | Identify the NFPA requirements for a recompression chamber. |
| 12.08 | Identify the NEC requirements for a recompression chamber. |
| 12.09 | Identify the operational equipment for recompression chamber. |
| 12.10 | Describe the maintenance requirements for a recompression chamber. |
| 12.11 | Explain the physiological aspects of running a treatment in a recompression chamber. |
| 12.12 | Explain the treatment tables for operating a recompression chamber. |
| 12.13 | Calculate the air requirements for running different treatment tables. |
| 12.14 | Calculate the Oxygen requirement for running different treatment tables. |
| 12.15 | Research the medical requirements for running a treatment table. |
| 12.16 | Conduct a simulated medical treatment in a recompression chamber. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Laboratory activities for this program encompass a wide variety of both physical and natural environments including classrooms, a pool and an open water facility for student teaching; computer stations; equipment repair, storage and distribution areas (dive locker); actual and simulated underwater work stations in open water both inland and offshore; and diver delivery stations on docks, beaches and boats. Cooperative arrangements with local businesses allow advanced students to interact with real customers in the actual working environment. Laboratory activities range from basic motor skill development through the performance of complex underwater tasks, as well as diving supervision and teaching. Students participate in actual underwater work projects and serve as teaching assistants in actual courses. Equipment employed in laboratory activities includes both scuba and SAS diving equipment including helmets, umbilicals and compressors; wet and dry exposure suits; wireless and hard-wire underwater communications equipment; harnesses and tethers; and underwater computers, hand tools, cameras and other research instruments. The primary laboratory, an on-campus, open water, all weather underwater training area (UTA), contains abundant marine life, archeological artifacts (timbers from an actual treasure galleon) a sunken boat, submerged vehicles including a school bus, a large aeration system, and several work diving simulators. The UTA is served by a hard-wire underwater television and communications system that enables surface personnel to interact directly with those underwater.

Special Notes

The State of Florida is the world's leading employer in the business of recreational diving. Many of these businesses, along with other employers of underwater workers, are represented on the A.A.S. Degree Advisory Committee for Diving Business and Technology. Classes involving diving sometimes are conducted at the site of these businesses, which represent a regular source of employment of students, often even before completion of their degree. Interaction with special classes conducted regularly for diving employees of such agencies as the Florida Department of Transportation, South Florida Water Management District, public safety agencies, and Federal agencies such as the U.S. Army Corps of Engineers provide degree-seeking students with an opportunity for first-hand experience with careers in diving technology.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a “transfer value” assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

Program Length

The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. The standard length of this program is 62 credit hours according to Rule 6A-14.030, F.A.C.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AAS degree program includes the following College Credit Certificates:

- Commercial/Work Diving (0249030405) – 10 credit hours
- Fundamentals of Professional Diving (0249030404) – 18 credit hours
- Professional Dive Instructor (0249030403) – 11 credit hours
- Professional Diving Medical Technician (0249030402) – 15 credit hours
- Professional Research Diving (0249030401) – 11 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

**Florida Department of Education
Curriculum Framework**

Program Title: Professional Research Diving
Career Cluster: Hospitality and Tourism

| CCC | |
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| CIP Number | 0249030401 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 11 credit hours |
| CTSO | N/A |
| SOC Codes (all applicable) | 49-9092 – Commercial Divers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Diving Business and Technology AAS degree program (0249030400).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to coursework that will prepare students for career in research diving. In addition to direct vocational qualification, courses taken in this certificate are applicable to an AAS in Diving Business and Technology. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate scuba diving skills and knowledge at an exemplary level.
- 02.0 Demonstrate the skills and knowledge required for effective research diving.

**Florida Department of Education
Student Performance Standards**

Program Title: Professional Research Diving
CIP Number: 0249030401
Program Length: 11 credit hours
SOC Code: 49-9092

This certificate program is part of the Diving Business and Technology AAS degree program (0249030400). At the completion of this program, the student will be able to:

01.0 Demonstrate scuba diving skills and knowledge at an exemplary level. – The student will be able to:

01.01 Demonstrate the proper selection, care and use of basic scuba equipment including mask, fins, snorkel, buoyancy compensator, tank, regulator, instrumentation, protective clothing and weighting system; as well as auxiliary equipment such as knife, light and compass.

01.02 Demonstrate effective pressure equalization during descent and ascent through the water column.

01.03 Demonstrate effective methods for entry and exit from the water.

01.04 Demonstrate effective underwater buoyancy control.

01.05 Demonstrate effective surface control.

01.06 Demonstrate effective underwater propulsion and navigation.

01.07 Demonstrate effective surface and underwater communication.

01.08 Demonstrate effective use of the repetitive dive and decompression tables.

01.09 Demonstrate effective use of the diver buddy system.

02.0 Demonstrate the skills and knowledge required for effective research diving. – The student will be able to:

02.01 Demonstrate scuba diving skills including buoyancy control and navigation at a level that permits safe and effective underwater survey and data collection.

02.02 Explain basic research methodology, including experimental design.

02.03 Describe marine archeological studies as they apply to preserving the fragile cultural artifacts of the Florida Keys.

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| 02.04 | Relate marine environmental studies to the preservation of the fragile marine ecosystems of the Florida Keys. |
| 02.05 | Demonstrate state-of-the-art underwater data collection, recording and preservation procedures for the scientific study of archaeology, physical oceanography, biology, etc. |
| 02.06 | Discuss the interrelationships between natural ecological systems and underwater archaeological sites within different depositional environments. |
| 02.07 | Explain the importance of research and public education programs in resolving conflicts relative to preserving the natural and cultural resources of the Florida Keys. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. . Laboratory activities for this program encompass a wide variety of both physical and natural environments including classrooms, a pool and an open water facility for student teaching; computer stations; equipment repair, storage and distribution areas (dive locker); actual and simulated underwater work stations in open water both inland and offshore; and diver delivery stations on docks, beaches and boats. Cooperative arrangements with local businesses allow advanced students to interact with real customers in the actual working environment. Laboratory activities range from basic motor skill development through the performance of complex underwater tasks, as well as diving supervision and teaching. Students participate in actual underwater work projects and serve as teaching assistants in actual courses. The primary diving laboratory, an on-campus, open water, all weather underwater training area (UTA), contains abundant marine life, archeological artifacts (timbers from an actual treasure galleon) a sunken boat, submerged vehicles including a school bus, a large aeration system, and several work diving simulators.

Special Notes

The State of Florida is the world's leading employer in the business of recreational diving. Many of these businesses, along with other employers of underwater workers, are represented on the A.A.S. Degree Advisory Committee for Diving Business and Technology. Classes involving diving sometimes are conducted at the site of these businesses, which represent a regular source of employment of students, often even before completion of their degree. Interaction with special classes conducted regularly for diving employees of such agencies as the Florida Department of Transportation, South Florida Water Management District, public safety agencies, and Federal agencies such as the U.S. Army Corps of Engineers provide degree-seeking students with an opportunity for first-hand experience with careers in diving technology

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Professional Diving Medical Technician
Career Cluster: Hospitality and Tourism

| CCC | |
|--|---|
| CIP Number | 0249030402 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 15 credit hours |
| CTSO | N/A |
| SOC Codes (all applicable) | 49-9092 – Commercial Divers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Diving Business and Technology AAS degree program (0249030400).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to coursework that will prepare students for career as a diving medical technician. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate scuba diving skills and knowledge at an exemplary level.
- 02.0 Demonstrate the skills and knowledge required for scuba rescue and emergency medicine.
- 03.0 Demonstrate the skills and knowledge required for recompression chamber operations.

**Florida Department of Education
Student Performance Standards**

Program Title: Professional Diving Medical Technician
CIP Number: 0249030402
Program Length: 15 credit hours
SOC Code: 49-9092

This certificate program is part of the Diving Business and Technology AAS degree program (0249030400). At the completion of this program, the student will be able to:

01.0 Demonstrate scuba diving skills and knowledge at an exemplary level. – The student will be able to:

01.01 Explain pressure changes in the air vs. water and their medical effects upon the diver.

01.02 Explain cardiopulmonary anatomy and physiology as they relate to the medical aspects of diving.

02.0 Demonstrate the skills and knowledge required for scuba rescue and emergency medicine. – The student will be able to:

02.01 Demonstrate the skills and knowledge required for effective field emergency medical management of diving injuries including decompression illness, drowning, hypothermia, marine life injuries and conventional trauma.

03.0 Demonstrate the skills and knowledge required for recompression chamber operations. – The student will be able to:

03.01 Identify the functions of a recompression chamber.

03.02 Identify the different types of recompression chambers.

03.03 Identify the materials that recompression chambers are constructed from.

03.04 Identify the US Coast Guard standards required for a recompression chamber.

03.05 Identify the DOT requirements for a recompression chamber.

03.06 Identify the ASME standards for a recompression chamber.

03.07 Identify the NFPA requirements for a recompression chamber.

03.08 Identify the NEC requirements for a recompression chamber.

03.09 Identify the operational equipment for recompression chamber.

03.10 Describe the maintenance requirements for a recompression chamber.

03.11 Explain the physiological aspects of running a treatment in a recompression chamber.

03.12 Explain the treatment tables for operating a recompression chamber.

03.13 Calculate the air requirements for running different treatment tables.

03.14 Calculate the oxygen requirement for running different treatment tables.

03.15 Research the medical requirements for running a treatment table.

03.16 Conduct a simulated medical treatment in a recompression chamber.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Laboratory activities for this program encompass a wide variety of both physical and natural environments. In addition to regular classroom lecture and lab practical time, the student will be assigned to contract agencies for experience in riding with the rescue and ambulance units under supervision of State of Florida EMT's or Paramedics.

Special Notes

The State of Florida is the world's leading employer in the business of recreational diving. Many of these businesses, along with other employers of underwater workers, are represented on the A.A.S. Degree Advisory Committee for Diving Business and Technology. Classes involving diving sometimes are conducted at the site of these businesses, which represent a regular source of employment of students, often even before completion of their degree. Interaction with special classes conducted regularly for diving employees of such agencies as the Florida Department of Transportation, South Florida Water Management District, public safety agencies, and Federal agencies such as the U.S. Army Corps of Engineers provide degree-seeking students with an opportunity for first-hand experience with careers in diving technology.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Professional Dive Instructor
Career Cluster: Hospitality and Tourism

| CCC | |
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| CIP Number | 0249030403 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 11 credit hours |
| CTSO | N/A |
| SOC Codes (all applicable) | 49-9092 – Commercial Divers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Diving Business and Technology AAS degree program (0249030400).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to coursework that will prepare students for career employment in the business of recreational scuba diving and work diving technology. Students will be qualified to develop, operate and manage recreational diving businesses such as those which proliferate Florida and other resort areas. In addition to direct vocational qualification, courses taken in this certificate are applicable to an AAS in Diving Business and Technology. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate scuba diving skills and knowledge at an exemplary level.
- 02.0 Demonstrate the skills and knowledge required to supervise recreational and working divers.
- 03.0 Demonstrate the ability to effectively teach recreational scuba diving.
- 04.0 Demonstrate a working knowledge of the business aspects of recreational diving.

**Florida Department of Education
Student Performance Standards**

Program Title: Professional Dive Instructor
CIP Number: 0249030403
Program Length: 11 credit hours
SOC Code: 49-9092

This certificate program is part of the Diving Business and Technology AAS degree program (0249030400). At the completion of this program, the student will be able to:

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| 01.0 | <u>Demonstrate scuba diving skills and knowledge at an exemplary level.</u> – The student will be able to: |
| 01.01 | Demonstrate the proper selection, care and use of basic scuba equipment including mask, fins, snorkel, buoyancy compensator, tank, regulator, instrumentation, protective clothing and weighting system; as well as auxiliary equipment such as knife, light and compass. |
| 01.02 | Demonstrate effective pressure equalization during descent and ascent through the water column. |
| 01.03 | Demonstrate effective methods for entry and exit from the water. |
| 01.04 | Demonstrate effective underwater buoyancy control. |
| 01.05 | Demonstrate effective surface control. |
| 01.06 | Demonstrate effective underwater propulsion and navigation. |
| 01.07 | Demonstrate effective surface and underwater communication. |
| 01.08 | Demonstrate effective use of the repetitive dive and decompression tables. |
| 01.09 | Demonstrate effective use of the diver buddy system. |
| 01.10 | Effectively demonstrate multiple emergency out-of-air procedures. |
| 01.11 | Identify and describe how to prevent and manage diving medical emergencies. |
| 01.12 | Define and explain the diver's environment as it relates to both diver safety and environmental preservation. |
| 02.0 | <u>Demonstrate the skills and knowledge required to supervise recreational and working divers.</u> – The student will be able to: |
| 02.01 | Demonstrate the ability to work with students in training at various levels as an instructional assistant. |

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| 02.02 | Identify the various elements of management and control of a diving operation and demonstrate effective utilization of these elements. |
| 02.03 | Demonstrate the ability to prepare a group dive plan, to include briefing, dive profiles, safety considerations, contingency and emergency plans. |
| 02.04 | Demonstrate the ability to effectively manage a dive from the surface in the local environment, which includes boat diving. |
| 02.05 | Demonstrate the ability to effectively manage a dive using in-water supervision. |
| 02.06 | Identify the various programs a divemaster may conduct in the recreational industry and demonstrate the ability to conduct selected programs. |
| 02.07 | Identify the OSHA requirement for conducting a working dive. |
| 03.0 | <u>Demonstrate the ability to effectively teach recreational scuba diving.</u> – The student will be able to: |
| 03.01 | Identify the elements of teaching theory. |
| 03.02 | Identify the elements of Instructional techniques. |
| 03.03 | Identify the domains of Bloom’s taxonomy. |
| 03.04 | Define Learning. |
| 03.05 | Define Teaching. |
| 03.06 | Identify the elements of testing and evaluation. |
| 03.07 | Identify the laws of learning. |
| 03.08 | Identify factors that enhance learning. |
| 03.09 | Identify the elements of oral communication. |
| 03.10 | Describe the application of training aids. |
| 03.11 | Define empathy, goals and motivation, reinforcement, pacing, continuity, relaxation and performance, physical awareness and sensitivity, physical surroundings, anxiety and fear. |
| 03.12 | Identify the elements of class planning. |
| 03.13 | Explain and apply the acronym TOM I PASTA. |
| 03.14 | Identify the elements of a lesson plan for a classroom session. |
| 03.15 | Identify the elements of a confined water lesson plan. |
| 03.16 | Identify the elements of an open water lesson plan. |

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| 03.17 | Prepare a classroom lesson plan. |
| 03.18 | Conduct a classroom lesson. |
| 03.19 | Prepare a confined water lesson plan. |
| 03.20 | Conduct a confined water lesson. |
| 03.21 | Prepare an open water lesson plan. |
| 03.22 | Conduct an open water lesson. |
| 04.0 | <u>Demonstrate a working knowledge of the business aspects of recreational diving.</u> – The student will be able to: |
| 04.01 | Outline the components of a good business plan. |
| 04.02 | State the requirements for a good dive facility location. |
| 04.03 | Compare rent vs. purchase benefits when considering facility location. |
| 04.04 | Describe the optimum layout for a dive facility. |
| 04.05 | Estimate the standard reoccurring overhead costs for a dive facility. |
| 04.06 | Determine the legal and insurance requirements for a dive facility. |
| 04.07 | Identify the components for an employee policy and procedure manual. |
| 04.08 | State the requirements of local, state and federal laws as they apply to the employees of the dive facility. |
| 04.09 | Describe the job description, salary and benefits for each position of the dive facility. |
| 04.10 | Determine the product composition for the retail portion of the dive store. |
| 04.11 | Describe the training requirements for a good sales force. |
| 04.12 | Utilize the DEMA directory to identify dive store suppliers. |
| 04.13 | List the techniques that may be used to merchandise the retail stock in the dive shop. |
| 04.14 | State the methods of inventory control and their application in the dive store. |
| 04.15 | Define margin, profit and cost per square foot as it applies to retail sales. |
| 04.16 | Establish a price strategy after considering total fixed and variable costs. |

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| 04.17 | Describe the legal compliance requirements for a charter dive boat for hire. |
| 04.18 | Select the optimum dive boat for various types of diving by comparing hull types, power plants, capacity, operating costs and special features. |
| 04.19 | State the common items that are necessary for all boats that charter dive trips. |
| 04.20 | Determine fixed and variable costs associated with the boat. |
| 04.21 | Compare lease/independent contractor vs. purchase in the dive boat operation. |
| 04.22 | Identify equipment repair facility requirements for tools, workspace, repair costs and technician qualifications. |
| 04.23 | List all costs and operating requirements for a clean air fill station. |
| 04.24 | Describe the factors to consider for the rental program of a dive facility. |
| 04.25 | Estimate the depreciation costs for the service operation of the dive facility. |
| 04.26 | Identify the physical requirements for the dive instruction program. |
| 04.27 | Determine the requirements for the dive instruction staff. |
| 04.28 | Create a dive instruction program based on various customer categories. |
| 04.29 | Compare the different training agencies and their features. |
| 04.30 | Establish a competitive pricing program for dive instruction based on total facility costs and profit expectations. |
| 04.31 | Develop an advertising and marketing plan for a hypothetical dive facility. |
| 04.32 | Demonstrate how PC based automation can improve the efficiency of a dive facility. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Laboratory activities for this program encompass a wide variety of both physical and natural environments including classrooms, a pool and an open water facility for student teaching; computer stations; equipment repair, storage and distribution areas (dive locker); actual and simulated underwater work stations in open water both inland and offshore; and diver delivery stations on docks, beaches and boats. Cooperative arrangements with local businesses allow advanced students to interact with real customers in the actual working environment. Laboratory activities range from basic motor skill development through the performance of complex underwater tasks, as well as diving supervision and teaching. Students participate in actual underwater work projects and serve as teaching assistants in actual courses. The primary laboratory, an on-campus, open water, all weather underwater training area (UTA), contains abundant marine life, archeological artifacts (timbers from an actual treasure galleon) a sunken boat, submerged vehicles including a school bus, a large aeration system, and several work diving simulators.

Special Notes

The State of Florida is the world's leading employer in the business of recreational diving. Many of these businesses, along with other employers of underwater workers, are represented on the A.A.S. Degree Advisory Committee for Diving Business and Technology. Classes involving diving sometimes are conducted at the site of these businesses, which represent a regular source of employment of students, often even before completion of their degree. Interaction with special classes conducted regularly for diving employees of such agencies as the Florida Department of Transportation, South Florida Water Management District, public safety agencies, and Federal agencies such as the U.S. Army Corps of Engineers provide degree-seeking students with an opportunity for first-hand experience with careers in diving technology.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Fundamentals of Professional Diving
Career Cluster: Hospitality and Tourism

| CCC | |
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| CIP Number | 0249030404 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 17 credit hours |
| CTSO | N/A |
| SOC Codes (all applicable) | 49-9092 – Commercial Divers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Diving Business and Technology AAS degree program (0249030400).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to coursework that will prepare students with the basics skill necessary for career employment in professional diving. In addition to direct vocational qualification, courses taken in this certificate are applicable to an AAS in Diving Business and Technology.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate scuba diving skills and knowledge at an exemplary level.
- 02.0 Demonstrate the skills and knowledge required for scuba rescue and emergency
- 03.0 Demonstrate the skills and knowledge required for underwater photography.
- 04.0 Demonstrate the skills and knowledge required for scuba equipment maintenance and repair.
- 05.0 Demonstrate the skills and knowledge required for diving using Nitrox as a breathing gas mixture.
- 06.0 Demonstrate the skills and knowledge required for computer-based diving.
- 07.0 Demonstrate the skills and knowledge required for recompression chamber operations.

**Florida Department of Education
Student Performance Standards**

Program Title: Fundamentals of Professional Diving
CIP Number: 0249030404
Program Length: 18 credit hours
SOC Code: 49-9092

This certificate program is part of the Diving Business and Technology AAS degree program (0249030400). At the completion of this program, the student will be able to:

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| 01.0 | Demonstrate scuba diving skills and knowledge at an exemplary level. – The student will be able to: |
| 01.01 | Define Archimedes' Principle and its relationship to diver buoyancy. |
| 01.02 | Identify the gas composition of typical breathing air. |
| 01.03 | Define and explain the gas laws as they relate to diver buoyancy, air consumption and their medical effects upon the diver. |
| 01.04 | Explain pressure changes in the air vs. water and their medical effects upon the diver. |
| 01.05 | Explain the effects of water upon temperature and light absorption, and its implications for the diver. |
| 01.06 | Explain cardiopulmonary anatomy and physiology as they relate to the medical aspects of diving. |
| 01.07 | Demonstrate the proper selection, care and use of basic scuba equipment including mask, fins, snorkel, buoyancy compensator, tank, regulator, instrumentation, protective clothing and weighting system; as well as auxiliary equipment such as knife, light and compass. |
| 01.08 | Demonstrate effective pressure equalization during descent and ascent through the water column. |
| 01.09 | Demonstrate effective methods for entry and exit from the water. |
| 01.10 | Demonstrate effective underwater buoyancy control. |
| 01.11 | Demonstrate effective surface control. |
| 01.12 | Demonstrate effective underwater propulsion and navigation. |
| 01.13 | Demonstrate effective surface and underwater communication. |
| 01.14 | Demonstrate effective use of the repetitive dive and decompression tables. |
| 01.15 | Demonstrate effective use of the diver buddy system. |

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| 01.16 | Effectively demonstrate multiple emergency out-of-air procedures. |
| 01.17 | Identify and describe how to prevent and manage diving medical emergencies. |
| 01.18 | Define and explain the diver's environment as it relates to both diver safety and environmental preservation. |
| 02.0 | <u>Demonstrate the skills and knowledge required for scuba rescue and emergency medicine.</u> – The student will be able to: |
| 02.01 | Identify the cause, nature, signs and symptoms, treatment and prevention related to the psychological stress of scuba diving and rescue diving. |
| 02.02 | Demonstrate the physical stamina necessary for sustained rescue swimming. |
| 02.03 | Demonstrate the ability to detect potential scuba diving victims prior to the full expression of an emergency situation. |
| 02.04 | Demonstrate the ability to successfully rescue a conscious or unconscious scuba victim on the surface or underwater. |
| 02.05 | Demonstrate the ability to perform rescue breathing on the surface of water too deep to stand in. |
| 02.06 | Demonstrate the ability to successfully extricate a scuba diving victim from the water. |
| 02.07 | Demonstrate the ability to conduct an effective search for a missing diver. |
| 02.08 | Demonstrate the effective use of repetitive dive tables in conducting a deep dive rescue. |
| 02.09 | Develop certification-level skill as an emergency O2 Provider. |
| 02.10 | Demonstrate the ability to conduct rapid neurological field examinations. |
| 02.11 | Demonstrate the skills and knowledge required for effective field emergency medical management of diving injuries including decompression illness, drowning, hypothermia, marine life injuries and conventional trauma. |
| 02.12 | Demonstrate the ability to effectively hand off a diving accident victim to the EMS. |
| 03.0 | <u>Demonstrate the skills and knowledge required for underwater photography.</u> – The student will be able to: |
| 03.01 | Identify the components of an underwater camera. |
| 03.02 | Describe the application of film to underwater photography. |
| 03.03 | Define shutter speed, aperture, depth of field, subject reflectivity, bracketing, available light exposure. |
| 03.04 | Identify the properties of light underwater. |
| 03.05 | Explain the interaction between camera, lens, shutter, film speed, light and focus. |
| 03.06 | Identify the parts of an underwater strobe. |

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| 03.07 | Describe the application of artificial light to underwater photography. |
| 03.08 | Identify the application of a light meter to underwater photography. |
| 03.09 | Describe the components of composition of a picture. |
| 03.10 | Identify proper maintenance items of underwater photography equipment. |
| 03.11 | Identify the uses of different focal length lens. |
| 03.12 | Apply appropriate indices and take a series of pictures underwater. |
| 04.0 | <u>Demonstrate the skills and knowledge required for scuba equipment maintenance and repair.</u> – The student will be able to: |
| 04.01 | Identify the materials used in the construction of BC's. |
| 04.02 | Identify the cleaning procedures for a BC. |
| 04.03 | Describe and demonstrate the repair process for a BC. |
| 04.04 | Perform repairs on a BC. |
| 04.05 | Identify the materials used in the construction of a wetsuit. |
| 04.06 | Identify the cleaning procedures for a wetsuit. |
| 04.07 | Describe and demonstrate the repair process for a wetsuit. |
| 04.08 | Perform repairs on a wetsuit. |
| 04.09 | Identify the materials used in the construction of the first stages in regulators. |
| 04.10 | Identify the different types of first stages. |
| 04.11 | List the operating principles of the different types of first stages. |
| 04.12 | Identify the parts of the different types of first stages. |
| 04.13 | Explain the principle of cause and effect. |
| 04.14 | Explain the process of problem solving different first stage maladies. |
| 04.15 | Identify the correct tools for the different type of first stage repairs. |
| 04.16 | Identify the correct testing devices for first stages. |

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| 04.17 | Identify the process for testing first stages. |
| 04.18 | Perform first stage regulator repairs. |
| 04.19 | Identify the different types of ancillary equipment attached to first stages. |
| 04.20 | Identify the different types of second stages. |
| 04.21 | Identify the materials used in the construction of different types of second stages. |
| 04.22 | Explain the functional theory of the different types of second stages. |
| 04.23 | Identify the parts of the different types of second stages. |
| 04.24 | Explain the process of problem solving different maladies in second stages. |
| 04.25 | Identify the correct tools for working on different types of second stages. |
| 04.26 | Identify the correct testing devices for second stages. |
| 04.27 | Identify the process for testing second stages. |
| 04.28 | Perform repairs on second stages. |
| 04.29 | Identify the materials used in the construction of Different types of Scuba tanks. |
| 04.30 | Identify the DOT, OSHA, CGA, and Scuba industry standards for Visual tank inspection. |
| 04.31 | Identify the DOT standards for hydro testing scuba tanks. |
| 04.32 | Perform a visual inspection on a scuba cylinder. |
| 05.0 | <u>Demonstrate the skills and knowledge required for diving using Nitrox as a breathing gas mixture.</u> – The student will be able to: |
| 05.01 | Define Nitrox. |
| 05.02 | List Nitrox advantages and limitations. |
| 05.03 | Explain Nitrox history, its current trends, and its future. |
| 05.04 | List partial pressure considerations in use of mixed gasses. |
| 05.05 | Define CNS oxygen toxicity and unit pulmonary toxicity dose. |
| 05.06 | Determine percent CNS exposure. |

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| 05.07 | Describe how EAN is used in recompression therapy. |
| 05.08 | Define Dalton's Law, oxygen dose and maximum operating depth. |
| 05.09 | Utilize the best mix equation. |
| 05.10 | Explain the equivalent air depth concept. |
| 05.11 | Demonstrate the ability to use NOAA Nitrox tables. |
| 05.12 | Explain the EAD concept for recompression therapy and operation. |
| 05.13 | Demonstrate how to use a Nitrox computer. |
| 05.14 | Explain how EAN is mixed and analyzed. |
| 05.15 | Describe the equipment requirements for EAN diving. |
| 05.16 | Conduct repetitive dives using EAN mixtures. |
| 06.0 | <u>Demonstrate the skills and knowledge required for computer based diving.</u> – The student will be able to: |
| 06.01 | Define tissue compartment types and their differences, nitrogen loading, and allowable nitrogen loading. |
| 06.02 | Explain how slower compartments work and the way decompression limits can be determined. |
| 06.03 | List the aspects of diving that make decompression theory necessary. |
| 06.04 | Explain the Navy 120-minute compartment and the DSAT 60-minute compartment. |
| 06.05 | Describe the limits of decompression theory and current experiments in no-decompression, repetitive, and multi-level diving. |
| 06.06 | List the differences in U.S. Navy Dive Tables, DCIEM Tables, DSAT Tables, Bulman Tables, BSAC Tables and the PADI Wheel. |
| 06.07 | Demonstrate how to conduct dive profiles using the U. S. Navy dive Tables, DSAT Tables and the Wheel. |
| 06.08 | Define staged decompression and demonstrate how U. S. Navy dive Tables are used to plan staged decompression. |
| 06.09 | Sketch a schematic of a dive computer. |
| 06.10 | Define the purpose of a dive computer and list the data displays shared by all computers. |
| 06.11 | Define multi-level diving. |
| 06.12 | Explain why more decompression time may become available when ascending to a shallower depth after reaching the no-decompression limit at a deeper depth. |

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| 06.13 | Explain the limits of tables in multi-level diving. |
| 06.14 | Compare the performance of different dive computers in multi-level diving. |
| 06.15 | Compare and contrast the performance of various dive computers in repetitive diving. |
| 06.16 | Explain the recommended procedures for ascent with any dive computer or table. |
| 06.17 | Explain why dive computers should be relied upon for limited decompression only. |
| 06.18 | Identify the features to consider when selecting a dive computer. |
| 06.19 | State the safety rules that apply to diving with a dive computer. |
| 06.20 | Demonstrate how to operate a dive computer on the surface, subsurface and emergency decompression mode. |
| 06.21 | Demonstrate how to download information from a dive computer to a PC. |
| 06.22 | List the hazards of multi-level diving and how to avoid each. |
| 06.23 | Identify the equipment needed for a multi-level dive and plan a multi-level dive with contingency plans for computer failure. |
| 07.0 | <u>Demonstrate the skills and knowledge required for recompression chamber operations.</u> – The student will be able to: |
| 07.01 | Identify the functions of a recompression chamber. |
| 07.02 | Identify the different types of recompression chambers. |
| 07.03 | Identify the materials that recompression chambers are constructed from. |
| 07.04 | Identify the US Coast Guard standards required for a recompression chamber. |
| 07.05 | Identify the DOT requirements for a recompression chamber. |
| 07.06 | Identify the ASME standards for a recompression chamber. |
| 07.07 | Identify the NFPA requirements for a recompression chamber. |
| 07.08 | Identify the NEC requirements for a recompression chamber. |
| 07.09 | Identify the operational equipment for recompression chamber. |
| 07.10 | Describe the maintenance requirements for a recompression chamber. |
| 07.11 | Explain the physiological aspects of running a treatment in a recompression chamber. |

07.12 Explain the treatment tables for operating a recompression chamber.

07.13 Calculate the air requirements for running different treatment tables.

07.14 Calculate the Oxygen requirement for running different treatment tables.

07.15 Research the medical requirements for running a treatment table.

07.16 Conduct a simulated medical treatment in a recompression chamber.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Laboratory activities for this program encompass a wide variety of both physical and natural environments including classrooms, a pool and an open water facility for student teaching; computer stations; equipment repair, storage and distribution areas (dive locker); actual and simulated underwater work stations in open water both inland and offshore; and diver delivery stations on docks, beaches and boats. Cooperative arrangements with local businesses allow advanced students to interact with real customers in the actual working environment. Laboratory activities range from basic motor skill development through the performance of complex underwater tasks. Equipment employed in laboratory activities includes scuba diving equipment, wet and dry exposure suits; wireless and hard-wire underwater communications equipment; harnesses and tethers; and underwater computers, hand tools, cameras and other research instruments. The primary laboratory, an on-campus, open water, all weather underwater training area (UTA), contains abundant marine life, archeological artifacts (timbers from an actual treasure galleon) a sunken boat, submerged vehicles including a school bus, a large aeration system, and several work diving simulators.

Special Notes

The State of Florida is the world's leading employer in the business of recreational diving. Many of these businesses, along with other employers of underwater workers, are represented on the A.A.S. Degree Advisory Committee for Diving Business and Technology. Classes involving diving sometimes are conducted at the site of these businesses, which represent a regular source of employment of students, often even before completion of their degree. Interaction with special classes conducted regularly for diving employees of such agencies as the Florida Department of Transportation, South Florida Water Management District, public safety agencies, and Federal agencies such as the U.S. Army Corps of Engineers provide degree-seeking students with an opportunity for first-hand experience with careers in diving technology.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Commercial/Work Diving
Career Cluster: Hospitality and Tourism

| CCC | |
|--|---|
| CIP Number | 0249030405 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 10 credit hours |
| CTSO | N/A |
| SOC Codes (all applicable) | 49-9092 – Commercial Divers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Diving Business and Technology AAS degree program (0249030400)..

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to coursework that prepares students for career employment in the business of work diving technology. Students will be qualified to perform underwater work in a safe and effective manner. Course work encompasses work diving technology, including surface-air-supplied (SAS) diving. In addition to direct vocational qualification, courses taken in this certificate are applicable to an AAS in Diving Business and Technology. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate scuba diving skills and knowledge at an exemplary level.
- 02.0 Demonstrate the skills and knowledge required to perform underwater work using both scuba and SAS diving equipment.
- 03.0 Demonstrate the skills and knowledge required to supervise recreational and working divers.

**Florida Department of Education
Student Performance Standards**

Program Title: Commercial/Work Diving
CIP Number: 0249030405
Program Length: 10 credit hours
SOC Code: 49-9092

This certificate program is part of the Diving Business and Technology AAS degree program (0249030400). At the completion of this program, the student will be able to:

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| 01.0 | <u>Demonstrate scuba diving skills and knowledge at an exemplary level.</u> – The student will be able to: |
| 01.01 | Demonstrate the proper selection, care and use of basic scuba equipment including mask, fins, snorkel, buoyancy compensator, tank, regulator, instrumentation, protective clothing and weighting system; as well as auxiliary equipment such as knife, light and compass. |
| 01.02 | Demonstrate effective pressure equalization during descent and ascent through the water column. |
| 01.03 | Demonstrate effective methods for entry and exit from the water. |
| 01.04 | Demonstrate effective underwater buoyancy control. |
| 01.05 | Demonstrate effective surface control. |
| 01.06 | Demonstrate effective underwater propulsion and navigation. |
| 01.07 | Demonstrate effective surface and underwater communication. |
| 01.08 | Demonstrate effective use of the repetitive dive and decompression tables. |
| 01.09 | Demonstrate effective use of the diver buddy system. |
| 02.0 | <u>Demonstrate the skills and knowledge required to perform underwater work using both scuba and SAS diving equipment.</u> – The student will be able to: |
| 02.01 | Identify the OSHA standards that apply to work diving. |
| 02.02 | Distinguish between work diving and recreational scuba. |
| 02.03 | Identify the correct equipment for scuba work diving. |
| 02.04 | Identify the correct procedures for scuba work diving. |

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| 02.05 | Identify the training requirements for scuba work diving. |
| 02.06 | Identify environmental concerns for scuba work diving. |
| 02.07 | Perform a scuba work dive. |
| 02.08 | Identify the OSHA standards that apply to SAS work diving equipment. |
| 02.09 | Distinguish between scuba work diving and SAS work diving. |
| 02.10 | Identify the correct equipment for SAS diving. |
| 02.11 | Identify the required maintenance for SAS equipment. |
| 02.12 | Identify the correct air sources for SAS work diving. |
| 02.13 | Identify the correct procedures for SAS diving. |
| 02.14 | Identify the training requirements for SAS diving. |
| 02.15 | Identify the environmental concerns for SAS diving. |
| 02.16 | Identify the required documentation for a SAS work dive. |
| 02.17 | Identify the required skills for a SAS work dive. |
| 02.18 | Perform an SAS work dive. |
| 03.0 | <u>Demonstrate the skills and knowledge required to supervise recreational and working divers.</u> – The student will be able to: |
| 03.01 | Identify the OSHA requirement for conducting a working dive. |
| 03.02 | Identify the correct equipment for a working dive. |
| 03.03 | Describe the correct work dive station setup. |
| 03.04 | Identify the correct emergency procedures for a working dive. |
| 03.05 | Identify the operational procedures for conducting a working dive. |
| 03.06 | Identify the required documentation for a working dive. |
| 03.07 | Supervise a working dive. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Laboratory activities for this program encompass a wide variety of both physical and natural environments including classrooms, a pool and an open water facility for student teaching; computer stations, actual and simulated underwater work stations in open water both inland and offshore; and diver delivery stations on docks, beaches and boats. Cooperative arrangements with local businesses allow advanced students to interact with real customers in the actual working environment. Laboratory activities range from basic motor skill development through the performance of complex underwater tasks. Students participate in actual underwater work projects and serve as teaching assistants in actual courses. Equipment employed in laboratory activities includes both scuba and SAS diving equipment including helmets, umbilicals and compressors; wet and dry exposure suits; wireless and hard-wire underwater communications equipment; harnesses and tethers; and underwater computers. The primary laboratory, an on-campus, open water, all weather underwater training area (UTA), contains abundant marine life, archeological artifacts (timbers from an actual treasure galleon) a sunken boat, submerged vehicles including a school bus, a large aeration system, and several work diving simulators.

Special Notes

The State of Florida is the world's leading employer in the business of recreational diving. Many of these businesses, along with other employers of underwater workers, are represented on the A.A.S. Degree Advisory Committee for Diving Business and Technology. Classes involving diving are sometimes conducted at the site of these businesses, which represent a regular source of employment of students, often even before completion of their degree. Interaction with special classes conducted regularly for diving employees of such agencies as the Florida Department of Transportation, South Florida Water Management District, public safety agencies, and Federal agencies such as the U.S. Army Corps of Engineers provide degree-seeking students with an opportunity for first-hand experience with careers in diving technology.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Travel and Tourism Management
Program Type: ATD (Applied Technology Diploma)
Career Cluster: Hospitality and Tourism

| | CC | PSAV |
|--|---|---|
| Program Number | N/A | M811058 |
| CIP Number | 0252090301 | 0252090302 |
| Grade Level | N/A | 30, 31 |
| Standard Length | 18 credit hours | 540 hours |
| CTSO | Collegiate DECA | Collegiate DECA |
| SOC Codes (all applicable) | 43-4181 – Reservation and Transportation Ticket Agents and Travel Clerks 41-3041 – Travel Agents | 43-4181 – Reservation and Transportation Ticket Agents and Travel Clerks 41-3041 - Travel Agents |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm | |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp | |
| Basic Skills Level: | Reading: 10 Mathematics 10 Language: 10 | |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to customer service, decision making, organization, communications, human relations, travel counseling, reservationists, ticketing, sales, marketing, and applicable local, state and federal laws. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is an Applied Technology Diploma (ATD) program that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit. A public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college.

PSAV Program

When offered at the district level, this program is a planned sequence of instruction consisting of two occupational completion points and the courses as shown below.

| OCP | Course Number | Course Title | Length | SOC Code |
|-----|---------------|-------------------------|-----------|----------|
| A | HMV0743 | Reservation Agent | 270 hours | 43-4181 |
| B | HMV0051 | Travel Agent/Consultant | 270 hours | 41-3041 |

College Credit

When offered at the college level, this ATD program is part of the Travel and Tourism Industry Management AS degree (1252090300) and has a program length of 18 credits.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate proficiency in applying human relations skills.
- 03.0 Demonstrate proficiency in applying communications skills.
- 04.0 Demonstrate proficiency in applying mathematics skills.
- 05.0 Perform general travel and tourism office duties.
- 06.0 Provide customer service information.
- 07.0 Process reservations.
- 08.0 Exhibit technology skills using computer systems, software, and the Internet.
- 09.0 Analyze the laws that affect the travel and tourism industry.

**Florida Department of Education
Student Performance Standards**

Program Title: Travel and Tourism Management
PSAV Number: M811058

When this program is offered at the PSAV level, the following organization of courses, standards, and benchmarks apply.

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| PSAV Course Number: H MV0743 | |
| Occupational Completion Point: A | |
| Reservation Agent – 270 Hours – SOC Code 43-4181 | |
| 01.0 | <u>Demonstrate employability skills.</u> – The student will be able to: |
| 01.01 | Conduct a job search and secure information about a job. |
| 01.02 | Prepare a resume and cover letter. Letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation. |
| 01.03 | Identify documents that may be required when applying for a job. |
| 01.04 | Complete a job application form correctly. |
| 01.05 | Demonstrate competence in job interview techniques. |
| 01.06 | Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers. |
| 01.07 | Demonstrate acceptable employee health and grooming habits. |
| 01.08 | Identify proper personal and business ethics. |
| 01.09 | Identify sources of information for career planning. |
| 01.10 | List the various jobs within a selected travel and tourism occupation. |
| 01.11 | Diagram a career ladder for the selected travel and tourism occupation. |
| 01.12 | Identify postsecondary programs and educational training available for advancement in the field. |
| 02.0 | <u>Demonstrate proficiency in applying human relations skills.</u> – The student will be able to: |
| 02.01 | Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and being a team player. |
| 02.02 | Demonstrate the ability to work cooperatively with team members and supervisors from different cultural backgrounds. |

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| 02.03 | Demonstrate personality traits important to business. |
| 02.04 | Maintain appropriate personal appearance and attitude. |
| 02.05 | Exhibit interest and enthusiasm. |
| 02.06 | Demonstrate responsible behavior including honesty and integrity. |
| 02.07 | Demonstrate orderly and systematic behavior. |
| 02.08 | Demonstrate initiative and self-management. |
| 02.09 | Explain concepts of self-understanding, self-esteem, and self-image. |
| 02.10 | Set personal goals and develop a plan of action to achieve those goals. |
| 02.11 | Identify and practice stress management techniques. |
| 03.0 | <u>Demonstrate proficiency in applying communication skills.</u> – The student will be able to: |
| 03.01 | Demonstrate effective communication: verbal, nonverbal, written, and electronic. |
| 03.02 | Explain nature of positive customer/client relations. |
| 03.03 | Demonstrate ability to speak effectively to customers, co-workers, supervisors, and vendors using proper grammar and terminology. |
| 03.04 | Demonstrate effective telephone and e-mail techniques and etiquette in a business situation. |
| 03.05 | Demonstrate listening strategies that improve understanding and performance on the job. |
| 03.06 | Compose unified and coherent correspondence, directions, descriptions, explanations, business letters, memos, and e-mails. |
| 03.07 | Interpret business policies to customers/clients. |
| 04.0 | <u>Demonstrate proficiency in applying mathematics skills.</u> – The student will be able to: |
| 04.01 | Compute addition, subtraction, multiplication, division, and percentage problems. |
| 04.02 | Apply problem-solving techniques to sales related transactions including cash, checks, debit cards, credit cards, and discounts. |
| 04.03 | Demonstrate the ability to make change correctly. |
| 04.04 | Calculate tax, gratuity, commission, and miscellaneous charges. |
| 04.05 | Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice. |

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| 04.06 | Operate 10 key adding machine and calculator. |
| 04.07 | Use ratios, proportions, and scales to calculate distance on a map. |
| 05.0 | <u>Perform general travel and tourism office duties.</u> – The student will be able to: |
| 05.01 | Maintain information about products and services. |
| 05.02 | Maintain high standards of customer service demonstrating prompt attention to customers, building rapport with customers to create an overall positive experience for the customer. |
| 05.03 | Inform customer of proper travel documents. |
| 05.04 | Maintain ticket supplies and security. |
| 05.05 | Maintain all files, records, forms, and documents in an orderly manner. |
| 05.06 | Maintain inventory of office supplies. |
| 05.07 | Display proper telephone communication techniques. |
| 05.08 | Develop a dynamic telephone personality and apply telephone etiquette. |
| 05.09 | Provide services using various types of telephone systems. |
| 05.10 | Retrieve customer data using computer terminal. |
| 05.11 | Provide proper message and mail procedures. |
| 05.12 | Answer customer questions concerning services and documentation courteously. |
| 05.13 | Accept, process, and reconcile customer complaints. |
| 05.14 | Maintain cordial, courteous, cooperative attitude with customers. |
| 05.15 | Arrange for accommodations and services for customers with disabilities. |
| 05.16 | Maintain a positive mental attitude and self-discipline. |

PSAV Course Number: H MV0051
Occupational Completion Point: B
Travel Agent/Consultant – 270 Hours – SOC Code 41-3041

06.0 Provide customer service information. – The student will be able to:

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| 06.01 | Provide customer information assistance. |
| 06.02 | Explain why customer service is important to the success of a travel/tourism business. |
| 06.03 | Display cross-cultural and physically or mentally challenged sensitivity. |
| 06.04 | Identify and give directions to local tourist attractions. |
| 06.05 | Give mileage distances and routes to cities or attractions. |
| 06.06 | Give locations of community services. |
| 06.07 | Give locations of hotels/motels and amenities provided. |
| 06.08 | Provide information on current community events. |
| 06.09 | Respond appropriately to incoming correspondence. |
| 07.0 | <u>Process reservations.</u> – The student will be able to: |
| 07.01 | Define agency terms and travel vendors, product lines, and commissions. |
| 07.02 | Define channel management and explain its effect on profitability. |
| 07.03 | Describe the role of the Airline Reporting Corporation (ARC) and the International Air Transport Network (IATN). |
| 07.04 | Identify information required to sell airline space, hotel space, tours, cruise, and ground transportation. |
| 07.05 | Display knowledge of booking procedures and techniques for handling the sale of airspace and auxiliary product lines. |
| 07.06 | Identify international travel requirements and create travel brochures. |
| 07.07 | Make reservation with customer and identify documents required for travel. |
| 07.08 | Explain requirements for obtaining passport and visa. |
| 07.09 | Compare deposit and guarantee practices. |
| 07.10 | Conduct proper interaction with computerized reservation systems such as SABRE, APOLLO, System One, AMADEUS, Worldspan, etc. |
| 08.0 | <u>Exhibit technology skills using computer systems, software, and the internet.</u> – The student will be able to: |
| 08.01 | Describe the types of software generally used in the travel and tourism industry such as word-processing, database management, presentation graphics, and cash and office management software. |
| 08.02 | Explain the ticket function of an automation system. |

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| 08.03 | Explain data processing concepts and define important automation items. |
| 08.04 | Communicate with a data processing system and ticket function of a typical automated system. |
| 08.05 | Enter data in an automated system and use the ticket function to invoice an itinerary with non-ARC segments. |
| 08.06 | Compare the uses of the Internet, which include electronic mail (e-mail), which is used to communicate quickly with suppliers, customers, and other agencies. |
| 08.07 | Identify the impact of the Internet on the travel and tourism industry and list some of the many web site addresses of organizations that can provide the most up-to-date information about the industry. |
| 08.08 | Explain the importance of the Internet as a research tool to quickly answer customers' questions involving weather, sightseeing options, hotels, car rentals, restaurants, documentation requirements, theatres, and parks. |
| 09.0 | <u>Analyze the laws that affect the travel and tourism industry.</u> – The student will be able to: |
| 09.01 | Describe the rules and regulations as they apply today. |
| 09.02 | Explain how the federal government retains authority to protect airline passengers and to police unfair practices. |
| 09.03 | Define passenger rights and responsibilities. |
| 09.04 | Define the ticket as a contract. |
| 09.05 | Explain the rules in international travel including entry documents such as proof of citizenship, passports, visas, and tourist cards. |
| 09.06 | Compare custom regulations involving articles free of U.S. Duty Tax, personal exemption, forbidden and restricted items, and duty-free ports. |

**Florida Department of Education
Student Performance Standards**

Program Title: [Insert Program Title]
ATD CIP Number: [Insert ATD CIP Number]
SOC Code(s): [Insert SOC Code(s)]

When this program is offered at the college level, the following standards and benchmarks apply:

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| 01.0 | <u>Demonstrate employability skills.</u> – The student will be able to: |
| 01.01 | Conduct a job search and secure information about a job. |
| 01.02 | Prepare a resume and cover letter. Letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation. |
| 01.03 | Identify documents that may be required when applying for a job. |
| 01.04 | Complete a job application form correctly. |
| 01.05 | Demonstrate competence in job interview techniques. |
| 01.06 | Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers. |
| 01.07 | Demonstrate acceptable employee health and grooming habits. |
| 01.08 | Identify proper personal and business ethics. |
| 01.09 | Identify sources of information for career planning. |
| 01.10 | List the various jobs within a selected travel and tourism occupation. |
| 01.11 | Diagram a career ladder for the selected travel and tourism occupation. |
| 01.12 | Identify postsecondary programs and educational training available for advancement in the field. |
| 02.0 | <u>Demonstrate proficiency in applying human relations skills.</u> – The student will be able to: |
| 02.01 | Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and being a team player. |
| 02.02 | Demonstrate the ability to work cooperatively with team members and supervisors from different cultural backgrounds. |
| 02.03 | Demonstrate personality traits important to business. |

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| 02.04 | Maintain appropriate personal appearance and attitude. |
| 02.05 | Exhibit interest and enthusiasm. |
| 02.06 | Demonstrate responsible behavior including honesty and integrity. |
| 02.07 | Demonstrate orderly and systematic behavior. |
| 02.08 | Demonstrate initiative and self-management. |
| 02.09 | Explain concepts of self-understanding, self-esteem, and self-image. |
| 02.10 | Set personal goals and develop a plan of action to achieve those goals. |
| 02.11 | Identify and practice stress management techniques. |
| 03.0 | <u>Demonstrate proficiency in applying communication skills.</u> – The student will be able to: |
| 03.01 | Demonstrate effective communication: verbal, nonverbal, written, and electronic. |
| 03.02 | Explain nature of positive customer/client relations. |
| 03.03 | Demonstrate ability to speak effectively to customers, co-workers, supervisors, and vendors using proper grammar and terminology. |
| 03.04 | Demonstrate effective telephone and e-mail techniques and etiquette in a business situation. |
| 03.05 | Demonstrate listening strategies that improve understanding and performance on the job. |
| 03.06 | Compose unified and coherent correspondence, directions, descriptions, explanations, business letters, memos, and e-mails. |
| 03.07 | Interpret business policies to customers/clients. |
| 04.0 | <u>Demonstrate proficiency in applying mathematics skills.</u> – The student will be able to: |
| 04.01 | Compute addition, subtraction, multiplication, division, and percentage problems. |
| 04.02 | Apply problem-solving techniques to sales related transactions including cash, checks, debit cards, credit cards, and discounts. |
| 04.03 | Demonstrate the ability to make change correctly. |
| 04.04 | Calculate tax, gratuity, commission, and miscellaneous charges. |
| 04.05 | Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice. |
| 04.06 | Operate 10 key adding machine and calculator. |

| | |
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| 04.07 | Use ratios, proportions, and scales to calculate distance on a map. |
| 05.0 | <u>Perform general travel and tourism office duties.</u> – The student will be able to: |
| 05.01 | Maintain information about products and services. |
| 05.02 | Maintain high standards of customer service demonstrating prompt attention to customers, building rapport with customers to create an overall positive experience for the customer. |
| 05.03 | Inform customer of proper travel documents. |
| 05.04 | Maintain ticket supplies and security. |
| 05.05 | Maintain all files, records, forms, and documents in an orderly manner. |
| 05.06 | Maintain inventory of office supplies. |
| 05.07 | Display proper telephone communication techniques. |
| 05.08 | Develop a dynamic telephone personality and apply telephone etiquette. |
| 05.09 | Provide services using various types of telephone systems. |
| 05.10 | Retrieve customer data using computer terminal. |
| 05.11 | Provide proper message and mail procedures. |
| 05.12 | Answer customer questions concerning services and documentation courteously. |
| 05.13 | Accept, process, and reconcile customer complaints. |
| 05.14 | Maintain cordial, courteous, cooperative attitude with customers. |
| 05.15 | Arrange for accommodations and services for customers with disabilities. |
| 05.16 | Maintain a positive mental attitude and self-discipline. |
| 06.0 | <u>Provide customer service information.</u> – The student will be able to: |
| 06.01 | Provide customer information assistance. |
| 06.02 | Explain why customer service is important to the success of a travel/tourism business. |
| 06.03 | Display cross-cultural and physically or mentally challenged sensitivity. |
| 06.04 | Identify and give directions to local tourist attractions. |

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| 06.05 | Give mileage distances and routes to cities or attractions. |
| 06.06 | Give locations of community services. |
| 06.07 | Give locations of hotels/motels and amenities provided. |
| 06.08 | Provide information on current community events. |
| 06.09 | Respond appropriately to incoming correspondence. |
| 07.0 | <u>Process reservations.</u> – The student will be able to: |
| 07.01 | Define agency terms and travel vendors, product lines, and commissions. |
| 07.02 | Define channel management and explain its effect on profitability. |
| 07.03 | Describe the role of the Airline Reporting Corporation (ARC) and the International Air Transport Network (IATN). |
| 07.04 | Identify information required to sell airline space, hotel space, tours, cruise, and ground transportation. |
| 07.05 | Display knowledge of booking procedures and techniques for handling the sale of airspace and auxiliary product lines. |
| 07.06 | Identify international travel requirements and create travel brochures. |
| 07.07 | Make reservation with customer and identify documents required for travel. |
| 07.08 | Explain requirements for obtaining passport and visa. |
| 07.09 | Compare deposit and guarantee practices. |
| 07.10 | Conduct proper interaction with computerized reservation systems such as SABRE, APOLLO, System One, AMADEUS, Worldspan, etc. |
| 08.0 | <u>Exhibit technology skills using computer systems, software, and the internet.</u> – The student will be able to: |
| 08.01 | Describe the types of software generally used in the travel and tourism industry such as word-processing, database management, presentation graphics, and cash and office management software. |
| 08.02 | Explain the ticket function of an automation system. |
| 08.03 | Explain data processing concepts and define important automation items. |
| 08.04 | Communicate with a data processing system and ticket function of a typical automated system. |
| 08.05 | Enter data in an automated system and use the ticket function to invoice an itinerary with non-ARC segments. |
| 08.06 | Compare the uses of the Internet, which include electronic mail (e-mail), which is used to communicate quickly with suppliers, customers, and other agencies. |

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| 08.07 | Identify the impact of the Internet on the travel and tourism industry and list some of the many web site addresses of organizations that can provide the most up-to-date information about the industry. |
| 08.08 | Explain the importance of the Internet as a research tool to quickly answer customers' questions involving weather, sightseeing options, hotels, car rentals, restaurants, documentation requirements, theatres, and parks. |
| 09.0 | <u>Analyze the laws that affect the travel and tourism industry.</u> – The student will be able to: |
| 09.01 | Describe the rules and regulations as they apply today. |
| 09.02 | Explain how the federal government retains authority to protect airline passengers and to police unfair practices. |
| 09.03 | Define passenger rights and responsibilities. |
| 09.04 | Define the ticket as a contract. |
| 09.05 | Explain the rules in international travel including entry documents such as proof of citizenship, passports, visas, and tourist cards. |
| 09.06 | Compare custom regulations involving articles free of U.S. Duty Tax, personal exemption, forbidden and restricted items, and duty-free ports. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA, an association of marketing students is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

The information related to the guaranteed transfer of credit between an ATD program and AS or AAS degree must be documented and maintained by the Articulation Coordinating Committee (ACC). The transfer of the ATD to an AS or AAS degree is guaranteed for a period of three (3) years following the date of the award of the ATD. For further information about ATD to AS or AAS degree articulation agreements please visit, http://www.fldoe.org/articulation/pdf/ATD_to_ASandAAS_ArticulationAgreemts.pdf

Program Length

In accordance with Rule 6A-10.024, F.A.C. an ATD program consists of a course of study that is part of an AS or AAS degree program, is less than 60 credit hours, is approximately 50% of the technical component (non-general education), and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit.

Students must have a high school diploma, a GED, or a certificate of completion to be admitted to an ATD program. Within six weeks of entry, students in ATD programs of 450 or more hours must be tested pursuant to Rule 6A-10.040, F.A.C. and if below minimum standards for completion from the program, must receive remedial instruction. The minimum standards must be at least the equivalent of a score of ten (10) on all sections of basic skills test approved in Rule 6A-10.040, F.A.C. Students must successfully complete all remedial instruction before completing the ATD.

Community Colleges may offer either college or career credit toward the ATD. A Career Center in a public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college (Section 1004.02, F.S.)

When offered at a community college the standard length of this program is 18 credits. When offered at a technical center the standard length of this program is 540 clock hours.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

**Florida Department of Education
Curriculum Framework**

Program Title: Rooms Division Management
Career Cluster: Hospitality and Tourism

| CCC | |
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| CIP Number | 0252090402 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 30 credit hours |
| CTSO | SkillsUSA Collegiate DECA |
| SOC Codes (all applicable) | 11-9081 – Lodging Managers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to employability and customer service skills, marketing techniques in the hospitality industry, laws that affect the hospitality industry, and management operations for hotels. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate customer service skills.
- 03.0 Apply human relations skills.
- 04.0 Demonstrate proficiency in communication skills.
- 05.0 Demonstrate proficiency in applying mathematics skills.
- 06.0 Identify economic principles.
- 07.0 Identify effective selling techniques and procedures.
- 08.0 Identify the organization and function of the hospitality industry.
- 09.0 Perform general hotel duties.
- 10.0 Manage the front office.
- 11.0 Develop and control basic sanitation program.
- 12.0 Demonstrate housekeeping operations and management functions.
- 13.0 Demonstrate leadership and supervisory skills.
- 14.0 Apply and maintain security and safety procedures.
- 15.0 Demonstrate hotel staffing operations.
- 16.0 Analyze laws that affect the hospitality industry.
- 17.0 Operate liability and risk identification program.
- 18.0 Identify and demonstrate marketing and business fundamentals.
- 19.0 Demonstrate use of the Property Management System.
- 20.0 Manage accounting and information system.

**Florida Department of Education
Student Performance Standards**

Program Title: Rooms Division Management
CIP Number: 0252090402
Program Length: 30 credit hours
SOC Code: 11-9081

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100). At the completion of this program, the student will be able to:

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| 01.0 | <u>Demonstrate employability skills.</u> – The student will be able to: |
| 01.01 | Conduct a job search. |
| 01.02 | Secure information about a job. |
| 01.03 | Prepare a resume and cover letter, letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation. |
| 01.04 | Identify documents that may be required when applying for a job. |
| 01.05 | Complete a job application form correctly. |
| 01.06 | Demonstrate competence in job interview techniques. |
| 01.07 | Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers. |
| 01.08 | Identify acceptable work habits. |
| 01.09 | Discuss how to make job changes appropriately. |
| 01.10 | Identify acceptable employee health and grooming habits. |
| 01.11 | Describe and apply the importance of producing quality work and meeting performance standards. |
| 01.12 | Discuss state and federal labor laws regulating the workplace. |
| 01.13 | Identify proper personal and business ethics. |
| 01.14 | Identify current trends that have developed in the hospitality industry. |
| 01.15 | Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the hospitality field. |

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| 01.16 | List the various jobs within a selected hospitality occupation. |
| 01.17 | Diagram a career ladder for the selected hospitality occupation. |
| 01.18 | Identify postsecondary programs and educational training available for advancement in the field. |
| 02.0 | <u>Demonstrate customer service skills.</u> – The student will be able to: |
| 02.01 | Demonstrate a hospitality attitude. |
| 02.02 | Explain guest experience management. |
| 03.0 | <u>Apply human relations skills.</u> – The student will be able to: |
| 03.01 | Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and being a team player. |
| 03.02 | Demonstrate the ability to work cooperatively with team members and supervisors from different cultural backgrounds. |
| 03.03 | Demonstrate personality traits important to business. |
| 03.04 | Demonstrate problem-solving and decision-making strategies. |
| 03.05 | Demonstrate problem-solving initiative. |
| 03.06 | Exhibit interest and enthusiasm. |
| 03.07 | Demonstrate responsible behavior. |
| 03.08 | Explain the importance of honesty and integrity when dealing with others. |
| 03.09 | Demonstrate orderly and systematic behavior. |
| 03.10 | Demonstrate self-management. |
| 03.11 | Explain concepts of self-understanding, self-esteem, and self-image. |
| 03.12 | Set personal goals and develop a plan of action to achieve those goals. |
| 03.13 | Demonstrate the ability to offer and accept criticism. |
| 03.14 | Demonstrate respect for the opinions, customs, and individual differences of others. |
| 03.15 | Identify and practice stress management techniques. |
| 03.16 | Demonstrate ability to assume responsibility for decisions and actions. |

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| 03.17 | Identify motivational techniques. |
| 03.18 | Identify team-building strategies. |
| 03.19 | Identify effective coaching and counseling techniques. |
| 04.0 | <u>Demonstrate proficiency in communication skills.</u> – The student will be able to: |
| 04.01 | Demonstrate effective communication: verbal, nonverbal, written, and electronic. |
| 04.02 | Explain nature of staff communication and use of inter-departmental/company communication. |
| 04.03 | Establish internal communication processes. |
| 04.04 | Explain nature of positive customer/client relations. |
| 04.05 | Demonstrate listening strategies that improve understanding and performance on the job. |
| 04.06 | Interpret business policies to customers/clients. |
| 04.07 | Demonstrate ability to locate, understand, and interpret information found in manuals, graphs, schedules, charts, diagrams, and Internet resources to generate a report. |
| 04.08 | Train employees to communicate effectively. |
| 04.09 | Develop a dynamic telephone personality. |
| 04.10 | Provide services using various types of telephone systems. |
| 04.11 | Handle incoming front-desk telephone calls promptly and courteously. |
| 04.12 | Accept and process guest complaints, making sure that the proper department gets the message. |
| 04.13 | Communicate establishment's mission statement concerning guest services. |
| 05.0 | <u>Demonstrate proficiency in applying mathematics skills.</u> – The student will be able to: |
| 05.01 | Compute addition, subtraction, multiplication, division, and percentage problems. |
| 05.02 | Apply problem-solving techniques to sales-related transactions including cash, checks, debit cards, credit cards, and discounts. |
| 05.03 | Interpret quantitative information from tables, charts, and graphs as related to the workplace. |
| 05.04 | Calculate tax, gratuity, commission, and miscellaneous charges. |
| 05.05 | Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal. |

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| 05.06 | Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges. |
| 05.07 | Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice. |
| 05.08 | Use ratios, proportions, and scales to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan. |
| 06.0 | <u>Identify economic principles.</u> – The student will be able to: |
| 06.01 | Explain the following concepts: <ul style="list-style-type: none"> • Economic goods and services • Economic resources • Economics and activities • Utility • “Supply and Demand” • Price • Economic systems • Private enterprise and business ownership • Profit • Risk • Competition • Productivity |
| 06.02 | Explain the relationship between government and business. |
| 06.03 | Identify components of gross national product (GNP) and gross domestic product (GDP). |
| 07.0 | <u>Identify effective selling techniques and procedures.</u> – The student will be able to: |
| 07.01 | Explain the purpose and importance of selling. |
| 07.02 | Identify sales techniques used by the hospitality industry including social media. |
| 07.03 | Identify an effective sales presentation. |
| 07.04 | Analyze and prepare multi-media advertisements. |
| 07.05 | Prepare press release. |
| 07.06 | Review promotional brochures and literature. |
| 07.07 | Develop a publicity and public relations plan. |
| 07.08 | Implement public relations programs. |

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| 07.09 | Promote features of establishment. |
| 07.10 | Prepare and analyze questionnaire for guests. |
| 07.11 | Promote room sales. |
| 07.12 | Discuss the scope and segments of the convention market. |
| 07.13 | Identify potential convention groups. |
| 07.14 | Identify company/corporate meetings. |
| 07.15 | Identify factors affecting convention site selection. |
| 07.16 | Discuss convention sales techniques. |
| 07.17 | Identify the sales process. |
| 07.18 | Discuss customer services. |
| 07.19 | Identify convention servicing requirements. |
| 08.0 | <u>Identify the organization and function of hospitality industry.</u> – The student will be able to: |
| 08.01 | Trace evolution of the hospitality industry. |
| 08.02 | Describe various organizational structures within the hospitality industry. |
| 08.03 | Analyze organizational structure of hotel operations. |
| 08.04 | Analyze functions of the hospitality industry. |
| 08.05 | Identify staff according to function. |
| 08.06 | Describe management functions applied to hospitality services. |
| 08.07 | Identify mission of various departments within the industry. |
| 08.08 | Use common hotel terminology. |
| 08.09 | Identify future trends in hospitality industry. |
| 09.0 | <u>Perform general hotel duties.</u> – The student will be able to: |
| 09.01 | Perform duties of hotel clerk in a smaller establishment. |

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| 09.02 | Maintain information about guest services. |
| 09.03 | Represent the general manager in any duty assigned. |
| 09.04 | Handle all other internal control items as to company policy and procedure. |
| 09.05 | Maintain the daily "walk-in" reservation sheet in accordance with policy and procedure. |
| 09.06 | Maintain all files, records, forms, and documents in an orderly manner. |
| 10.0 | <u>Manage the front office.</u> – The student will be able to: |
| 10.01 | Provide guest information assistance. |
| 10.02 | Identify and give directions, distances, locations and events. |
| 10.03 | Give locations of other hotels/motels and services provided. |
| 10.04 | Inquire about advance reservation. |
| 10.05 | Make guaranteed room reservation. |
| 10.06 | Process reservation requests by mail, telephone, centralized computers/online, agents and individuals. |
| 10.07 | Process reservation requests by type. |
| 10.08 | File confirmed reservation requests. |
| 10.09 | Prepare correspondence and documents pertaining to a reservation request. |
| 10.10 | Bring reservation file up to date each day, moving current reservations forward to registration and check-in desk. |
| 10.11 | Make advanced reservations at other hotel/motels. |
| 10.12 | Process pre-payment of future reservations. |
| 10.13 | Maintain registration records files, forms, and documents. |
| 10.14 | Complete check-in procedures. |
| 10.15 | Receive information from sales department on conventions and special meetings and relay to guests. |
| 10.16 | Find rooms for customers when property is full. |
| 10.17 | Check room rack for available space and make room assignments prior to arrival. |

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| 10.18 | Issue room keys and receipt. |
| 10.19 | Page bell person to escort guest to room. |
| 10.20 | Request payment of room in advance. |
| 10.21 | Cancel room reservations. |
| 10.22 | Obtain authorization on credit card and make credit card sale. |
| 10.23 | Pay designated invoices and follow paid-out procedures. |
| 10.24 | Compute posting machine balance on all charges. |
| 10.25 | Verify cash amount in cash register using posting machine. |
| 10.26 | Perform cashiering duties and handle check out procedures by following policies and procedures. |
| 10.27 | Verify shift bank at beginning of shift. |
| 10.28 | Post charges to folio. |
| 10.29 | Authorize guest charges to other departments. |
| 10.30 | Approve checks. |
| 10.31 | Record and place wake-up calls. |
| 10.32 | Provide proper message and mail services. |
| 10.33 | Transfer information from shift to shift. |
| 10.34 | File all guestroom documents to night auditor file. |
| 10.35 | Post current events board. |
| 10.36 | Post messages on message board. |
| 10.37 | Keep record of daily parcels. |
| 10.38 | Direct guests to other personnel and departments. |
| 10.39 | Arrange for services for handicapped guests. |
| 10.40 | Coordinate special guest services. |

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| 10.41 | Provide information regarding the community. |
| 10.42 | Keep written record of all articles left by guests. |
| 10.43 | Make group reservations for tours. |
| 10.44 | Plan and administer front office operations. |
| 10.45 | Develop management system for front office areas. |
| 10.46 | Develop and maintain front office area cleanliness. |
| 10.47 | Handle customer/client complaints. |
| 11.0 | <u>Develop and control basic sanitation program.</u> – The student will be able to: |
| 11.01 | Develop and control restroom sanitation program. |
| 11.02 | Develop and control storage room sanitation program. |
| 11.03 | Develop standards and control premise cleanliness. |
| 11.04 | Set up and maintain floor care system. |
| 11.05 | Set up and maintain pest control system. |
| 11.06 | Identify sanitation regulations and standards. |
| 11.07 | Maintain operation in compliance with health codes and regulations. |
| 11.08 | Demonstrate protection procedures for avoiding HIV-AIDS infection while performing housekeeping duties. |
| 12.0 | <u>Demonstrate housekeeping operations and management functions.</u> – The student will be able to: |
| 12.01 | Describe housekeeping department operations. |
| 12.02 | Demonstrate interior restoration. |
| 12.03 | Identify housekeeping administrative areas. |
| 12.04 | Identify housekeeping management functions. |
| 12.05 | Identify recordkeeping procedures. |
| 12.06 | Demonstrate professional housekeeping management. |

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| 12.07 | Verify laundry operations. |
| 12.08 | Prepare housekeeping report. |
| 12.09 | Review key report. |
| 12.10 | Review shift reports. |
| 12.11 | Record and report room inventory. |
| 13.0 | <u>Demonstrate leadership and supervisory skills.</u> – The student will be able to: |
| 13.01 | Solve problems in accordance with management policy and mission statement. |
| 13.02 | Make informed decisions in accordance with management policy and mission statement. |
| 13.03 | Modify policy and/or mission statement to meet new conditions using approved procedures. |
| 13.04 | Inform personnel of policy and/or mission statement changes. |
| 13.05 | Identify management functions. |
| 13.06 | Identify supervisory functions. |
| 13.07 | Identify leadership styles. |
| 13.08 | Identify work improvement concepts. |
| 13.09 | Describe the supervisor's role as a change agent. |
| 14.0 | <u>Apply and maintain security and safety procedures.</u> – The student will be able to: |
| 14.01 | Demonstrate general safety and security practices. |
| 14.02 | Set up and maintain system for storage and protection of valuables. |
| 14.03 | Set up and maintain security procedures for guests, facilities, equipment and supplies. |
| 14.04 | Identify components of training and supervision. |
| 14.05 | Maintain key controls. |
| 14.06 | Develop and maintain a program for staff security. |
| 14.07 | Establish and apply appropriate procedures for handling emergency situations. |

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| 14.08 | Call fire, police, and emergency medical services as needed. |
| 14.09 | Provide and maintain firefighting equipment. |
| 14.10 | Provide and maintain emergency first aid equipment and/or supplies. |
| 14.11 | Perform Cardiopulmonary Resuscitation (CPR). |
| 14.12 | Document details of any emergency. |
| 14.13 | Follow company emergency procedures. |
| 15.0 | <u>Demonstrate hotel staffing operations.</u> – The student will be able to: |
| 15.01 | Establish recruiting and selection procedures in accordance with company policy. |
| 15.02 | Develop and evaluate procedures for staff orientation and training programs. |
| 15.03 | Develop new employee orientation to facility and to company policies. |
| 15.04 | Develop procedures for employee performance evaluation. |
| 15.05 | Establish wage and salary control system. |
| 15.06 | Identify labor control systems and their functions. |
| 15.07 | Develop disciplinary process. |
| 15.08 | Demonstrate conflict resolution. |
| 15.09 | Identify employee groups. |
| 15.10 | Identify the functions and purposes of employee unions. |
| 15.11 | Identify procedures in management development. |
| 15.12 | Prepare job descriptions. |
| 15.13 | Conduct job application interviews. |
| 15.14 | Delegate responsibility and authority. |
| 15.15 | Prepare employee work schedules. |
| 15.16 | Reconcile employee disputes/complaints. |

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| 15.17 | Lead management-employee group discussions. |
| 15.18 | Communicate policy concerning sexual harassment. |
| 15.19 | Communicate policy concerning substance abuse. |
| 15.20 | Perform a task analysis. |
| 16.0 | <u>Analyze laws that affect the hospitality industry.</u> – The student will be able to: |
| 16.01 | Interpret and apply labor regulations/laws. |
| 16.02 | Interpret and apply fire regulations. |
| 16.03 | Interpret and apply liquor laws. |
| 16.04 | Interpret and apply workers' compensation laws. |
| 16.05 | Interpret and apply the Innkeepers' Act. |
| 16.06 | Interpret and apply civil rights acts. |
| 16.07 | Interpret and apply the Americans with Disabilities Act. |
| 16.08 | Interpret and apply company and/or franchise regulations. |
| 16.09 | Interpret taxes affecting the hospitality industry. |
| 16.10 | Interpret parts of group, convention, and banquet contracts. |
| 17.0 | <u>Operate liability and risk identification program.</u> – The student will be able to: |
| 17.01 | Train employees in liability and risk identification procedures. |
| 17.02 | Identify liability and risk situations and take remedial action using approved procedures. |
| 17.03 | Enforce liability and risk identification procedures with all employees. |
| 18.0 | <u>Identify and demonstrate marketing and business fundamentals.</u> – The student will be able to: |
| 18.01 | Explain marketing and its role. |
| 18.02 | Explain functions of marketing and related activities. |
| 18.03 | Explain relationship of marketing to business and the economy. |

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| 18.04 | Explain types of business ownership. |
| 18.05 | Compare and contrast the different forms of business ownership. |
| 18.06 | Define “entrepreneurship.” |
| 18.07 | Describe importance of entrepreneurship to the American economy. |
| 18.08 | List the advantages and disadvantages of business ownership. |
| 18.09 | Identify the risks involved in ownership of a business. |
| 18.10 | Identify characteristics, aptitudes, and skills of a successful entrepreneur. |
| 18.11 | Identify the business skills needed to operate a small business efficiently and effectively. |
| 18.12 | Identify your entrepreneurial aptitudes and skills. |
| 18.13 | Develop a plan for opening a business. |
| 19.0 | <u>Demonstrate use of the Property Management System.</u> – The student will be able to: |
| 19.01 | Prepare shift deposit. |
| 19.02 | Compute occupancy report. |
| 19.03 | Verify cash amount turned in on each shift. |
| 19.04 | Post all charges from telephone, laundry, specialty shop purchases, restaurant and other services. |
| 19.05 | Receive and record payments. |
| 19.06 | Complete vouchers. |
| 19.07 | Post allowance after guest has paid in full. |
| 19.08 | Locate errors and make adjustments. |
| 19.09 | Balance folio accounts. |
| 19.10 | Complete excessive charges report. |
| 19.11 | Prepare hotel revenue report on a daily basis. |
| 19.12 | File each day's reports and papers. |

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| 19.13 | Maintain a neat and orderly front office. |
| 19.14 | Prepare shift report. |
| 19.15 | Maintain incident log. |
| 20.0 | <u>Manage accounting and information system.</u> – The student will be able to: |
| 20.01 | Set up, maintain, and audit petty cash fund. |
| 20.02 | Maintain accounts payable. |
| 20.03 | Check, record, and pay invoices. |
| 20.04 | Maintain accounts receivable. |
| 20.05 | Reconcile cash. |
| 20.06 | Prepare bank deposit. |
| 20.07 | Reconcile bank statements. |
| 20.08 | Calculate, analyze, and review labor costs. |
| 20.09 | Review and analyze balance sheet. |
| 20.10 | Prepare and monitor profit plan. |
| 20.11 | Prepare and analyze general ledger. |
| 20.12 | Monitor the accounting, cashiering, and billing of all guest services. |
| 20.13 | Record and maintain daily departmental revenue records. |
| 20.14 | Prepare journals and ledgers. |
| 20.15 | Compute average amount spent by guests. |
| 20.16 | Compute average room rate. |
| 20.17 | Compute occupancy percentage report. |
| 20.18 | Take posting machine balance on all charges. |
| 20.19 | Solve problems when computers are inoperative. |

20.20 Analyze payroll records.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA and Collegiate DECA, an association of marketing students, are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Guest Services Specialist
Career Cluster: Hospitality and Tourism

| CCC | |
|--|---|
| CIP Number | 0252090403 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 15 credit hours |
| CTSO | SkillsUSA Collegiate DECA |
| SOC Codes (all applicable) | 43-4081 – Hotel, Motel, and Resort Desk Clerks |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to customer service, hospitality attitude, guest experience, communications, human relations, security issues, and front office operations. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate customer service skills.
- 03.0 Apply human relations skills.
- 04.0 Demonstrate proficiency in communication skills.
- 05.0 Demonstrate proficiency in applying mathematics skills.
- 06.0 Identify the organization and function of the hospitality industry.
- 07.0 Perform general hotel duties.
- 08.0 Manage the front office.
- 09.0 Develop and control basic sanitation program.
- 10.0 Demonstrate housekeeping operations and management functions.
- 11.0 Demonstrate leadership and supervisory skills.
- 12.0 Apply and maintain security and safety procedures.
- 13.0 Demonstrate the use of computers.

**Florida Department of Education
Student Performance Standards**

Program Title: Guest Services Specialist
CIP Number: 0252090403
Program Length: 15 credit hours
SOC Code: 43-4081

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100). At the completion of this program, the student will be able to:

01.0 Demonstrate employability skills. – The student will be able to:

01.01 Conduct a job search.

01.02 Secure information about a job.

01.03 Prepare a resume and cover letter, letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation.

01.04 Identify documents that may be required when applying for a job.

01.05 Complete a job application form correctly.

01.06 Demonstrate competence in job interview techniques.

01.07 Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers.

01.08 Identify acceptable work habits.

01.09 Identify acceptable employee health and grooming habits.

01.10 Describe and apply the importance of producing quality work and meeting performance standards.

01.11 Identify proper personal and business ethics.

01.12 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the hospitality field.

01.13 List the various jobs within a selected hospitality occupation.

02.0 Demonstrate customer service skills. – The student will be able to:

02.01 Demonstrate a hospitality attitude.

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| 02.02 | Explain guest experience management. |
| 03.0 | <u>Apply human relations skills.</u> – The student will be able to: |
| 03.01 | Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and being a team player. |
| 03.02 | Demonstrate the ability to work cooperatively with team members and supervisors from different cultural backgrounds. |
| 03.03 | Demonstrate personality traits important to business. |
| 03.04 | Demonstrate problem-solving initiative. |
| 03.05 | Demonstrate interest and enthusiasm. |
| 03.06 | Demonstrate responsible behavior. |
| 03.07 | Explain the importance of honesty and integrity when dealing with others. |
| 03.08 | Demonstrate orderly and systematic behavior. |
| 03.09 | Demonstrate self-management. |
| 03.10 | Explain concepts of self-understanding, self-esteem, and self-image. |
| 03.11 | Set personal goals and develop a plan of action to achieve those goals. |
| 03.12 | Demonstrate the ability to offer and accept criticism. |
| 03.13 | Demonstrate respect for the opinions, customs, and individual differences of others. |
| 03.14 | Demonstrate ability to assume responsibility for decisions and actions. |
| 04.0 | <u>Demonstrate proficiency in communication skills.</u> – The student will be able to: |
| 04.01 | Demonstrate effective communication: verbal, nonverbal, written, and electronic. |
| 04.02 | Explain nature of positive customer/client relations. |
| 04.03 | Demonstrate listening strategies that improve understanding and performance on the job. |
| 04.04 | Interpret business policies to customers/clients. |
| 04.05 | Communicate establishment's mission statement concerning guest services. |
| 05.0 | <u>Demonstrate proficiency in applying mathematics skills.</u> – the student will be able to: |

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| 05.01 | Compute addition, subtraction, multiplication, division, and percentage problems. |
| 06.0 | <u>Identify the organization and function of hospitality industry.</u> – The student will be able to: |
| 06.01 | Trace evolution of the hospitality industry. |
| 06.02 | Describe various organizational structures within the hospitality industry. |
| 06.03 | Analyze organizational structure of hotel operations. |
| 06.04 | Analyze functions of the hospitality industry. |
| 06.05 | Describe management functions applied to hospitality services. |
| 06.06 | Identify mission of various departments within the industry. |
| 06.07 | Use common hotel terminology. |
| 06.08 | Identify future trends in hospitality industry. |
| 07.0 | <u>Perform general hotel duties.</u> – The student will be able to: |
| 07.01 | Perform duties of hotel clerk in a smaller establishment. |
| 07.02 | Maintain information about guest services. |
| 07.03 | Maintain the daily "walk-in" reservation sheet in accordance with policy and procedure. |
| 07.04 | Maintain all files, records, forms, and documents in an orderly manner. |
| 08.0 | <u>Manage the front office.</u> – The student will be able to: |
| 08.01 | Provide guest information assistance. |
| 08.02 | Make guaranteed room reservation. |
| 08.03 | Complete check-in procedures. |
| 08.04 | Post charges to folio. |
| 08.05 | Arrange for services for handicapped guests. |
| 08.06 | Handle customer/client complaints. |
| 09.0 | <u>Develop and control basic sanitation program.</u> – The student will be able to: |

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| 09.01 | Identify sanitation regulations and standards. |
| 10.0 | <u>Demonstrate housekeeping operations and management functions.</u> – The student will be able to: |
| 10.01 | Describe housekeeping department operations. |
| 11.0 | <u>Demonstrate leadership and supervisory skills.</u> – The student will be able to: |
| 11.01 | Solve problems in accordance with management policy and mission statement. |
| 11.02 | Identify work improvement concepts. |
| 11.03 | Describe the supervisor’s role as a change agent. |
| 11.04 | Identify supervisory functions |
| 12.0 | <u>Apply and maintain security and safety procedures.</u> – The student will be able to: |
| 12.01 | Demonstrate general safety and security practices. |
| 12.02 | Call fire, police, and emergency medical services as needed. |
| 12.03 | Document details of any emergency. |
| 12.04 | Follow company emergency procedures. |
| 13.0 | <u>Demonstrate the use of computers.</u> – The student will be able to: |
| 13.01 | Demonstrate skill in use of software standard to the hospitality industry. |
| 13.02 | Demonstrate use of the Property Management System. |
| 13.03 | Demonstrate use of the Point of Sale System. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA and Collegiate DECA, an association of marketing students, are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Rooms Division Specialist CCC
Career Cluster: Hospitality and Tourism

| CCC | |
|--|---|
| CIP Number | 0252090405 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 13 credit hours |
| CTSO | SkillsUSA Collegiate DECA |
| SOC Codes (all applicable) | 43-4081 – Hotel, Motel, and Resort Desk Clerks |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to coursework that provides skills required to work in specialist and entry level positions in the hotel industry such as: Front Desk Agent, Guest Relations agent, or Reservations Clerk. The courses offered in the Certificate Program provide the necessary prerequisites for the courses within the major for the A.S. degree. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate customer service skills.
- 03.0 Apply human relations skills.
- 04.0 Perform general hotel duties.
- 05.0 Manage the front office.
- 06.0 Demonstrate basic computer skills
- 07.0 Perform communication activities.
- 08.0 Identify terminology unique to the hotel/lodging industry.
- 09.0 Manage guest interactions.
- 10.0 Participate in learning reservations procedures.

**Florida Department of Education
Student Performance Standards**

Program Title: Rooms Division Specialist CCC
CIP Number: 0252090405
Program Length: 13 credit hours
SOC Code: 43-4081

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100). At the completion of this program, the student will be able to:

01.0 Demonstrate employability skills. – The student will be able to:

01.01 Conduct a job search.

01.02 Identify current trends that have developed in the hospitality industry.

01.03 Prepare a resume and cover letter, letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation.

01.04 Identify documents that may be required when applying for a job.

01.05 Complete a job application form correctly.

01.06 Demonstrate competence in job interview techniques.

01.07 Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers.

01.08 Identify acceptable work habits.

01.09 Discuss how to make job changes appropriately.

01.10 Identify acceptable employee health and grooming habits.

01.11 Describe and apply the importance of producing quality work and meeting performance standards.

01.12 Discuss state and federal labor laws regulating the workplace.

01.13 Identify current trends that have developed in the hospitality industry.

01.14 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the hospitality field.

02.0 Demonstrate customer service skills. – The student will be able to:

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| 02.01 | Demonstrate a hospitality attitude. |
| 02.02 | Explain guest experience management. |
| 03.0 | <u>Apply human relations skills.</u> – The student will be able to: |
| 03.01 | Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and being a team player. |
| 03.02 | Demonstrate the ability to work cooperatively with team members and supervisors from different cultural backgrounds. |
| 03.03 | Identify personality traits important to business. |
| 03.04 | Demonstrate responsible behavior. |
| 03.05 | Explain the importance of honesty and integrity when dealing with others. |
| 03.06 | Demonstrate orderly and systematic behavior. |
| 03.07 | Demonstrate self-management. |
| 03.08 | Explain concepts of self-understanding, self-esteem, and self-image. |
| 03.09 | Demonstrate respect for the opinions, customs, and individual differences of others. |
| 03.10 | Identify and practice stress management techniques. |
| 04.0 | <u>Perform general hotel duties.</u> – The student will be able to: |
| 04.01 | Perform duties of a hotel clerk in a smaller establishment. |
| 04.02 | Maintain information about guest services. |
| 04.03 | Represent the general manager in any duty assigned. |
| 04.04 | Handle all other internal control items as to company policy and procedure. |
| 04.05 | Maintain the daily "walk-in" reservation sheet in accordance with policy and procedure. |
| 04.06 | Maintain all files, records, forms, and documents in an orderly manner. |
| 05.0 | <u>Manage the front office.</u> – The student will be able to: |
| 05.01 | Provide guest information assistance. |
| 05.02 | Identify and give directions, distances, locations and events. |

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| 05.03 | Give locations of other hotels/motels and services provided. |
| 05.04 | Inquire about advance reservations. |
| 05.05 | Make guaranteed room reservation. |
| 05.06 | Process reservation requests by mail, telephone, telegram, electronic communication, centralized computers; agents and individuals. |
| 05.07 | Process reservation requests by type. |
| 05.08 | Define channel management and explain its effect on profitability. |
| 05.09 | File confirmed reservation requests. |
| 05.10 | Prepare correspondence and documents pertaining to a reservation request. |
| 05.11 | Bring reservation file up to date each day, moving current reservations forward to registration and check-in desk. |
| 05.12 | Make advanced reservations at other hotel/motels. |
| 05.13 | Process pre-payment of future reservations. |
| 05.14 | Maintain registration records files, forms, and documents. |
| 05.15 | Complete check-in procedures. |
| 05.16 | Receive information from sales department on conventions and special meetings and relay to guests. |
| 05.17 | Find rooms for customers when property is full. |
| 05.18 | Check room rack for available space and make room assignments prior to arrival. |
| 05.19 | Issue room keys and receipts. |
| 05.20 | Page bell person to escort guest to room. |
| 05.21 | Request payment of room in advance. |
| 05.22 | Cancel room reservations. |
| 05.23 | Obtain authorization on credit card and make credit card sale. |
| 05.24 | Pay designated invoices and follow paid-out procedures. |
| 05.25 | Compute posting machine balances on all charges. |

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| 05.26 | Verify cash amount in cash register using posting machine. |
| 05.27 | Perform cashiering duties and handle check out procedures by following policies and procedures. |
| 05.28 | Verify shift bank at beginning of shift. |
| 05.29 | Post charges to folio. |
| 05.30 | Authorize guest charges to other departments. |
| 05.31 | Approve checks. |
| 05.32 | Record and place wake-up calls. |
| 05.33 | Provide proper message and mail services. |
| 05.34 | Transfer information from shift to shift. |
| 05.35 | File all guestroom documents to night auditor file. |
| 05.36 | Post current events board. |
| 05.37 | Post messages on message board. |
| 05.38 | Keep record of daily parcels. |
| 05.39 | Direct guests to other personnel and departments. |
| 05.40 | Arrange for services for handicapped guests. |
| 05.41 | Coordinate special guest services. |
| 05.42 | Provide information regarding the community. |
| 05.43 | Keep written record of all articles left by guests. |
| 05.44 | Make group reservations for tours. |
| 05.45 | Plan and administer front office operations. |
| 05.46 | Develop management system for front office areas. |
| 05.47 | Develop and maintain front office area cleanliness. |
| 05.48 | Handle customer/client complaints. |

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| 06.0 | <u>Demonstrate basic computer skills.</u> – The student will be able to: |
| 06.01 | Demonstrate basic proficiency in e-mail communication and spreadsheet, word processing, database, and/or presentation software. |
| 07.0 | <u>Perform communication activities.</u> – The student will be able to: |
| 07.01 | Demonstrate effective telephone usage and courtesy. |
| 07.02 | Demonstrate effective listening skills. |
| 07.03 | Give, follow and interpret oral and written communications. |
| 07.04 | Demonstrate knowledge of e-mail etiquette and ethics. |
| 07.05 | Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation, and word choice. |
| 07.06 | Prepare, outline, and deliver an effective short oral presentation. |
| 07.07 | Participate in a group discussion as a member and as a leader. |
| 07.08 | Obtain appropriate information from graphics and other visual media. |
| 07.09 | Proofread and edit documents. |
| 07.10 | Demonstrate ability to communicate effectively with diverse populations. |
| 08.0 | <u>Identify terminology unique to the hotel/lodging industry.</u> – The student will be able to: |
| 08.01 | Understand and use terminology as it applies to the hotel/lodging industry. |
| 08.02 | Demonstrate how to communicate with a customer to meet guest expectations. |
| 09.0 | <u>Manage guest interactions.</u> – The student will be able to: |
| 09.01 | Listen reflectively. |
| 09.02 | Review guest history. |
| 09.03 | Ask questions. |
| 09.04 | Collect information. |
| 09.05 | Assess the guest's needs. |
| 09.06 | Research solutions. |

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| 09.07 | Develop a plan of action. |
| 09.08 | Refer to appropriate authority (if needed). |
| 09.09 | Execute data capture. |
| 09.10 | Communicate actions. |
| 09.11 | Resolve customer issues. |
| 09.12 | Offer additional services. |
| 09.13 | Perform follow-up as needed. |
| 10.0 | <u>Participate in learning reservations procedures.</u> – The student will be able to: |
| 10.01 | Review the format for scheduled training. |
| 10.02 | Utilize available resources. |
| 10.03 | Review job critical information. |
| 10.04 | Seek feedback on performance. |
| 10.05 | Apply acquired skills. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA and Collegiate DECA, an association of marketing students, are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Rooms Division Operations CCC
Career Cluster: Hospitality and Tourism

| CCC | |
|--|---|
| CIP Number | 0252090406 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 19 credit hours |
| CTSO | SkillsUSA Collegiate DECA |
| SOC Codes (all applicable) | 11-9081 – Lodging Managers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to coursework that prepares students for employment as supervisors and managers in the hotel/motel sectors of the hospitality industry. The courses in this certificate provide the skills required to work in operations and entry-level positions such as: Front Desk Supervisor or Guest Relations Supervisor. The courses offered in the Certificate Program provide the necessary prerequisites for the courses within the major for the Associate in Science degree. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate customer service skills.
- 03.0 Apply human relations skills.
- 04.0 Perform general hotel duties.
- 05.0 Manage the front office.
- 06.0 Demonstrate leadership and supervisory skills.
- 07.0 Demonstrate the use of computers.
- 08.0 Exhibit skills for resort/hotel management.
- 09.0 Demonstrate basic computer skills.
- 10.0 Perform communication activities.
- 11.0 Identify terminology unique to the lodging industry.
- 12.0 Manage guest interactions.
- 13.0 Participate in learning reservations procedures.

**Florida Department of Education
Student Performance Standards**

Program Title: Rooms Division Operations CCC
CIP Number: 0252090406
Program Length: 19 credit hours
SOC Code: 11-9081

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100). At the completion of this program, the student will be able to:

01.0 Demonstrate employability skills. – The student will be able to:

01.01 Conduct a job search.

01.02 Prepare a resume and cover letter, letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation.

01.03 Identify documents that may be required when applying for a job.

01.04 Complete a job application form correctly.

01.05 Demonstrate competence in job interview techniques.

01.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers.

01.07 Identify acceptable work habits.

01.08 Discuss how to make job changes appropriately.

01.09 Identify acceptable employee health and grooming habits.

01.10 Describe and apply the importance of producing quality work and meeting performance standards.

01.11 Discuss state and federal labor laws regulating the workplace.

01.12 Identify current trends that have developed in the hospitality industry.

01.13 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the hospitality field.

02.0 Demonstrate customer service skills. – The student will be able to:

02.01 Demonstrate a hospitality attitude.

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| 02.02 | Explain guest experience management. |
| 03.0 | <u>Apply human relations skills.</u> – The student will be able to: |
| 03.01 | Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and being a team player. |
| 03.02 | Demonstrate the ability to work cooperatively with team members and supervisors from different cultural backgrounds. |
| 03.03 | Identify personality traits important to business. |
| 03.04 | Demonstrate responsible behavior. |
| 03.05 | Explain the importance of honesty and integrity when dealing with others. |
| 03.06 | Demonstrate orderly and systematic behavior. |
| 03.07 | Demonstrate self-management. |
| 03.08 | Explain concepts of self-understanding, self-esteem, and self-image. |
| 03.09 | Demonstrate respect for the opinions, customs, and individual differences of others. |
| 03.10 | Identify and practice stress management techniques. |
| 04.0 | <u>Perform general hotel duties.</u> – The student will be able to: |
| 04.01 | Perform duties of a hotel clerk in a smaller establishment. |
| 04.02 | Maintain information about guest services. |
| 04.03 | Represent the general manager in any duty assigned. |
| 04.04 | Handle all other internal control items as to company policy and procedure. |
| 04.05 | Maintain the daily "walk-in" reservation sheet in accordance with policy and procedure. |
| 04.06 | Maintain all files, records, forms, and documents in an orderly manner. |
| 05.0 | <u>Manage the front office.</u> – The student will be able to: |
| 05.01 | Provide guest information assistance. |
| 05.02 | Identify and give directions, distances, locations and events. |
| 05.03 | Give locations of other hotels/motels and services provided. |

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| 05.04 | Inquire about advance reservation. |
| 05.05 | Make guaranteed room reservation. |
| 05.06 | Process reservation requests by mail, telephone, telegram, electronic communication, centralized computers, point of service; agents and individuals. |
| 05.07 | Process reservation requests by type. |
| 05.08 | File confirmed reservation requests. |
| 05.09 | Prepare correspondence and documents pertaining to a reservation request. |
| 05.10 | Bring reservation file up to date each day, moving current reservations forward to registration and check-in desk. |
| 05.11 | Make advanced reservations at other hotel/motels. |
| 05.12 | Process pre-payment of future reservations. |
| 05.13 | Maintain registration records files, forms, and documents. |
| 05.14 | Complete check-in procedures. |
| 05.15 | Receive information from sales department on conventions and special meetings and relay to guests. |
| 05.16 | Find rooms for customers when property is full. |
| 05.17 | Check room rack for available space and make room assignments prior to arrival. |
| 05.18 | Issue room keys and receipt. |
| 05.19 | Page bell person to escort guest to room. |
| 05.20 | Request payment of room in advance. |
| 05.21 | Cancel room reservations. |
| 05.22 | Obtain authorization on credit card and make credit card sale. |
| 05.23 | Pay designated invoices and follow paid-out procedures. |
| 05.24 | Compute posting machine balance on all charges. |
| 05.25 | Verify cash amount in cash register using posting machine. |
| 05.26 | Perform cashiering duties and handle check out procedures by following policies and procedures. |

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| 05.27 | Verify shift bank at beginning of shift. |
| 05.28 | Post charges to folio. |
| 05.29 | Authorize guest charges to other departments. |
| 05.30 | Approve checks. |
| 05.31 | Record and place wake-up calls. |
| 05.32 | Provide proper message and mail services. |
| 05.33 | Transfer information from shift to shift. |
| 05.34 | File all guestroom documents to night auditor file. |
| 05.35 | Post current events board. |
| 05.36 | Post messages on message board. |
| 05.37 | Keep record of daily parcels. |
| 05.38 | Direct guests to other personnel and departments. |
| 05.39 | Arrange for services for handicapped guests. |
| 05.40 | Coordinate special guest services. |
| 05.41 | Provide information regarding the community. |
| 05.42 | Keep written record of all articles left by guests. |
| 05.43 | Make group reservations for tours. |
| 05.44 | Plan and administer front office operations. |
| 05.45 | Develop management system for front office areas. |
| 05.46 | Develop and maintain front office area cleanliness. |
| 05.47 | Handle customer/client complaints. |
| 06.0 | <u>Demonstrate leadership and supervisory skills.</u> – The student will be able to: |
| 06.01 | Solve problems in accordance with management policy and mission statement. |

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| 06.02 | Make informed decisions in accordance with management policy and mission statement. |
| 06.03 | Modify policy and/or mission statement to meet new conditions using approved procedures. |
| 06.04 | Inform personnel of policy and/or mission statement changes. |
| 06.05 | Identify management functions. |
| 06.06 | Identify supervisory functions. |
| 06.07 | Identify leadership styles. |
| 06.08 | Identify work improvement concepts. |
| 06.09 | Describe the supervisor's role as a change agent. |
| 07.0 | <u>Demonstrate the use of computers.</u> – The student will be able to: |
| 07.01 | Demonstrate skill in use of software standard to the hospitality industry. |
| 07.02 | Demonstrate use of the Property Management System. |
| 07.03 | Demonstrate use of the Point of Sale System. |
| 07.04 | Retrieve guest data using computer terminal |
| 08.0 | <u>Exhibit skills for resort/hotel management.</u> – The student will be able to: |
| 08.01 | Discuss the resort/hotel concept. |
| 08.02 | Identify special considerations in planning and development. |
| 08.03 | Identify planning and development process. |
| 08.04 | Discuss resort/hotel facilities planning. |
| 08.05 | Analyze requirements for recreational activities. |
| 08.06 | Identify personnel department functions. |
| 08.07 | Identify front of house functions. |
| 08.08 | Identify heart of house functions. |
| 08.09 | Identify security functions. |

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| 08.10 | Discuss resort investment management. |
| 08.11 | Discuss future trends in the resort/hotel industry. |
| 09.0 | <u>Demonstrate basic computer skills.</u> – The student will be able to: |
| 09.01 | Demonstrate basic proficiency in e-mail communication and spreadsheet, word processing, database, and/or presentation software. |
| 10.0 | <u>Perform communication activities.</u> – The student will be able to: |
| 10.01 | Demonstrate effective telephone usage and courtesy. |
| 10.02 | Demonstrate effective listening skills. |
| 10.03 | Give, follow and interpret oral and written communications. |
| 10.04 | Demonstrate e-mail etiquette and ethics. |
| 10.05 | Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation, and word choice. |
| 10.06 | Prepare, outline, and deliver an effective short oral presentation. |
| 10.07 | Participate in a group discussion as a member and as a leader. |
| 10.08 | Obtain appropriate information from graphics and other visual media. |
| 10.09 | Proofread and edit documents. |
| 10.10 | Demonstrate ability to communicate effectively with diverse populations. |
| 11.0 | <u>Identify terminology unique to the hotel/lodging industry.</u> – The student will be able to: |
| 11.01 | Understand and use terminology as it applies to the hotel/lodging industry. |
| 11.02 | Demonstrate how to communicate with a customer to meet guest expectations. |
| 12.0 | <u>Manage guest interactions.</u> – The student will be able to: |
| 12.01 | Listen reflectively. |
| 12.02 | Review guest history. |
| 12.03 | Ask questions. |
| 12.04 | Collect information. |

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| 12.05 | Assess the guest's needs. |
| 12.06 | Research solutions. |
| 12.07 | Develop a plan of action. |
| 12.08 | Refer to appropriate authority (if needed). |
| 12.09 | Execute data capture. |
| 12.10 | Communicate actions. |
| 12.11 | Resolve customer issues. |
| 12.12 | Offer additional services. |
| 12.13 | Perform follow-up as needed. |
| 13.0 | <u>Participate in learning reservations procedures.</u> – The student will be able to: |
| 13.01 | Review the format for scheduled training. |
| 13.02 | Utilize available resources. |
| 13.03 | Review job critical information. |
| 13.04 | Seek feedback on performance. |
| 13.05 | Apply acquired skills. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA and Collegiate DECA, an association of marketing students, are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Food and Beverage Management
Career Cluster: Hospitality and Tourism

| CCC | |
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| CIP Number | 0252090503 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 30 credit hours |
| CTSO | SkillsUSA Collegiate DECA |
| SOC Codes (all applicable) | 11-9051 – Food Service Managers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to employability skills in the hospitality industry, laws that affect the hospitality industry, technology used in the industry, and management of various types of hospitality establishments. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate customer service skills.
- 03.0 Apply human relations skills.
- 04.0 Demonstrate proficiency in communication skills.
- 05.0 Demonstrate proficiency in applying mathematics skills.
- 06.0 Identify economic principles.
- 07.0 Demonstrate hotel staffing operations.
- 08.0 Analyze laws that affect the hospitality industry.
- 09.0 Operate liability and risk identification program.
- 10.0 Plan and maintain purchasing and receiving procedures.
- 11.0 Demonstrate the use of computers.
- 12.0 Exhibit skills for resort/club/marina management.
- 13.0 Set up and control maintenance and energy consumption.
- 14.0 Demonstrate food and beverage management in a full-service hotel/motel/lodge.

**Florida Department of Education
Student Performance Standards**

Program Title: Food and Beverage Management
CIP Number: 0252090503
Program Length: 30 credit hours
SOC Code: 11-9051

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100). At the completion of this program, the student will be able to:

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| 01.0 | <u>Demonstrate employability skills.</u> – The student will be able to: |
| 01.01 | Conduct a job search. |
| 01.02 | Secure information about a job. |
| 01.03 | Prepare a resume and cover letter, letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation. |
| 01.04 | Identify documents that may be required when applying for a job. |
| 01.05 | Complete a job application form correctly. |
| 01.06 | Demonstrate competence in job interview techniques. |
| 01.07 | Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers. |
| 01.08 | Identify acceptable work habits. |
| 01.09 | Discuss how to make job changes appropriately. |
| 01.10 | Demonstrate acceptable employee health and grooming habits. |
| 01.11 | Describe and apply the importance of producing quality work and meeting performance standards. |
| 01.12 | Discuss state and federal labor laws regulating the workplace. |
| 01.13 | Identify proper personal and business ethics. |
| 01.14 | Identify current trends that have developed in the hospitality industry. |
| 01.15 | Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the hospitality field. |

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| 01.16 | List the various jobs within a selected hospitality occupation. |
| 01.17 | Diagram a career ladder for the selected hospitality occupation. |
| 01.18 | Identify postsecondary programs and educational training available for advancement in the field. |
| 02.0 | <u>Demonstrate customer service skills.</u> – The student will be able to: |
| 02.01 | Demonstrate a hospitality attitude. |
| 02.02 | Explain guest experience management. |
| 03.0 | <u>Apply human relations skills.</u> – The student will be able to: |
| 03.01 | Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and being a team player. |
| 03.02 | Demonstrate the ability to work cooperatively with team members and supervisors from different cultural backgrounds. |
| 03.03 | Demonstrate personality traits important to business. |
| 03.04 | Demonstrate problem-solving and decision-making strategies. |
| 03.05 | Demonstrate problem-solving initiative. |
| 03.06 | Exhibit interest and enthusiasm. |
| 03.07 | Demonstrate responsible behavior. |
| 03.08 | Explain the importance of honesty and integrity when dealing with others. |
| 03.09 | Demonstrate orderly and systematic behavior. |
| 03.10 | Demonstrate self-management. |
| 03.11 | Explain concepts of self-understanding, self-esteem, and self-image. |
| 03.12 | Set personal goals and develop a plan of action to achieve those goals. |
| 03.13 | Demonstrate the ability to offer and accept criticism. |
| 03.14 | Demonstrate respect for the opinions, customs, and individual differences of others. |
| 03.15 | Identify and practice stress management techniques. |
| 03.16 | Demonstrate ability to assume responsibility for decisions and actions. |

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| 03.17 | Identify motivational techniques. |
| 03.18 | Identify team-building strategies. |
| 03.19 | Identify effective coaching and counseling techniques. |
| 04.0 | <u>Demonstrate proficiency in communication skills.</u> – The student will be able to: |
| 04.01 | Demonstrate effective communication: verbal, nonverbal, written, and electronic. |
| 04.02 | Explain nature of staff communication and use of inter-departmental/company communication. |
| 04.03 | Establish internal communication processes. |
| 04.04 | Explain nature of positive customer/client relations. |
| 04.05 | Demonstrate listening strategies that improve understanding and performance on the job. |
| 04.06 | Interpret business policies to customers/clients. |
| 04.07 | Demonstrate ability to locate, understand, and interpret information found in manuals, graphs, schedules, charts, diagrams, and Internet resources to generate a report. |
| 04.08 | Train employees to communicate effectively. |
| 04.09 | Develop a dynamic telephone personality. |
| 04.10 | Provide services using various types of telephone systems. |
| 04.11 | Handle incoming front-desk telephone calls promptly and courteously. |
| 04.12 | Accept and process guest complaints, making sure that the proper department gets the message. |
| 04.13 | Communicate establishment's mission statement concerning guest services. |
| 05.0 | <u>Demonstrate proficiency in applying mathematics skills.</u> – The student will be able to: |
| 05.01 | Compute addition, subtraction, multiplication, division, and percentage problems. |
| 05.02 | Apply problem-solving techniques to sales-related transactions including cash, checks, debit cards, credit cards, and discounts. |
| 05.03 | Interpret quantitative information from tables, charts, and graphs as related to the workplace. |
| 05.04 | Calculate tax, gratuity, commission, and miscellaneous charges. |
| 05.05 | Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal. |

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| 05.06 | Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges. |
| 05.07 | Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice. |
| 05.08 | Use ratios, proportions, and scales to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan. |
| 06.0 | <u>Identify economic principles.</u> – The student will be able to: |
| 06.01 | Explain the following concepts: <ul style="list-style-type: none"> • Economic goods and services • Economic resources • Economics and economic activities • Utility • “Supply and demand” • Price • Economic systems • Private enterprise and business ownership • Profit • Risk • Competition • Productivity. |
| 06.02 | Explain the relationship between government and business. |
| 06.03 | Identify components of gross national product (GNP) and gross domestic product (GDP). |
| 07.0 | <u>Demonstrate hotel staffing operations.</u> – The student will be able to: |
| 07.01 | Establish recruiting and selection procedures in accordance with company policy. |
| 07.02 | Develop and evaluate procedures for staff orientation and training programs. |
| 07.03 | Develop new employee orientation to facility and to company policies. |
| 07.04 | Develop procedures for employee performance evaluation. |
| 07.05 | Establish wage and salary control system. |
| 07.06 | Identify labor control systems and their functions. |
| 07.07 | Develop disciplinary process. |
| 07.08 | Demonstrate conflict resolution. |

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| 07.09 | Identify employee groups. |
| 07.10 | Identify the functions and purposes of employee unions. |
| 07.11 | Identify procedures in management development. |
| 07.12 | Prepare job descriptions. |
| 07.13 | Conduct job application interviews. |
| 07.14 | Delegate responsibility and authority. |
| 07.15 | Prepare employee work schedules. |
| 07.16 | Reconcile employee disputes/complaints. |
| 07.17 | Lead management-employee group discussions. |
| 07.18 | Communicate policy concerning sexual harassment. |
| 07.19 | Communicate policy concerning substance abuse. |
| 07.20 | Perform a task analysis. |
| 08.0 | <u>Analyze laws that affect the hospitality industry.</u> – The student will be able to: |
| 08.01 | Interpret and apply labor regulations/laws. |
| 08.02 | Interpret and apply fire regulations. |
| 08.03 | Interpret and apply liquor laws. |
| 08.04 | Interpret and apply workers' compensation laws. |
| 08.05 | Interpret and apply the Innkeepers' Act. |
| 08.06 | Interpret and apply civil rights acts. |
| 08.07 | Interpret and apply the Americans with Disabilities Act. |
| 08.08 | Interpret and apply company and/or franchise regulations. |
| 08.09 | Interpret taxes affecting the hospitality industry. |
| 08.10 | Interpret parts of group, convention, and banquet contracts. |

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| 09.0 | <u>Operate liability and risk identification program.</u> – The student will be able to: |
| 09.01 | Train employees in liability and risk identification procedures. |
| 09.02 | Identify liability and risk situations and take remedial action using approved procedures. |
| 09.03 | Enforce liability and risk identification procedures with all employees. |
| 10.0 | <u>Plan and maintain purchasing and receiving procedures.</u> – The student will be able to: |
| 10.01 | Identify sources of supply. |
| 10.02 | Evaluate products. |
| 10.03 | Negotiate payment terms with suppliers. |
| 10.04 | Establish and apply purchasing specification. |
| 10.05 | Prepare requisitions and transfers. |
| 10.06 | Check invoices. |
| 10.07 | Establish and apply stock rotation system. |
| 10.08 | Establish and apply stock inventory levels. |
| 10.09 | Record and price inventories. |
| 10.10 | Organize and maintain dry storage. |
| 10.11 | Organize and maintain cold storage. |
| 10.12 | Prepare tenders and contracts. |
| 10.13 | Negotiate service and maintenance contracts. |
| 11.0 | <u>Demonstrate the use of computers.</u> – The student will be able to: |
| 11.01 | Demonstrate skill in use of software standard to the hospitality industry. |
| 11.02 | Demonstrate use of the Property Management System. |
| 11.03 | Demonstrate use of the Point of Sale System. |
| 11.04 | Retrieve guest data using computer terminal. |

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| 12.0 | <u>Exhibit skills for resort/club/marina management.</u> – The student will be able to: |
| 12.01 | Discuss the resort/club/marina concept. |
| 12.02 | Identify special considerations in planning and development. |
| 12.03 | Identify planning and development process. |
| 12.04 | Discuss resort/club/marina facilities planning. |
| 12.05 | Analyze requirements for recreational activities. |
| 12.06 | Identify personnel department functions. |
| 12.07 | Identify front of house functions. |
| 12.08 | Identify heart of house functions. |
| 12.09 | Identify security functions. |
| 12.10 | Discuss marketing of resort/club/marina. |
| 12.11 | Discuss resort investment management. |
| 12.12 | Discuss future trends in the resort/club/marina industry. |
| 13.0 | <u>Set up and control maintenance and energy consumption.</u> – The student will be able to: |
| 13.01 | Establish an energy conservation program. |
| 13.02 | Analyze energy consumption. |
| 13.03 | Identify appropriate energy savings systems. |
| 13.04 | Develop energy survey/audit practices. |
| 13.05 | Interpret and apply procedures from equipment manuals. |
| 13.06 | Interpret reports and maintenance records for physical plant systems and equipment. |
| 14.0 | <u>Demonstrate food and beverage management in a full-service hotel/motel/lodge.</u> – The student will be able to: |
| 14.01 | Explain the following components of food and beverage management and exhibit the related skills: |
| | <ul style="list-style-type: none"> • Receiving • Food production • Serving |

- Control systems
- Budgets and projections
- Labor and food costs
- Sales, promotions, and entertainment
- Room service
- Bar costs
- Liability law

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA and Collegiate DECA, an association of marketing students, are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Food and Beverage Specialist CCC
Career Cluster: Hospitality and Tourism

| CCC | |
|--|---|
| CIP Number | 0252090507 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 12 credit hours |
| CTSO | SkillsUSA Collegiate DECA |
| SOC Codes (all applicable) | 11-9051 – Food Service Managers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100)..

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to coursework that prepares students for employment as supervisors and managers in the food and beverage sectors of the hospitality industry. The courses in this certificate provide the skills required working in specialist and entry-level positions in the food and beverage field such as: Restaurant Server, Room Service Attendant, or Banquet Set-Up Staff. The courses offered in the Certificate Program provide the necessary prerequisites for the courses within the major for the A.S. degree. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate customer service skills.
- 03.0 Apply human relations skills.
- 04.0 Demonstrate basic computer skills.
- 05.0 Perform communication activities.
- 06.0 Identify terminology unique to the food and beverage industry.
- 07.0 Participate in learning reservations procedures.
- 08.0 Demonstrate acceptable dining room service procedures.
- 09.0 Demonstrate the ability to design a menu.

**Florida Department of Education
Student Performance Standards**

Program Title: Food and Beverage Specialist CCC
CIP Number: 0252090507
Program Length: 12 credit hours
SOC Code: 11-9051

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100). At the completion of this program, the student will be able to:

01.0 Demonstrate employability skills. – The student will be able to:

01.01 Conduct a job search.

01.02 Prepare a resume and cover letter, letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation.

01.03 Identify documents that may be required when applying for a job.

01.04 Complete a job application form correctly.

01.05 Demonstrate competence in job interview techniques.

01.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers.

01.07 Identify acceptable work habits.

01.08 Discuss how to make job changes appropriately.

01.09 Identify acceptable employee health and grooming habits.

01.10 Describe and apply the importance of producing quality work and meeting performance standards.

01.11 Discuss state and federal labor laws regulating the workplace.

01.12 Identify current trends that have developed in the hospitality industry.

01.13 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the hospitality field.

02.0 Demonstrate customer service skills. – The student will be able to:

02.01 Demonstrate a hospitality attitude.

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| 02.02 | Explain guest experience management. |
| 03.0 | <u>Apply human relations skills.</u> – The student will be able to: |
| 03.01 | Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and being a team player. |
| 03.02 | Demonstrate the ability to work cooperatively with team members and supervisors from different cultural backgrounds. |
| 03.03 | Identify personality traits important to business. |
| 03.04 | Demonstrate responsible behavior. |
| 03.05 | Explain the importance of honesty and integrity when dealing with others. |
| 03.06 | Demonstrate orderly and systematic behavior. |
| 03.07 | Demonstrate self-management. |
| 03.08 | Explain concepts of self-understanding, self-esteem, and self-image. |
| 03.09 | Demonstrate respect for the opinions, customs, and individual differences of others. |
| 03.10 | Identify and practice stress management techniques. |
| 04.0 | <u>Demonstrate basic computer skills.</u> – The student will be able to: |
| 04.01 | Demonstrate basic proficiency in e-mail communication and spreadsheet, word processing, database, and/or presentation software. |
| 05.0 | <u>Perform communication activities.</u> – The student will be able to: |
| 05.01 | Demonstrate effective telephone usage and courtesy. |
| 05.02 | Demonstrate effective listening skills. |
| 05.03 | Give, follow and interpret oral and written communications. |
| 05.04 | Demonstrate knowledge of e-mail etiquette and ethics. |
| 05.05 | Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation and word choice. |
| 05.06 | Prepare, outline, and deliver an effective short oral presentation. |
| 05.07 | Participate in a group discussion as a member and as a leader. |
| 05.08 | Obtain appropriate information from graphics and other visual media. |

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| 05.09 | Demonstrate ability to communicate effectively with diverse populations. |
| 06.0 | <u>Identify terminology unique to the food and beverage industry.</u> – The student will be able to: |
| 06.01 | Use appropriate terminology as it applies to the food and beverage industry. |
| 06.02 | Demonstrate how to communicate with a customer in layman’s language. |
| 07.0 | <u>Participate in learning reservations procedures.</u> – The student will be able to: |
| 07.01 | Review the format for scheduled training. |
| 07.02 | Utilize available resources. |
| 07.03 | Review job critical information. |
| 07.04 | Seek feedback on performance. |
| 07.05 | Apply acquired skills. |
| 08.0 | <u>Demonstrate acceptable dining room service procedures.</u> – The student will be able to: |
| 08.01 | Demonstrate different types of table settings. |
| 08.02 | Demonstrate different types of services. |
| 08.03 | Demonstrate different types of food and beverage servings. |
| 08.04 | Describe and use computer systems used for ordering and creating checks. |
| 09.0 | <u>Demonstrate the ability to design a menu.</u> – The student will be able to: |
| 09.01 | Demonstrate knowledge of writing a menu. |
| 09.02 | Describe how to utilize a menu layout. |
| 09.03 | Explain various styles of menu covers and their importance to the overall ambiance of the facility. |
| 09.04 | Explain categories used in menus and differentiate when they are used. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA and Collegiate DECA, an association of marketing students, are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Food and Beverage Operations CCC
Career Cluster: Hospitality and Tourism

| CCC | |
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| CIP Number | 0252090508 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 18 credit hours |
| CTSO | SkillsUSA Collegiate DECA |
| SOC Codes (all applicable) | 11-9051 – Food Service Managers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to coursework that prepares students for employment as supervisors and managers in the food and beverage sectors of the hospitality industry. The courses in this certificate provide the skills required to work in operations or managerial positions in the food and beverage field such as: Restaurant Server Shift Supervisor, Restaurant Supervisor, or Bar/Lounge Supervisor. The courses offered in the Certificate Program provide the necessary prerequisites for the courses within the major for the A.S. degree. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate customer service skills.
- 03.0 Apply human relations skills.
- 04.0 Develop and control a basic sanitation program.
- 05.0 Demonstrate hotel staffing operations.
- 06.0 Analyze laws that affect the hospitality industry.
- 07.0 Operate liability and risk identification program.
- 08.0 Plan and maintain purchasing and receiving procedures.
- 09.0 Demonstrate basic computer skills.
- 10.0 Perform communication activities.
- 11.0 Identify terminology unique to the food and beverage industry.
- 12.0 Manage guest interactions.
- 13.0 Participate in learning reservations procedures.
- 14.0 Demonstrate acceptable dining room service procedures.
- 15.0 Demonstrate the ability to design a menu.

**Florida Department of Education
Student Performance Standards**

Program Title: Food and Beverage Operations CCC
CIP Number: 0252090508
Program Length: 18 credit hours
SOC Code: 11-9051

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100). At the completion of this program, the student will be able to:

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| 01.0 | <u>Demonstrate employability skills.</u> – The student will be able to: |
| 01.01 | Conduct a job search. |
| 01.02 | Prepare a resume and cover letter, letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation. |
| 01.03 | Identify documents that may be required when applying for a job. |
| 01.04 | Complete a job application form correctly. |
| 01.05 | Demonstrate competence in job interview techniques. |
| 01.06 | Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers. |
| 01.07 | Identify acceptable work habits. |
| 01.08 | Discuss how to make job changes appropriately. |
| 01.09 | Identify acceptable employee health and grooming habits. |
| 01.10 | Describe and apply the importance of producing quality work and meeting performance standards. |
| 01.11 | Discuss state and federal labor laws regulating the workplace. |
| 01.12 | Identify current trends that have developed in the hospitality industry. |
| 01.13 | Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the hospitality field. |
| 02.0 | <u>Demonstrate customer service skills.</u> – The student will be able to: |
| 02.01 | Demonstrate a hospitality attitude. |

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| 02.02 | Explain guest experience management. |
| 03.0 | <u>Apply human relations skills.</u> – The student will be able to: |
| 03.01 | Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and being a team player. |
| 03.02 | Demonstrate the ability to work cooperatively with team members and supervisors from different cultural backgrounds. |
| 03.03 | Identify personality traits important to business. |
| 03.04 | Demonstrate responsible behavior. |
| 03.05 | Explain the importance of honesty and integrity when dealing with others. |
| 03.06 | Demonstrate orderly and systematic behavior. |
| 03.07 | Demonstrate self-management. |
| 03.08 | Explain concepts of self-understanding, self-esteem, and self-image. |
| 03.09 | Demonstrate respect for the opinions, customs, and individual differences of others. |
| 03.10 | Identify and practice stress management techniques. |
| 04.0 | <u>Develop and control a basic sanitation program.</u> – The student will be able to: |
| 04.01 | Develop and control restroom sanitation program. |
| 04.02 | Develop and control storage room sanitation program. |
| 04.03 | Develop standards and control premise cleanliness. |
| 04.04 | Set up and maintain floor care system. |
| 04.05 | Set up and maintain pest control system. |
| 04.06 | Identify sanitation regulations and standards. |
| 04.07 | Maintain operation in compliance with health codes and regulations. |
| 04.08 | Demonstrate protection procedures for avoiding HIV-AIDS infection while performing housekeeping duties. |
| 05.0 | <u>Demonstrate hotel staffing operations.</u> – The student will be able to: |
| 05.01 | Establish recruiting and selection procedures in accordance with company policy. |

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| 05.02 | Develop and evaluate procedures for staff orientation and training programs. |
| 05.03 | Develop new employee orientation to facility and to company policies. |
| 05.04 | Develop procedures for employee performance evaluation. |
| 05.05 | Establish wage and salary control system. |
| 05.06 | Identify labor control systems and their functions. |
| 05.07 | Develop disciplinary processes. |
| 05.08 | Demonstrate conflict resolution. |
| 05.09 | Identify employee groups. |
| 05.10 | Identify the functions and purposes of employee unions. |
| 05.11 | Identify procedures in management development. |
| 05.12 | Prepare job descriptions. |
| 05.13 | Conduct job application interviews. |
| 05.14 | Delegate responsibility and authority. |
| 05.15 | Prepare employee work schedules. |
| 05.16 | Reconcile employee disputes/complaints. |
| 06.0 | <u>Analyze laws that affect the hospitality industry.</u> – The student will be able to: |
| 06.01 | Interpret and apply labor regulations/laws. |
| 06.02 | Interpret and apply fire regulations. |
| 06.03 | Interpret and apply liquor laws. |
| 06.04 | Interpret and apply workers' compensation laws. |
| 06.05 | Interpret and apply company and/or franchise regulations. |
| 06.06 | Interpret taxes affecting the hospitality industry. |
| 06.07 | Interpret parts of group, convention, and banquet contracts. |

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| 07.0 | <u>Operate liability and risk identification program.</u> – The student will be able to: |
| 07.01 | Train employees in liability and risk identification procedures. |
| 07.02 | Identify liability and risk situations and take remedial action using approved procedures. |
| 07.03 | Enforce liability and risk identification procedures with all employees. |
| 08.0 | <u>Plan and maintain purchasing and receiving procedures.</u> – The student will be able to: |
| 08.01 | Identify sources of supply. |
| 08.02 | Evaluate products. |
| 08.03 | Negotiate payment terms with suppliers. |
| 08.04 | Establish and apply purchasing specification. |
| 08.05 | Prepare requisitions and transfers. |
| 08.06 | Check invoices. |
| 08.07 | Establish and apply stock rotation system. |
| 08.08 | Establish and apply stock inventory levels. |
| 08.09 | Record and price inventories. |
| 08.10 | Organize and maintain dry storage. |
| 08.11 | Organize and maintain cold storage. |
| 08.12 | Negotiate service and maintenance contracts. |
| 09.0 | <u>Demonstrate basic computer skills.</u> – The student will be able to: |
| 09.01 | Demonstrate basic proficiency in e-mail communication and spreadsheet, word processing, database, and/or presentation software. |
| 10.0 | <u>Perform communication activities.</u> – The student will be able to: |
| 10.01 | Demonstrate effective telephone usage and courtesy. |
| 10.02 | Demonstrate effective listening skills. |
| 10.03 | Give, follow and interpret oral and written communications. |

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| 10.04 | Demonstrate e-mail etiquette and ethics. |
| 10.05 | Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation and word choice. |
| 10.06 | Prepare, outline, and deliver an effective short oral presentation. |
| 10.07 | Participate in a group discussion as a member and as a leader. |
| 10.08 | Obtain appropriate information from graphics and other visual media. |
| 10.09 | Proofread and edit documents. |
| 10.10 | Demonstrate ability to communicate effectively with diverse populations. |
| 11.0 | <u>Identify terminology unique to the food and beverage industry.</u> – The student will be able to: |
| 11.01 | Understand and use terminology as it applies to the food and beverage industry. |
| 11.02 | Demonstrate how to communicate with a customer in layman’s language. |
| 12.0 | <u>Manage guest interactions.</u> - The student will be able to: |
| 12.01 | Listen reflectively. |
| 12.02 | Review guest history. |
| 12.03 | Ask questions. |
| 12.04 | Collect information. |
| 12.05 | Assess the guest’s needs. |
| 12.06 | Research solutions. |
| 12.07 | Develop a plan of action. |
| 12.08 | Refer to appropriate authority (if needed). |
| 12.09 | Execute data capture. |
| 12.10 | Communicate actions. |
| 12.11 | Resolve customer issues. |
| 12.12 | Offer additional services. |

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| 12.13 | Perform follow-up as needed. |
| 13.0 | <u>Participate in learning reservations procedures.</u> – The student will be able to: |
| 13.01 | Attend scheduled training. |
| 13.02 | Utilize available resources. |
| 13.03 | Review job critical information. |
| 13.04 | Seek feedback on performance. |
| 13.05 | Apply acquired skills. |
| 14.0 | <u>Demonstrate acceptable dining room service procedures.</u> – The student will be able to: |
| 14.01 | Demonstrate different types of table settings. |
| 14.02 | Demonstrate different types of services. |
| 14.03 | Demonstrate different types of food and beverage servings. |
| 14.04 | Describe and use computer systems used for ordering and creating checks. |
| 15.0 | <u>Demonstrate the ability to design a menu.</u> – The student will be able to: |
| 15.01 | Demonstrate knowledge of writing a menu. |
| 15.02 | Describe how to utilize a menu layout. |
| 15.03 | Explain various styles of menu covers and their importance to the overall ambiance of the facility. |
| 15.04 | Explain categories used in menus and differentiate when they are used. |
| 15.05 | Explain menu pricing. |
| 15.06 | Explain the menu pre-cost method for selling price, cost and amount of items sold. |
| 15.07 | Explain markup methods. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA and Collegiate DECA, an association of marketing students, are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Event Planning Management
Career Cluster: Hospitality and Tourism

| CCC | |
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| CIP Number | 0252090905 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 24 credit hours |
| CTSO | SkillsUSA Collegiate DECA |
| SOC Codes (all applicable) | 13-1121 – Meeting, Convention and Event Planners 11-9081 – Lodging Managers 11-9051 – Food Service Managers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to customer service, hospitality attitude, convention management and services, event planning, marketing, and sales, guest services, communications, human relations, and security issues. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate customer service skills.
- 03.0 Apply human relations skills.
- 04.0 Demonstrate proficiency in communication skills.
- 05.0 Demonstrate proficiency in applying mathematics skills.
- 06.0 Demonstrate leadership and supervisory skills.
- 07.0 Identify economic principles.
- 08.0 Identify effective selling techniques and procedures.
- 09.0 Apply and maintain security and safety procedures.
- 10.0 Analyze laws that affect the hospitality industry.
- 11.0 Demonstrate hotel staffing operations.
- 12.0 Operate liability and risk identification program.
- 13.0 Examine the principles of convention management and services.
- 14.0 Demonstrate technology skills on computer systems and the Internet.
- 15.0 Identify marketing, sales and business promotion.

**Florida Department of Education
Student Performance Standards**

Program Title: Event Planning Management
CIP Number: 0252090905
Program Length: 24 credit hours
SOC Code(s): 13-1121; 11-9081; 11-9051

This certificate program is part of the Hospitality and Tourism Management AS degree program (1252090100). At the completion of this program, the student will be able to:

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| 01.0 | <u>Demonstrate employability skills.</u> – The student will be able to: |
| 01.01 | Conduct a job search. |
| 01.02 | Secure information about a job. |
| 01.03 | Prepare a resume and cover letter, letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation. |
| 01.04 | Identify documents that may be required when applying for a job. |
| 01.05 | Complete a job application form correctly. |
| 01.06 | Demonstrate competence in job interview techniques. |
| 01.07 | Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers. |
| 01.08 | Identify acceptable work habits. |
| 01.09 | Discuss how to make job changes appropriately. |
| 01.10 | Demonstrate acceptable employee health and grooming habits. |
| 01.11 | Describe and apply the importance of producing quality work and meeting performance standards. |
| 01.12 | Discuss state and federal labor laws regulating the workplace. |
| 01.13 | Identify proper personal and business ethics. |
| 01.14 | Identify current trends that have developed in the hospitality industry. |
| 01.15 | Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the hospitality field. |

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| 01.16 | List the various jobs within a selected hospitality occupation. |
| 01.17 | Diagram a career ladder for the selected hospitality occupation. |
| 01.18 | Identify post secondary programs and educational training available for advancement in the field. |
| 02.0 | <u>Demonstrate customer service skills.</u> – The student will be able to: |
| 02.01 | Demonstrate a hospitality attitude. |
| 02.02 | Explain guest experience management. |
| 03.0 | <u>Apply human relations skills.</u> – The student will be able to: |
| 03.01 | Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and being a team player. |
| 03.02 | Demonstrate the ability to work cooperatively with team members and supervisors from different cultural backgrounds. |
| 03.03 | Demonstrate personality traits important to business. |
| 03.04 | Demonstrate problem-solving and decision-making strategies. |
| 03.05 | Demonstrate problem-solving initiative. |
| 03.06 | Exhibit interest and enthusiasm. |
| 03.07 | Demonstrate responsible behavior. |
| 03.08 | Explain the importance of honesty and integrity when dealing with others. |
| 03.09 | Demonstrate orderly and systematic behavior. |
| 03.10 | Demonstrate self-management. |
| 03.11 | Explain concepts of self-understanding, self-esteem, and self-image. |
| 03.12 | Set personal goals and develop a plan of action to achieve those goals. |
| 03.13 | Demonstrate the ability to offer and accept criticism. |
| 03.14 | Demonstrate respect for the opinions, customs, and individual differences of others. |
| 03.15 | Identify and practice stress management techniques. |
| 03.16 | Demonstrate ability to assume responsibility for decisions and actions. |

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| 03.17 | Identify motivational techniques. |
| 03.18 | Identify team-building strategies. |
| 03.19 | Identify effective coaching and counseling techniques. |
| 04.0 | <u>Demonstrate proficiency in communication skills.</u> – The student will be able to: |
| 04.01 | Demonstrate effective communication: verbal, nonverbal, written, and electronic. |
| 04.02 | Explain nature of staff communication and use of inter-departmental/company communication. |
| 04.03 | Establish internal communication processes. |
| 04.04 | Explain nature of positive customer/client relations. |
| 04.05 | Demonstrate listening strategies that improve understanding and performance on the job. |
| 04.06 | Interpret business policies to customers/clients. |
| 04.07 | Demonstrate ability to locate, understand, and interpret information found in manuals, graphs, schedules, charts, diagrams, and Internet resources to generate a report. |
| 04.08 | Train employees to communicate effectively. |
| 04.09 | Develop a dynamic telephone personality. |
| 04.10 | Provide services using various types of telephone systems. |
| 04.11 | Handle incoming front-desk telephone calls promptly and courteously. |
| 04.12 | Accept and process guest complaints, making sure that the proper department gets the message. |
| 04.13 | Communicate establishment's mission statement concerning guest services. |
| 05.0 | <u>Demonstrate proficiency in applying mathematics skills.</u> – The student will be able to: |
| 05.01 | Compute addition, subtraction, multiplication, division, and percentage problems. |
| 05.02 | Apply problem-solving techniques to sales-related transactions including cash, checks, debit cards, credit cards, and discounts. |
| 05.03 | Interpret quantitative information from tables, charts, and graphs as related to the workplace. |
| 05.04 | Calculate tax, gratuity, commission, and miscellaneous charges. |
| 05.05 | Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal. |

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| 05.06 | Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges. |
| 05.07 | Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice. |
| 05.08 | Use ratios, proportions, and scales to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan. |
| 06.0 | <u>Demonstrate leadership and supervisory skills.</u> – The student will be able to: |
| 06.01 | Solve problems in accordance with management policy and mission statement. |
| 06.02 | Make informed decisions in accordance with management policy and mission statement. |
| 06.03 | Modify policy and/or mission statement to meet new conditions using approved procedures. |
| 06.04 | Inform personnel of policy and/or mission statement changes. |
| 06.05 | Identify management functions. |
| 06.06 | Identify supervisory functions. |
| 06.07 | Identify leadership styles. |
| 06.08 | Identify work improvement concepts. |
| 06.09 | Describe the supervisor's role as a change agent. |
| 07.0 | <u>Identify economic principles.</u> – The student will be able to: |
| 07.01 | Explain the following: <ul style="list-style-type: none"> • Economic Goods and Services • Economic Resources • Economics and Economic Activities • Utility • “Supply and Demand” • Price • Economic Systems • Private Enterprise and Business Ownership • Profit • Risk • Competition • Productivity |
| 07.02 | Explain relationship between government and business. |

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| 07.03 | Identify components of gross national product (GNP) and gross domestic product (GDP). |
| 08.0 | <u>Identify effective selling techniques and procedures.</u> – The student will be able to: |
| 08.01 | Explain the purpose and importance of selling. |
| 08.02 | Identify sales techniques used by the hospitality industry including social media. |
| 08.03 | Identify an effective sales presentation. |
| 08.04 | Analyze and prepare multi-media advertisements. |
| 08.05 | Prepare press release. |
| 08.06 | Review promotional brochures and literature. |
| 08.07 | Develop a publicity and public relations plan. |
| 08.08 | Implement public relations programs. |
| 08.09 | Promote features of establishment. |
| 08.10 | Prepare and analyze questionnaire for guests. |
| 08.11 | Promote room sales. |
| 08.12 | Discuss the scope and segments of the convention market. |
| 08.13 | Identify potential convention groups. |
| 08.14 | Identify company/corporate meetings. |
| 08.15 | Identify factors affecting convention site selection. |
| 08.16 | Discuss convention sales techniques. |
| 08.17 | Identify the sales process. |
| 08.18 | Discuss customer services. |
| 08.19 | Identify convention servicing requirements. |
| 09.0 | <u>Apply and maintain security and safety procedures.</u> – The student will be able to: |
| 09.01 | Demonstrate general safety and security practices. |

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| 09.02 | Call fire, police, and emergency medical services as needed. |
| 09.03 | Document details of any emergency. |
| 09.04 | Follow company emergency procedures. |
| 10.0 | <u>Analyze laws that affect the hospitality industry.</u> – The student will be able to: |
| 10.01 | Interpret and apply labor regulations/laws. |
| 10.02 | Interpret and apply fire regulations. |
| 10.03 | Interpret and apply liquor laws. |
| 10.04 | Interpret and apply workers' compensation laws. |
| 10.05 | Interpret and apply the Innkeepers' Act. |
| 10.06 | Interpret and apply civil rights acts. |
| 10.07 | Interpret and apply the Americans with Disabilities Act. |
| 10.08 | Interpret and apply company and/or franchise regulations. |
| 10.09 | Interpret taxes affecting the hospitality industry. |
| 10.10 | Interpret parts of group, convention, and banquet contracts. |
| 11.0 | <u>Demonstrate hotel staffing operations.</u> – The student will be able to: |
| 11.01 | Establish recruiting and selection procedures in accordance with company policy. |
| 11.02 | Develop and evaluate procedures for staff orientation and training programs. |
| 11.03 | Develop new employee orientation to facility and to company policies. |
| 11.04 | Develop procedures for employee performance evaluation. |
| 11.05 | Establish wage and salary control system. |
| 11.06 | Identify labor control systems and their functions. |
| 11.07 | Develop disciplinary process. |
| 11.08 | Demonstrate conflict resolution. |

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| 11.09 | Identify employee groups. |
| 11.10 | Identify the functions and purposes of employee unions. |
| 11.11 | Identify procedures in management development. |
| 11.12 | Prepare job descriptions. |
| 11.13 | Conduct job application interviews. |
| 11.14 | Delegate responsibility and authority. |
| 11.15 | Prepare employee work schedules. |
| 11.16 | Reconcile employee disputes/complaints. |
| 11.17 | Lead management-employee group discussions. |
| 11.18 | Communicate policy concerning sexual harassment. |
| 11.19 | Communicate policy concerning substance abuse. |
| 11.20 | Perform a task analysis. |
| 12.0 | <u>Operate liability and risk identification program.</u> – The student will be able to: |
| 12.01 | Train employees in liability and risk identification procedures. |
| 12.02 | Identify liability and risk situations and take remedial action using approved procedures. |
| 12.03 | Enforce liability and risk identification procedures with all employees. |
| 13.0 | <u>Examine the principles of convention management and services.</u> – The student will be able to: |
| 13.01 | Compare the scope and segments of the convention market. |
| 13.02 | Identify potential convention groups. |
| 13.03 | Identify company/corporate meetings. |
| 13.04 | Identify factors affecting convention site selection. |
| 13.05 | Compare convention sales techniques. |
| 13.06 | Identify the sales process. |

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| 13.07 | Compare customer services. |
| 13.08 | Identify convention-servicing requirements. |
| 14.0 | <u>Demonstrate technology skills on computer system and the Internet.</u> – The student will be able to: |
| 14.01 | Explain the basics of purchasing, implementing, maintaining, and affectivity of today's information systems. |
| 14.02 | Describe the types of software generally used in the Travel and Tourism Industry such as word-processing; database management, presentation graphics, and cash and office management software. |
| 14.03 | Explain storage device, downtime, and backup, and identify common data storage devices. |
| 14.04 | Explain the ticket function of an automation system. |
| 14.05 | Identify and interpret reports generated by an automation system. |
| 14.06 | Identify the daily, weekly, monthly, and yearly report functions. |
| 14.07 | Explain data processing concepts and define important automation terms. |
| 14.08 | Communicate with a data processing system and ticket function of a typical automated system. |
| 14.09 | Analyze key reports generated by the automated system including daily and monthly sales reports, automated ARC reports, ticket inventories, aged analyses, and accounting journals. |
| 14.10 | Enter data in an automated system and use the ticket function to invoice an itinerary with non-ARC segments. |
| 14.11 | Explain the use of Internet Listserves and Usernets for discussing industry topics. |
| 14.12 | Compare the uses of the Internet, which include electronic mail (email) which is used to communicate quickly with suppliers, customers, and other agencies. |
| 14.13 | Identify the impact of the Internet on the Travel and Tourism Industry and list some of the many web sites addresses of organizations that can provide the most up to date information about the Travel and Tourism Industry. |
| 14.14 | Explain the importance of the Internet as a research tool to quickly answer customer's questions involving weather, sightseeing options, hotels, car rentals, restaurants, documentation requirements, theatres, and parks. |
| 14.15 | Explain the importance of the Internet as an advertising medium to help in niche marketing generate a significant amount of sales. |
| 15.0 | <u>Identify marketing, sales, and business promotion.</u> – The student will be able to: |
| 15.01 | Explain marketing, its role, functions and related activities. |
| 15.02 | Explain relationship of marketing to business and the economy. |
| 15.03 | Compare and contrast the types of business ownership. |
| 15.04 | Explain concept of marketing strategies and importance of market research. |

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| 15.05 | Demonstrate an understanding of market segmentation |
| 15.06 | Identify target markets and develop a marketing plan. |
| 15.07 | Define the importance of Test Marketing and Follow-up. |
| 15.08 | Compare and contrast product-oriented marketing and market-oriented strategies. |
| 15.09 | Illustrate the importance of keeping up with current marketing ideas, new markets, and new technology. |
| 15.10 | Explain purpose and importance of selling. |
| 15.11 | Identify sales techniques used by the travel and tourism industry. |
| 15.12 | Identify an effective sales presentation, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; closing the sale; and suggestion and substitution selling. |
| 15.13 | Develop newspaper advertisements and press release. |
| 15.14 | Analyze and prepare multi-media advertisements. |
| 15.15 | Review and analyze promotional brochures and literature. |
| 15.16 | Implement public relations programs to promote features of business. |
| 15.17 | Explain how the implications of social and economic trends might affect the Travel and Tourism market. |
| 15.18 | Identify major social networks and explain how they can be applied to a marketing strategy. |
| 15.19 | Explain importance of segmental analysis in developing niches or specialty markets such as adventure travel, sports travel, ecotourism, cruises, up-scale travel or budget travel. |
| 15.20 | Demonstrate advertising principles to promote the Travel and Tourism business. |
| 15.21 | Compare the impact of direct mail, print, cooperative, and Internet advertising. |
| 15.22 | Explain the difference between Public Relations, Goodwill, and Personal Selling. |
| 15.23 | Research how to select a location for a Travel and Tourism operation. |
| 15.24 | Explain pricing strategies and competition including fee-based pricing. |
| 15.25 | Compare the unethical practices of bait-and-switch and its relationship to lowest price and volume. |
| 15.26 | Design and develop in-agency window displays and promotions. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA and Collegiate DECA, an association of marketing students, are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Baking and Pastry Arts
Career Cluster: Hospitality and Tourism

| CCC | |
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| CIP Number | 0612050102 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 35 credit hours |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 35-1011 – Chefs and Head Cooks 35-1012 – First Line Supervisors of Food Preparation and Serving Workers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Baking and Pastry Management AS degree program (1612050101).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to Sanitation and Safety; Maintenance and Operation of Equipment; Recognition and Identification of Foods; Proper Storage of Foods; Methods of Preparation; Usage of Foods; Methods of Cooking; Perform Different Types of Food Services; Nutrition; Organization and Fundamentals of Baking; Communication Skills; Math Skills; Supervision Management; Professionalism; and Culinary Organization. The course content also includes training in communications, leadership, human relations, employability skills and safe, efficient work practices. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate proficiency in employability skills.
- 02.0 Demonstrate proficiency in applying communication and human relations skills.
- 03.0 Demonstrate the application of mathematics commonly used in the culinary, bakery, and pastry industry.
- 04.0 Identify the organization and functions of the culinary, bakery, and pastry industry.
- 05.0 Maintain an accounting and information system.
- 06.0 Demonstrate equipment operation and maintenance skills.
- 07.0 Analyze laws that affect the culinary, bakery, and pastry industry.
- 08.0 Operate liability and risk identification program.
- 09.0 Demonstrate skills in food service and beverage sanitation and safety.
- 10.0 Plan and maintain purchasing and receiving procedures.
- 11.0 Demonstrate skills in food service and beverage management services.
- 12.0 Solve problems and make informed decisions.
- 13.0 Recognize, identify and demonstrate usage of foods and equipment.
- 14.0 Demonstrate skill in preparing a variety of foods using different baking methods.
- 15.0 Demonstrate methods of cooking and baking styles.
- 16.0 Apply principles of nutrition to food preparation.
- 17.0 Identify the roles of management and supervisory personnel.
- 18.0 Conduct emergency procedures.

**Florida Department of Education
Student Performance Standards**

Program Title: Baking and Pastry Arts
CIP Number: 0612050102
Program Length: 35 credit hours
SOC Code(s): 351011, 351012

This certificate program is part of the Baking and Pastry Management AS degree program (1612050101). At the completion of this program, the student will be able to:

01.0 Demonstrate proficiency in employability skills. – The student will be able to:

01.01 Conduct a job search.

01.02 Secure information about a job.

01.03 Identify documents that may be required when applying for a job.

01.04 Prepare a resume and cover letter, letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation.

01.05 Complete a job application form correctly.

01.06 Demonstrate competence in job interview techniques.

01.07 Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers.

01.08 Identify acceptable work habits.

01.09 Discuss how to make job changes appropriately.

01.10 Demonstrate acceptable employee health and grooming habits.

01.11 Describe and apply the importance of producing quality work and meeting performance standards.

01.12 Discuss state and federal labor laws regulating the workplace.

01.13 Identify proper personal and business ethics.

01.14 Plan for future or career growth.

02.0 Demonstrate proficiency in applying communication and human relations skills. – The student will be able to:

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| 02.01 | Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and traits important to business. |
| 02.02 | Demonstrate respect for the opinions, customs and individual differences of others, as well as the ability to work cooperatively with team members and supervisors from diverse cultural backgrounds. |
| 02.03 | Maintain appropriate personal appearance and attitude. |
| 02.04 | Demonstrate problem solving and decision making strategies. |
| 02.05 | Demonstrate interest, enthusiasm, integrity as well as orderly and systematic behavior. |
| 02.06 | Explain concepts of self-understanding, self-esteem, and self-image in addition to the ability to set personal goals and develop a plan of action to achieve those goals. |
| 02.07 | Demonstrate ability to assume responsibility for decisions and actions and practice stress management techniques. |
| 02.08 | Utilize time efficiently (Time Management). |
| 02.09 | Show support of organization's chain of command. |
| 02.10 | Participate in professional associations affiliated with the culinary industry. |
| 02.11 | Explain nature of staff communication and use of inter-departmental/company communication. |
| 02.12 | Explain nature of positive customer/client relations. |
| 02.13 | Demonstrate ability to speak effectively to customers, co-workers, supervisors, and vendors, using proper grammar and terminology. |
| 02.14 | Demonstrate effective telephone and e-mail techniques and etiquette in a business situation. |
| 02.15 | Follow directions and communicate effectively to facilitate understanding and performance on the job. |
| 02.16 | Compose unified and coherent correspondence, directions, descriptions, explanations, and reports, business letters, memos, and e-mails. |
| 02.17 | Interpret business policies to customers/clients. |
| 02.18 | Demonstrate ability to locate, understand, and interpret information found in manuals, graphs, schedules, charts, diagrams, and Internet resources to generate a report. |
| 02.19 | Train employees to communicate effectively. |
| 02.20 | Utilize (read, write and speak) culinary terminology, abbreviations, and acronyms. |
| 02.21 | Demonstrate ability to deal with difficult customers and employees. |
| 03.0 | <u>Demonstrate the application of mathematics commonly used in the culinary, bakery, and pastry industry.</u> – The student will be able to: |
| 03.01 | Compute addition, subtraction, multiplication, division, decimals, fractions and percentage problems. |

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| 03.02 | Apply problem-solving techniques to sales related transactions including cash, checks, debit cards, credit cards, and discounts. |
| 03.03 | Interpret quantitative information from tables, charts, and graphs as related to the workplace. |
| 03.04 | Calculate change, tax, gratuity, commission, and miscellaneous charges. |
| 03.05 | Explain of measures and conversions. |
| 03.06 | Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges. |
| 03.07 | Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice. |
| 03.08 | Operate a calculator. |
| 03.09 | Convert recipes, calculate portion sizes and estimate cost effectively. |
| 03.10 | Identify the break-even point. |
| 04.0 | <u>Identify the organization and functions of the culinary, bakery, and pastry industry.</u> – The student will be able to: |
| 04.01 | Trace inception and development of culinary industry. |
| 04.02 | Analyze functions of culinary industry. |
| 04.03 | Identify staff according to functions. |
| 04.04 | Identify the “Culinary Brigade”. |
| 04.05 | Identify “classic repertoire”. |
| 04.06 | Identify modern kitchen organization, job station and work sites. |
| 04.07 | Identify career progression in culinary, bakery, and pastry arts. |
| 04.08 | Discuss history and composition of foods and beverages. |
| 04.09 | Identify critical trends in food and beverage industry. |
| 05.0 | <u>Maintain an accounting and information system.</u> – The student will be able to: |
| 05.01 | Check, record and pay invoices. |
| 05.02 | Maintain accounts receivable. |
| 05.03 | Calculate, analyze, and review labor costs. |

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| 05.04 | Record and maintain daily departmental records. |
| 05.05 | Compute average amount spent by guests. |
| 05.06 | Operate adding, bookkeeping, telephone, and calculating machines as well as computer terminal inputs and readouts. |
| 06.0 | <u>Demonstrate equipment operation and maintenance skills.</u> – The student will be able to: |
| 06.01 | Identify equipment and its intended uses. |
| 06.02 | Maintain maintenance logs. |
| 06.03 | Use equipment and tools for tasks for which it were designed. |
| 06.04 | Perform preventative maintenance on kitchen equipment and utensils per manufacturing specifications. |
| 06.05 | Assemble equipment according to manufacturer's safety guidelines. |
| 06.06 | Disassemble equipment following proper safety guidelines. |
| 06.07 | Apply knife skills. |
| 06.08 | Interpret and apply procedures from equipment manuals. |
| 06.09 | Demonstrate a general understanding of the systems equipment in a typical establishment including electrical, plumbing, air conditioning. |
| 07.0 | <u>Analyze laws that affect the culinary, bakery, and pastry industry.</u> – The student will be able to: |
| 07.01 | Interpret and apply labor regulations/laws as well as civil rights acts. |
| 07.02 | Interpret and apply fire regulations. |
| 07.03 | Interpret and apply liquor laws. |
| 07.04 | Interpret and apply workers' compensation laws. |
| 07.05 | Interpret and apply the Americans with Disabilities Act. |
| 07.06 | Interpret and apply company and/or franchise regulations. |
| 07.07 | Interpret taxes affecting the culinary, bakery and pastry industry. |
| 07.08 | Interpret key elements of group, convention, and banquet contracts. |
| 07.09 | Understand customers' rights |

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| 07.10 | Understand warranties and product liabilities |
| 07.11 | Understand sanitation regulations, licenses and permits |
| 08.0 | <u>Operate liability and risk identification program.</u> – The student will be able to: |
| 08.01 | Train employees in liability and risk identification procedures. |
| 08.02 | Identify liability and risk situations and take remedial action using approved procedures. |
| 08.03 | Enforce liability and risk identification procedures with all employees. |
| 09.0 | <u>Demonstrate skills in food service and beverage sanitation and safety.</u> – The student will be able to: |
| 09.01 | Identify and implement sanitation and H.A.C.C.P. regulations and standards. |
| 09.02 | Maintain operation in compliance with health codes and regulations. |
| 09.03 | Implement all federal, state and local regulations impacting sanitation and safety – i.e. OSHA, FDA. |
| 09.04 | Prepare sanitizing solutions in correct dilution. |
| 09.05 | Identify health-related problems which may result from exposure to work related chemicals and hazardous materials, and identify the proper precautions required for handling such materials. |
| 09.06 | Wash hands in accordance with Health Department Guidelines. |
| 09.07 | Receive food, supplies and beverages properly. |
| 09.08 | Rotate perishable foods to minimize spoilage. |
| 09.09 | Store all inventory items in accordance with safety standards: |
| 09.09.1 | Label and date all products |
| 09.09.2 | Store flours in accordance with safety standards |
| 09.09.3 | Store seasonings, spices, and flavorings in accordance with safety standards |
| 09.09.4 | Store eggs and egg products in accordance with safety standards. |
| 09.09.5 | Store milk and milk products in accordance with safety standards. |
| 09.09.6 | Store cheese in accordance with safety standards. |
| 09.09.7 | Store farinaceous products in accordance with safety standards. |

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| 09.09.8 | Store fruits in accordance with safety standards. |
| 09.09.9 | Store starches in accordance with safety standards. |
| 09.09.10 | Store grains in accordance with safety standards. |
| 09.09.11 | Store baked goods in accordance with safety standards. |
| 09.10 | Identify appropriate reporting procedures of any potential hazards and violations. |
| 09.11 | Dispose of waste and garbage in accordance with health codes. |
| 09.12 | Maintain material safety and data sheets (M.S.D.S.). |
| 09.13 | Maintain floor care (sweep and mop). |
| 09.14 | Calibrate food thermometers. |
| 10.0 | <u>Plan and maintain purchasing and receiving procedures.</u> – The student will be able to: |
| 10.01 | Identify sources of supply. |
| 10.02 | Evaluate products. |
| 10.03 | Establish and apply purchasing specification. |
| 10.04 | Prepare requisitions and transfers. |
| 10.05 | Check invoices against received goods. |
| 10.06 | Establish and apply stock rotation system. |
| 10.07 | Establish and apply stock inventory levels. |
| 10.08 | Record and price inventories. |
| 10.09 | Organize and maintain dry storage. |
| 10.10 | Organize and maintain cold storage. |
| 10.11 | Prepare tenders and contracts. |
| 10.12 | Negotiate service and maintenance contracts. |
| 10.13 | Obtain credits on invoices. |

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| 11.0 | <u>Demonstrate skills in food service and beverage management services.</u> – The student will be able to: |
| 11.01 | Identify basic management functions. |
| 11.02 | Discuss goods, services, beverage facilities and equipment. |
| 11.03 | Identify purchase, storage, and inventory controls. |
| 11.04 | Utilize food and beverage operating budget. |
| 11.05 | Identify food and beverage operations. |
| 11.06 | Compare food and beverage costs to maintain budget. |
| 11.07 | Discuss labor cost control. |
| 12.0 | <u>Solve problems and make informed decisions.</u> – The student will be able to: |
| 12.01 | Solve problems in accordance with management policy and mission statement. |
| 12.02 | Make informed decisions in accordance with management policy and mission statement. |
| 12.03 | Modify policy and/or mission statement to met new conditions using approved procedures. |
| 12.04 | Inform management personnel of policy and/or mission statement changes. |
| 13.0 | <u>Recognize, identify and demonstrate usage of foods and equipment.</u> – The student will be able to: |
| 13.01 | Recognize and identify standard herbs and their uses. |
| 13.02 | Recognize and identify seasonings and their uses |
| 13.03 | Recognize and identify spices and their uses. |
| 13.04 | Recognize and identify cheese and their uses. |
| 13.05 | Recognize and identify milk and mild products and their uses. |
| 13.06 | Recognize and identify flavorings and their uses. |
| 13.07 | Recognize and identify vegetables and their uses. |
| 13.08 | Recognize and identify eggs and egg products and their uses. |
| 13.09 | Recognize and identify fruit and their uses. |

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| 13.10 | Recognize and identify hand tools used in baking and pastry. |
| 13.11 | Recognize and identify all types of pans and molds used in baking and pastry. |
| 13.12 | Recognize and identify stationary equipment for baking and pastry. |
| 13.13 | Recognize and identify dairy products and their uses. |
| 13.14 | Recognize and identify starches and their uses. |
| 13.15 | Recognize and identify bakery and pastry goods and their uses. |
| 14.0 | <u>Demonstrate skill in various food preparation methods.</u> – The student will be able to: |
| 14.01 | Prepare yeast made products. |
| 14.02 | Prepare rolls. |
| 14.03 | Prepare coffee cakes and Danish pastries. |
| 14.04 | Prepare icing. |
| 14.05 | Prepare cakes and cookies. |
| 14.06 | Prepare pies, pudding and sauces. |
| 14.07 | Prepare puff pastries. |
| 14.08 | Prepare cream puffs and éclair pastry variations. |
| 14.09 | Prepare and garnish petit fours and friandises. |
| 14.10 | Prepare parfaits and spoons. |
| 14.11 | Prepare charlottes and mousses. |
| 14.12 | Prepare ice cream and frozen desserts |
| 14.13 | Prepare thickening agents. |
| 14.14 | Prepare sauces. |
| 14.15 | Prepare meringues and pastillage. |
| 14.16 | Prepare sugar for pulling and blowing. |

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| 14.17 | Prepare nougat and marzipan candy. |
| 14.18 | Prepare confectionery chocolate and candies. |
| 14.19 | Prepare chocolate, sugar, pastillage, croquant, marzipan, and bread sculptures. |
| 15.0 | <u>Demonstrate methods of cooking and baking styles.</u> – The student will be able to: |
| 15.01 | Prepare crusty yeast dough breads. |
| 15.02 | Prepare soft yeast dough breads. |
| 15.03 | Prepare specialty yeast dough breads. |
| 15.04 | Prepare yeast dough pastries. |
| 15.05 | Prepare chemically leavened dough products. |
| 15.06 | Prepare baked foods. |
| 15.06.1 | -Follow basic baking principles (mixing, proofing, forming, and baking). |
| 15.06.2 | -Follow the recipe specifically. |
| 15.06.3 | -Prepare and bake non-yeast dough products. |
| 15.06.4 | -Prepare and bake yeast dough products. |
| 15.06.5 | -Decorate bakery products. |
| 15.06.6 | -Prepare desserts. |
| 15.07 | Prepare pie dough, pastry dough, choux dough. |
| 15.08 | Prepare puff pastry dough and variations. |
| 15.09 | Prepare crepes. |
| 15.10 | Prepare pies and tartes. |
| 15.11 | Prepare doughnuts and fritters (yeast-raised doughnuts and cake doughnuts). |
| 15.12 | Prepare cakes and tourtes. |
| 15.13 | Prepare poached fruits, fruit cobblers, and crisps. |

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| 15.14 | Prepare cream, custards, and puddings. |
| 15.15 | Prepare fillings and toppings. |
| 15.16 | Prepare frosting and icing. |
| 15.17 | Prepare dessert sauces. |
| 15.18 | Prepare petit fours and friandises. |
| 15.19 | Prepare ice cream and frozen desserts. |
| 15.20 | Prepare meringues. |
| 15.21 | Demonstrate cake decorating and finishing techniques. |
| 15.22 | Demonstrate plate decorating and finishing techniques. |
| 15.23 | Prepare confectionery chocolate and candies. |
| 15.24 | Demonstrate showpiece making abilities. |
| 16.0 | <u>Apply principles of nutrition to food preparation.</u> – The student will be able to: |
| 16.01 | Identify food groups. |
| 16.02 | Recognize nutritional context of food groups |
| 16.03 | Prepare balanced meals |
| 16.04 | Control portions to achieve nutritional balance |
| 16.05 | Define dietary allowances of: Proteins, Fats, Carbohydrates, and vitamins/minerals |
| 16.06 | Prepare food for special dietary needs |
| 16.07 | Recognize dietary requirements for special population groups |
| 16.08 | Demonstrate awareness of religious dietary requirements |
| 17.0 | <u>Identify the roles of management and supervisory personnel.</u> – The student will be able to: |
| 17.01 | Establish recruiting and selection procedures in accordance with policy. |
| 17.02 | Develop procedures for staff orientation and training. |

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| 17.03 | Conduct new employee orientation to facility and to company policies. |
| 17.04 | Develop procedures for employee performance evaluation. |
| 17.05 | Identify labor control systems and their functions. |
| 17.06 | Conduct job application interviews. |
| 17.07 | Reconcile employee disputes/complaints. |
| 17.08 | Lead management-employee group discussions. |
| 17.09 | Communicate policy concerning sexual harassment. |
| 17.10 | Communicate policy concerning substance abuse. |
| 17.11 | Demonstrate the principles of managing training programs. |
| 17.12 | Develop training objectives and plans for a training program. |
| 17.13 | Identify team-building strategies. |
| 17.14 | Identify effective coaching and counseling techniques. |
| 17.15 | Identify management and supervisory functions. |
| 17.16 | Identify leadership styles. |
| 17.17 | Identify work improvement concepts. |
| 17.18 | Describe the supervisor's role as a change agent. |
| 18.0 | <u>Conduct emergency procedures.</u> – The student will be able to: |
| 18.01 | Call fire, police, and emergency medical services as needed. |
| 18.02 | Provide and maintain firefighting equipment. |
| 18.03 | Provide and maintain emergency first aid equipment and/or supplies. |
| 18.04 | Perform Cardiopulmonary Resuscitation (CPR). |
| 18.05 | Document details of any emergency. |
| 18.06 | Follow company emergency procedures. |

18.07 Establish fire drill and emergency procedures.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Culinary Arts
Career Cluster: Hospitality and Tourism

| CCC | |
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| CIP Number | 0612050301 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 35 credit hours |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 35-1011 – Chefs and Head Cooks 35-1012 – First Line Supervisors of Food Preparation and Serving Workers 35-2014 – Cooks, Restaurant |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Culinary Management AS degree program (1612050400).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to Sanitation and Safety; Maintenance and Operation of Equipment; Recognition and Identification of Foods; Proper Storage of Foods; Methods of Preparation; Usage of Foods; Methods of Cooking; Garde Manger; Nutrition; Baking; Communication Skills;

Math Skills; Computer Applications; Professionalism; Culinary Organization; Food and Beverage Purchasing; Food and Beverage Management. The course content also includes training in communications, leadership, human relations, employability skills and safe, efficient work practices. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate proficiency in employability skills.
- 02.0 Demonstrate proficiency in applying communication and human relations skills.
- 03.0 Demonstrate the application of mathematics commonly used in the culinary industry.
- 04.0 Identify organization and functions of the culinary industry.
- 05.0 Demonstrate equipment operation and maintenance skills.
- 06.0 Analyze laws that affect the culinary industry.
- 07.0 Operate liability and risk identification program.
- 08.0 Demonstrate skills in food service and beverage sanitation and safety.
- 09.0 Plan and maintain purchasing and receiving procedures.
- 10.0 Demonstrate skills in food service and beverage management services.
- 11.0 Recognize, identify and demonstrate usage of foods.
- 12.0 Demonstrate skill in preparing foods for cooking.
- 13.0 Demonstrate methods of cooking.
- 14.0 Perform various types of food services.
- 15.0 Apply principles of nutrition to food preparation.
- 16.0 Conduct emergency procedures.

**Florida Department of Education
Student Performance Standards**

Program Title: Culinary Arts
CIP Number: 0612050301
Program Length: 35 credit hours
SOC Code(s): 35-1011, 35-1012, 35-2014

This certificate program is part of the Culinary Management AS degree program (1612050400). At the completion of this program, the student will be able to:

01.0 Demonstrate proficiency in employability skills. – The student will be able to:

01.01 Conduct a job search.

01.02 Secure information about a job.

01.03 Identify documents that may be required when applying for a job.

01.04 Prepare a resume and cover letter, letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation.

01.05 Complete a job application form correctly.

01.06 Demonstrate competence in job interview techniques.

01.07 Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers.

01.08 Identify acceptable work habits.

01.09 Discuss how to make job changes appropriately.

01.10 Demonstrate acceptable employee health and grooming habits.

01.11 Describe and apply the importance of producing quality work and meeting performance standards.

01.12 Discuss state and federal labor laws regulating the workplace.

01.13 Identify proper personal and business ethics.

01.14 Plan for future or career growth.

02.0 Demonstrate proficiency in applying communication and human relations skills. – The student will be able to:

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| 02.01 | Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and traits important to business. |
| 02.02 | Demonstrate respect for the opinions, customs and individual differences of others, as well as the ability to work cooperatively with team members and supervisors from diverse cultural backgrounds. |
| 02.03 | Maintain appropriate personal appearance and attitude. |
| 02.04 | Demonstrate problem solving and decision making strategies. |
| 02.05 | Demonstrate interest, enthusiasm, integrity as well as orderly and systematic behavior. |
| 02.06 | Explain concepts of self-understanding, self-esteem, and self-image in addition to the ability to set personal goals and develop a plan of action to achieve those goals. |
| 02.07 | Demonstrate ability to assume responsibility for decisions and actions and practice stress management techniques. |
| 02.08 | Utilize time efficiently (Time Management). |
| 02.09 | Show support of organization's chain of command. |
| 02.10 | Participate in professional associations affiliated with the culinary industry. |
| 02.11 | Explain nature of staff communication and use of inter-departmental/company communication. |
| 02.12 | Explain nature of positive customer/client relations. |
| 02.13 | Demonstrate ability to speak effectively to customers, co-workers, supervisors, and vendors, using proper grammar and terminology. |
| 02.14 | Demonstrate effective telephone and e-mail techniques and etiquette in a business situation. |
| 02.15 | Follow directions and communicate effectively to facilitate understanding and performance on the job. |
| 02.16 | Interpret business policies to customers/clients. |
| 02.17 | Demonstrate ability to locate, understand, and interpret information found in manuals, graphs, schedules, charts, diagrams, and Internet resources to generate a report. |
| 02.18 | Train employees to communicate effectively. |
| 02.19 | Utilize (read, write and speak) culinary terminology, abbreviations, and acronyms. |
| 02.20 | Demonstrate ability to deal with difficult customers and employees. |
| 03.0 | <u>Demonstrate the application of mathematics commonly used in the culinary industry.</u> – The student will be able to: |
| 03.01 | Compute addition, subtraction, multiplication, division, decimals, fractions and percentage problems. |
| 03.02 | Explain measures and conversions. |

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| 03.03 | Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges. |
| 03.04 | Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice. |
| 03.05 | Operate a calculator. |
| 03.06 | Convert recipes, calculate portion sizes and estimate cost effectively. |
| 03.07 | Identify the break-even point. |
| 04.0 | <u>Identify the organization and functions of the culinary industry.</u> – The student will be able to: |
| 04.01 | Trace inception and development of culinary industry. |
| 04.02 | Analyze functions of culinary industry. |
| 04.03 | Identify staff according to functions. |
| 04.04 | Identify the “Culinary Brigade”. |
| 04.05 | Identify “classic repertoire”. |
| 04.06 | Identify modern kitchen organization, job station and work sites. |
| 04.07 | Identify career progression in culinary arts. |
| 04.08 | Discuss history and composition of foods and beverages. |
| 04.09 | Identify critical trends in food and beverage industry. |
| 05.0 | <u>Demonstrate equipment operation and maintenance skills.</u> – The student will be able to: |
| 05.01 | Identify equipment and its intended uses. |
| 05.02 | Maintain maintenance logs. |
| 05.03 | Use equipment and tools for tasks for which it were designed. |
| 05.04 | Perform preventative maintenance on kitchen equipment and utensils per manufacturing specifications. |
| 05.05 | Assemble equipment according to manufacturer's safety guidelines. |
| 05.06 | Disassemble equipment following proper safety guidelines. |
| 05.07 | Apply knife skills. |

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| 05.08 | Interpret and apply procedures from equipment manuals. |
| 06.0 | <u>Analyze laws that affect the culinary industry.</u> – The student will be able to: |
| 06.01 | Interpret and apply labor regulations/laws as well as civil rights acts. |
| 06.02 | Interpret and apply fire regulations. |
| 06.03 | Interpret and apply liquor laws. |
| 06.04 | Train employees in liability and risk identification procedures. |
| 07.0 | <u>Operate liability and risk identification program.</u> – The student will be able to: |
| 07.01 | Train employees in liability and risk identification procedures. |
| 08.0 | <u>Demonstrate skills in food service and beverage sanitation and safety.</u> – The student will be able to: |
| 08.01 | Identify and implement sanitation and H.A.C.C.P. regulations and standards. |
| 08.02 | Maintain operation in compliance with health codes and regulations. |
| 08.03 | Implement all federal, state and local regulations impacting sanitation and safety – i.e. OSHA, FDA. |
| 08.04 | Prepare sanitizing solutions in correct dilution. |
| 08.05 | Identify health-related problems which may result from exposure to work related chemicals and hazardous materials, and identify the proper precautions required for handling such materials. |
| 08.06 | Wash hands in accordance with Health Department Guidelines. |
| 08.07 | Receive food, supplies and beverages properly. |
| 08.08 | Rotate perishable foods to minimize spoilage. |
| 08.09 | Store all inventory items in accordance with safety standards. |
| 08.10 | Label and date all products. |
| 08.11 | Store herbs in accordance with safety standards. |
| 08.12 | Store seasonings in accordance with safety standards. |
| 08.13 | Store spices in accordance with safety standards. |
| 08.14 | Store flavorings in accordance with safety standards. |

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| 08.15 | Store eggs and egg products in accordance with safety standards. |
| 08.16 | Store milk and milk products in accordance with safety standards. |
| 08.17 | Store cheese in accordance with safety standards. |
| 08.18 | Store farinaceous in accordance with safety standards. |
| 08.19 | Store fruits in accordance with safety standards. |
| 08.20 | Store seafood in accordance with safety standards. |
| 08.21 | Store vegetables in accordance with safety standards. |
| 08.22 | Store meats in accordance with safety standards. |
| 08.23 | Store poultry in accordance with safety standards. |
| 08.24 | Store starches in accordance with safety standards. |
| 08.25 | Store grains in accordance with safety standards. |
| 08.26 | Store baked goods in accordance with safety standards. |
| 08.27 | Identify appropriate reporting procedures of any potential hazards and violations. |
| 08.28 | Dispose of waste and garbage in accordance with health codes. |
| 08.29 | Maintain material safety and data sheets (M.S.D.S.). |
| 08.30 | Maintain floor care (sweep and mop). |
| 08.31 | Calibrate food thermometers. |
| 09.0 | <u>Plan and maintain purchasing and receiving procedures.</u> – The student will be able to: |
| 09.01 | Identify sources of supply. |
| 09.02 | Evaluate products. |
| 09.03 | Establish and apply purchasing specification. |
| 09.04 | Prepare requisitions and transfers. |
| 09.05 | Check invoices against received goods. |

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| 09.06 | Establish and apply stock rotation system. |
| 09.07 | Establish and apply stock inventory levels. |
| 09.08 | Record and price inventories. |
| 09.09 | Organize and maintain dry storage. |
| 09.10 | Organize and maintain cold storage. |
| 09.11 | Prepare tenders and contracts. |
| 09.12 | Obtain credits on invoices. |
| 10.0 | <u>Demonstrate skills in food service and beverage management services.</u> – The student will be able to: |
| 10.01 | Discuss goods, services, beverage facilities and equipment. |
| 10.02 | Identify purchase, storage, and inventory controls. |
| 10.03 | Identify food and beverage operations. |
| 10.04 | Compare food and beverage costs to maintain budget. |
| 10.05 | Discuss labor cost control. |
| 11.0 | <u>Recognize, identify and demonstrate usage of foods.</u> – The student will be able to: |
| 11.01 | Recognize and identify standard herbs and their uses. |
| 11.02 | Recognize and identify seasonings and their uses |
| 11.03 | Recognize and identify spices and their uses. |
| 11.04 | Recognize and identify cheese and their uses. |
| 11.05 | Recognize and identify milk and milk products and their uses. |
| 11.06 | Recognize and identify flavorings and their uses. |
| 11.07 | Recognize and identify vegetables and their uses. |
| 11.08 | Recognize and identify eggs and egg products and their uses. |
| 11.09 | Recognize and identify fruit and their uses. |

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| 11.10 | Recognize and identify cuts of meats and their uses. |
| 11.11 | Recognize and identify meats and their uses. |
| 11.12 | Recognize and identify seafood and their uses. |
| 11.13 | Recognize and identify poultry and their uses. |
| 11.14 | Recognize and identify dairy products and their uses. |
| 11.15 | Recognize and identify starches and their uses. |
| 11.16 | Recognize and identify spices and their uses. |
| 12.0 | <u>Demonstrate skill in preparing foods for cooking.</u> – Student will be able to: |
| 12.01 | Prepare salads. |
| 12.02 | Prepare salad dressings. |
| 12.03 | Prepare hot platters. |
| 12.04 | Prepare cold platters. |
| 12.05 | Prepare hors d'oeuvres. |
| 12.06 | Prepare canapés. |
| 12.07 | Prepare chaud froid. |
| 12.08 | Prepare sandwiches. |
| 12.09 | Garnish foods. |
| 12.10 | Prepare charcuterie (sausage). |
| 12.11 | Prepare relishes. |
| 12.12 | Prepare thickening agents. |
| 12.13 | Prepare sauces: |
| 12.14 | Prepare mother sauces |
| 12.15 | Prepare egg sauces |

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| 12.16 | Prepare fruit sauces |
| 12.17 | Prepare stocks |
| 12.18 | Prepare soups |
| 12.19 | Skin, scale and prepare fish |
| 12.20 | Bone and prepare poultry |
| 12.21 | Tenderize meats, poultry and seafood |
| 13.0 | <u>Demonstrate methods of cooking.</u> – The student will be able to: |
| 13.01 | Prepare pan-broiled foods. |
| 13.02 | Prepare roasted foods. |
| 13.03 | Prepare microwaved foods. |
| 13.04 | Prepare stewed foods. |
| 13.05 | Prepare broiled foods. |
| 13.06 | Prepare baked foods. |
| 13.07 | Follow basic baking principles. |
| 13.08 | Follow the recipe specifically. |
| 13.09 | Prepare and bake non-yeast dough products. |
| 13.10 | Prepare and bake yeast dough products. |
| 13.11 | Decorate bakery products. |
| 13.12 | Prepare desserts. |
| 13.13 | Prepare braised foods. |
| 13.14 | Prepare simmered foods. |
| 13.15 | Prepare smoked foods. |
| 13.16 | Prepare barbecued foods. |

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| 13.17 | Prepare fried foods. |
| 13.18 | Pan fry foods. |
| 13.19 | Deep fry foods. |
| 13.20 | Prepare sautéed foods. |
| 13.21 | Prepare steamed foods. |
| 13.22 | Prepare clarified butter. |
| 13.23 | Prepare poached foods |
| 13.24 | Prepare blanched foods. |
| 13.25 | Prepare grilled foods. |
| 13.26 | Prepare boiled foods. |
| 14.0 | <u>Perform various types of food services.</u> – The student will be able to: |
| 14.01 | Perform American service. |
| 14.02 | Prepare for buffet service. |
| 14.03 | Prepare family style service. |
| 14.04 | Perform French service. |
| 14.05 | Perform tableside service. |
| 14.06 | Operate catering services. |
| 14.07 | Operate fast food service. |
| 14.08 | Prepare regional cuisine. |
| 14.09 | Prepare international cuisine. |
| 15.0 | <u>Apply principles of nutrition to food preparation.</u> – The student will be able to: |
| 15.01 | Identify food groups. |
| 15.02 | Recognize nutritional context of food groups |

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| 15.03 | Prepare balanced meals |
| 15.04 | Control portions to achieve nutritional balance |
| 15.05 | Recognize dietary requirements for special population groups |
| 15.06 | Demonstrate awareness of religious dietary requirements |
| 16.0 | <u>Conduct emergency procedures.</u> – The student will be able to: |
| 16.01 | Call fire, police, and emergency medical services as needed. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Chef's Apprentice
Career Cluster: Hospitality and Tourism

| CCC | |
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| CIP Number | 0612050302 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 12 credit hours |
| CTSO | N/A |
| SOC Codes (all applicable) | 11-9051 – Food Service Managers 35-1012 – First Line Supervisors of Food Preparation and Serving Workers 35-1011 – Chefs and Head Cooks 35-2014 – Cooks, Restaurant |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Culinary Management AS degree program (1612050400).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to sanitation and safety; maintenance and operation of equipment; recognition and identification of foods; proper storage of foods; methods of preparation; usage of foods; methods of cooking; communication skills; math skills; computer applications;

professionalism; culinary organization; and food and beverage purchasing. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate the application of mathematics commonly used in the culinary industry.
- 02.0 Identify organization and functions of the culinary industry.
- 03.0 Demonstrate equipment operation.
- 04.0 Demonstrate skills in food service and beverage sanitation and safety.
- 05.0 Recognize, identify, and demonstrate usage of foods.
- 06.0 Demonstrate skill in preparing foods for cooking.
- 07.0 Demonstrate methods of cooking.

**Florida Department of Education
Student Performance Standards**

Program Title: Chef's Apprentice
CIP Number: 0612050302
Program Length: 12 credit hours
SOC Code(s): 11-9051; 35-1012; 35-1011; 35-2014

This certificate program is part of the Culinary Management AS degree program (1612050400). At the completion of this program, the student will be able to:

01.0 Demonstrate the application of mathematics commonly used in the culinary industry. – The student will be able to:

01.01 Compute addition, subtraction, multiplication, division, decimals, fractions and percentage problems.

01.02 Explain measures and conversions.

01.03 Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.

01.04 Operate a calculator.

01.05 Convert recipes, calculate portion sizes and estimate cost effectively.

02.0 Identify the organization and functions of the culinary industry. – The student will be able to:

02.01 Trace inception and development of culinary industry.

02.02 Analyze functions of culinary industry.

02.03 Identify staff according to functions.

02.04 Identify the "Culinary Brigade".

02.05 Identify "classic repertoire".

02.06 Identify modern kitchen organization, job station and work sites.

02.07 Identify career progression in culinary arts.

03.0 Demonstrate equipment operation and maintenance skills. – The student will be able to:

03.01 Identify equipment and its intended uses.

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| 03.02 | Use equipment and tools for tasks for which it were designed. |
| 03.03 | Assemble equipment according to manufacturer's safety guidelines. |
| 03.04 | Disassemble equipment following proper safety guidelines. |
| 03.05 | Apply knife skills. |
| 04.0 | <u>Demonstrate skills in food service and beverage sanitation and safety.</u> – The student will be able to: |
| 04.01 | Identify and implement sanitation and H.A.C.C.P. regulations and standards. |
| 04.02 | Maintain operation in compliance with health codes and regulations. |
| 04.03 | Implement all federal, state and local regulations impacting sanitation and safety – i.e. OSHA, FDA. |
| 04.04 | Prepare sanitizing solutions in correct dilution. |
| 04.05 | Identify health-related problems which may result from exposure to work related chemicals and hazardous materials, and identify the proper precautions required for handling such materials. |
| 04.06 | Wash hands in accordance with Health Department Guidelines. |
| 04.07 | Receive food, supplies and beverages properly. |
| 04.08 | Rotate perishable foods to minimize spoilage. |
| 04.09 | Store all inventory items in accordance with safety standards. |
| 04.10 | Label and date all products. |
| 04.11 | Store Herbs in accordance with safety standards. |
| 04.12 | Store seasonings in accordance with safety standards. |
| 04.13 | Store spices in accordance with safety standards. |
| 04.14 | Store flavorings in accordance with safety standards. |
| 04.15 | Store eggs and egg products in accordance with safety standards. |
| 04.16 | Store milk and milk products in accordance with safety standards. |
| 04.17 | Store cheese in accordance with safety standards. |
| 04.18 | Store farinaceous in accordance with safety standards. |

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| 04.19 | Store fruits in accordance with safety standards. |
| 04.20 | Store seafood in accordance with safety standards. |
| 04.21 | Store vegetables in accordance with safety standards. |
| 04.22 | Store meats in accordance with safety standards. |
| 04.23 | Store poultry in accordance with safety standards. |
| 04.24 | Store starches in accordance with safety standards. |
| 04.25 | Store grains in accordance with safety standards. |
| 04.26 | Store baked goods in accordance with safety standards. |
| 04.27 | Identify appropriate reporting procedures of any potential hazards and violations. |
| 04.28 | Dispose of waste and garbage in accordance with health codes. |
| 04.29 | Maintain material safety and data sheets (M.S.D.S.). |
| 04.30 | Maintain floor care (sweep and mop). |
| 04.31 | Calibrate food thermometers. |
| 05.0 | <u>Recognize, identify and demonstrate usage of foods.</u> – The student will be able to: |
| 05.01 | Recognize and identify standard herbs and their uses. |
| 05.02 | Recognize and identify seasonings and their uses |
| 05.03 | Recognize and identify spices and their uses. |
| 05.04 | Recognize and identify cheese and their uses. |
| 05.05 | Recognize and identify milk and milk products and their uses. |
| 05.06 | Recognize and identify flavorings and their uses. |
| 05.07 | Recognize and identify vegetables and their uses. |
| 05.08 | Recognize and identify eggs and egg products and their uses. |
| 05.09 | Recognize and identify fruit and their uses. |

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| 05.10 | Recognize and identify cuts of meats and their uses. |
| 05.11 | Recognize and identify meats and their uses. |
| 05.12 | Recognize and identify seafood and their uses. |
| 05.13 | Recognize and identify poultry and their uses. |
| 05.14 | Recognize and identify dairy products and their uses. |
| 05.15 | Recognize and identify starches and their uses. |
| 05.16 | Recognize and identify spices and their uses. |
| 06.0 | <u>Demonstrate skill in preparing foods for cooking.</u> – The student will be able to: |
| 06.01 | Prepare salads. |
| 06.02 | Prepare salad dressings. |
| 06.03 | Prepare hot platters. |
| 06.04 | Prepare cold platters. |
| 06.05 | Prepare hors d'oeuvres. |
| 06.06 | Prepare canapés. |
| 06.07 | Prepare chaud froid. |
| 06.08 | Prepare sandwiches. |
| 06.09 | Garnish foods. |
| 06.10 | Prepare charcuterie (sausage). |
| 06.11 | Prepare relishes. |
| 06.12 | Prepare thickening agents. |
| 06.13 | Prepare sauces: |
| 06.14 | Prepare mother sauces |
| 06.15 | Prepare egg sauces |

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| 06.16 | Prepare fruit sauces |
| 06.17 | Prepare stocks |
| 06.18 | Prepare soups |
| 06.19 | Skin, scale and prepare fish |
| 06.20 | Bone and prepare poultry |
| 06.21 | Tenderize meats, poultry and seafood |
| 07.0 | <u>Demonstrate methods of cooking.</u> – The student will be able to: |
| 07.01 | Prepare pan-broiled foods. |
| 07.02 | Prepare roasted foods. |
| 07.03 | Prepare microwaved foods. |
| 07.04 | Prepare stewed foods. |
| 07.05 | Prepare broiled foods. |
| 07.06 | Prepare baked foods. |
| 07.07 | Follow basic baking principles. |
| 07.08 | Follow the recipe specifically. |
| 07.09 | Prepare and bake non-yeast dough products. |
| 07.10 | Prepare and bake yeast dough products. |
| 07.11 | Decorate bakery products. |
| 07.12 | Prepare desserts. |
| 07.13 | Prepare braised foods. |
| 07.14 | Prepare simmered foods. |
| 07.15 | Prepare smoked foods. |
| 07.16 | Prepare barbecued foods. |

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| 07.17 | Prepare fried foods. |
| 07.18 | Pan fry foods. |
| 07.19 | Deep fry foods. |
| 07.20 | Prepare sautéed foods. |
| 07.21 | Prepare steamed foods. |
| 07.22 | Prepare clarified butter. |
| 07.23 | Prepare poached foods |
| 07.24 | Prepare blanched foods. |
| 07.25 | Prepare grilled foods. |
| 07.26 | Prepare boiled foods. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Culinary Arts Management Operations
Career Cluster: Hospitality and Tourism

| CCC | |
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| CIP Number | 0612050401 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 18 credit hours |
| CTSO | N/A |
| SOC Codes (all applicable) | 11-9051 – Food Service Managers 35-1012 – First Line Supervisors of Food Preparation and Serving Workers 35-1011 – Chefs and Head Cooks 35-2014 – Cooks, Restaurant |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This certificate program is part of the Culinary Management AS degree program (1612050400).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to Sanitation and Safety; Maintenance and Operation of Equipment; Recognition and Identification of Foods; Proper Storage of Foods; Methods of Preparation; Usage of Foods; Methods of Cooking; Communication Skills; Math Skills; Computer Applications;

Professionalism; Culinary Organization; Food and Beverage Purchasing. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate the application of mathematics commonly used in the culinary industry.
- 02.0 Identify organization and functions of the culinary industry.
- 03.0 Demonstrate equipment operation and maintenance skills.
- 04.0 Demonstrate skills in food service and beverage sanitation and safety.
- 05.0 Recognize, identify and demonstrate usage of foods.
- 06.0 Demonstrate skill in preparing foods for cooking.
- 07.0 Demonstrate various types of food services.
- 08.0 Demonstrate methods of cooking.

**Florida Department of Education
Student Performance Standards**

Program Title: Culinary Arts Management Operations
CIP Number: 0612050401
Program Length: 18 credit hours
SOC Code(s): 119051, 351012, 351011, 352014

This certificate program is part of the Culinary Management AS degree program (1612050400). At the completion of this program, the student will be able to:

01.0 Demonstrate the application of mathematics commonly used in the culinary industry. – The student will be able to:

01.01 Compute addition, subtraction, multiplication, division, decimals, fractions and percentage problems.

01.02 Explain measures and conversions.

01.03 Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.

01.04 Operate a calculator.

01.05 Convert recipes, calculate portion sizes and estimate cost effectively.

02.0 Identify the organization and functions of the culinary industry. – The student will be able to:

02.01 Trace inception and development of culinary industry.

02.02 Analyze functions of culinary industry.

02.03 Identify staff according to functions.

02.04 Identify the “Culinary Brigade”.

02.05 Identify “classic repertoire”.

02.06 Identify modern kitchen organization, job station and work sites.

02.07 Identify career progression in culinary arts.

03.0 Demonstrate equipment operation and maintenance skills. – The student will be able to:

03.01 Identify culinary equipment and its intended uses.

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| 03.02 | Use equipment and tools for tasks for which it were designed. |
| 03.03 | Assemble equipment according to manufacturer's safety guidelines. |
| 03.04 | Disassemble equipment following proper safety guidelines. |
| 03.05 | Apply knife skills. |
| 04.0 | <u>Demonstrate skills in food service and beverage sanitation and safety.</u> – The student will be able to: |
| 04.01 | Maintain operation in compliance with health codes and regulations. |
| 04.02 | Prepare sanitizing solutions in correct dilution. |
| 04.03 | Wash hands in accordance with Health Department Guidelines. |
| 04.04 | Receive food, supplies and beverages properly. |
| 04.05 | Rotate perishable foods to minimize spoilage. |
| 04.06 | Store all inventory items in accordance with safety standards. |
| 04.07 | Label and date all products. |
| 04.08 | Store Herbs in accordance with safety standards. |
| 04.09 | Store seasonings in accordance with safety standards. |
| 04.10 | Store spices in accordance with safety standards. |
| 04.11 | Store flavorings in accordance with safety standards. |
| 04.12 | Store eggs and egg products in accordance with safety standards. |
| 04.13 | Store milk and milk products in accordance with safety standards. |
| 04.14 | Store cheese in accordance with safety standards. |
| 04.15 | Store farinaceous in accordance with safety standards. |
| 04.16 | Store fruits in accordance with safety standards. |
| 04.17 | Store seafood in accordance with safety standards. |
| 04.18 | Store vegetables in accordance with safety standards. |

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| 04.19 | Store meats in accordance with safety standards. |
| 04.20 | Store poultry in accordance with safety standards. |
| 04.21 | Store starches in accordance with safety standards. |
| 04.22 | Store grains in accordance with safety standards. |
| 04.23 | Store baked goods in accordance with safety standards. |
| 04.24 | Identify appropriate reporting procedures of any potential hazards and violations. |
| 04.25 | Dispose of waste and garbage in accordance with health codes. |
| 04.26 | Maintain material safety and data sheets (M.S.D.S.). |
| 04.27 | Maintain floor care (sweep and mop). |
| 04.28 | Calibrate food thermometers. |
| 05.0 | <u>Recognize, identify, and demonstrate usage of foods.</u> – The student will be able to: |
| 05.01 | Recognize and identify standard herbs and their uses. |
| 05.02 | Recognize and identify seasonings and their uses |
| 05.03 | Recognize and identify spices and their uses. |
| 05.04 | Recognize and identify cheese and their uses. |
| 05.05 | Recognize and identify milk and milk products and their uses. |
| 05.06 | Recognize and identify flavorings and their uses. |
| 05.07 | Recognize and identify vegetables and their uses. |
| 05.08 | Recognize and identify eggs and egg products and their uses. |
| 05.09 | Recognize and identify fruit and their uses. |
| 05.10 | Recognize and identify cuts of meats and their uses. |
| 05.11 | Recognize and identify meats and their uses. |
| 05.12 | Recognize and identify seafood and their uses. |

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| 05.13 | Recognize and identify poultry and their uses. |
| 05.14 | Recognize and identify dairy products and their uses. |
| 05.15 | Recognize and identify starches and their uses. |
| 05.16 | Recognize and identify spices and their uses. |
| 06.0 | <u>Demonstrate skill in preparing foods for cooking.</u> – The student will be able to: |
| 06.01 | Prepare salads. |
| 06.02 | Prepare salad dressings. |
| 06.03 | Prepare hot platters. |
| 06.04 | Prepare cold platters. |
| 06.05 | Prepare hors d'oeuvres. |
| 06.06 | Prepare canapés. |
| 06.07 | Prepare chaud froid. |
| 06.08 | Prepare sandwiches. |
| 06.09 | Garnish foods. |
| 06.10 | Sculpt ice. |
| 06.11 | Prepare charcuterie (sausage). |
| 06.12 | Prepare relishes. |
| 06.13 | Prepare thickening agents. |
| 06.14 | Prepare sauces: |
| 06.15 | Prepare mother sauces. |
| 06.16 | Prepare egg sauces. |
| 06.17 | Prepare fruit sauces. |
| 06.18 | Prepare stocks. |

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| 06.19 | Prepare soups. |
| 06.20 | Skin, scale and prepare fish. |
| 06.21 | Bone and prepare poultry. |
| 06.22 | Tenderize meats, poultry and seafood. |
| 07.0 | <u>Demonstrate various types of food services.</u> – The student will be able to: |
| 07.01 | Prepare for buffet service. |
| 07.02 | Prepare regional cuisine. |
| 07.03 | Prepare international cuisine. |
| 07.04 | Prepare classical cuisine. |
| 08.0 | <u>Demonstrate methods of cooking.</u> – The student will be able to: |
| 08.01 | Prepare pan-broiled foods. |
| 08.02 | Prepare roasted foods. |
| 08.03 | Prepare microwaved foods. |
| 08.04 | Prepare stewed foods. |
| 08.05 | Prepare broiled foods. |
| 08.06 | Prepare baked foods. |
| 08.07 | Follow basic baking principles. |
| 08.08 | Follow the recipe specifically. |
| 08.09 | Prepare and bake non-yeast dough products. |
| 08.10 | Prepare and bake yeast dough products. |
| 08.11 | Decorate bakery products. |
| 08.12 | Prepare desserts. |
| 08.13 | Prepare braised foods. |

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| 08.14 | Prepare simmered foods. |
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| 08.17 | Prepare fried foods. |
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| 08.23 | Prepare poached foods |
| 08.24 | Prepare blanched foods. |
| 08.25 | Prepare grilled foods. |
| 08.26 | Prepare boiled foods. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Hospitality and Tourism Management
Career Cluster: Hospitality and Tourism

| AS | |
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| CIP Number | 1252090100 |
| Program Type | College Credit |
| Standard Length | 64 credit hours |
| CTSO | SkillsUSA Collegiate DECA |
| SOC Codes (all applicable) | 11-9081 – Lodging Managers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

This program prepares students for employment in management positions in the hospitality industry and/or to provide supplemental training for persons previously or currently employed in these occupations. The hospitality industry as addressed in this program includes the hotel, motel, bed and breakfast, resort, club, marina, and other lodging organizations.

The content includes but is not limited to customer service, management and supervisory development, management theory, hospitality attitude, guest experience, decision making, organization, communications, human relations, leadership training, personnel training, security, sanitation, food and beverage management, sales, hotel accounting, housekeeping, energy management, maintenance and engineering, marketing, property, resort, and convention management, applicable local, state, and federal laws and asset management. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 64credit hours.

Standards

After successfully completing this program, the student will be able to perform the following:

Core

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate customer service skills.
- 03.0 Apply human relations skills.
- 04.0 Demonstrate proficiency in communication skills.
- 05.0 Demonstrate proficiency in applying mathematics skills.
- 06.0 Identify economic principles.
- 07.0 Identify effective selling techniques and procedures.
- 08.0 Identify the organization and function of the hospitality industry.
- 09.0 Perform general hotel duties.
- 10.0 Manage the front office.
- 11.0 Develop and control basic sanitation program.
- 12.0 Demonstrate housekeeping operations and management functions.
- 13.0 Demonstrate leadership and supervisory skills.
- 14.0 Apply and maintain security and safety procedures.
- 15.0 Demonstrate hotel staffing operations.
- 16.0 Analyze laws that affect the hospitality industry.
- 17.0 Operate liability and risk identification program.
- 18.0 Plan and maintain purchasing and receiving procedures.
- 19.0 Demonstrate the use of computers.
- 20.0 Exhibit skills for resort/club/marina/hotel management.

Specializations

Event Planning

- 21.0 Examine the principles of convention management and services
- 22.0 Demonstrate technology skills on computer systems and the Internet.
- 23.0 Identify marketing, sales, and business promotion.

Food and Beverage

- 24.0 Set up and control maintenance and energy consumption.
- 25.0 Demonstrate food and beverage management in a full-service hotel/motel/lodge.
- 26.0 Demonstrate basic computer skills.
- 27.0 Perform communications activities.

- 28.0 Identify terminology unique to the food and beverage industry.
- 29.0 Manage guest interactions
- 30.0 Participate in learning reservations procedures.
- 31.0 Demonstrate acceptable dining room service procedures
- 32.0 Demonstrate the ability to design a menu.

Rooms Division

- 33.0 Identify and demonstrate marketing and business fundamentals.
- 34.0 Demonstrate use of the Property Management System.
- 35.0 Manage accounting and information system.
- 36.0 Demonstrate basic computer skills.
- 37.0 Perform communication activities.
- 38.0 Identify terminology unique to the hotel/lodging industry.
- 39.0 Manage guest interactions.
- 40.0 Participate in learning reservations procedures.

**Florida Department of Education
Student Performance Standards**

Program Title: Hospitality and Tourism Management
CIP Number: 1252090100
Program Length: 64 credit hours
SOC Code: 11-9081

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

| <u>Core</u> | |
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| 01.0 | <u>Demonstrate employability skills.</u> – The student will be able to: |
| 01.01 | Conduct a job search. |
| 01.02 | Secure information about a job. |
| 01.03 | Prepare a resume and cover letter, letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation. |
| 01.04 | Identify documents that may be required when applying for a job. |
| 01.05 | Complete a job application form correctly. |
| 01.06 | Demonstrate competence in job interview techniques. |
| 01.07 | Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers. |
| 01.08 | Identify acceptable work habits. |
| 01.09 | Discuss how to make job changes appropriately. |
| 01.10 | Identify acceptable employee health and grooming habits. |
| 01.11 | Describe and apply the importance of producing quality work and meeting performance standards. |
| 01.12 | Discuss state and federal labor laws regulating the workplace. |
| 01.13 | Identify proper personal and business ethics. |
| 01.14 | Identify current trends that have developed in the hospitality industry. |
| 01.15 | Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to |

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| the hospitality field. |
| 01.16 List the various jobs within a selected hospitality occupation. |
| 01.17 Diagram a career ladder for the selected hospitality occupation. |
| 01.18 Identify postsecondary programs and educational training available for advancement in the field. |
| 02.0 <u>Demonstrate customer service skills.</u> – The student will be able to: |
| 02.01 Demonstrate a hospitality attitude. |
| 02.02 Explain guest experience management. |
| 03.0 <u>Apply human relations skills.</u> – The student will be able to: |
| 03.01 Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and being a team player. |
| 03.02 Demonstrate the ability to work cooperatively with team members and supervisors from different cultural backgrounds. |
| 03.03 Identify personality traits important to business. |
| 03.04 Demonstrate problem-solving and decision-making strategies. |
| 03.05 Demonstrate problem-solving initiative. |
| 03.06 Exhibit interest and enthusiasm. |
| 03.07 Demonstrate responsible behavior. |
| 03.08 Explain the importance of honesty and integrity when dealing with others. |
| 03.09 Demonstrate orderly and systematic behavior. |
| 03.10 Demonstrate self-management. |
| 03.11 Explain concepts of self-understanding, self-esteem, and self-image. |
| 03.12 Set personal goals and develop a plan of action to achieve those goals. |
| 03.13 Demonstrate the ability to offer and accept criticism. |
| 03.14 Demonstrate respect for the opinions, customs, and individual differences of others. |
| 03.15 Identify and practice stress management techniques. |

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| 03.16 | Demonstrate ability to assume responsibility for decisions and actions. |
| 03.17 | Identify motivational techniques. |
| 03.18 | Identify team-building strategies. |
| 03.19 | Identify effective coaching and counseling techniques. |
| 04.0 | <u>Demonstrate proficiency in communication skills.</u> – The student will be able to: |
| 04.01 | Demonstrate effective communication: verbal, nonverbal, written, and electronic. |
| 04.02 | Explain nature of staff communication and use of inter-departmental/company communication. |
| 04.03 | Establish internal communication processes. |
| 04.04 | Explain nature of positive customer/client relations. |
| 04.05 | Demonstrate listening strategies that improve understanding and performance on the job. |
| 04.06 | Interpret business policies to customers/clients. |
| 04.07 | Demonstrate ability to locate, understand, and interpret information found in manuals, graphs, schedules, charts, diagrams, and Internet resources to generate a report. |
| 04.08 | Train employees to communicate effectively. |
| 04.09 | Develop a dynamic telephone personality. |
| 04.10 | Provide services using various types of telephone systems. |
| 04.11 | Handle incoming front-desk telephone calls promptly and courteously. |
| 04.12 | Accept and process guest complaints, making sure that the proper department gets the message. |
| 04.13 | Communicate establishment's mission statement concerning guest services. |
| 05.0 | <u>Demonstrate proficiency in applying mathematics skills.</u> – The student will be able to: |
| 05.01 | Compute addition, subtraction, multiplication, division, and percentage problems. |
| 05.02 | Apply problem-solving techniques to sales-related transactions including cash, checks, debit cards, credit cards, and discounts. |
| 05.03 | Interpret quantitative information from tables, charts, and graphs as related to the workplace. |
| 05.04 | Calculate tax, gratuity, commission, and miscellaneous charges. |

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| 05.05 | Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal. |
| 05.06 | Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges. |
| 05.07 | Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice. |
| 05.08 | Use ratios, proportions, and scales to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan. |
| 06.0 | <u>Identify economic principles.</u> – The student will be able to: |
| 06.01 | Explain the following: <ul style="list-style-type: none"> • Economic goods and services • Economic resources • Economics and economic activities • Utility • "Supply and demand" • Price • Economic systems • Private enterprise and business ownership • Profit • Risk • Competition • Productivity |
| 06.02 | Explain relationship between government and business. |
| 06.03 | Identify components of gross national product (GNP) and gross domestic product (GDP). |
| 07.0 | <u>Identify effective selling techniques and procedures.</u> – The student will be able to: |
| 07.01 | Explain the purpose and importance of selling. |
| 07.02 | Identify sales techniques used by the hospitality industry including social media. |
| 07.03 | Identify an effective sales presentation. |
| 07.04 | Analyze and prepare multi-media advertisements. |
| 07.05 | Prepare press release. |
| 07.06 | Review promotional brochures and literature. |
| 07.07 | Develop a publicity and public relations plan. |

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| 07.08 | Implement public relations programs. |
| 07.09 | Promote features of establishment. |
| 07.10 | Prepare and analyze questionnaire for guests. |
| 07.11 | Promote room sales. |
| 07.12 | Discuss the scope and segments of the convention market. |
| 07.13 | Identify potential convention groups. |
| 07.14 | Identify company/corporate meetings. |
| 07.15 | Identify factors affecting convention site selection. |
| 07.16 | Discuss convention sales techniques. |
| 07.17 | Identify the sales process. |
| 07.18 | Discuss customer services. |
| 07.19 | Identify convention servicing requirements. |
| 08.0 | <u>Identify the organization and function of the hospitality industry.</u> – The student will be able to: |
| 08.01 | Trace evolution of the hospitality industry. |
| 08.02 | Describe various organizational structures within the hospitality industry. |
| 08.03 | Analyze organizational structure of hotel operations. |
| 08.04 | Analyze functions of the hospitality industry. |
| 08.05 | Identify staff according to function. |
| 08.06 | Describe management functions applied to hospitality services. |
| 08.07 | Identify mission of various departments within the industry. |
| 08.08 | Use common hotel terminology. |
| 08.09 | Identify future trends in hospitality industry. |
| 09.0 | <u>Perform general hotel duties.</u> – The student will be able to: |

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| 09.01 | Perform duties of hotel clerk in a smaller establishment. |
| 09.02 | Maintain information about guest services. |
| 09.03 | Represent the general manager in any duty assigned. |
| 09.04 | Handle all other internal control items as to company policy and procedure. |
| 09.05 | Maintain the daily "walk-in" reservation sheet in accordance with policy and procedure. |
| 09.06 | Maintain all files, records, forms, and documents in an orderly manner. |
| 10.0 | <u>Manage the front office.</u> – The student will be able to: |
| 10.01 | Provide guest information assistance. |
| 10.02 | Identify and give directions, distances, locations and events. |
| 10.03 | Give locations of other hotels/motels and services provided. |
| 10.04 | Inquire about advance reservation. |
| 10.05 | Make guaranteed room reservation. |
| 10.06 | Process reservation requests by mail, telephone, centralized computers/online, agents, and individuals. |
| 10.07 | Process reservation requests by type. |
| 10.08 | Define channel management and explain its effect on profitability. |
| 10.09 | File confirmed reservation requests. |
| 10.10 | Prepare correspondence and documents pertaining to a reservation request. |
| 10.11 | Bring reservation file up to date each day, moving current reservations forward to registration and check-in desk. |
| 10.12 | Make advanced reservations at other hotel/motels. |
| 10.13 | Process pre-payment of future reservations. |
| 10.14 | Maintain registration records files, forms, and documents. |
| 10.15 | Complete check-in procedures. |
| 10.16 | Receive information from sales department on conventions and special meetings and relay to guests. |

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| 10.17 | Find rooms for customers when property is full. |
| 10.18 | Check room rack for available space and make room assignments prior to arrival. |
| 10.19 | Issue room keys and receipt. |
| 10.20 | Page bell person to escort guest to room. |
| 10.21 | Request payment of room in advance. |
| 10.22 | Cancel room reservations. |
| 10.23 | Obtain authorization on credit card and make credit card sale. |
| 10.24 | Pay designated invoices and follow paid-out procedures. |
| 10.25 | Compute posting machine balance on all charges. |
| 10.26 | Verify cash amount in cash register using posting machine. |
| 10.27 | Perform cashiering duties and handle check out procedures by following policies and procedures. |
| 10.28 | Verify shift bank at beginning of shift. |
| 10.29 | Post charges to folio. |
| 10.30 | Authorize guest charges to other departments. |
| 10.31 | Approve checks. |
| 10.32 | Record and place wake-up calls. |
| 10.33 | Provide proper message and mail services. |
| 10.34 | Transfer information from shift to shift. |
| 10.35 | File all guestroom documents to night auditor file. |
| 10.36 | Post current events board. |
| 10.37 | Post messages on message board. |
| 10.38 | Keep record of daily parcels. |
| 10.39 | Direct guests to other personnel and departments. |

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| 10.40 | Arrange for services for handicapped guests. |
| 10.41 | Coordinate special guest services. |
| 10.42 | Provide information regarding the community. |
| 10.43 | Keep written record of all articles left by guests. |
| 10.44 | Make group reservations for tours. |
| 10.45 | Plan and administer front office operations. |
| 10.46 | Develop management system for front office areas. |
| 10.47 | Develop and maintain front office area cleanliness. |
| 10.48 | Handle customer/client complaints. |
| 11.0 | <u>Develop and control basic sanitation program.</u> – The student will be able to: |
| 11.01 | Develop and control restroom sanitation program. |
| 11.02 | Develop and control storage room sanitation program. |
| 11.03 | Develop standards and control premise cleanliness. |
| 11.04 | Set up and maintain floor care system. |
| 11.05 | Set up and maintain pest control system. |
| 11.06 | Identify sanitation regulations and standards. |
| 11.07 | Maintain operation in compliance with health codes and regulations. |
| 11.08 | Demonstrate protection procedures for avoiding HIV-AIDS infection while performing housekeeping duties. |
| 12.0 | <u>Demonstrate housekeeping operations and management functions.</u> – The student will be able to: |
| 12.01 | Describe housekeeping department operations. |
| 12.02 | Demonstrate interior restoration. |
| 12.03 | Identify housekeeping administrative areas. |
| 12.04 | Identify housekeeping management functions. |

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| 12.05 | Identify recordkeeping procedures. |
| 12.06 | Demonstrate professional housekeeping management. |
| 12.07 | Verify laundry operations. |
| 12.08 | Prepare housekeeping report. |
| 12.09 | Review key report. |
| 12.10 | Review shift reports. |
| 12.11 | Record and report room inventory. |
| 13.0 | <u>Demonstrate leadership and supervisory skills.</u> – The student will be able to: |
| 13.01 | Solve problems in accordance with management policy and mission statement. |
| 13.02 | Make informed decisions in accordance with management policy and mission statement. |
| 13.03 | Modify policy and/or mission statement to meet new conditions using approved procedures. |
| 13.04 | Inform personnel of policy and/or mission statement changes. |
| 13.05 | Identify management functions. |
| 13.06 | Identify supervisory functions. |
| 13.07 | Identify leadership styles. |
| 13.08 | Identify work improvement concepts. |
| 13.09 | Describe the supervisor's role as a change agent. |
| 14.0 | <u>Apply and maintain security and safety procedures.</u> – The student will be able to: |
| 14.01 | Demonstrate general safety and security practices. |
| 14.02 | Set up and maintain system for storage and protection of valuables. |
| 14.03 | Set up and maintain security procedures for guests, facilities, equipment and supplies. |
| 14.04 | Identify components of training and supervision. |
| 14.05 | Maintain key controls. |

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| 14.06 | Develop and maintain a program for staff security. |
| 14.07 | Establish and apply appropriate procedures for handling emergency situations. |
| 14.08 | Call fire, police, and emergency medical services as needed. |
| 14.09 | Provide and maintain firefighting equipment. |
| 14.10 | Provide and maintain emergency first aid equipment and/or supplies. |
| 14.11 | Perform Cardiopulmonary Resuscitation (CPR). |
| 14.12 | Document details of any emergency. |
| 14.13 | Follow company emergency procedures. |
| 15.0 | <u>Demonstrate hotel staffing operations.</u> – The student will be able to: |
| 15.01 | Establish recruiting and selection procedures in accordance with company policy. |
| 15.02 | Develop and evaluate procedures for staff orientation and training programs. |
| 15.03 | Develop new employee orientation to facility and to company policies. |
| 15.04 | Develop procedures for employee performance evaluation. |
| 15.05 | Establish wage and salary control system. |
| 15.06 | Identify labor control systems and their functions. |
| 15.07 | Develop disciplinary process. |
| 15.08 | Demonstrate conflict resolution. |
| 15.09 | Identify employee groups. |
| 15.10 | Identify the functions and purposes of employee unions. |
| 15.11 | Identify procedures in management development. |
| 15.12 | Prepare job descriptions. |
| 15.13 | Conduct job application interviews. |
| 15.14 | Delegate responsibility and authority. |

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| 15.15 | Prepare employee work schedules. |
| 15.16 | Reconcile employee disputes/complaints. |
| 15.17 | Lead management-employee group discussions. |
| 15.18 | Communicate policy concerning sexual harassment. |
| 15.19 | Communicate policy concerning substance abuse. |
| 15.20 | Perform a task analysis. |
| 16.0 | <u>Analyze laws that affect the hospitality industry.</u> – The student will be able to: |
| 16.01 | Interpret and apply labor regulations/laws. |
| 16.02 | Interpret and apply fire regulations. |
| 16.03 | Interpret and apply liquor laws. |
| 16.04 | Interpret and apply workers' compensation laws. |
| 16.05 | Interpret and apply the Innkeepers' Act. |
| 16.06 | Interpret and apply civil rights acts. |
| 16.07 | Interpret and apply the Americans with Disabilities Act. |
| 16.08 | Interpret and apply company and/or franchise regulations. |
| 16.09 | Interpret taxes affecting the hospitality industry. |
| 16.10 | Interpret parts of group, convention, and banquet contracts. |
| 17.0 | <u>Operate liability and risk identification program.</u> – The student will be able to: |
| 17.01 | Train employees in liability and risk identification procedures. |
| 17.02 | Identify liability and risk situations and take remedial action using approved procedures. |
| 17.03 | Enforce liability and risk identification procedures with all employees. |
| 18.0 | <u>Plan and maintain purchasing and receiving procedures.</u> – The student will be able to: |
| 18.01 | Identify sources of supply. |

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| 18.02 | Evaluate products. |
| 18.03 | Negotiate payment terms with suppliers. |
| 18.04 | Establish and apply purchasing specification. |
| 18.05 | Prepare requisitions and transfers. |
| 18.06 | Check invoices. |
| 18.07 | Establish and apply stock rotation system. |
| 18.08 | Establish and apply stock inventory levels. |
| 18.09 | Record and price inventories. |
| 18.10 | Organize and maintain dry storage. |
| 18.11 | Organize and maintain cold storage. |
| 18.12 | Prepare tenders and contracts. |
| 18.13 | Negotiate service and maintenance contracts. |
| 19.0 | <u>Demonstrate the use of computers.</u> – The student will be able to: |
| 19.01 | Demonstrate skill in use of software standard to the hospitality industry. |
| 19.02 | Demonstrate use of the Property Management System. |
| 19.03 | Demonstrate use of the Point of Sale System. |
| 19.04 | Retrieve guest data using computer terminal. |
| 20.0 | <u>Exhibit skills for resort/club/marina/hotel management.</u> – The student will be able to: |
| 20.01 | Discuss the resort/club/marina/hotel concept. |
| 20.02 | Identify special considerations in planning and development. |
| 20.03 | Identify planning and development process. |
| 20.04 | Discuss resort/club/marina/hotel facilities planning. |
| 20.05 | Analyze requirements for recreational activities. |

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| 20.06 | Identify personnel department functions. |
| 20.07 | Identify front of house functions. |
| 20.08 | Identify heart of house functions. |
| 20.09 | Identify security functions. |
| 20.10 | Discuss marketing of resort/club/marina/hotel. |
| 20.11 | Discuss resort investment management. |
| 20.12 | Discuss future trends in the resort/club/marina/hotel industry. |
| <i>Event Planning and Management</i> | |
| 21.0 | <u>Examine the principles of convention management and services.</u> – The student will be able to: |
| 21.01 | Compare the scope and segments of the convention market. |
| 21.02 | Identify potential convention groups. |
| 21.03 | Identify company/corporate meetings. |
| 21.04 | Identify factors affecting convention site selection. |
| 21.05 | Compare convention sales techniques. |
| 21.06 | Identify the sales process. |
| 21.07 | Compare customer services. |
| 21.08 | Identify convention-servicing requirements |
| 22.0 | <u>Demonstrate technology skills on computer system and the Internet.</u> – The student will be able to: |
| 22.01 | Explain the basics of purchasing, implementing, maintaining, and affectivity of today's information systems. |
| 22.02 | Describe the types of software generally used in the Travel and Tourism Industry such as word-processing; database management, presentation graphics, and cash and office management software. |
| 22.03 | Explain storage device, downtime, and backup, and identify common data storage devices. |
| 22.04 | Explain the ticket function of an automation system. |
| 22.05 | Identify and interpret reports generated by an automation system. |

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| 22.06 | Identify the daily, weekly, monthly, and yearly report functions. |
| 22.07 | Explain data processing concepts and define important automation terms. |
| 22.08 | Communicate with a data processing system and ticket function of a typical automated system. |
| 22.09 | Analyze key reports generated by the automated system including daily and monthly sales reports, automated ARC reports, ticket inventories, aged analyses, and accounting journals. |
| 22.10 | Enter data in an automated system and use the ticket function to invoice an itinerary with non-ARC segments. |
| 22.11 | Explain the use of Internet, listserves and usernets for discussing industry topics. |
| 22.12 | Compare the uses of the Internet, which include electronic mail (email) which is used to communicate quickly with suppliers, customers, and other agencies. |
| 22.13 | Identify the impact of the Internet on the Travel and Tourism Industry and list some of the many web sites addresses of organizations that can provide the most up to date information about the Travel and Tourism Industry. |
| 22.14 | Explain the importance of the Internet as a research tool to quickly answer customer's questions involving weather, sightseeing options, hotels, car rentals, restaurants, documentation requirements, theatres, and parks. |
| 22.15 | Explain the importance of the Internet as an advertising medium to help in niche marketing generate a significant amount of sales. |
| 23.0 | <u>Identify marketing, sales, and business promotion.</u> – The student will be able to: |
| 23.01 | Explain marketing, its role, functions and related activities. |
| 23.02 | Explain relationship of marketing to business and the economy. |
| 23.03 | Compare and contrast the types of business ownership. |
| 23.04 | Explain concept of marketing strategies and importance of market research. |
| 23.05 | Demonstrate an understanding of market segmentation |
| 23.06 | Identify target markets and develop a marketing plan. |
| 23.07 | Define the importance of Test Marketing and Follow-up. |
| 23.08 | Compare and contrast product-oriented marketing and market-oriented strategies. |
| 23.09 | Illustrate the importance of keeping up with current marketing ideas, new markets, and new technology. |
| 23.10 | Explain purpose and importance of selling. |
| 23.11 | Identify sales techniques used by the travel and tourism industry. |
| 23.12 | Identify an effective sales presentation, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; closing the sale; and |

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| suggestion and substitution selling. |
| 23.13 Develop newspaper advertisements and press release. |
| 23.14 Analyze and prepare multi-media advertisements. |
| 23.15 Review and analyze promotional brochures and literature. |
| 23.16 Implement public relations programs to promote features of business. |
| 23.17 Explain how the implications of social and economic trends might affect the Travel and Tourism market. |
| 23.18 Identify major social networks and explain how they can be applied to a marketing strategy. |
| 23.19 Explain importance of segmental analysis in developing niches or specialty markets such as adventure travel, sports travel, ecotourism, cruises, up-scale travel or budget travel. |
| 23.20 Demonstrate advertising principles to promote the Travel and Tourism business. |
| 23.21 Compare the impact of direct mail, print, cooperative, and Internet advertising. |
| 23.22 Explain the difference between Public Relations, Goodwill, and Personal Selling. |
| 23.23 Research how to select a location for a Travel and Tourism operation. |
| 23.24 Explain pricing strategies and competition including fee-based pricing. |
| 23.25 Compare the unethical practices of bait-and-switch and its relationship to lowest price and volume. |
| 23.26 Design and develop in-agency window displays and promotions. |
| <i>Food and Beverage</i> |
| 24.0 <u>Set up and control maintenance and energy consumption.</u> – The student will be able to: |
| 24.01 Establish an energy conservation program. |
| 24.02 Analyze energy consumption. |
| 24.03 Identify appropriate energy savings systems. |
| 24.04 Develop energy survey/audit practices. |
| 24.05 Interpret and apply procedures from equipment manuals. |
| 24.06 Supervise Chief Engineer. |

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| 24.07 | Interpret reports and maintenance records for physical plant systems and equipment. |
| 25.0 | <u>Demonstrate food and beverage management in a full-service hotel/motel/lodge.</u> – The student will be able to: |
| 25.01 | Explain the following components of food and beverage management and exhibit the related skills: |
| | <ul style="list-style-type: none"> • Management controls. • Purchasing • Receiving • Food production • Serving • Control systems • Budgets and projections • Labor and food costs • Sales, promotions and entertainment • Room service • Bar costs • Liability law |
| 26.0 | <u>Demonstrate basic computer skills.</u> – The student will be able to: |
| 26.01 | Demonstrate basic proficiency in e-mail communication and spreadsheet, word processing, database, and/or presentation software. |
| 27.0 | <u>Perform communication activities.</u> – The student will be able to: |
| 27.01 | Demonstrate effective telephone usage and courtesy. |
| 27.02 | Demonstrate effective listening skills. |
| 27.03 | Give, follow and interpret oral and written communications. |
| 27.04 | Demonstrate e-mail etiquette and ethics. |
| 27.05 | Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation and word choice. |
| 27.06 | Prepare, outline, and deliver an effective short oral presentation. |
| 27.07 | Participate in a group discussion as a member and as a leader. |
| 27.08 | Obtain appropriate information from graphics and other visual media. |
| 27.09 | Proofread and edit documents. |
| 27.10 | Demonstrate ability to communicate effectively with diverse populations. |

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| 28.0 | <u>Identify terminology unique to the food and beverage industry.</u> – The student will be able to: |
| 28.01 | Understand and use terminology as it applies to the food and beverage industry. |
| 28.02 | Demonstrate how to communicate with a customer in layman’s language. |
| 29.0 | <u>Manage guest interactions.</u> - The student will be able to: |
| 29.01 | Listen reflectively. |
| 29.02 | Review guest history. |
| 29.03 | Ask questions. |
| 29.04 | Collect information. |
| 29.05 | Assess the guest’s needs. |
| 29.06 | Research solutions. |
| 29.07 | Develop a plan of action. |
| 29.08 | Refer to appropriate authority (if needed). |
| 29.09 | Execute data capture. |
| 29.10 | Communicate actions. |
| 29.11 | Resolve customer issues. |
| 29.12 | Offer additional services. |
| 29.13 | Perform follow-up as needed. |
| 30.0 | <u>Participate in learning reservations procedures.</u> – The student will be able to: |
| 30.01 | Attend scheduled training. |
| 30.02 | Utilize available resources. |
| 30.03 | Review job critical information. |
| 30.04 | Seek feedback on performance. |
| 30.05 | Apply acquired skills. |

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| 31.0 | <u>Demonstrate acceptable dining room service procedures.</u> – The student will be able to: |
| 31.01 | Demonstrate different types of table settings. |
| 31.02 | Demonstrate different types of services. |
| 31.03 | Demonstrate different types of food and beverage servings. |
| 31.04 | Describe and use computer systems used for ordering and creating checks. |
| 32.0 | <u>Demonstrate the ability to design a menu.</u> – The student will be able to: |
| 32.01 | Demonstrate knowledge of writing a menu. |
| 32.02 | Describe how to utilize a menu layout. |
| 32.03 | Explain various styles of menu covers and their importance to the overall ambiance of the facility. |
| 32.04 | Explain categories used in menus and differentiate when they are used. |
| 32.05 | Explain menu pricing. |
| 32.06 | Explain the menu pre-cost method for selling price, cost and amount of items sold. |
| 32.07 | Explain markup methods. |
| <i>Rooms Division</i> | |
| 33.0 | <u>Identify and demonstrate marketing and business fundamentals.</u> – The student will be able to: |
| 33.01 | Explain marketing and its role. |
| 33.02 | Explain functions of marketing and related activities. |
| 33.03 | Explain relationship of marketing and social media to business and the economy. |
| 33.04 | Explain types of business ownership. |
| 33.05 | Compare and contrast the different forms of business ownership. |
| 33.06 | Define “entrepreneurship.” |
| 33.07 | Describe importance of entrepreneurship to the American economy. |
| 33.08 | List the advantages and disadvantages of business ownership. |

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| 33.09 | Identify the risks involved in ownership of a business. |
| 33.10 | Identify characteristics, aptitudes, and skills of a successful entrepreneur. |
| 33.11 | Identify the business skills needed to operate a small business efficiently and effectively. |
| 33.12 | Identify your entrepreneurial aptitudes and skills. |
| 33.13 | Develop a plan for opening a business. |
| 34.0 | <u>Demonstrate use of the Property Management System.</u> – The student will be able to: |
| 34.01 | Prepare shift deposit. |
| 34.02 | Compute occupancy report. |
| 34.03 | Verify cash amount turned in on each shift. |
| 34.04 | Post all charges from telephone, laundry, specialty shop purchases, restaurant and other services. |
| 34.05 | Receive and record payments. |
| 34.06 | Complete vouchers. |
| 34.07 | Post allowance after guest has paid in full. |
| 34.08 | Locate errors and make adjustments. |
| 34.09 | Balance folio accounts. |
| 34.10 | Complete excessive charges report. |
| 34.11 | Prepare hotel revenue report on a daily basis. |
| 34.12 | File each day's reports and papers. |
| 34.13 | Maintain a neat and orderly front office. |
| 34.14 | Prepare shift report. |
| 34.15 | Maintain incident log. |
| 35.0 | <u>Manage accounting and information system.</u> – The student will be able to: |
| 35.01 | Set up, maintain, and audit petty cash fund. |

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| 35.02 | Maintain accounts payable. |
| 35.03 | Check, record, and pay invoices. |
| 35.04 | Maintain accounts receivable. |
| 35.05 | Reconcile cash. |
| 35.06 | Prepare bank deposit. |
| 35.07 | Reconcile bank statements. |
| 35.08 | Calculate, analyze, and review labor costs. |
| 35.09 | Review and analyze balance sheet. |
| 35.10 | Prepare and monitor profit plan. |
| 35.11 | Prepare and analyze general ledger. |
| 35.12 | Monitor the accounting, cashiering, and billing of all guest services. |
| 35.13 | Record and maintain daily departmental revenue records. |
| 35.14 | Prepare journals and ledgers. |
| 35.15 | Compute average amount spent by guests. |
| 35.16 | Compute average room rate. |
| 35.17 | Compute occupancy percentage report. |
| 35.18 | Take posting machine balance on all charges. |
| 35.19 | Solve problems when computers are inoperative. |
| 35.20 | Analyze payroll records. |
| 36.0 | <u>Demonstrate basic computer skills.</u> – The student will be able to: |
| 36.01 | Demonstrate basic proficiency in e-mail communication and spreadsheet, word processing, database, and/or presentation software. |
| 37.0 | <u>Perform communication activities.</u> – The student will be able to: |
| 37.01 | Demonstrate effective telephone usage and courtesy. |

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| 37.02 | Demonstrate effective listening skills. |
| 37.03 | Give, follow and interpret oral and written communications. |
| 37.04 | Demonstrate e-mail etiquette and ethics. |
| 37.05 | Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation, and word choice. |
| 37.06 | Prepare, outline, and deliver an effective short oral presentation. |
| 37.07 | Participate in a group discussion as a member and as a leader. |
| 37.08 | Obtain appropriate information from graphics and other visual media. |
| 37.09 | Proofread and edit documents. |
| 37.10 | Demonstrate ability to communicate effectively with diverse populations. |
| 38.0 | <u>Identify terminology unique to the hotel/lodging industry.</u> – The student will be able to: |
| 38.01 | Understand and use terminology as it applies to the hotel/lodging industry. |
| 38.02 | Demonstrate how to communicate with a customer to meet guest expectations. |
| 39.0 | <u>Manage guest interactions.</u> – The student will be able to: |
| 39.01 | Listen reflectively. |
| 39.02 | Review guest history. |
| 39.03 | Ask questions. |
| 39.04 | Collect information. |
| 39.05 | Assess the guest's needs. |
| 39.06 | Research solutions. |
| 39.07 | Develop a plan of action. |
| 39.08 | Refer to appropriate authority (if needed). |
| 39.09 | Execute data capture. |
| 39.10 | Communicate actions. |

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| 39.11 | Resolve customer issues. |
| 39.12 | Offer additional services. |
| 39.13 | Perform follow-up as needed. |
| 40.0 | <u>Participate in learning reservations procedures.</u> – The student will be able to: |
| 40.01 | Review the format for scheduled training. |
| 40.02 | Utilize available resources. |
| 40.03 | Review job critical information. |
| 40.04 | Seek feedback on performance. |
| 40.05 | Apply acquired skills. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Professional Resources/Organizations

American Hotel & Lodging Association
Florida Restaurant and Lodging Association
Club Managers Association of America
Travel Industry Association of America
Meeting Professionals International

Career and Technical Student Organization (CTSO)

SkillsUSA and Collegiate DECA, an association of marketing students, are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 64 credit hours according to Rule 6A-14.030, F.A.C.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

- Event Planning Management (0252090905) – 24 credit hours
- Food and Beverage Specialist (0252090507) – 12 credit hours
- Food and Beverage Operations (0252090508) – 18 credit hours
- Food and Beverage Management (0252090503) – 30 credit hours
- Guest Services Specialist (0252090403) – 15 credit hours
- Rooms Division Specialist (0252090405) – 13 credit hours
- Rooms Division Operations (0252090406) – 19 credit hours
- Rooms Division Management (0252090402) – 30 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

**Florida Department of Education
Curriculum Framework**

Program Title: Travel and Tourism Industry Management
Career Cluster: Hospitality and Tourism

| AS | |
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| CIP Number | 1252090300 |
| Program Type | College Credit |
| Standard Length | 64 credit hours |
| CTSO | Collegiate DECA |
| SOC Codes (all applicable) | 11-2022 – Sales Managers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to customer service, management and supervisory development, management theory, decision making, organization, communications, human relations, leadership training, personnel training, travel counseling, reservationists, ticketing, tour development, security, sales, travel and tourism accounting, marketing, and convention management, applicable local, state, and federal laws and asset management. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 64 credit hours.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate a proficiency in applying human relation skills.
- 03.0 Demonstrate a proficiency in applying communications skills.
- 04.0 Demonstrate a proficiency in applying mathematics skills.
- 05.0 Identify basic economic principles.
- 06.0 Identify marketing, sales & business promotion.
- 07.0 Identify organization and function of travel and tourism industry.
- 08.0 Perform general travel and tourism office duties.
- 09.0 Provide customer service information.
- 10.0 Process reservations.
- 11.0 Demonstrate a proficiency in accounting and information systems.
- 12.0 Demonstrate human resource planning in Travel and Tourism.
- 13.0 Apply management and administration skills.
- 14.0 Apply and maintain security and safety procedures.
- 15.0 Exhibit technology skills using computer systems, software, and the Internet.
- 16.0 Analyze the laws that affect the travel and tourism industry.
- 17.0 Examine the principles of entrepreneurship.
- 18.0 Examine the principles of convention management and services.
- 19.0 Examine the principles of sports and adventure travel.

**Florida Department of Education
Student Performance Standards**

Program Title: Travel and Tourism Industry Management
CIP Number: 1252090300
Program Length: 64 credit hours
SOC Code: 11-2022

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

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| 01.0 | <u>Demonstrate employability skills.</u> – The student will be able to: |
| 01.01 | Conduct a job search and secure information about a job. |
| 01.02 | Prepare a resume and cover letter, letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation. |
| 01.03 | Identify documents that may be required when applying for a job. |
| 01.04 | Complete a job application form correctly. |
| 01.05 | Demonstrate competence in job interview techniques. |
| 01.06 | Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers. |
| 01.07 | Compare how to make job changes appropriately. |
| 01.08 | Demonstrate acceptable employee health and grooming habits. |
| 01.09 | Describe and apply the importance of producing quality work and meeting performance standards. |
| 01.10 | Compare state and federal labor laws regulating the workplace. |
| 01.11 | Identify proper personal and business ethics. |
| 01.12 | Identify current trends that have developed in travel and tourism industry. |
| 01.13 | Identify sources of information for career planning. |
| 01.14 | Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the travel and tourism field. |
| 01.15 | List the various jobs within a selected travel and tourism occupation. |

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| 01.16 | Diagram a career ladder for the selected travel and tourism occupation. |
| 01.17 | Develop an individualized education and career plan related to the travel and tourism industry. |
| 01.18 | Identify postsecondary programs and educational training available for advancement in the field. |
| 02.0 | <u>Demonstrate a proficiency in applying human relation skills.</u> – The student will be able to: |
| 02.01 | Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and being a team player. |
| 02.02 | Demonstrate the ability to work cooperatively with team members and supervisors from different cultural backgrounds. |
| 02.03 | Demonstrate personality traits important to business. |
| 02.04 | Maintain appropriate personal appearance and attitude. |
| 02.05 | Exhibit interest and enthusiasm. |
| 02.06 | Demonstrate responsible behavior including honesty and integrity. |
| 02.07 | Demonstrate orderly and systematic behavior. |
| 02.08 | Demonstrate initiative and self-management. |
| 02.09 | Explain concepts of self-understanding, self-esteem, and self-image. |
| 02.10 | Set personal goals and develop a plan of action to achieve those goals. |
| 02.11 | Identify and practice stress management techniques. |
| 03.0 | <u>Demonstrate proficiency in applying communication skills.</u> – The student will be able to: |
| 03.01 | Demonstrate effective communication: verbal, nonverbal, written, and electronic. |
| 03.02 | Explain nature of staff communication and use of inter-departmental/ company communication. |
| 03.03 | Explain nature of positive customer/client relations. |
| 03.04 | Demonstrate ability to speak effectively to customers, co-workers, supervisors, and vendors, using proper grammar and terminology. |
| 03.05 | Demonstrate effective telephone and e-mail techniques and etiquette in a business situation. |
| 03.06 | Demonstrate listening strategies that improve understanding and performance on he job. |
| 03.07 | Compose unified and coherent correspondence, directions, descriptions, explanations, and reports, business letters, memos, and e-mails. |

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| 03.08 | Interpret business policies to customers/clients. |
| 03.09 | Demonstrate ability to locate, understand, and interpret information found in manuals, graphs, schedules, charts, diagrams, and Internet resources to generate a report. |
| 03.10 | Train employees to communicate effectively. |
| 04.0 | <u>Demonstrate proficiency in applying mathematics skills.</u> – The student will be able to: |
| 04.01 | Compute addition, subtraction, multiplication, division, and percentage problems. |
| 04.02 | Apply problem-solving techniques to sales related transactions including cash, checks, debit cards, credit cards, and discounts. |
| 04.03 | Interpret quantitative information from tables, charts, and graphs as related to the workplace. |
| 04.04 | Demonstrate the ability to make change correctly. |
| 04.05 | Calculate tax, gratuity, commission, and miscellaneous charges. |
| 04.06 | Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal. |
| 04.07 | Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges. |
| 04.08 | Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice. |
| 04.09 | Operate 10 key adding machine and calculator. |
| 04.10 | Use ratios, proportions, and scales to calculate distance on a map. |
| 04.11 | Calculate and interpret standard operating ratios. |
| 04.12 | Prepare and interpret financial reports such as the operating statement and the balance sheet. |
| 05.0 | <u>Identify basic economic principles.</u> – The student will be able to: |
| 05.01 | Describe concept of economic goods and services. |
| 05.02 | Demonstrate concept of economic resources. |
| 05.03 | Demonstrate concept of economics and economic activities. |
| 05.04 | Demonstrate concept of utility. |
| 05.05 | Illustrate concept "supply and demand." |
| 05.06 | Illustrate multiplier effect. |

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| 05.07 | Illustrate concept of price. |
| 05.08 | Compare types of economic systems. |
| 05.09 | Compare relationship between government and business. |
| 05.10 | Explain concept of private enterprise and business ownership. |
| 05.11 | Explain travel fraud. |
| 05.12 | Analyze concept of profit. |
| 05.13 | Explain tax receipts, expenditures, and payroll. |
| 05.14 | Illustrate concept of risk. |
| 05.15 | Demonstrate concept of competition. |
| 05.16 | Define labor competition. |
| 05.17 | Explain concept of productivity. |
| 05.18 | Identify components of gross national product (GNP) and gross domestic product (GDP). |
| 06.0 | <u>Identify marketing, sales, and business promotion.</u> – The student will be able to: |
| 06.01 | Explain marketing, its role, functions and related activities. |
| 06.02 | Explain relationship of marketing to business and the economy. |
| 06.03 | Compare and contrast the types of business ownership. |
| 06.04 | Explain concept of marketing strategies and importance of market research. |
| 06.05 | Describe market segmentation. |
| 06.06 | Identify target markets and develop a marketing plan. |
| 06.07 | Define the importance of Test Marketing and Follow-up. |
| 06.08 | Compare and contrast product-oriented marketing and market-oriented strategies. |
| 06.09 | Illustrate the importance of keeping up with current marketing ideas, new markets, and new technology. |
| 06.10 | Explain purpose and importance of selling. |

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| 06.11 | Identify sales techniques used by the travel and tourism industry. |
| 06.12 | Identify an effective sales presentation, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; closing the sale; and suggestion and substitution selling. |
| 06.13 | Develop newspaper advertisements and press release. |
| 06.14 | Analyze and prepare multi-media advertisements. |
| 06.15 | Review and analyze promotional brochures and literature. |
| 06.16 | Implement public relations programs to promote features of business. |
| 06.17 | Explain how the implications of social and economic trends might affect the Travel and Tourism market. |
| 06.18 | Identify major social networks and explain how they can be applied to a marketing strategy. |
| 06.19 | Explain importance of segmental analysis in developing niches or specialty markets such as adventure travel, sports travel, ecotourism, cruises, up-scale travel or budget travel. |
| 06.20 | Demonstrate advertising principles to promote the Travel and Tourism business. |
| 06.21 | Compare the impact of direct mail, print, cooperative, and Internet advertising. |
| 06.22 | Explain the difference between Public Relations, Goodwill, and Personal Selling. |
| 06.23 | Research how to select a location for a Travel and Tourism operation. |
| 06.24 | Explain pricing strategies and competition including fee-based pricing. |
| 06.25 | Compare the unethical practices of bait-and-switch and its relationship to lowest price and volume. |
| 06.26 | Design and develop in-agency window displays and promotions. |
| 06.27 | Develop a guest survey that could be utilized by a travel/tourism business and explain how the business would handle guest feedback. |
| 06.28 | Explain how to implement focus groups. |
| 06.29 | Assess the importance of continuous improvement when meeting the needs of guests. |
| 07.0 | <u>Identify organization and function of travel and tourism industry.</u> – The student will be able to: |
| 07.01 | Trace evolution and development of the travel and tourism industry. |
| 07.02 | Describe various organizational structures within travel and tourism industry. |

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| 07.03 | Analyze organizational structure of business operations in the travel and tourism industry. |
| 07.04 | Analyze functions of travel and tourism industry. |
| 07.05 | Identify staff according to function. |
| 07.06 | Describe management functions applied to travel and tourism services. |
| 07.07 | Identify missions of the primary segments of the travel and tourism industry. |
| 07.08 | Identify mission of personnel, accounting, sales/marketing, and reservations departments. |
| 07.09 | Identify mission of corporate, business and functionary levels of the travel and tourism industry. |
| 07.10 | Use common travel and tourism terminology. |
| 08.0 | <u>Perform general travel and tourism office duties.</u> – The student will be able to: |
| 08.01 | Perform duties of office manager in smaller establishment. |
| 08.02 | Maintain information about products and services. |
| 08.03 | Represent the general manager in any duty assigned. |
| 08.04 | Handle all other internal control items as to company policy and procedure. |
| 08.05 | Maintain high standard of customer service demonstrating prompt attention to customers, building rapport with customers to create an overall positive experience for the customer. |
| 08.06 | Inform customer of proper travel documents. |
| 08.07 | Maintain ticket supplies and security. |
| 08.08 | Maintain all files, records, forms, and documents in an orderly manner. |
| 08.09 | Maintain inventory of office supplies. |
| 08.10 | Display proper telephone communication techniques. |
| 08.11 | Develop a dynamic telephone personality and apply telephone etiquette. |
| 08.12 | Provide services using various types of telephone systems. |
| 08.13 | Retrieve customer data using computer terminal. |
| 08.14 | Provide proper message and mail procedures. |

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| 08.15 | Answer customer questions concerning services and documentation courteously. |
| 08.16 | Accept, process, and reconcile customer complaints. |
| 08.17 | Maintain cordial, courteous, cooperative attitude with customers. |
| 08.18 | Arrange for services for physically or mentally challenged customers. |
| 08.19 | Communicate establishment's mission statement concerning customer services. |
| 08.20 | Maintain a positive mental attitude and self-discipline. |
| 09.0 | <u>Provide customer service information.</u> – The student will be able to: |
| 09.01 | Provide customer information assistance. |
| 09.02 | Explain why customer service is important to the success of a travel/tourism business. |
| 09.03 | Display cross-cultural and physically or mentally challenged sensitivity. |
| 09.04 | Identify and give directions to local tourist attractions. |
| 09.05 | Give mileage distances and routes to cities or attractions. |
| 09.06 | Give locations of community services. |
| 09.07 | Give locations of hotels/motels and amenities provided. |
| 09.08 | Provide information on current community events. |
| 09.09 | Respond appropriately to incoming correspondence. |
| 10.0 | <u>Process reservations.</u> – The student will be able to: |
| 10.01 | Define agency terms and travel vendors, product lines and commissions. |
| 10.02 | Define channel management and explain its effect on profitability. |
| 10.03 | Describe the role of the Airline Reporting Corporation and the International Air Transport Network. |
| 10.04 | Explain the area bank and bond requirements of an accredited agency. |
| 10.05 | Compare the Professional Associations Computer Reservations Systems and other industry resources. |
| 10.06 | Identify information required to sell airline space, hotel space, tours, cruise and ground transportation. |

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| 10.07 | Display knowledge of booking procedures and techniques for handling the sale of airspace and auxiliary product lines. |
| 10.08 | Identify international travel requirements and create travel brochures. |
| 10.09 | Make reservation with customer and identify documents required for travel. |
| 10.10 | Explain requirements for obtaining passport and visa. |
| 10.11 | Compare deposit and guarantee practices. |
| 10.12 | Conduct proper interaction with computerized reservation system such as SABRE, APOLLO, System One AMADEUS, Worldspan. |
| 11.0 | <u>Demonstrate proficiency in accounting and information systems.</u> – The student will be able to: |
| 11.01 | Demonstrate commission on sales of transportation, accommodations, cruises, tours and insurance. |
| 11.02 | Define overrides, fees, and service charges. |
| 11.03 | Explain markups on arrangements for groups or fixed-income transactions. |
| 11.04 | Explain credits on contracts with Customer Reservations Systems for making bookings through the computer. |
| 11.05 | Identify miscellaneous income from passport photographs; travel guides, luggage, travel accessories, and anything else the organization may provide. |
| 11.06 | Define gross sales, net income, and profit. |
| 11.07 | Identify the books and records maintained by a travel agency. |
| 11.08 | Define and post journal, ledger, cash receipts, accounts receivable, and cash disbursements. |
| 11.09 | Explain the purpose of a cash receipts journal and an accounts receivable journal. |
| 11.10 | Explain the purpose of cash disbursements journal. |
| 11.11 | Identify the information entered in the Airlines Reporting Corporation (ARC) ledger. |
| 11.12 | Name the types of employee records maintained by a travel agency. |
| 11.13 | Explain the use and handling of vouchers issued by the agency. |
| 11.14 | Explain the purpose, nature, and consequences of an ARC audit. |
| 11.15 | Describe revenue sources, accounting records and bookkeeping procedures. |
| 11.16 | Obtain authorization on credit card and make credit card sale. |

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| 11.17 | Pay designated invoices and follow paid-out procedures. |
| 11.18 | Compute posting machine balance on all charges. |
| 11.19 | Accept checks for payment if authorized. |
| 11.20 | Verify cash amount in cash register using posting machine. |
| 11.21 | Perform cashiering duties and handle check out procedures by following policies and procedures. |
| 11.22 | Understand accounting transactions between organizations and suppliers. |
| 12.0 | <u>Demonstrate human resource planning in travel and tourism.</u> – The student will be able to: |
| 12.01 | Describe the role of human resource planning. |
| 12.02 | Describe the role of recruitment and interviewing. |
| 12.03 | Identify and select competent employees. |
| 12.04 | Orient and train new employees. |
| 12.05 | Recognize the value of life-long learning. |
| 12.06 | Conduct employee performance evaluations and coaching. |
| 12.07 | Determine the value of retention and motivation. |
| 12.08 | Discipline and fire employees effectively using a progressive strategy. |
| 13.0 | <u>Apply management and administration skills.</u> – The student will be able to: |
| 13.01 | Explain the purpose, organization, preparation, and interpretation of a financial statement. |
| 13.02 | Prepare and interpret an operating statement, develop a budget, and analyze cash flow. |
| 13.03 | Analyze current principles, practices, and scope of the travel and tourism industry. |
| 13.04 | Identify the opportunities and responsibilities of a career in the travel and tourism industry. |
| 13.05 | Display professionalism that includes all aspects of demeanor, and courteous competent service to customers. |
| 13.06 | Set strategic direction and accomplish long-range business goals. |
| 13.07 | Compare alternative forms of travel and tourism business organizations including proprietorships, partnerships, corporations, and franchises. |

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| 13.08 | Improve their leadership abilities and develop an understanding of high performance team and employee empowerment. |
| 13.09 | Identify why team building is a high priority to many travel and tourism organizations. |
| 13.10 | Solve problems in accordance with management policy and mission statement. |
| 13.11 | Make informed decisions in accordance with management policy and mission statement. |
| 13.12 | Modify policy and/or mission statement to met new conditions using approved procedures. |
| 13.13 | Inform management personnel of policy and/or mission statement changes. |
| 13.14 | Identify management functions. |
| 13.15 | Identify supervisory functions. |
| 13.16 | Identify leadership styles. |
| 13.17 | Identify work improvement concepts. |
| 13.18 | Describe the supervisor's role as a change agent. |
| 14.0 | <u>Apply and maintain security and safety procedures.</u> – The student will be able to: |
| 14.01 | Demonstrate general safety practices. |
| 14.02 | Demonstrate security practices. |
| 14.03 | Recognize emergency situations. |
| 14.04 | Identify nature and scope of security problems. |
| 14.05 | Maintain security system. |
| 14.06 | Develop and maintain a program for staff security. |
| 14.07 | Maintain a computer security system. |
| 14.08 | Maintain inventory security system. |
| 14.09 | Establish and apply appropriate procedures during a robbery. |
| 15.0 | <u>Exhibit technology skills using computer systems, software, and the internet.</u> – The student will be able to: |
| 15.01 | Explain the basics of purchasing, implementing, maintaining, and affectivity of today's information systems. |

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| 15.02 | Describe the types of software generally used in the Travel and Tourism Industry such as word-processing; database management, presentation graphics, and cash and office management software. |
| 15.03 | Explain storage device, downtime, and backup, and identify common data storage devices. |
| 15.04 | Explain the ticket function of an automation system. |
| 15.05 | Identify and interpret reports generated by an automation system. |
| 15.06 | Identify the daily, weekly, monthly, and yearly report functions. |
| 15.07 | Explain data processing concepts and define important automation terms. |
| 15.08 | Communicate with a data processing system and ticket function of a typical automated system. |
| 15.09 | Analyze key reports generated by the automated system including daily and monthly sales reports, automated ARC reports, ticket inventories, aged analyses, and accounting journals. |
| 15.10 | Enter data in an automated system and use the ticket function to invoice an itinerary with non-ARC segments. |
| 15.11 | Explain the use of Internet Listserves and Usernets for discussing industry topics. |
| 15.12 | Compare the uses of the Internet, which include electronic mail (email) which is used to communicate quickly with suppliers, customers, and other agencies. |
| 15.13 | Identify the impact of the Internet on the Travel and Tourism Industry and list some of the many web sites addresses of organizations that can provide the most up to date information about the Travel and Tourism Industry. |
| 15.14 | Explain the importance of the Internet as a research tool to quickly answer customer's questions involving weather, sightseeing options, hotels, car rentals, restaurants, documentation requirements, theatres, and parks. |
| 15.15 | Explain the importance of the Internet as an advertising medium to help in niche marketing generate a significant amount of sales. |
| 16.0 | <u>Analyze the laws that affect the travel and tourism industry.</u> – The student will be able to: |
| 16.01 | Evaluate the historical role of the Air Traffic Conference in the evolution of the modern travel industry. |
| 16.02 | Explain the impact of federal deregulation of the airlines. |
| 16.03 | Compare the current effects of deregulation on airlines, travel agencies, and consumers. |
| 16.04 | Describe the rules and regulations as they apply today. |
| 16.05 | Explain how the federal government retains authority to protect airline passengers and to police unfair practices. |
| 16.06 | Define passenger rights and responsibilities. |
| 16.07 | Define the ticket as a contract. |
| 16.08 | Contrast the implications and effects of default, overbooking, and bumping, cancellation and delays and liability for baggage. |

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| 16.09 | Compare the International Air Transport Association and Bilateral Agreements and International Rules of the Skies. |
| 16.10 | Explain the rules of international travel including entry documents such as proof of citizenship, passports, visas, and tourist cards. |
| 16.11 | Compare custom regulations involving articles free of U.S. Duty Tax, personal exemption, forbidden and restricted items and duty-free ports. |
| 16.12 | Analyze the relationship between the airlines and travel agencies. |
| 16.13 | List airline equipment procedure and industry standards. |
| 17.0 | <u>Examine the principles of entrepreneurship.</u> – The student will be able to: |
| 17.01 | Define “entrepreneurship.” |
| 17.02 | Describe importance of entrepreneurship to the American economy. |
| 17.03 | Compare the advantages and disadvantages of business ownership. |
| 17.04 | Identify the risks involved in ownership of a business. |
| 17.05 | Identify characteristics, aptitudes, and skills of a successful entrepreneur. |
| 17.06 | Explain the business skills needed to operate a small business efficiently and effectively. |
| 17.07 | Assess entrepreneurial aptitudes and skills. |
| 17.08 | Develop a plan for opening a business. |
| 17.09 | Compare the advantages and disadvantages of home-based business. |
| 18.0 | <u>Examine the principles of convention management and services.</u> – The student will be able to: |
| 18.01 | Compare the scope and segments of the convention market. |
| 18.02 | Identify potential convention groups. |
| 18.03 | Identify company/corporate meetings. |
| 18.04 | Identify factors affecting convention site selection. |
| 18.05 | Compare convention sales techniques. |
| 18.06 | Identify the sales process. |
| 18.07 | Compare customer services. |

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| 18.08 | Identify convention-servicing requirements. |
| 19.0 | Examine the principles of sports and adventure travel. – The student will be able to: |
| 19.01 | Identify competitive marketing strategies. |
| 19.02 | Identify techniques for planning a marketing strategy. |
| 19.03 | Compare customer/services marketing mix. |
| 19.04 | Explain promotion/advertising marketing mix. |
| 19.05 | Identify external and internal selling techniques. |
| 19.06 | Identify sales promotions and merchandising techniques. |
| 19.07 | Identify public relations/publicity techniques. |
| 19.08 | Identify sources and uses of marketing information. |
| 19.09 | Explain financial aspects of marketing. |
| 19.10 | Compare professional and managerial considerations. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA, an association of marketing students, is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 64 credit hours according to Rule 6A-14.030, F.A.C.

**Florida Department of Education
Curriculum Framework**

Program Title: Restaurant Management
Career Cluster: Hospitality and Tourism

AS

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| CIP Number | 1252090500 |
| Program Type | College Credit |
| Standard Length | 64 credit hours |
| CTSO | SkillsUSA Collegiate DECA |
| SOC Codes (all applicable) | 11-9051 – Food Service Managers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to the management of selling, preparing, storing, promoting, displaying, serving food, and providing customer service. The concepts and duties for this Restaurant Management degree include, but are not limited to: estimating food and beverage costs and requisitions, purchasing supplies, conferring with food preparation and other personnel to plan dining room, bar, and banquet operations, directing the hiring and assignment of personnel, investigating and resolving food quality and food service complaints, reviewing and monitoring financial transactions to ensure efficient budget. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 64 credit hours.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate acceptable professional sanitation/safety practice.
- 02.0 Demonstrate effective financial management.
- 03.0 Demonstrate human resource management techniques.
- 04.0 Demonstrate appropriate communication skills.
- 05.0 Demonstrate effective training techniques.
- 06.0 Demonstrate knowledge and application of product and service technologies.
- 07.0 Demonstrate proficiency in customer relations.
- 08.0 Demonstrate effective inventory procedures.
- 09.0 Demonstrate essential food production skills.
- 10.0 Demonstrate effective merchandising strategies.
- 11.0 Demonstrate proficiency in planning, organizing, and controlling daily operations.
- 12.0 Demonstrate proficiency in related math and accounting skills.
- 13.0 Describe business financial protection techniques.
- 14.0 Identify legal regulations that affect restaurants.
- 15.0 Demonstrate skills necessary for role of manager.

**Florida Department of Education
Student Performance Standards**

Program Title: Restaurant Management
CIP Number: 1252090500
Program Length: 64 credit hours
SOC Code: 11-9051

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0 Demonstrate acceptable professional sanitation/safety practices. – The student will be able to:

01.01 Food and Beverage Safety

01.01.1 Follow federal regulations such as OSHA and FDA

01.01.2 Implement Hazard Analysis Critical Control Points (H.A.C.C.P.) regulations

01.01.3 Follow state regulations

01.01.4 Follow local regulations

01.02 Cleaning, Sanitation, and Maintenance

01.02.1 Follow Hazard Analysis Critical Control Points (H.A.C.C.P.) regulations.

01.02.2 Assure proper hygienic principles

01.02.3 Assure proper hand washing procedures

01.02.4 Establish facility maintenance program

01.02.5 Establish equipment maintenance program

01.02.6 Establish “Clean equipment as you go” guidelines

01.02.7 Differentiate between sanitizing solutions

01.02.8 Regulate proper sanitizing solutions

01.02.9 Utilize dishwashing sanitation guidelines

01.03 Health and Safety Procedures

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| 01.03.1 | Identify general safety practices |
| 01.03.2 | Identify general hygienic principles |
| 01.03.3 | Recognize emergency situations |
| 01.03.4 | Report all potential hazards and violations |
| 01.03.5 | Identify proper precautions required for handling health related problems with hazardous chemicals and materials |
| 01.03.6 | Maintain Material Safety and Data Sheets (MSDS) |
| 02.0 | <u>Demonstrate effective financial management.</u> – The student will be able to: |
| 02.01 | Develop Business Plan |
| 02.01.1 | Develop long term business plan |
| 02.01.2 | Research competitive openings |
| 02.01.3 | Identify site selection factors |
| 02.01.4 | Establish budgeted goals |
| 02.01.5 | Track historical data |
| 02.01.6 | Analyze data to calculate operating ratios |
| 02.01.7 | Identify food and beverage operations costs |
| 02.01.8 | Analyze food and beverage costs |
| 02.01.9 | Analyze labor costs |
| 02.01.10 | Determine controllable and non-expenses |
| 02.02 | Finance the Business |
| 02.02.1 | Explain how to determine the different types of costs that must be considered when starting a restaurant. |
| 02.02.2 | Compare the advantages and disadvantages of the various sources of financing for a restaurant. |
| 02.02.3 | Analyze sources of loans available for financing a restaurant |
| 02.02.4 | Describe the information that must be provided in a loan application package. |

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| 02.02.5 | Explain the criteria used by lending institutions to evaluate loan applications. |
| 02.03 | Financial Records |
| 02.03.1 | Explain financial terms and concepts for business |
| 02.03.2 | Identify various components of balance sheet reports. |
| 02.03.3 | Identify various components of profit and loss statements |
| 02.03.4 | Analyze uses of various depreciation schedules |
| 02.03.5 | Describe uses and types of journals and ledgers. |
| 02.03.6 | Assess the application of computerization to record keeping. |
| 03.0 | <u>Demonstrate human resource management techniques.</u> – The student will be able to: |
| 03.01 | Recruiting and Selecting Applicants |
| 03.01.1 | Develop Personnel Requirement Document (PRD) |
| 03.01.2 | Conduct thorough and appropriate job interviews |
| 03.01.3 | Adhere to appropriate employment laws and procedures |
| 03.01.4 | Assure proper completion of new hire paperwork |
| 03.01.5 | Build a competent workforce |
| 03.02 | Job Expectations |
| 03.02.1 | Prepare job descriptions |
| 03.02.2 | Develop employee training on policies and procedures |
| 03.02.3 | Establish standard operating procedures |
| 03.02.4 | Establish procedures for staff orientation and training 5 |
| 03.02.5 | Assure that employees are informed of all pertinent governmental regulations. |
| 03.02.6 | Develop a process for supervision of employees. |
| 03.02.7 | Develop procedures for employee performance evaluation |

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| 03.02.8 | Follow up on employee evaluations |
| 03.03 | Positive Work Climate |
| 03.03.1 | Adhere to all company policies |
| 03.03.2 | Ensure ethical conduct |
| 03.03.3 | Identify weaknesses internally |
| 03.03.4 | Use different motivational techniques |
| 03.03.5 | Ensure personal hygiene of employees |
| 03.03.6 | Identify steps in developing a comprehensive employee compensation package. |
| 03.03.7 | Demonstrate conflict resolution techniques |
| 03.03.8 | Identify team-building strategies |
| 03.03.9 | Identify effective coaching and counseling techniques. |
| 03.03.10 | Communicate policy concerning substance abuse |
| 03.03.11 | Communicate policy concerning sexual harassment |
| 04.0 | <u>Demonstrate appropriate communications skills.</u> – The student will be able to: |
| 04.01 | Personal Skills Development |
| 04.01.1 | Teach by example. |
| 04.01.2 | Communicate in restaurant and culinary terminology. |
| 04.01.3 | Maintain manager's log. |
| 04.01.4 | Receive feedback constructively. |
| 04.01.5 | Demonstrate effective telephone skills and E-mail techniques and etiquette |
| 04.01.6 | Compose effective written communication. |
| 04.01.7 | Develop good listening skills. |
| 04.01.8 | Demonstrate ability to locate, understands, and interprets information found in manuals, graphs, schedules, charts, diagrams, and Internet sources. |

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| 04.01.9 | Demonstrate ability to speak effectively to customers, coworkers, supervisors, and vendors, using proper grammar and terminology. |
| 04.02 | Communication Skills With Personnel |
| 04.02.1 | Utilize effective communication: verbal, nonverbal, written, and electronic |
| 04.02.2 | Train employees to communicate effectively |
| 04.02.3 | Recognize cultural diversity. |
| 04.02.4 | Conduct ongoing feedback with all employees. |
| 04.02.5 | Explain value of staff communication and use of interdepartmental company communication |
| 05.0 | <u>Demonstrate effective training techniques.</u> – The student will be able to: |
| 05.01 | Trainer's Responsibilities |
| 05.01.1 | Describe procedures for developing a training program. |
| 05.01.2 | Define training skills |
| 05.01.3 | Develop a manual for training |
| 05.01.4 | Develop enabling learning objectives |
| 05.01.5 | Prepare material and equipment for training |
| 05.01.6 | Train the trainers |
| 05.01.7 | Schedule training |
| 05.01.8 | Utilize training checklist |
| 05.01.9 | Update training program |
| 05.02 | Employee Training And Development |
| 05.02.1 | Assure proper introduction to company |
| 05.02.2 | Use different training methods |
| 05.02.3 | Conduct realistic training program |
| 05.02.4 | Develop ongoing training process |

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| 05.02.5 | Develop cross-training program |
| 05.02.6 | Emphasize impact of training costs |
| 05.02.7 | Evaluate results of training |
| 06.0 | <u>Demonstrate knowledge and application of product and service technologies.</u> – The student will be able to: |
| 06.01 | Related Technology Skills |
| 06.01.1 | Demonstrate basic computer skills |
| 06.01.2 | Utilize standard restaurant industry software |
| 06.01.3 | Understand use of data base programs for payroll, inventory control, etc. |
| 06.01.4 | Understand use of graphic presentation software for marketing reports and activities |
| 06.01.5 | Demonstrate use of spreadsheet program for data entry and output |
| 06.01.6 | Demonstrate merchandising math data entry procedures such as stock turnover, mark-up, markdown, open-to-buy, pricing, invoicing, etc. |
| 06.01.7 | Demonstrate word processing program skills |
| 06.01.8 | Utilize Internet for product information, etc. |
| 06.01.9 | Demonstrate ability to send and receive email |
| 06.01.10 | Utilize facsimile machine |
| 07.0 | <u>Demonstrate proficiency in customer relations.</u> – The student will be able to: |
| 07.01 | Meal Service Activities |
| 07.01.1 | Utilize effective menu design 7 |
| 07.01.2 | Adhere to scheduled hours |
| 07.01.3 | Be familiar with product |
| 07.01.4 | Ensure accuracy in order taking |
| 07.01.5 | Establish ambiance for target market |
| 07.01.6 | Serve food ordered punctually and at the right quality and temperature |

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| 07.01.7 | Establish crisis management procedures |
| 07.02 | Guest Services |
| 07.02.1 | Determine guests' needs i.e. wheel chairs, etc. |
| 07.02.2 | Identify customer buying motives and cultural diversity |
| 07.02.3 | Establish proper customer protocol |
| 07.02.4 | Identify basic types of customers to which your restaurant will appeal. |
| 07.02.5 | Demonstrate the process of selling. |
| 07.02.6 | Ensure proper customer protocol is followed. |
| 07.02.7 | Maintain standards of manager table visitations and visibility. |
| 07.02.8 | Provide personalized service. |
| 07.02.9 | Handle guest comments professionally. |
| 07.02.10 | Assist guests with special needs. |
| 07.02.11 | Recognize sources for finding new customers. |
| 08.0 | <u>Demonstrate effective inventory procedures.</u> – The student will be able to: |
| 08.01 | Ordering Inventory |
| 08.01.1 | Follow established guidelines on product procurement |
| 08.01.2 | Develop product specifications |
| 08.01.3 | Select distributors and/or vendors |
| 08.01.4 | Gather bids on product costs |
| 08.01.5 | Establish inventory list |
| 08.01.6 | Establish par levels |
| 08.01.7 | Assure on-hand food counts |
| 08.01.8 | Reconcile purchase orders |

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| 08.01.9 | Maintain sensitive item inventory |
| 08.02 | Receiving Inventory |
| 08.02.1 | Establish delivery times |
| 08.02.2 | Establish receiving checklist |
| 08.02.3 | Check invoice against product specifications and quantity |
| 08.02.4 | Check quality and weight of product |
| 08.02.5 | Record food temperatures |
| 08.03 | Inventory Controls |
| 08.03.1 | Maintain proper storage areas according to federal, state, and local guidelines |
| 08.03.2 | Establish and apply stock rotation system |
| 08.03.3 | Organize and maintain storage areas |
| 08.03.4 | Secure storage areas |
| 08.03.5 | Analyze product usage through computer menu tracking |
| 09.0 | <u>Demonstrate essential food production skills.</u> – The student will be able to: |
| 09.01 | Commercial Tools and Equipment |
| 09.01.1 | Identify and use equipment correctly |
| 09.01.2 | Identify and utilize proper small wares |
| 09.01.3 | Lay out food preparation station |
| 09.01.4 | Maintain maintenance logs |
| 09.01.5 | Perform preventative maintenance on equipment and utensils per manufactures' specifications |
| 09.01.6 | Assemble equipment according to manufacturer's specifications |
| 09.01.7 | Disassemble equipment following proper safety guidelines |
| 09.01.8 | Demonstrate proper knife and slicing skills |

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| 09.01.9 | Develop energy survey and audit practices |
| 09.01.10 | Establish appropriate energy savings systems |
| 09.01.11 | Interpret and apply procedures from equipment manuals |
| 09.01.12 | Maintain maintenance records for physical plant systems and equipment |
| 09.02 | Food and Beverages Preparation |
| 09.02.1 | Prepare cooks' list and prep. sheet |
| 09.02.2 | Use previously prepared foods |
| 09.02.3 | Identify specific products to be used |
| 09.02.4 | Operate with established par levels |
| 09.02.5 | Thaw correct amount of food daily |
| 09.02.6 | Use portion control |
| 09.02.7 | Differentiate methods of cooking |
| 09.02.8 | Convert recipes |
| 09.02.9 | Follow recipe to ensure quality and consistency |
| 09.02.10 | Oversee cooking procedures |
| 09.02.11 | Minimize product waste |
| 09.02.12 | Obtain specified temperature on order |
| 09.02.13 | Identify special menu needs |
| 09.02.14 | Identify different nutritional needs |
| 09.02.15 | Follow proper plate presentation |
| 09.02.16 | Maintain and use properly calibrated food thermometers |
| 09.02.17 | Prepare bartender's product list and prep sheet. |
| 09.02.18 | Identify specific bar equipment including glassware. |

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| 09.02.19 | Identify par system with established par levels. |
| 09.02.20 | Demonstrate sanitation methods as relates to bar operations. |
| 09.02.21 | Demonstrate portion and inventory control. |
| 09.02.22 | Differentiate methods of beer, spirit and wine production. |
| 09.02.23 | Follow recipes for standard drinks and mixology procedures. |
| 09.02.24 | Follow proper bar sales procedures. |
| 09.02.25 | Identify different wines and food accompaniments. |
| 09.02.26 | Identify marketing techniques for bar sales. |
| 10.0 | <u>Demonstrate effective merchandising strategies.</u> – The student will be able to: |
| 10.01 | Marketing and Merchandising |
| 10.01.1 | Determine industry sales trends |
| 10.01.2 | Analyze market trends |
| 10.01.3 | Determine specific target markets |
| 10.01.4 | Develop marketing messages and |
| 10.01.5 | Apply basic techniques of merchandising food and beverages |
| 10.01.6 | Develop floor plan that fosters increased sales. |
| 10.01.7 | Gather feedback from guests |
| 10.01.8 | Create customer incentive programs |
| 10.01.9 | Ensure up selling and suggestive selling of products |
| 10.01.10 | Track customer incentive programs |
| 10.01.11 | Identify the break-even point for merchandising. |
| 10.01.12 | Apply the needed sales increase formula to justify a merchandising technique. |
| 10.01.13 | Select most effective available media to reach target market. |

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| 10.01.14 | Determine appropriate adjustments to trends in food and beverage industry |
| 10.02 | Advertising and Promotion Techniques |
| 10.02.1 | Describe advertising and sales promotion techniques |
| 10.02.2 | Identify cost factors in selection of various promotional methods |
| 10.02.3 | Identify sources of promotional assistance and information |
| 10.02.4 | Evaluate services provided by advertising agencies |
| 10.02.5 | Utilize telephone as effective sales promotion instrument |
| 10.02.6 | Employ available advertising media effectively |
| 11.0 | <u>Demonstrate proficiency in planning, organizing, and controlling daily operations.</u> – The student will be able to: |
| 11.01 | Scheduling |
| 11.01.1 | Forecast needs based on local trends |
| 11.01.2 | Set schedule to restaurant needs |
| 11.01.3 | Determine employee availability |
| 11.01.4 | Develop program for contingency scheduling |
| 11.01.5 | Meet completion of scheduled deadlines |
| 11.02 | Time Management |
| 11.02.1 | Employ and teach work simplification techniques |
| 11.02.2 | Organize time to complete tasks |
| 11.02.3 | Create and utilize checklists |
| 11.02.4 | Identify time wasters |
| 11.03 | Management of the Business |
| 11.03.1 | Use the decision-making process to make business decisions. |
| 11.03.2 | Identify steps in the planning process. |

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| 11.03.3 | Identify organizational tools for a restaurant. |
| 11.03.4 | Identify control procedures that can be used by a restaurant. |
| 11.03.5 | Explain the “market oriented” approach to planning 10 |
| 11.03.6 | Explain various styles of management |
| 11.04 | Emergency Procedures |
| 11.04.1 | Provide and maintain firefighting equipment |
| 11.04.2 | Provide and maintain emergency first aid equipment and/or supplies |
| 11.04.3 | Follow company emergency procedures |
| 11.04.4 | Perform Cardiopulmonary Resuscitation (CPR) |
| 11.04.5 | Call fire, police, and emergency medical services as needed |
| 11.04.6 | Document details of any emergency |
| 11.04.7 | Complete written reports of emergency |
| 11.04.8 | Set up fire drill and emergency procedures |
| 12.0 | <u>Demonstrate proficiency in related math and accounting skills.</u> – The student will be able to: |
| 12.01 | Mathematics Skills |
| 12.01.1 | Compute addition, subtraction, multiplication, division, and percentage problems |
| 12.01.2 | Apply problem solving techniques to sales related transactions |
| 12.01.3 | Interpret quantitative information from related tables, charts, and graphs |
| 12.01.4 | Calculate tax, gratuity, commission, and miscellaneous charges. |
| 12.01.5 | Explain measures and conversions |
| 12.01.6 | Utilize math concepts to complete purchase orders, invoices, packing slips, and shipping/handling charges |
| 12.01.7 | Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice |
| 12.01.8 | Operate a 10-keypad |

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| 12.01.9 | Explain recipe conversions |
| 12.01.10 | Demonstrate effective cost estimation |
| 12.01.11 | Demonstrate ability to compute portion sizes |
| 12.02 | Accounting and Information System |
| 12.02.1 | Set up, maintain, and audit financial information |
| 12.02.2 | Maintain accounts payable |
| 12.02.3 | Check, record, and pay invoices |
| 12.02.4 | Maintain accounts receivable |
| 12.02.5 | Reconcile cash |
| 12.02.6 | Reconcile bank deposits and statements |
| 12.02.7 | Calculate, analyze, and review labor costs |
| 12.02.8 | Review and analyze balance sheet |
| 12.02.9 | Prepare and monitor profit plan |
| 12.02.10 | Prepare and analyze general ledger |
| 12.02.11 | Prepare and maintain payroll |
| 12.02.12 | Utilize appropriate information system equipment |
| 13.0 | <u>Describe business financial protection techniques.</u> – The student will be able to: |
| 13.01 | Protection of Business |
| 13.01.1 | Establish protective measures to minimize employee and customer theft |
| 13.01.2 | Identify how to secure business premises against burglary and robbery. |
| 13.01.3 | Identify proper procedures for guarding cash. |
| 13.01.4 | Identify different types of business insurance policies available for restaurants. |
| 13.02 | Customer Credit and Collections Management |

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| 13.02.1 | Identify techniques of setting credit limits for credit customers |
| 13.02.2 | Apply sound principles of checking customer credit cards |
| 13.02.3 | Identify and discuss effective external credit collection procedures |
| 13.02.4 | Identify and discuss common attitudinal problems managers have about credit collections |
| 13.03 | Liability and Risk Identification |
| 13.03.1 | Identify liability and risk situations |
| 13.03.2 | Utilize approved procedures for remedial action |
| 13.03.3 | Enforce risk precautions with all employees |
| 14.0 | <u>Identify legal regulations that affect restaurants.</u> – The student will be able to: |
| 14.01 | Legal Issues |
| 14.01.1 | Interpret legal rights of customers |
| 14.01.2 | Interpret applicable wage and hour laws |
| 14.01.3 | Interpret laws affecting hiring practices |
| 14.01.4 | Interpret public health and safety laws |
| 14.01.5 | Interpret license and beverage regulations |
| 14.01.6 | Interpret warranties and product liabilities. |
| 14.01.7 | Interpret tax laws |
| 14.01.8 | Interpret banquet contracts. |
| 14.02 | Governmental Regulations |
| 14.02.1 | Identify areas of government regulation that should be considered by a restaurant |
| 14.02.2 | Identify appropriate governmental concerned with classes of regulations, licenses, and permits |
| 14.02.3 | Interpret and apply labor regulations laws |
| 14.02.4 | Interpret and apply workers' compensation laws |

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| 14.02.5 | Interpret and apply civil rights acts |
| 14.02.6 | Interpret and apply the Americans with Disabilities Act |
| 15.0 | <u>Demonstrate skills necessary for role of manager.</u> – The student will be able to: |
| 15.01 | Identify Entrepreneur Qualifications |
| 15.01.1 | Determine personal abilities needed to manage a business |
| 15.01.2 | Evaluate personal potential for decision making, problem solving, and creativity. |
| 15.01.3 | Determine qualifications for management of business operations, personnel and public relations. |
| 15.01.4 | Build a framework of steps necessary to successfully plan one's own professional future. |
| 15.01.5 | Determine trends in food and beverage industry |
| 15.01.6 | Identify proper personal and business ethics |
| 15.01.7 | Determine mission and operate accordingly |
| 15.02 | Human Relation Skills |
| 15.02.1 | Exhibit acceptable personal habits and attitude |
| 15.02.2 | Exhibit punctuality, initiative, courtesy, loyalty, and honesty. |
| 15.02.3 | Exhibit the ability to get along with others. |
| 15.02.4 | Demonstrate ability to work cooperatively with team members and supervisors from different cultural backgrounds |
| 15.02.5 | Demonstrate self-management and initiative |
| 15.02.6 | Set personal goals and develop a plan of action to achieve those goals |
| 15.02.7 | Identify and practice stress management techniques |
| 15.02.8 | Demonstrate respect for the opinions, customs, and individual differences of others |
| 15.02.9 | Demonstrate the ability to offer and accept criticism |
| 15.02.10 | Demonstrate honesty and integrity |
| 15.02.11 | Utilize time wisely (Time Management) |

15.02.12 Show support of organization's chain of command

15.02.13 Participate in professional associations affiliated with industry

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA, an association of marketing students, and SkillsUSA are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

The following industry certifications have been approved by the Florida State Board of Education for statewide articulation credit into this degree program.

Food Service Management Professional (NRAEF001) – 3 credits
Professional Food Service Manager (NRAEF003) – 3 credits
Certified Culinarian (ACFED002) – 6 credits

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 64 credit hours according to Rule 6A-14.030, F.A.C.

**Florida Department of Education
Curriculum Framework**

Program Title: Dietetic Technician
Career Cluster: Hospitality and Tourism

| AS | |
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| CIP Number | 1351310301 |
| Program Type | College Credit |
| Standard Length | 64 credit hours |
| CTSO | HOSA |
| SOC Codes (all applicable) | 29-2051 – Dietetic Technicians |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

A DIETETIC TECHNICIAN has completed at least a two-year associate's degree at a U.S. regionally accredited university or college, required course work and at least 450 hours of supervised practice.

To become a DIETETIC TECHNICIAN, REGISTERED (DTR) you must pass a national DTR examination administered by the Commission on Dietetics Registration (CDR) and complete continuing professional educational requirements to maintain registration. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 64 credit hours.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Understand the scientific basis of dietetics, including a review of research literature and application to technical practice.
- 02.0 Apply the basic principles and techniques of effective interviewing and education methods for diverse individuals and groups.
- 03.0 Apply the principles of Medical Nutrition Therapy and the practice of the nutrition care process as assigned by registered dietitians in accordance with the Scope of Dietetics Practice.
- 04.0 Perform quality human resource and applied management principles required to deliver food and nutrition programs and services.
- 05.0 Demonstrate employability skills.

**Florida Department of Education
Student Performance Standards**

Program Title: Dietetic Technician
CIP Number: 1351310301
Program Length: 64 credit hours
SOC Code: 29-2051

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

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| 01.0 | <u>Understand the scientific basis of dietetics, including a review of research literature and application to technical practice.</u> – The student will be able to: |
| 01.01 | Access data, references, patient education materials, consumer and other information from credible sources. |
| 01.02 | Evaluate consumer information to determine if it is consistent with accepted scientific evidence |
| 01.03 | Collect performance improvement, financial, productivity or outcomes data and compare it to established criteria |
| 01.04 | Implement actions based on care plans, protocols or policies. |
| 01.05 | Adhere to current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice, Standards of Professional Practice and the Code of Ethics for the Profession of Dietetics. |
| 01.06 | Apply techniques of food preparation and food science in a business or employment setting. |
| 02.0 | <u>Apply the basic principles and techniques of effective interviewing and education methods for diverse individuals and groups.</u> – The student will be able to: |
| 02.01 | Use clear and effective oral and written communication. |
| 02.02 | Prepare and deliver sound food and nutrition presentations to a target audience. |
| 02.03 | Demonstrate active participation, teamwork and contributions in group settings. |
| 02.04 | Refer situations outside the dietetic technician scope of practice or area of competence to the registered dietitian or other professional. |
| 02.05 | Participate in professional and community organizations. |
| 02.06 | Establish collaborative relationships with other health care professionals and support personnel to effectively deliver nutrition services. |
| 02.07 | Demonstrate professional attributes within various organizational cultures. |
| 02.08 | Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration. |

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| 02.09 | Provide nutrition and lifestyle education to well populations. |
| 02.10 | Promote health improvement, food safety, wellness and disease prevention for the general population. |
| 02.11 | Develop print and electronic nutrition education materials for disease prevention and health improvement that are culturally sensitive, age appropriate and designed for the educational level of the audience. |
| 03.0 | <u>Apply the principles of Medical Nutrition Therapy and the practice of the nutrition care process as assigned by registered dietitians in accordance with the Scope of Dietetics Practice.</u> – The student will be able to: |
| 03.01 | Perform nutrition screening and identify clients or patients to be referred to the registered dietitian. |
| 03.02 | Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered. |
| 03.03 | Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements. |
| 03.04 | Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention. |
| 03.05 | Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis. |
| 03.06 | Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting. |
| 04.0 | <u>Perform quality human resource and applied management principles required to deliver food and nutrition programs and services.</u> – The student will be able to: |
| 04.01 | Participate in quality improvement and customer satisfaction activities to improve delivery of nutrition services. |
| 04.02 | Perform supervisory, education and training functions. |
| 04.03 | Participate in legislative and public policy activities. |
| 04.04 | Use current informatics technology to develop, store, retrieve and disseminate information and data. |
| 04.05 | Participate in development of a plan for a new service including budget. |
| 04.06 | Assist with marketing clinical and customer services. |
| 04.07 | Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment. |
| 04.08 | Perform supervisory functions for procurement, production, distribution and service of food that meets nutrition guidelines, cost parameters, and health needs. |
| 04.09 | Modify recipes and menus for acceptability and affordability that accommodate the cultural diversity and health status of various populations, groups and individuals. |
| 05.0 | <u>Demonstrate employability skills.</u> – The student will be able to: |

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| 05.01 | Conduct a job search. |
| 05.02 | Identify documents that may be required when applying for a job. |
| 05.03 | Complete a job application form correctly. |
| 05.04 | Demonstrate competencies in job interview techniques. |
| 05.05 | Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons. |
| 05.06 | Develop and write a resume. |
| 05.07 | Identify personal characteristics desired for working with people. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

These programs shall meet the instructional hours and standards established by the accrediting arm of the Academy of Nutrition and Dietetics, the Accreditation Counsel for Education in Nutrition and Dietetics (ACEND). Upon completion of the course requirements, the graduate would need to pass a written national examination for registered dietetic technicians. All diet technicians would be encouraged to become affiliate members of the Academy of Nutrition Dietetics. The Associate Degree would qualify the technician for a mid-management position in food service in the health care industry.

The particular outcomes and student performance standards which the students with disabilities must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The concern for balancing work and family responsibilities is addressed as an employability skill.

Career and Technical Student Organization (CTSO)

Health Occupation Students of America Inc. (HOSA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 64 credit hours according to Rule 6A-14.030, F.A.C.

**Florida Department of Education
Curriculum Framework**

Program Title: Baking and Pastry Management
Career Cluster: Hospitality and Tourism

| AS | |
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| CIP Number | 1612050101 |
| Program Type | College Credit |
| Standard Length | 64 credit hours |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 11-9051 – Food Service Managers 35-1012 – First Line Supervisors of Food Preparation and Serving Workers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to Sanitation and Safety; Maintenance and Operation of Equipment; Recognition and Identification of Foods; Proper Storage of Foods; Methods of Preparation; Usage of Foods; Methods of Cooking; Perform Different Types of Food Services; Nutrition; Organization and Fundamentals of Baking; Communication Skills; Math Skills; Computer Applications; Supervision Management; Professionalism; Culinary Organization; Food and Beverage Purchasing; Food and Beverage Management. The course content also includes training in communications, leadership, human relations, employability skills and safe, efficient work practices. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 64 credit hours.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate proficiency in employability skills.
- 02.0 Demonstrate proficiency in applying communication and human relations skills.
- 03.0 Demonstrate the application of mathematics commonly used in the culinary, bakery, and pastry industry.
- 04.0 Identify economic and marketing principles.
- 05.0 Identify marketing and business fundamentals.
- 06.0 Identify organization and functions of the bakery and pastry industry.
- 07.0 Develop and implement sales and marketing strategies.
- 08.0 Maintain accounting and information system.
- 09.0 Demonstrate equipment operation and maintenance skills.
- 10.0 Analyze laws that affect the culinary industry.
- 11.0 Operate liability and risk identification program.
- 12.0 Demonstrate skills in food service and beverage sanitation and safety.
- 13.0 Plan and maintain purchasing and receiving procedures.
- 14.0 Demonstrate skills in food service and beverage management services.
- 15.0 Describe all aspects of entrepreneurship.
- 16.0 Solve problems and make informed decisions.
- 17.0 Recognize, identify and demonstrate usage of foods.
- 18.0 Demonstrate skill in various food preparation methods.
- 19.0 Demonstrate methods of cooking and baking styles.
- 20.0 Perform various types of food services.
- 21.0 Apply principles of nutrition to food preparation.
- 22.0 Demonstrate skill using computers and software used in marketing.
- 23.0 Identify the roles of management and supervisory personnel.
- 24.0 Conduct emergency procedures.

**Florida Department of Education
Student Performance Standards**

Program Title: Baking and Pastry Management
CIP Number: 1612050101
Program Length: 64 credit hours
SOC Code(s): 119051; 351012

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0 Demonstrate proficiency in employability skills. – The student will be able to:

01.01 Conduct a job search.

01.02 Secure information about a job.

01.03 Identify documents that may be required when applying for a job.

01.04 Prepare a resume and cover letter, letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation.

01.05 Complete a job application form correctly.

01.06 Demonstrate competence in job interview techniques.

01.07 Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers.

01.08 Identify acceptable work habits.

01.09 Discuss how to make job changes appropriately.

01.10 Demonstrate acceptable employee health and grooming habits.

01.11 Describe and apply the importance of producing quality work and meeting performance standards.

01.12 Discuss state and federal labor laws regulating the workplace.

01.13 Identify proper personal and business ethics.

01.14 Plan for future or career growth.

02.0 Demonstrate proficiency in applying communication and human relations skills. – The student will be able to:

02.01 Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and traits important to business.

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| 02.02 | Demonstrate respect for the opinions, customs and individual differences of others, as well as the ability to work cooperatively with team members and supervisors from diverse cultural backgrounds. |
| 02.03 | Maintain appropriate personal appearance and attitude. |
| 02.04 | Demonstrate problem solving and decision making strategies. |
| 02.05 | Demonstrate interest, enthusiasm, integrity as well as orderly and systematic behavior. |
| 02.06 | Explain concepts of self-understanding, self-esteem, and self-image in addition to the ability to set personal goals and develop a plan of action to achieve those goals. |
| 02.07 | Demonstrate ability to assume responsibility for decisions and actions and practice stress management techniques. |
| 02.08 | Utilize time efficiently (Time Management). |
| 02.09 | Show support of organization's chain of command. |
| 02.10 | Participate in professional associations affiliated with the culinary industry. |
| 02.11 | Explain nature of staff communication and use of inter-departmental/company communication. |
| 02.12 | Explain nature of positive customer/client relations. |
| 02.13 | Demonstrate ability to speak effectively to customers, co-workers, supervisors, and vendors, using proper grammar and terminology. |
| 02.14 | Demonstrate effective telephone and e-mail techniques and etiquette in a business situation. |
| 02.15 | Follow directions and communicate effectively to facilitate understanding and performance on the job. |
| 02.16 | Compose unified and coherent correspondence, directions, descriptions, explanations, and reports, business letters, memos, and e-mails. |
| 02.17 | Interpret business policies to customers/clients. |
| 02.18 | Demonstrate ability to locate, understand, and interpret information found in manuals, graphs, schedules, charts, diagrams, and Internet resources to generate a report. |
| 02.19 | Train employees to communicate effectively. |
| 02.20 | Utilize (read, write and speak) culinary terminology, abbreviations, and acronyms. |
| 02.21 | Demonstrate ability to deal with difficult customers and employees. |
| 03.0 | <u>Demonstrate the application of mathematics commonly used In the culinary, bakery, and pastry industry.</u> – The student will be able to: |
| 03.01 | Compute addition, subtraction, multiplication, division, decimals, fractions and percentage problems. |
| 03.02 | Apply problem-solving techniques to sales related transactions including cash, checks, debit cards, credit cards, and discounts. |

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| 03.03 | Interpret quantitative information from tables, charts, and graphs as related to the workplace. |
| 03.04 | Calculate change, tax, gratuity, commission, and miscellaneous charges. |
| 03.05 | Explain measures and conversions. |
| 03.06 | Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges. |
| 03.07 | Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice. |
| 03.08 | Operate a calculator. |
| 03.09 | Convert recipes, calculate portion sizes and estimate cost effectively. |
| 03.10 | Identify the break-even point. |
| 04.0 | <u>Identify economic & marketing principles.</u> – The student will be able to: |
| 04.01 | Explain concept "supply and demand." |
| 04.02 | Explain concept of price. |
| 04.03 | Explain relationship between government and business. |
| 04.04 | Explain concept of private enterprise and business ownership. |
| 04.05 | Explain concept of profit. |
| 04.06 | Explain concept of risk. |
| 04.07 | Explain concept of competition. |
| 04.08 | Explain concept of productivity. |
| 05.0 | <u>Identify marketing and business fundamentals.</u> – The student will be able to: |
| 05.01 | Explain marketing and its role. |
| 05.02 | Explain functions of marketing and related activities. |
| 05.03 | Explain relationship of marketing to business and the economy. |
| 05.04 | Explain types of business ownership. |
| 05.05 | Compare and contrast the different forms of business ownership. |

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| 05.06 | Explain concept of marketing strategies. |
| 06.0 | <u>Identify the organization and functions of the culinary, bakery, and pastry industry.</u> – The student will be able to: |
| 06.01 | Trace inception and development of culinary industry. |
| 06.02 | Analyze functions of culinary industry. |
| 06.03 | Identify staff according to functions. |
| 06.04 | Identify the “Culinary Brigade”. |
| 06.05 | Identify “classic repertoire”. |
| 06.06 | Identify modern kitchen organization, job station and work sites. |
| 06.07 | Identify career progression in culinary, bakery, and pastry arts. |
| 06.08 | Discuss history and composition of foods and beverages. |
| 06.09 | Identify critical trends in food and beverage industry. |
| 07.0 | <u>Develop and implement sales and marketing strategy.</u> – The student will be able to: |
| 07.01 | Explain the benefits of publicity and public relations. |
| 07.02 | Explain purpose and importance of selling. |
| 07.03 | Identify sales techniques used by the culinary industry. |
| 07.04 | Plan and design menus. |
| 07.05 | Identify an effective sales presentation, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; closing the sale; and suggestion and substitution selling. |
| 07.06 | Prepare publicity including advertisements and press releases. |
| 08.0 | <u>Maintain accounting and information system.</u> – The student will be able to: |
| 08.01 | Maintain accounts payable. |
| 08.02 | Check, record and pay invoices. |
| 08.03 | Maintain accounts receivable. |
| 08.04 | Calculate, analyze, and review labor costs. |

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| 08.05 | Review and analyze balance sheet. |
| 08.06 | Monitor the accounting, cashiering, and billing of all guest services. |
| 08.07 | Record and maintain daily departmental records. |
| 08.08 | Compute average amount spent by guests. |
| 08.09 | Operate adding, bookkeeping, telephone, and calculating machines as well as computer terminal inputs and readouts. |
| 08.10 | Prepare and maintain payroll. |
| 09.0 | <u>Demonstrate equipment operation and maintenance skills.</u> – The student will be able to: |
| 09.01 | Identify equipment and its intended uses. |
| 09.02 | Maintain maintenance logs. |
| 09.03 | Use equipment and tools for tasks for which it were designed. |
| 09.04 | Perform preventative maintenance on kitchen equipment and utensils per manufacturing specifications. |
| 09.05 | Assemble equipment according to manufacturer's safety guidelines. |
| 09.06 | Disassemble equipment following proper safety guidelines. |
| 09.07 | Apply knife skills. |
| 09.08 | Interpret and apply procedures from equipment manuals. |
| 09.09 | Demonstrate a general understanding of the systems equipment in a typical establishment including electrical, plumbing, air conditioning. |
| 10.0 | <u>Analyze laws that affect the culinary, bakery, and pastry industry.</u> – The student will be able to: |
| 10.01 | Interpret and apply labor regulations/laws as well as civil rights acts. |
| 10.02 | Interpret and apply fire regulations. |
| 10.03 | Interpret and apply liquor laws. |
| 10.04 | Interpret and apply workers' compensation laws. |
| 10.05 | Interpret and apply the Americans with Disabilities Act. |
| 10.06 | Interpret and apply company and/or franchise regulations. |

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| 10.07 | Interpret taxes affecting the culinary, bakery and pastry industry. |
| 10.08 | Interpret key elements of group, convention, and banquet contracts. |
| 10.09 | Describe customers' rights |
| 10.10 | Define warranties and product liabilities |
| 10.11 | Research sanitation regulations, licenses and permits. |
| 11.0 | <u>Operate liability and risk identification program.</u> – The student will be able to: |
| 11.01 | Train employees in liability and risk identification procedures. |
| 11.02 | Identify liability and risk situations and take remedial action using approved procedures. |
| 11.03 | Enforce liability and risk identification procedures with all employees. |
| 12.0 | <u>Demonstrate skills in food service and beverage sanitation and safety.</u> – The student will be able to: |
| 12.01 | Identify and implement sanitation and H.A.C.C.P. regulations and standards. |
| 12.02 | Maintain operation in compliance with health codes and regulations. |
| 12.03 | Implement all federal, state and local regulations impacting sanitation and safety – i.e. OSHA, FDA. |
| 12.04 | Prepare sanitizing solutions in correct dilution. |
| 12.05 | Identify health-related problems which may result from exposure to work related chemicals and hazardous materials, and identify the proper precautions required for handling such materials. |
| 12.06 | Wash hands in accordance with Health Department Guidelines. |
| 12.07 | Receive food, supplies and beverages properly. |
| 12.08 | Rotate perishable foods to minimize spoilage. |
| 12.09 | Store all inventory items in accordance with safety standards. |
| 12.09.1 | Label and date all products. |
| 12.09.2 | Store flours in accordance with safety standards. |
| 12.09.3 | Store seasonings in accordance with safety standards. |
| 12.09.4 | Store spices in accordance with safety standards. |

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| 12.09.5 | Store flavorings in accordance with safety standards. |
| 12.09.6 | Store eggs and egg products in accordance with safety standards. |
| 12.09.7 | Store milk and milk products in accordance with safety standards. |
| 12.09.8 | Store cheese in accordance with safety standards. |
| 12.09.9 | Store farinaceous in accordance with safety standards. |
| 12.09.10 | Store fruits in accordance with safety standards. |
| 12.09.11 | Store starches in accordance with safety standards. |
| 12.09.12 | Store grains in accordance with safety standards. |
| 12.09.13 | Store baked goods in accordance with safety standards. |
| 12.10 | Identify appropriate reporting procedures of any potential hazards and violations. |
| 12.11 | Dispose of waste and garbage in accordance with health codes. |
| 12.12 | Maintain material safety and data sheets (M.S.D.S.). |
| 12.13 | Maintain floor care (sweep and mop). |
| 12.14 | Calibrate food thermometers. |
| 13.0 | <u>Plan and maintain purchasing and receiving procedures.</u> – The student will be able to: |
| 13.01 | Identify sources of supply. |
| 13.02 | Evaluate products. |
| 13.03 | Establish and apply purchasing specification. |
| 13.04 | Prepare requisitions and transfers. |
| 13.05 | Check invoices against received goods. |
| 13.06 | Establish and apply stock rotation system. |
| 13.07 | Establish and apply stock inventory levels. |
| 13.08 | Record and price inventories. |

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| 13.09 | Organize and maintain dry storage. |
| 13.10 | Organize and maintain cold storage. |
| 13.11 | Prepare tenders and contracts. |
| 13.12 | Negotiate service and maintenance contracts. |
| 13.13 | Obtain credits on invoices. |
| 14.0 | <u>Demonstrate skills in food service and beverage management services.</u> – The student will be able to: |
| 14.01 | Identify basic management functions. |
| 14.02 | Discuss goods, services, beverage facilities and equipment. |
| 14.03 | Identify purchase, storage, and inventory controls. |
| 14.04 | Utilize food and beverage operating budget. |
| 14.05 | Identify food and beverage operations. |
| 14.06 | Compare food and beverage costs to maintain budget. |
| 14.07 | Discuss labor cost control. |
| 15.0 | <u>Describe all aspects of entrepreneurship.</u> – The student will be able to: |
| 15.01 | Define entrepreneurship. |
| 15.02 | Describe importance of entrepreneurship to the American economy. |
| 15.03 | List the advantages and disadvantages of business ownership. |
| 15.04 | Identify the risks involved in ownership of a business. |
| 15.05 | Identify the business skills needed to operate a small business efficiently and effectively. |
| 15.06 | Identify your entrepreneurial aptitudes and skills. |
| 15.07 | Develop a plan for opening a business. |
| 16.0 | <u>Solve problems and make informed decisions.</u> – The student will be able to: |
| 16.01 | Solve problems in accordance with management policy and mission statement. |

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| 16.02 | Make informed decisions in accordance with management policy and mission statement. |
| 16.03 | Modify policy and/or mission statement to met new conditions using approved procedures. |
| 16.04 | Inform management personnel of policy and/or mission statement changes. |
| 17.0 | <u>Recognize, identify and demonstrate usage of foods and equipment.</u> – The student will be able to: |
| 17.01 | Recognize and identify standard herbs and their uses. |
| 17.02 | Recognize and identify seasonings and their uses |
| 17.03 | Recognize and identify spices and their uses. |
| 17.04 | Recognize and identify cheese and their uses. |
| 17.05 | Recognize and identify milk and milk products and their uses. |
| 17.06 | Recognize and identify flavorings and their uses. |
| 17.07 | Recognize and identify vegetables and their uses. |
| 17.08 | Recognize and identify eggs and egg products and their uses. |
| 17.09 | Recognize and identify fruit and their uses. |
| 17.10 | Recognize and identify hand tools used in baking and pastry. |
| 17.11 | Recognize and identify all types of pans and molds used in baking and pastry. |
| 17.12 | Recognize and identify stationary equipment for baking and pastry. |
| 17.13 | Recognize and identify dairy products and their uses. |
| 17.14 | Recognize and identify starches and their uses. |
| 17.15 | Recognize and identify bakery and pastry goods and their uses. |
| 18.0 | <u>Demonstrate skill in various food preparation methods.</u> – The student will be able to: |
| 18.01 | Prepare yeast made products. |
| 18.02 | Prepare rolls. |
| 18.03 | Prepare coffee cakes and Danish pastries. |

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| 18.04 | Prepare icing. |
| 18.05 | Prepare cakes and cookies. |
| 18.06 | Prepare pies, pudding and sauces. |
| 18.07 | Prepare puff pastries. |
| 18.08 | Prepare cream puffs and éclair pastry variations. |
| 18.09 | Prepare and garnish petites fours and friandises. |
| 18.10 | Prepare parfaits and spoons. |
| 18.11 | Prepare charlottes and mousses. |
| 18.12 | Prepare ice cream and frozen desserts |
| 18.13 | Prepare thickening agents. |
| 18.14 | Prepare sauces. |
| 18.15 | Prepare egg sauces |
| 18.16 | Prepare fruit sauces |
| 18.17 | Prepare meringues and pastillage. |
| 18.18 | Prepare sugar for pulling and blowing. |
| 18.19 | Prepare nougat and marzipan candy. |
| 18.20 | Prepare confectionery chocolate and candies. |
| 18.21 | Prepare chocolate, sugar, pastillage, croquant, marzipan, and bread sculptures. |
| 19.0 | <u>Demonstrate methods of cooking and baking styles.</u> – The student will be able to: |
| 19.01 | Prepare crusty yeast dough breads. |
| 19.02 | Prepare soft yeast dough breads. |
| 19.03 | Prepare specialty yeast dough breads. |
| 19.04 | Prepare yeast dough pastries. |

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| 19.05 | Prepare chemically leavened dough products. |
| 19.06 | Prepare baked foods. |
| 19.06.1 | Follow basic baking principles (mixing, proofing, forming, and baking). |
| 19.06.2 | Follow the recipe specifically. |
| 19.06.3 | Prepare and bake non-yeast dough products. |
| 19.06.4 | Prepare and bake yeast dough products. |
| 19.06.5 | Decorate bakery products. |
| 19.06.6 | Prepare desserts. |
| 19.07 | Prepare pie dough, pastry dough, choux dough. |
| 19.08 | Prepare puff pastry dough and variations. |
| 19.09 | Prepare crepes. |
| 19.10 | Prepare pies and tarts. |
| 19.11 | Prepare doughnuts and fritters (yeast-raised doughnuts and cake doughnuts). |
| 19.12 | Prepare cakes and tourtes. |
| 19.13 | Prepare poached fruits, fruit cobblers, and crisps. |
| 19.14 | Prepare cream, custards, and puddings. |
| 19.15 | Prepare fillings and toppings. |
| 19.16 | Prepare frosting and icing. |
| 19.17 | Prepare dessert sauces. |
| 19.18 | Prepare petites fours and friandises. |
| 19.19 | Prepare ice cream and frozen desserts. |
| 19.20 | Prepare meringues. |
| 19.21 | Demonstrate cake decorating and finishing techniques. |

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| 19.22 | Demonstrate plate decorating and finishing techniques. |
| 19.23 | Prepare confectionery chocolate and candies. |
| 19.24 | Demonstrate showpiece making abilities. |
| 20.0 | <u>Perform various types of food services.</u> – The student will be able to: |
| 20.01 | Perform American service. |
| 20.02 | Prepare for buffet service. |
| 20.03 | Prepare family style service. |
| 20.04 | Perform French service. |
| 20.05 | Perform tableside service. |
| 20.06 | Perform Russian service. |
| 20.07 | Operate catering services. |
| 20.08 | Operate fast food service. |
| 20.09 | Prepare regional cuisine. |
| 20.10 | Prepare international cuisine. |
| 20.11 | Prepare classical cuisine. |
| 21.0 | <u>Apply principles of nutrition to food preparation.</u> – The student will be able to: |
| 21.01 | Use the new MyPlate food guide as a reference guide. |
| 21.02 | Identify food groups. |
| 21.03 | Recognize nutritional context of food groups |
| 21.04 | Prepare balanced meals |
| 21.05 | Control portions to achieve nutritional balance |
| 21.06 | Define dietary allowances of: proteins, fats, carbohydrates, and vitamins/minerals. |
| 21.07 | Prepare food for special dietary needs |

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| 21.08 | Recognize dietary requirements for special population groups |
| 21.09 | Demonstrate awareness of religious dietary requirements |
| 22.0 | <u>Demonstrate skill using computers and software in marketing.</u> – The student will be able to: |
| 22.01 | Demonstrate the importance of data entry procedures, i.e. payroll, inventory control, etc. |
| 22.02 | Demonstrate the importance of merchandising math data entry procedures such as stock turnover, mark-up, markdown, open-to-buy, pricing, invoicing, etc. |
| 22.03 | Demonstrate the importance of marketing spreadsheet data entry and output procedures. |
| 22.04 | Demonstrate the importance of marketing spreadsheet data decision making skills. |
| 22.05 | Utilize word processing and graphics programs to solve marketing problems and for marketing reports and activities. |
| 22.06 | Demonstrate technology appropriate for marketing functions and practices related to a culinary career field. |
| 22.07 | Utilize the Internet for culinary information. |
| 23.0 | <u>Identify the roles of management and supervisory personnel.</u> – The student will be able to: |
| 23.01 | Establish recruiting and selection procedures in accordance with policy. |
| 23.02 | Develop procedures for staff orientation and training. |
| 23.03 | Conduct new employee orientation to facility and to company policies. |
| 23.04 | Develop procedures for employee performance evaluation. |
| 23.05 | Establish compensation system. |
| 23.06 | Identify labor control systems and their functions. |
| 23.07 | Establish internal communication processes. |
| 23.08 | Identify motivational techniques. |
| 23.09 | Develop disciplinary process. |
| 23.10 | Demonstrate conflict resolution. |
| 23.11 | Identify employee groups. |
| 23.12 | Identify the functions and purposes of employee unions. |

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| 23.13 | Identify procedures in management development. |
| 23.14 | Prepare job descriptions. |
| 23.15 | Conduct job application interviews. |
| 23.16 | Conduct staff development training. |
| 23.17 | Delegate responsibility and authority. |
| 23.18 | Prepare employee work schedules. |
| 23.19 | Reconcile staff grievances. |
| 23.20 | Reconcile employee disputes/complaints. |
| 23.21 | Lead management-employee group discussions. |
| 23.22 | Communicate policy concerning sexual harassment. |
| 23.23 | Communicate policy concerning substance abuse. |
| 23.24 | Demonstrate the principles of managing training programs. |
| 23.25 | Perform a task analysis. |
| 23.26 | Develop training objectives and plans for a training program. |
| 23.27 | Demonstrate procedures for evaluating training programs. |
| 23.28 | Identify communications concepts in training programs. |
| 23.29 | Identify team-building strategies. |
| 23.30 | Identify effective coaching and counseling techniques. |
| 23.31 | Identify management and supervisory functions. |
| 23.32 | Identify leadership styles. |
| 23.33 | Identify work improvement concepts. |
| 23.34 | Describe the supervisor's role as a change agent. |
| 24.0 | <u>Conduct emergency procedures.</u> – The student will be able to: |

24.01 Call fire, police, and emergency medical services as needed.

24.02 Provide and maintain firefighting equipment.

24.03 Provide and maintain emergency first aid equipment and/or supplies.

24.04 Perform Cardiopulmonary Resuscitation (CPR).

24.05 Document details of any emergency.

24.06 Follow company emergency procedures.

24.07 Establish fire drill and emergency procedures.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 64 credit hours according to Rule 6A-14.030, F.A.C.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Baking and Pastry Arts (0612050102) – 35 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

**Florida Department of Education
Curriculum Framework**

Program Title: Culinary Management
Career Cluster: Hospitality and Tourism

| AS | |
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| CIP Number | 1612050400 |
| Program Type | College Credit |
| Standard Length | 64 credit hours |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 11-9051 – Food Service Managers 35-1012 – First Line Supervisors of Food Preparation and Serving Workers |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to Sanitation and Safety; Maintenance and Operation of Equipment; Recognition and Identification of Foods; Proper Storage of Foods; Methods of Preparation; Usage of Foods; Methods of Cooking; Garde Manger; Perform Different Types of Food Services; Nutrition; Baking; Communication Skills; Math Skills; Computer Applications; Supervision Management; Professionalism; Culinary Organization; Food and Beverage Purchasing; Dining Room Management and Beverage Management. The course content should also include training in communications, leadership, human relations, employability skills and safe, efficient work practices. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Culinary Industry: planning, management, finance, technical and product skills, underlying principles of technology, labor issues and sanitation and safety issues. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 64credit hours.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate proficiency in employability skills.
- 02.0 Demonstrate proficiency in applying communication and human relations skills.
- 03.0 Demonstrate the application of mathematics commonly used in the culinary industry.
- 04.0 Identify economic and marketing principles.
- 05.0 Identify marketing and business fundamentals.
- 06.0 Identify organization and functions of the culinary industry.
- 07.0 Develop and implement sales and marketing strategies.
- 08.0 Maintain an accounting and information system.
- 09.0 Demonstrate equipment operation and maintenance skills.
- 10.0 Analyze laws that affect the culinary industry.
- 11.0 Operate liability and risk identification program.
- 12.0 Demonstrate skills in food service and beverage sanitation and safety.
- 13.0 Plan and maintain purchasing and receiving procedures.
- 14.0 Demonstrate skills in food service and beverage management services.
- 15.0 Describe all aspects of entrepreneurship.
- 16.0 Solve problems and make informed decisions.
- 17.0 Recognize, identify and demonstrate usage of foods.
- 18.0 Demonstrate skill in preparing foods for cooking.
- 19.0 Demonstrate methods of cooking.
- 20.0 Perform various types of food services.
- 21.0 Apply principles of nutrition to food preparation.
- 22.0 Demonstrate skill using computers and software used in marketing.
- 23.0 Identify the roles of management and supervisory personnel.
- 24.0 Conduct emergency procedures.

**Florida Department of Education
Student Performance Standards**

Program Title: Culinary Management
CIP Number: 1612050400
Program Length: 64 credit hours
SOC Code(s): 11-9051; 35-1012

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0 Demonstrate proficiency in employability skills. – The student will be able to:

01.01 Conduct a job search.

01.02 Secure information about a job.

01.03 Identify documents that may be required when applying for a job.

01.04 Prepare a resume and cover letter, letter of application, follow-up letter, acceptance/rejection letter, and letter of resignation.

01.05 Complete a job application form correctly.

01.06 Demonstrate competence in job interview techniques.

01.07 Identify or demonstrate appropriate responses to criticism from employer, supervisor, and customers.

01.08 Identify acceptable work habits.

01.09 Discuss how to make job changes appropriately.

01.10 Demonstrate acceptable employee health and grooming habits.

01.11 Describe and apply the importance of producing quality work and meeting performance standards.

01.12 Discuss state and federal labor laws regulating the workplace.

01.13 Identify proper personal and business ethics.

01.14 Plan for future or career growth.

02.0 Demonstrate proficiency in applying communication and human relations skills. – The student will be able to:

02.01 Demonstrate such interpersonal skills as punctuality, initiative, courtesy, loyalty, and traits to business.

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| 02.02 | Demonstrate respect for the opinions, customs and individual differences of others, as well as the ability to work cooperatively with team members and supervisors from diverse cultural backgrounds. |
| 02.03 | Maintain appropriate personal appearance and attitude. |
| 02.04 | Demonstrate problem solving and decision making strategies. |
| 02.05 | Demonstrate interest, enthusiasm, integrity as well as orderly and systematic behavior. |
| 02.06 | Explain concepts of self-understanding, self-esteem, and self-image in addition to the ability to set personal goals and develop a plan of action to achieve those goals. |
| 02.07 | Demonstrate ability to assume responsibility for decisions and actions and practice stress management techniques. |
| 02.08 | Utilize time efficiently (Time Management). |
| 02.09 | Show support of organization's chain of command. |
| 02.10 | Participate in professional associations affiliated with the culinary industry. |
| 02.11 | Explain nature of staff communication and use of inter-departmental/company communication. |
| 02.12 | Explain nature of positive customer/client relations. |
| 02.13 | Demonstrate ability to speak effectively to customers, co-workers, supervisors, and vendors, using proper grammar and terminology. |
| 02.14 | Demonstrate effective telephone and e-mail techniques and etiquette in a business situation. |
| 02.15 | Follow directions and communicate effectively to facilitate understanding and performance on the job. |
| 02.16 | Compose unified and coherent correspondence, directions, descriptions, explanations, and reports, business letters, memos, and e-mails. |
| 02.17 | Interpret business policies to customers/clients. |
| 02.18 | Demonstrate ability to locate, understand, and interpret information found in manuals, graphs, schedules, charts, diagrams, and Internet resources to generate a report. |
| 02.19 | Train employees to communicate effectively. |
| 02.20 | Utilize (read, write and speak) culinary terminology, abbreviations, and acronyms. |
| 02.21 | Demonstrate ability to deal with difficult customers and employees. |
| 03.0 | <u>Demonstrate the application of mathematics commonly used in the culinary industry.</u> – The student will be able to: |
| 03.01 | Compute addition, subtraction, multiplication, division, decimals, fractions and percentage problems. |
| 03.02 | Apply problem-solving techniques to sales related transactions including cash, checks, debit cards, credit cards, and discounts. |

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| 03.03 | Interpret quantitative information from tables, charts, and graphs as related to the workplace. |
| 03.04 | Calculate change, tax, gratuity, commission, and miscellaneous charges. |
| 03.05 | Explain measures and conversions. |
| 03.06 | Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges. |
| 03.07 | Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice. |
| 03.08 | Operate a calculator. |
| 03.09 | Convert recipes, calculate portion sizes and estimate cost effectively. |
| 03.10 | Identify the break-even point. |
| 04.0 | <u>Identify economic and marketing principles.</u> – The student will be able to: |
| 04.01 | Explain concept "supply and demand." |
| 04.02 | Explain concept of price. |
| 04.03 | Explain relationship between government and business. |
| 04.04 | Explain concept of private enterprise and business ownership. |
| 04.05 | Explain concept of profit. |
| 04.06 | Explain concept of risk. |
| 04.07 | Explain concept of competition. |
| 04.08 | Explain concept of productivity. |
| 05.0 | <u>Identify marketing and business fundamentals.</u> – The student will be able to: |
| 05.01 | Explain marketing and its role. |
| 05.02 | Explain functions of marketing and related activities. |
| 05.03 | Explain relationship of marketing to business and the economy. |
| 05.04 | Explain types of business ownership. |
| 05.05 | Compare and contrast the different forms of business ownership. |

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| 05.06 | Explain concept of marketing strategies. |
| 06.0 | <u>Identify the organization and functions of the culinary industry.</u> – The student will be able to: |
| 06.01 | Trace inception and development of culinary industry. |
| 06.02 | Analyze functions of culinary industry. |
| 06.03 | Identify staff according to functions. |
| 06.04 | Identify the “Culinary Brigade”. |
| 06.05 | Identify “classic repertoire”. |
| 06.06 | Identify modern kitchen organization, job station and work sites. |
| 06.07 | Identify career progression in culinary arts. |
| 06.08 | Discuss history and composition of foods and beverages. |
| 06.09 | Identify critical trends in food and beverage industry. |
| 07.0 | <u>Develop and implement sales and marketing strategies.</u> – The student will be able to: |
| 07.01 | Explain the benefits of publicity and public relations. |
| 07.02 | Explain purpose and importance of selling. |
| 07.03 | Identify sales techniques used by the culinary industry. |
| 07.04 | Plan and design menus. |
| 07.05 | Identify an effective sales presentation, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; closing the sale; and suggestion and substitution selling. |
| 07.06 | Prepare publicity including advertisements and press releases. |
| 08.0 | <u>Maintain an accounting and information system.</u> – The student will be able to: |
| 08.01 | Maintain accounts payable. |
| 08.02 | Check, record and pay invoices. |
| 08.03 | Maintain accounts receivable. |
| 08.04 | Calculate, analyze, and review labor costs. |

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| 08.05 | Review and analyze balance sheet. |
| 08.06 | Monitor the accounting, cashiering, and billing of all guest services. |
| 08.07 | Record and maintain daily departmental records. |
| 08.08 | Compute average amount spent by guests. |
| 08.09 | Operate adding, bookkeeping, telephone, and calculating machines as well as computer terminal inputs and readouts. |
| 08.10 | Prepare and maintain payroll. |
| 09.0 | <u>Demonstrate equipment operation and maintenance skills.</u> – The student will be able to: |
| 09.01 | Identify equipment and its intended uses. |
| 09.02 | Maintain maintenance logs. |
| 09.03 | Use equipment and tools for tasks for which it were designed. |
| 09.04 | Perform preventative maintenance on kitchen equipment and utensils per manufacturing specifications. |
| 09.05 | Assemble equipment according to manufacturer's safety guidelines. |
| 09.06 | Disassemble equipment following proper safety guidelines. |
| 09.07 | Apply knife skills. |
| 09.08 | Analyze energy consumption, establish an energy conservation program and develop energy survey/audit practices. |
| 09.09 | Interpret and apply procedures from equipment manuals. |
| 09.10 | Demonstrate a general understanding of the systems equipment in a typical establishment including electrical, plumbing, air conditioning. |
| 10.0 | <u>Analyze laws that affect the culinary industry.</u> – The student will be able to: |
| 10.01 | Interpret and apply labor regulations/laws as well as civil rights acts. |
| 10.02 | Interpret and apply fire regulations. |
| 10.03 | Interpret and apply liquor laws. |
| 10.04 | Interpret and apply workers' compensation laws. |
| 10.05 | Interpret and apply the Americans with Disabilities Act. |

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| 10.06 | Interpret and apply company and/or franchise regulations. |
| 10.07 | Interpret taxes affecting the culinary industry. |
| 10.08 | Interpret key elements of group, convention, and banquet contracts. |
| 10.09 | Describe customers' rights |
| 10.10 | Define warranties and product liabilities |
| 10.11 | Research sanitation regulations, licenses and permits |
| 11.0 | <u>Operate liability and risk identification program.</u> – The student will be able to: |
| 11.01 | Train employees in liability and risk identification procedures. |
| 11.02 | Identify liability and risk situations and take remedial action using approved procedures. |
| 11.03 | Enforce liability and risk identification procedures with all employees. |
| 12.0 | <u>Demonstrate skills in food service and beverage sanitation and safety.</u> – The student will be able to: |
| 12.01 | Identify and implement sanitation and H.A.C.C.P. regulations and standards. |
| 12.02 | Maintain operation in compliance with health codes and regulations. |
| 12.03 | Implement all federal, state and local regulations impacting sanitation and safety – i.e. OSHA, FDA. |
| 12.04 | Prepare sanitizing solutions in correct dilution. |
| 12.05 | Identify health-related problems which may result from exposure to work related chemicals and hazardous materials, and identify the proper precautions required for handling such materials. |
| 12.06 | Wash hands in accordance with Health Department Guidelines. |
| 12.07 | Receive food, supplies and beverages properly. |
| 12.08 | Rotate perishable foods to minimize spoilage. |
| 12.09 | Store all inventory items in accordance with safety standards. |
| 12.10 | Label and date all products. |
| 12.11 | Store Herbs in accordance with safety standards. |
| 12.12 | Store seasonings in accordance with safety standards. |

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| 12.13 | Store spices in accordance with safety standards. |
| 12.14 | Store flavorings in accordance with safety standards. |
| 12.15 | Store eggs and egg products in accordance with safety standards. |
| 12.16 | Store milk and milk products in accordance with safety standards. |
| 12.17 | Store cheese in accordance with safety standards. |
| 12.18 | Store farinaceous in accordance with safety standards. |
| 12.19 | Store fruits in accordance with safety standards. |
| 12.20 | Store seafood in accordance with safety standards. |
| 12.21 | Store vegetables in accordance with safety standards. |
| 12.22 | Store meats in accordance with safety standards. |
| 12.23 | Store poultry in accordance with safety standards. |
| 12.24 | Store starches in accordance with safety standards. |
| 12.25 | Store grains in accordance with safety standards. |
| 12.26 | Store baked goods in accordance with safety standards. |
| 12.27 | Identify appropriate reporting procedures of any potential hazards and violations. |
| 12.28 | Dispose of waste and garbage in accordance with health codes. |
| 12.29 | Maintain material safety and data sheets (M.S.D.S.). |
| 12.30 | Maintain floor care (sweep and mop). |
| 12.31 | Calibrate food thermometers. |
| 13.0 | <u>Plan and maintain purchasing and receiving procedures.</u> – The student will be able to: |
| 13.01 | Identify sources of supply. |
| 13.02 | Evaluate products. |
| 13.03 | Negotiate payment terms with suppliers. |

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| 13.04 | Establish and apply purchasing specification. |
| 13.05 | Prepare requisitions and transfers. |
| 13.06 | Check invoices against received goods. |
| 13.07 | Establish and apply stock rotation system. |
| 13.08 | Establish and apply stock inventory levels. |
| 13.09 | Record and price inventories. |
| 13.10 | Organize and maintain dry storage. |
| 13.11 | Organize and maintain cold storage. |
| 13.12 | Prepare tenders and contracts. |
| 13.13 | Negotiate service and maintenance contracts. |
| 13.14 | Obtain credits on invoices. |
| 14.0 | <u>Demonstrate skills in food service and beverage management services.</u> – The student will be able to: |
| 14.01 | Identify basic management functions. |
| 14.02 | Discuss goods, services, beverage facilities and equipment. |
| 14.03 | Identify purchase, storage, and inventory controls. |
| 14.04 | Utilize food and beverage operating budget. |
| 14.05 | Identify food and beverage operations. |
| 14.06 | Compare food and beverage costs to maintain budget. |
| 14.07 | Discuss labor cost control. |
| 15.0 | <u>Describe all aspects of entrepreneurship.</u> – The student will be able to: |
| 15.01 | Define “entrepreneurship.” |
| 15.02 | Describe importance of entrepreneurship to the American economy. |
| 15.03 | List the advantages and disadvantages of business ownership. |

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| 15.04 | Identify the risks involved in ownership of a business. |
| 15.05 | Identify the business skills needed to operate a small business efficiently and effectively. |
| 15.06 | Identify your entrepreneurial aptitudes and skills. |
| 15.07 | Develop a plan for opening a business. |
| 16.0 | <u>Solve problems and make informed decisions.</u> – The student will be able to: |
| 16.01 | Solve problems in accordance with management policy and mission statement. |
| 16.02 | Make informed decisions in accordance with management policy and mission statement. |
| 16.03 | Modify policy and/or mission statement to met new conditions using approved procedures. |
| 16.04 | Inform management personnel of policy and/or mission statement changes. |
| 17.0 | <u>Recognize, identify and demonstrate usage of foods.</u> – The student will be able to: |
| 17.01 | Recognize and identify standard herbs and their uses. |
| 17.02 | Recognize and identify seasonings and their uses |
| 17.03 | Recognize and identify spices and their uses. |
| 17.04 | Recognize and identify cheese and their uses. |
| 17.05 | Recognize and identify milk and milk products and their uses. |
| 17.06 | Recognize and identify flavorings and their uses. |
| 17.07 | Recognize and identify vegetables and their uses. |
| 17.08 | Recognize and identify eggs and egg products and their uses. |
| 17.09 | Recognize and identify fruit and their uses. |
| 17.10 | Recognize and identify cuts of meats and their uses. |
| 17.11 | Recognize and identify meats and their uses. |
| 17.12 | Recognize and identify seafood and their uses. |
| 17.13 | Recognize and identify poultry and their uses. |

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| 17.14 | Recognize and identify dairy products and their uses. |
| 17.15 | Recognize and identify starches and their uses. |
| 17.16 | Recognize and identify spices and their uses. |
| 18.0 | <u>Demonstrate skill in preparing foods for cooking.</u> – The student will be able to: |
| 18.01 | Prepare salads. |
| 18.02 | Prepare salad dressings. |
| 18.03 | Prepare hot platters. |
| 18.04 | Prepare cold platters. |
| 18.05 | Prepare hors d'oeuvres. |
| 18.06 | Prepare canapés. |
| 18.07 | Prepare chaud froid. |
| 18.08 | Prepare sandwiches. |
| 18.09 | Garnish foods. |
| 18.10 | Sculpt Ice. |
| 18.11 | Prepare charcuterie (sausage). |
| 18.12 | Prepare relishes. |
| 18.13 | Prepare thickening agents. |
| 18.14 | Prepare sauces: |
| 18.15 | Prepare mother sauces |
| 18.16 | Prepare egg sauces |
| 18.17 | Prepare fruit sauces |
| 18.18 | Prepare stocks |
| 18.19 | Prepare soups |

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| 18.20 | Skin, scale and prepare fish |
| 18.21 | Bone and prepare poultry |
| 18.22 | Tenderize meats, poultry and seafood |
| 19.0 | <u>Demonstrate methods of cooking.</u> – The student will be able to: |
| 19.01 | Prepare pan-broiled foods. |
| 19.02 | Prepare roasted foods. |
| 19.03 | Prepare microwaved foods. |
| 19.04 | Prepare stewed foods. |
| 19.05 | Prepare broiled foods. |
| 19.06 | Prepare baked foods. |
| 19.07 | Follow basic baking principles. |
| 19.08 | Follow the recipe specifically. |
| 19.09 | Prepare and bake non-yeast dough products. |
| 19.10 | Prepare and bake yeast dough products. |
| 19.11 | Decorate bakery products. |
| 19.12 | Prepare desserts. |
| 19.13 | Prepare braised foods. |
| 19.14 | Prepare simmered foods. |
| 19.15 | Prepare smoked foods. |
| 19.16 | Prepare barbecued foods. |
| 19.17 | Prepare fried foods. |
| 19.18 | Pan fry foods. |
| 19.19 | Deep fry foods. |

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| 19.20 | Prepare sautéed foods. |
| 19.21 | Prepare steamed foods. |
| 19.22 | Prepare clarified butter. |
| 19.23 | Prepare poached foods |
| 19.24 | Prepare blanched foods. |
| 19.25 | Prepare grilled foods. |
| 19.26 | Prepare boiled foods. |
| 20.0 | <u>Perform various types of food services.</u> – The student will be able to: |
| 20.01 | Perform American service. |
| 20.02 | Prepare for buffet service. |
| 20.03 | Prepare family style service. |
| 20.04 | Perform French service. |
| 20.05 | Perform tableside service. |
| 20.06 | Operate catering services. |
| 20.07 | Operate fast food service. |
| 20.08 | Prepare regional cuisine. |
| 20.09 | Prepare international cuisine. |
| 20.10 | Prepare classical cuisine. |
| 21.0 | <u>Apply principles of nutrition to food preparation.</u> – The student will be able to: |
| 21.01 | Use the MyPlate food guide as a reference guide. |
| 21.02 | Identify food groups. |
| 21.03 | Recognize nutritional context of food groups. |
| 21.04 | Prepare balanced meals. |

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| 21.05 | Control portions to achieve nutritional balance. |
| 21.06 | Define dietary allowances of proteins, fats, carbohydrates, and vitamins/minerals. |
| 21.07 | Prepare food for special dietary needs. |
| 21.08 | Recognize dietary requirements for special population groups. |
| 21.09 | Demonstrate awareness of religious dietary requirements. |
| 22.0 | <u>Demonstrate skill using computers and software used in marketing.</u> – The student will be able to: |
| 22.01 | Demonstrate the importance of data entry procedures, i.e. payroll, inventory control, etc. |
| 22.02 | Demonstrate the importance of merchandising math data entry procedures such as stock turnover, mark-up, markdown, open-to-buy, pricing, invoicing, etc. |
| 22.03 | Demonstrate the importance of marketing spreadsheet data entry and output procedures. |
| 22.04 | Demonstrate the importance of marketing spreadsheet data decision making skills. |
| 22.05 | Utilize word processing and graphics programs to solve marketing problems and for marketing reports and activities. |
| 22.06 | Demonstrate technology appropriate for marketing functions and practices related to a culinary career field. |
| 22.07 | Utilize the Internet for culinary information. |
| 23.0 | <u>Identify the roles of management and supervisory personnel.</u> – The student will be able to: |
| 23.01 | Establish recruiting and selection procedures in accordance with policy. |
| 23.02 | Develop procedures for staff orientation and training. |
| 23.03 | Conduct new employee orientation to facility and to company policies. |
| 23.04 | Develop procedures for employee performance evaluation. |
| 23.05 | Establish compensation system. |
| 23.06 | Identify labor control systems and their functions. |
| 23.07 | Establish internal communication processes. |
| 23.08 | Identify motivational techniques. |
| 23.09 | Develop disciplinary process. |

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| 23.10 | Demonstrate conflict resolution. |
| 23.11 | Identify employee groups. |
| 23.12 | Identify the functions and purposes of employee unions. |
| 23.13 | Identify procedures in management development. |
| 23.14 | Prepare job descriptions. |
| 23.15 | Conduct job application interviews. |
| 23.16 | Conduct staff development training. |
| 23.17 | Delegate responsibility and authority. |
| 23.18 | Prepare employee work schedules. |
| 23.19 | Reconcile staff grievances. |
| 23.20 | Reconcile employee disputes/complaints. |
| 23.21 | Lead management-employee group discussions. |
| 23.22 | Communicate policy concerning harassment, including sexual harassment. |
| 23.23 | Communicate policy concerning substance abuse. |
| 23.24 | Demonstrate the principles of managing training programs. |
| 23.25 | Perform a task analysis. |
| 23.26 | Develop training objectives and plans for a training program. |
| 23.27 | Demonstrate procedures for evaluating training programs. |
| 23.28 | Identify communications concepts in training programs. |
| 23.29 | Identify team-building strategies. |
| 23.30 | Identify effective coaching and counseling techniques. |
| 23.31 | Identify management and supervisory functions. |
| 23.32 | Identify leadership styles. |

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| 23.33 | Identify work improvement concepts. |
| 23.34 | Describe the supervisor's role as a change agent. |
| 24.0 | <u>Conduct emergency procedures.</u> – The student will be able to: |
| 24.01 | Call fire, police, and emergency medical services as needed. |
| 24.02 | Provide and maintain firefighting equipment. |
| 24.03 | Provide and maintain emergency first aid equipment and/or supplies. |
| 24.04 | Document details of any emergency. |
| 24.05 | Follow company emergency procedures. |
| 24.06 | Establish fire drill and emergency procedures. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 64 credit hours according to Rule 6A-14.030, F.A.C.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Culinary Arts (0612050301) – 35 credit hours

Chef's Apprentice (0612050302) – 12 credit hours

Culinary Arts Management Operations (0612050401) – 18 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

**Florida Department of Education
Curriculum Framework**

Program Title: Nutrition and Wellness
Program Type: Non Career Preparatory
Career Cluster: Hospitality and Tourism

Secondary – Non Career Preparatory

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| Program Number | 8500355 |
| CIP Number | 09200117PA |
| Grade Level | 9-12 30, 31 |
| Standard Length | .5 credit |
| Teacher Certification | FAM CON SC 1 CULINARY 7G |
| CTSO | FCCLA |
| Facility Code | http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Industry Certifications | http://www.fldoe.org/workforce/fcpea/default.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to selection, preparation, service and storage of foods. It allows students to use technology to practice meal management techniques directed toward nutritional food choices based on the life cycle. This course will provide an awareness of consumer issues relating to health and wellness. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one course.

The following table illustrates the secondary program structure:

| Course Number | Course Title | Length | Level |
|---------------|------------------------|-----------|-------|
| 8500355 | Nutrition and Wellness | .5 credit | 2 |

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

| Courses | Algebra 1 | Algebra 2 | Geometry | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Genetics | Marine Science 1 Honors | Physical Science | Physics 1 |
|------------------------|-----------|-----------|----------|----------------------------|---------------------------------|------------|-------------|---------------------|------------|-------------------------|------------------|------------|
| Nutrition and Wellness | ^^ | ^^ | ^^ | 5/53 9% | 4/52 8% | 3/56 5% | 6/55 11% | 2/58 3% | 3/35 9% | 5/42 12% | 8/56 14% | 5/53 9% |

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column 'FS-M/LA') contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Nutrition and Wellness.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Nutrition and Wellness.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Nutrition and Wellness.
- 04.0 Determine the relationship of nutrition to wellness.
- 05.0 Analyze the effects of consumer issues on food selection.
- 06.0 Specify the nutritional needs of the young adults.
- 07.0 Assess the effects of eating disorders on wellness.
- 08.0 Apply the principles of meal planning and management.
- 09.0 Apply basic food preparation skills.
- 10.0 Practice appropriate food storage methods.
- 11.0 Integrate important scientific and technological principles to nutrition and wellness.
- 12.0 Demonstrate leadership and organizational skills.

**Florida Department of Education
Student Performance Standards**

Course Title: Nutrition and Wellness
Course Number: 8500355
Course Credit: .5 credit

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|--|---------------------------------------|
| 01.0 | Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Nutrition and Wellness. | |
| 01.01 | Key Ideas and Details | |
| 01.01.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1 | |
| 01.01.2 | Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2 | |
| 01.01.3 | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3 | |
| 01.02 | Craft and Structure | |
| 01.02.1 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4 | |
| 01.02.2 | Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5 | |
| 01.02.3 | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6 | |
| 01.03 | Integration of Knowledge and Ideas | |
| 01.03.1 | Translate quantitative or technical information expressed in words in a | |

| Florida Standards | | Correlation to CTE Program Standard # |
|---|---|---------------------------------------|
| | text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7 | |
| 01.03.2 | Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8 | |
| 01.03.3 | Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9 | |
| 01.04 Range of Reading and Level of Text Complexity | | |
| 01.04.1 | By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| 01.04.2 | By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10 | |
| 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Nutrition and Wellness. | | |
| 02.01 Text Types and Purposes | | |
| 02.01.1 | Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1 | |
| 02.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2 | |
| 02.01.3 | Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3 | |
| 02.02 Production and Distribution of Writing | | |
| 02.02.1 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4 | |
| 02.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5 | |

| Florida Standards | | Correlation to CTE Program Standard # |
|---|--|---------------------------------------|
| 02.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6 | |
| 02.03 Research to Build and Present Knowledge | | |
| 02.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7 | |
| 02.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8 | |
| 02.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9 | |
| 02.04 Range of Writing | | |
| 02.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10 | |
| 03.0 | Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Nutrition and Wellness. | |
| 03.01 | Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1 | |
| 03.02 | Reason abstractly and quantitatively. MAFS.K12.MP.2.1 | |
| 03.03 | Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1 | |
| 03.04 | Model with mathematics. MAFS.K12.MP.4.1 | |
| 03.05 | Use appropriate tools strategically. MAFS.K12.MP.5.1 | |
| 03.06 | Attend to precision. MAFS.K12.MP.6.1 | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| 03.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 03.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following category: FS-M/LA.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|--|
| 01.0 <u>Determine the relationship of nutrition to wellness.</u> –The student will be able to: | | SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4 |
| 01.01 Apply guidelines for using the MyPlate food guide to plan daily food choices and maintain wellness. | | |
| 01.02 Describe the functions and sources of nutrients. | | |
| 01.03 Identify the effects of nutrient deficiencies and excesses. | | |
| 01.04 Interpret the nutrition information found on food labels. | | |
| 02.0 <u>Analyze the effects of consumer issues on food selection.</u> –The student will be able to: | | SC.912.L.17.18; SC.912.L.17.20; SC.912.N.1.1 |
| 02.01 Use comparative shopping techniques to determine the best value for the food dollar. | | |
| 02.02 Evaluate advertisements, news reports and other information related to nutrition and wellness. | | |
| 02.03 Discuss causes of food shortages and possible ways to control global food problems. | | |
| 03.0 <u>Specify the nutritional needs of the young adult.</u> – The student will be able to: | | SC.912.L.14.6; SC.912.L.17.1; SC.912.N.1.1 |
| 03.01 Distinguish between the differences and similarities of the nutritional needs of the athlete and the average person. | | |
| 03.02 Describe methods to determine whether a person's weight is at a healthy level. | | |
| 03.03 Design a nutrition and exercise program to meet individual needs. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|--|
| 03.04 Establish guidelines for weight maintenance. | | |
| 04.0 <u>Assess the effects of food choices for people with special needs, including eating disorders and medical conditions, on wellness.</u> – The student will be able to: | | SC.912.L.14.46; SC.912.L.14.6; L.17.20 |
| 04.01 Analyze the causes of weight problems and eating disorders. | | |
| 04.02 Determine the effects of eating disorders on self, family and others. | | |
| 04.03 Explain how to encourage healthful eating habits for people in every stage of the life cycle. | | |
| 04.04 Develop a plan by which persons with medical conditions or physical impairments can meet their nutritional needs. | | |
| 05.0 <u>Apply the principles of meal planning, management and etiquette.</u> – The student will be able to: | | SC.912.L.17.20; SC.912.N.4.2 |
| 05.01 Coordinate a work plan and schedule in preparing a meal. | | |
| 05.02 Plan menus considering nutritional needs, schedules, budget, aesthetics and food preferences. | | |
| 05.03 Identify roles and responsibilities of family members in planning, preparing and serving foods. | | |
| 05.04 Identify meal-planning strategies for families with busy schedules. | | |
| 05.05 Plan appropriate table settings and service. | | |
| 05.06 Demonstrate socially acceptable table manners and etiquette. | | |
| 06.0 <u>Apply basic food preparation skills.</u> – The student will be able to: | | SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| 06.01 Analyze recipes to determine the elements of a well-written, complete recipe. | | |
| 06.02 Use recipes to prepare a variety of foods. | | |
| 06.03 Demonstrate proper procedures for measuring various types of ingredients. | | |
| 06.04 Practice safety and sanitation procedures in food preparation. | | |
| 06.05 Demonstrate the use and care of large and small equipment. | | |
| 06.06 Clean and maintain food preparation areas. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|-------------------------------|
| 07.0 <u>Practice appropriate food storage methods.</u> – The student will be able to: | | SC.912.P.8.1; SC.912.P.8.2 |
| 07.01 Explain how proper food-handling practices can prevent food-borne illnesses. | | |
| 07.02 Discuss causes, signs and preventions of food contamination. | | |
| 08.0 <u>Integrate important scientific and technological principles to nutrition and wellness.</u> – The student will be able to: | | |
| 08.01 Discuss the impact of food-related technology in the food industry and in the home. | | |
| 08.02 Practice ways to preserve foods while retaining quality and nutrients. | | |
| 09.0 <u>Demonstrate leadership and organizational skills.</u> – The student will be able to: | | |
| 09.01 Work cooperatively as a group member to achieve organizational responsibilities. | | |
| 09.02 Identify purpose/function of leadership roles and demonstrate confidence in organizational responsibilities. | | |

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Course Title: Principles of Food Preparation
Course Type: Non Career Preparatory
Career Cluster: Hospitality and Tourism

Secondary – Non Career Preparatory

| | |
|--|---|
| Program Number | 8500390 |
| CIP Number | 09200112PA |
| Grade Level | 9-12 30, 31 |
| Standard Length | .5 credit |
| Teacher Certification | FAM CON SC 1 CULINARY 7G |
| CTSO | FCCLA |
| Facility Code | 231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Industry Certifications | http://www.fldoe.org/workforce/fcpea/default.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.

The content includes but is not limited to preparing students to understand the principles of food preparation, selection and storage, basic food preparation, and selection of food services. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one course.

The following table illustrates the secondary program structure:

| Course Number | Course Title | Length | Level |
|---------------|--------------------------------|-----------|-------|
| 8500390 | Principles of Food Preparation | .5 credit | 2 |

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

| Courses | Algebra 1 | Algebra 2 | Geometry | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Genetics | Marine Science 1 Honors | Physical Science | Physics 1 |
|--------------------------------|-----------|-----------|----------|----------------------------|---------------------------------|------------|-------------|---------------------|------------|-------------------------|------------------|------------|
| Principles of Food Preparation | ^^ | ^^ | ^^ | 3/53 6% | 3/52 6% | 1/56 2% | 4/55 7% | 1/58 2% | 1/35 3% | 1/42 2% | 6/56 11% | 3/53 6% |

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (CCSS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column 'FS-M/LA') contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Principle of Food Preparation.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Principle of Food Preparation.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Principle of Food Preparation.
- 04.0 Explain principles of food preparation.
- 05.0 Explain principles of food selection and storage.
- 06.0 Demonstrate food preparation skills.
- 07.0 Choose appropriate food service for various occasions.
- 08.0 Demonstrate leadership and organizational skills

**Florida Department of Education
Student Performance Standards**

Course Title: Principles of Food Preparation
Course Number: 8500390
Course Credit: .5

| Florida Standards | | Correlation to CTE Program Standard # |
|--------------------------|---|--|
| 01.0 | Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Principle of Food Preparation. | |
| 01.01 | Key Ideas and Details | |
| 01.01.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1 | |
| 01.01.2 | Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2 | |
| 01.01.3 | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3 | |
| 01.02 | Craft and Structure | |
| 01.02.1 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4 | |
| 01.02.2 | Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5 | |
| 01.02.3 | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6 | |
| 01.03 | Integration of Knowledge and Ideas | |
| 01.03.1 | Translate quantitative or technical information expressed in words in a | |

| Florida Standards | | Correlation to CTE Program Standard # |
|--|---|---------------------------------------|
| | text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7 | |
| 01.03.2 | Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8 | |
| 01.03.3 | Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9 | |
| 01.04 Range of Reading and Level of Text Complexity | | |
| 01.04.1 | By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| 01.04.2 | By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10 | |
| 02.0 | Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Principle of Food Preparation. | |
| 02.01 Text Types and Purposes | | |
| 02.01.1 | Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1 | |
| 02.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2 | |
| 02.01.3 | Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3 | |
| 02.02 Production and Distribution of Writing | | |
| 02.02.1 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4 | |
| 02.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5 | |

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|--|---------------------------------------|
| 02.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6 | |
| 02.03 | Research to Build and Present Knowledge | |
| 02.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7 | |
| 02.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8 | |
| 02.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9 | |
| 02.04 | Range of Writing | |
| 02.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10 | |
| 03.0 | Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Principle of Food Preparation. | |
| 03.01 | Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1 | |
| 03.02 | Reason abstractly and quantitatively. MAFS.K12.MP.2.1 | |
| 03.03 | Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1 | |
| 03.04 | Model with mathematics. MAFS.K12.MP.4.1 | |
| 03.05 | Use appropriate tools strategically. MAFS.K12.MP.5.1 | |
| 03.06 | Attend to precision. MAFS.K12.MP.6.1 | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| 03.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 03.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following category: FS-M/LA.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|--|
| 04.0 <u>Explain principles of food preparation.</u> – The student will be able to: | | SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4; SC.912.P.8.1; SC.912.P.8.2 |
| 04.01 Analyze the scientific basis for changes in food during preparation, to include protein, starch, fiber, sugars, fats, vitamins and minerals. | | |
| 04.02 Identify the techniques for conserving nutrients during food preparation. | | |
| 04.03 Analyze how ingredients affect product outcome. | | |
| 05.0 <u>Explain principles of food selection and storage.</u> – The student will be able to: | | MAFS.912.S-IC.2; SC.912.P.8.1; SC.912.P.8.2 |
| 05.01 Identify quality characteristics, such as grades, size, freshness, and dating, used to select foods. | | |
| 05.02 Compare costs, nutritional value, and characteristics of fresh, frozen, dehydrated, and canned foods. | | |
| 05.03 Choose appropriate storage methods for foods. | | |
| 06.0 <u>Demonstrate food preparation skills.</u> – The student will be able to: | | SC.912.L.17.20; SC.912.N.4.2; SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| 06.01 Interpret and use recipes, to include increasing and decreasing ingredients and using substitutions. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|---------------------------------|
| 06.02 Demonstrate basic food preparation skills such as techniques of cutting, mixing, cooking and measuring. | | |
| 06.03 Select, use, care for and store food preparation equipment. | | |
| 06.04 Explain the relationship between food-borne illnesses and practices of food safety and sanitation. | | |
| 06.05 Identify ways of including family members in meal planning and preparation. | | |
| 06.06 Clean and maintain food preparation areas. | | |
| 06.07 Assess the quality of the prepared food. | | |
| 07.0 <u>Choose appropriate food service for various occasions.</u> – The student will be able to: | | SC.912.L.17.20; SC.912.N.4.2 |
| 07.01 Analyze the importance of etiquette and manners. | | |
| 07.02 Demonstrate etiquette and manners related to food service for various occasions. | | |
| 07.03 Plan appropriate table settings and service. | | |
| 07.04 Plan, prepare, and serve creative cuisine such as ethnic, regional, and foods for special occasions. | | |
| 07.05 Assess the implementation of a meal management plan for meal preparation and service. | | |
| 07.06 Assess the quality of the prepared food. | | |
| 07.07 Identify ways to establish or maintain family meal traditions. | | |
| 08.0 <u>Demonstrate leadership and organizational skills.</u> – The student will be able to: | | |
| 08.01 Identify professional and youth organizations. | | |
| 08.02 Identify purposes and functions of professional and youth organizations. | | |
| 08.03 Identify roles and responsibilities of members of professional and youth organizations. | | |
| 08.04 Work cooperatively as a group member to achieve organizational goals. | | |
| 08.05 Demonstrate confidence in leadership roles and organizational responsibilities. | | |
| 08.06 Demonstrate commitment to achieve organizational goals. | | |
| 08.07 Develop a personal growth project. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|---|
| 09.0 <u>Explain principles of food preparation.</u> – The student will be able to: | | SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4; SC.912.P.8.1; SC.912.P.8.2 |
| 09.01 Analyze the scientific basis for changes in food during preparation, to include protein, starch, fiber, sugars, fats, vitamins and minerals. | | |
| 09.02 Identify the techniques for conserving nutrients during food preparation. | | |

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Program Title: Environmental Services
Program Type: Career Preparatory
Career Cluster: Hospitality and Tourism

Secondary – Career Preparatory

| | |
|--|--|
| Program Number | 8524100 |
| CIP Number | 0419069911 |
| Grade Level | 9-12, 30, 31 |
| Standard Length | 2 credits |
| Teacher Certification | FAM CON SC 1 CUST SERV 7G BLDG MAINT @7 7G CUSTODIAL @7 7G HME EC OCC ¢7 HOMEMAKING ¢7 @2 %7%G |
| CTSO | FCCLA |
| SOC Codes (all applicable) | 37-2011 – Janitors and Cleaners, Except Maids and Housekeeping Cleaners 37-1011 – First-Line Supervisors of Housekeeping and Janitorial Workers |
| Facility Code | [234] http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Industry Certifications | http://www.fldoe.org/workforce/fcpea/default.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-

solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to preparing students for employment as environmental service providers or technicians for residential homes and institutions (hotels/motels, hospitals, nursing homes, campus buildings, and office buildings); Cleaner Commercial or Institution, SOC 37-2011, or for advanced training in the environmental services industry; Supervisor, Janitorial Services, SOC 37-1011. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two courses.

The following table illustrates the secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code | Level |
|-----|---------------|-----------------------------------|----------|----------|-------|
| A | 8524110 | Environmental Services | 1 credit | 37-2011 | 2 |
| B | 8524120 | Environmental Services Technology | 1 credit | 37-1011 | 2 |

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

| Courses | Algebra 1 | Algebra 2 | Geometry | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Genetics | Marine Science 1 Honors | Physical Science | Physics 1 |
|-----------------------------------|-----------|-----------|----------|----------------------------|---------------------------------|------------|-------------|---------------------|------------|-------------------------|------------------|------------|
| Environmental Services | ^^ | ^^ | ^^ | 3/53 6% | 2/52 4% | 3/56 5% | 2/55 4% | 1/58 2% | 2/35 6% | 3/42 7% | 2/56 4% | 2/53 4% |
| Environmental Services Technology | ^^ | ^^ | ^^ | # | # | # | # | # | # | # | # | # |

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and

language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Environmental Services.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Environmental Services.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Environmental Services.
- 04.0 Identify job and career opportunities in the environmental services profession.
- 05.0 Explain the importance of employability skills and entrepreneurship skills.
- 06.0 Demonstrate language arts knowledge and skills.
- 07.0 Demonstrate mathematics knowledge and skills
- 08.0 Demonstrate science knowledge and skills.
- 09.0 Select, use, and store equipment and supplies.
- 10.0 Demonstrate safety, sanitation, and security skills.
- 11.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 12.0 Demonstrate environmental services procedures.
- 13.0 Use information technology tools.
- 14.0 Demonstrate positive customer-relations skills.
- 15.0 Solve problems using critical thinking skills, creativity, and innovation.
- 16.0 Use oral and written communication skills in creating, expressing, and interpreting information and ideas.
- 17.0 Demonstrate institutional housekeeping procedures.
- 18.0 Identify hazardous materials and situations, and procedures for reporting.
- 19.0 Identify the federal, state, and local laws and agencies that affect the environmental services area.
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 21.0 Apply the principles of leadership and management.
- 22.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 23.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 24.0 Describe the importance of professional ethics and legal responsibilities.

**Florida Department of Education
Student Performance Standards**

Course Title: Environmental Services
Course Number: 8524110
Course Credit: 1

Course Description:

This course is designed to help students acquire competencies in the areas of career opportunities; employability skills; safety, sanitation, and security skills; communication skills; housekeeping procedures and hazardous material procedures.

| Florida Standards | Correlation to CTE Program Standard # |
|---|--|
| 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Environmental Services. | |
| 01.01 Key Ideas and Details | |
| 01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1 | |
| 01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2 | |
| 01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3 | |
| 01.02 Craft and Structure | |
| 01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4 | |
| 01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5 | |
| 01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question | |

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|---|---------------------------------------|
| | the author seeks to address. LAFS.910.RST.2.6 | |
| 01.03 | Integration of Knowledge and Ideas | |
| 01.03.1 | Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7 | |
| 01.03.2 | Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8 | |
| 01.03.3 | Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9 | |
| 01.04 | Range of Reading and Level of Text Complexity | |
| 01.04.1 | By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| 01.04.2 | By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10 | |
| 02.0 | Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Environmental Services. | |
| 02.01 | Text Types and Purposes | |
| 02.01.1 | Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1 | |
| 02.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2 | |
| 02.01.3 | Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3 | |
| 02.02 | Production and Distribution of Writing | |
| 02.02.1 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4 | |

| Florida Standards | | Correlation to CTE Program Standard # |
|--|--|---------------------------------------|
| 02.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5 | |
| 02.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6 | |
| 02.03 Research to Build and Present Knowledge | | |
| 02.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7 | |
| 02.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8 | |
| 02.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9 | |
| 02.04 Range of Writing | | |
| 02.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10 | |
| 03.0 | Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Environmental Services. | |
| 03.01 | Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1 | |
| 03.02 | Reason abstractly and quantitatively. MAFS.K12.MP.2.1 | |
| 03.03 | Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1 | |
| 03.04 | Model with mathematics. MAFS.K12.MP.4.1 | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| 03.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 03.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 03.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 03.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following category: FS-M/LA.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| 04.0 <u>Identify job and career opportunities in the environmental services profession.</u> – The student will be able to: | | |
| 04.01 Explain the role and importance of the environmental services industry in the quality of life. | | |
| 04.02 Identify employment, career-growth, and advanced-training opportunities in the environmental services profession. | | |
| 04.03 Identify responsibilities for each job in the career ladder. | | |
| 04.04 Explain training needs for career enhancement. | | |
| 04.05 Analyze the personal and professional qualities required for employment. | | |
| 05.0 <u>Explain the importance of employability skill and entrepreneurship skills.</u> – The student will be able to: | | |
| 05.01 Identify and demonstrate positive work behaviors needed to be employable. | | |
| 05.02 Develop personal career plan that includes goals, objectives, and strategies. | | |
| 05.03 Examine licensing, certification, and industry credentialing requirements. | | |
| 05.04 Maintain a career portfolio to document knowledge, skills, and experience. | | |
| 05.05 Evaluate and compare employment opportunities that match career goals. | | |
| 05.06 Identify and exhibit traits for retaining employment. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|-------------------------------|
| 05.07 Identify opportunities and research requirements for career advancement. | | |
| 05.08 Research the benefits of ongoing professional development. | | |
| 05.09 Examine and describe entrepreneurship opportunities as a career planning option. | | |
| 06.0 <u>Demonstrate language arts knowledge and skills.</u> – The student will be able to: | | |
| 06.01 Locate, comprehend and evaluate key elements of oral and written information. | | |
| 06.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. | | |
| 06.03 Present information formally and informally for specific purposes and audiences. | | |
| 07.0 <u>Demonstrate mathematics knowledge and skills.</u> – The student will be able to: | | |
| 07.01 Demonstrate knowledge of arithmetic operations. | | |
| 07.02 Analyze and apply data and measurements to solve problems and interpret documents. | | |
| 07.03 Construct charts/tables/graphs using functions and data. | | |
| 08.0 <u>Demonstrate science knowledge and skills.</u> – The student will be able to: | | SC.912.N.1.1; SC.912.N.1.7 |
| 08.01 Discuss the role of creativity in constructing scientific questions, methods and explanations. | | |
| 08.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. | | |
| 09.0 <u>Select, use, and store equipment and supplies.</u> – The student will be able to: | | |
| 09.01 Identify the basic supplies and equipment needed for a specific job. | | |
| 09.02 Select the proper tools for a specific job. | | |
| 09.03 Inventory supplies and maintain a record of supplies. | | |
| 09.04 Explain the importance of appropriate housekeeping and maintenance practices. | | |
| 09.05 Store equipment properly. | | |
| 09.06 Disassemble and maintain selected pieces of equipment used in the area of environmental services. | | |
| 09.07 Maintain equipment-and-supply storage areas. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|----------------------------------|
| 09.08 Use and care for equipment, supplies, and tools according to manufacturer's instructions. | | |
| 09.09 Report faulty equipment and needed repairs. | | |
| 10.0 <u>Demonstrate safety, sanitation, and security skills.</u> – The student will be able to: | | SC.912.L.14.52; SC.912.L.16.8 |
| 10.01 Demonstrate the skills necessary for fire safety, such as RACE (rescue, alarm, control, extinguish). | | |
| 10.02 Identify the various types of fire extinguishers. | | |
| 10.03 Use fire extinguishers appropriate to fire hazards. | | |
| 10.04 Demonstrate emergency procedures. | | |
| 10.05 Demonstrate security procedures. | | |
| 10.06 Demonstrate safety procedures in the use, care, and storage of equipment. | | |
| 10.07 Demonstrate sanitation and safety procedures as required by the health department and the Occupational Safety and Health Administration (OSHA). | | |
| 10.08 Demonstrate the required sanitation procedures. | | |
| 10.09 Identify the health-related problems that may result from exposure to work-related chemicals and hazardous materials, and describe the proper precautions for handling such materials. | | |
| 10.10 Discuss environmental concerns related to hazardous waste and chemical disposal. | | |
| 11.0 <u>Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.</u> – The student will be able to: | | |
| 11.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. | | |
| 11.02 Explain emergency procedures to follow in response to workplace accidents. | | |
| 11.03 Create a disaster and/or emergency response plan. | | |
| 12.0 <u>Demonstrate environmental services procedures.</u> – The student will be able to: | | |
| 12.01 Demonstrate general housekeeping and maintenance procedures and practices for windows, walls, and floors. | | |
| 12.02 Demonstrate the methods necessary to provide sanitary conditions in the rest room and shower areas. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|-----------|
| 12.03 Clean and care for a variety of wall and ceiling surfaces. | | |
| 12.04 Clean and care for fixtures, moldings, and special surfaces. | | |
| 12.05 Clean and care for various types of accessories. | | |
| 12.06 Clean and care for gas, electric, and solar appliances. | | |
| 12.07 Take down and re-hang draperies and shower curtains. | | |
| 12.08 Make a bed according to specifications in an institution. | | |
| 12.09 Clean and disinfect guestrooms. | | |
| 12.10 Use home and commercial laundry equipment and supplies. | | |
| 13.0 <u>Use information technology tools.</u> – The student will be able to: | | |
| 13.01 Use personal information management (PIM) applications to increase workplace efficiency. | | |
| 13.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. | | |
| 13.03 Employ computer operations applications to access, create, manage, integrate, and store information. | | |
| 13.04 Employ collaborative/groupware applications to facilitate group work. | | |
| 14.0 <u>Demonstrate positive customer-relations skills.</u> – The student will be able to: | | |
| 14.01 Exercise self-control. | | |
| 14.02 Identify and demonstrate appropriate responses to criticism. | | |
| 14.03 Recognize basic human relations as they relate to success in the environmental services industry. | | |
| 14.04 Demonstrate respect for customer property. | | |
| 15.0 <u>Solve problems using critical thinking skills, creativity and innovation.</u> – The student will be able to: | | |
| 15.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. | | |
| 15.02 Employ critical thinking and interpersonal skills to resolve conflicts. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|---|
| 15.03 Identify and document workplace performance goals and monitor progress toward those goals. | | |
| 15.04 Conduct technical research to gather information necessary for decision-making. | | |
| 16.0 <u>Use oral and written communication skills in creating, expressing and interpreting information and ideas.</u> – The student will be able to: | | |
| 16.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. | | |
| 16.02 Locate, organize and reference written information from various sources. | | |
| 16.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. | | |
| 16.04 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0 | | |
| 16.05 Apply active listening skills to obtain and clarify information. | | |
| 16.06 Develop and interpret tables and charts to support written and oral communications. | | |
| 16.07 Exhibit public relations skills that aid in achieving customer satisfaction. | | |
| 17.0 <u>Demonstrate institutional housekeeping procedures.</u> – The student will be able to: | | |
| 17.01 Demonstrate housekeeping and maintenance practices in occupied, unoccupied, and discharged rooms. | | |
| 17.02 Identify procedures and techniques for cleaning isolation units in a hospital or nursing home. | | |
| 17.03 Demonstrate procedures for adjusting windows and heating and air-conditioning equipment. | | |
| 17.04 Demonstrate procedures for checking a vacant room. | | |
| 17.05 Demonstrate responsibility in handling keys. | | |
| 17.06 Identify the symbols, abbreviations, and terminology used in the facility. | | |
| 17.07 Report damages and unusual conditions in the facility. | | |
| 17.08 Describe procedures for handling lost-and-found items. | | |
| 17.09 Interpret an occupancy report. | | |
| 18.0 <u>Identify hazardous materials and situations, and procedures for reporting.</u> – The student will be able to: | | SC.912.L.14.52; SC.912.L.16.8; SC.912.N.1.1 |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|----------------|------------------|
| 18.01 Identify the types of hazardous materials that environmental services providers and technicians may encounter. | | |
| 18.02 Demonstrate procedures in safely handling and storing biomedical waste in a hospital and nursing home. | | |
| 18.03 Identify and interpret county, state, and federal laws, rules, and regulations governing biomedical waste materials. | | |
| 18.04 Identify hazardous situations and report them to the appropriate authority. | | |
| 18.05 Identify emergencies that may occur when biomedical waste/hazardous materials are handled, and procedures for reporting. | | |

**Florida Department of Education
Student Performance Standards**

Course Title: Environmental Services Technology
Course Number: 8524120
Course Credit: 1

Course Description:

This course is designed to help students acquire competencies in the areas of laws and regulations, principles of leadership and management, and entrepreneurship.

| Florida Standards | Correlation to CTE Program Standard # |
|---|--|
| 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Environmental Services. | |
| 01.01 Key Ideas and Details | |
| 01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1 | |
| 01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2 | |
| 01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3 | |
| 01.02 Craft and Structure | |
| 01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4 | |
| 01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5 | |
| 01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question | |

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|---|---------------------------------------|
| | the author seeks to address. LAFS.910.RST.2.6 | |
| 01.03 | Integration of Knowledge and Ideas | |
| 01.03.1 | Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7 | |
| 01.03.2 | Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8 | |
| 01.03.3 | Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9 | |
| 01.04 | Range of Reading and Level of Text Complexity | |
| 01.04.1 | By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| 01.04.2 | By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10 | |
| 02.0 | Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Environmental Services. | |
| 02.01 | Text Types and Purposes | |
| 02.01.1 | Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1 | |
| 02.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2 | |
| 02.01.3 | Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3 | |
| 02.02 | Production and Distribution of Writing | |
| 02.02.1 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4 | |

| Florida Standards | | Correlation to CTE Program Standard # |
|--|--|---------------------------------------|
| 02.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5 | |
| 02.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6 | |
| 02.03 Research to Build and Present Knowledge | | |
| 02.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7 | |
| 02.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8 | |
| 02.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9 | |
| 02.04 Range of Writing | | |
| 02.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10 | |
| 03.0 | Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Environmental Services. | |
| 03.01 | Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1 | |
| 03.02 | Reason abstractly and quantitatively. MAFS.K12.MP.2.1 | |
| 03.03 | Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1 | |
| 03.04 | Model with mathematics. MAFS.K12.MP.4.1 | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| 03.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 03.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 03.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 03.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following category: FS-M/LA.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|-----------|
| 16.0 <u>Identify the federal, state, and local laws and agencies that affect the environmental services area.</u> – The student will be able to: | | |
| 16.01 Identify the federal, state, and local laws that affect environmental services. | | |
| 16.02 Identify the federal, state, and local agencies that affect environmental services practices. | | |
| 17.0 <u>Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.</u> – The student will be able to: | | |
| 17.01 Describe the nature and types of business organizations. | | |
| 17.02 Explain the effect of key organizational systems on performance and quality. | | |
| 17.03 List and describe quality control systems and/or practices common to the workplace. | | |
| 17.04 Explain the impact of the global economy on business organizations. | | |
| 18.0 <u>Apply the principles of leadership and management.</u> – The student will be able to: | | |
| 18.01 Apply the principles of the management of time, money, energy, and space. | | |
| 18.02 Estimate the types of work and the required work hours for a specific situation. | | |
| 18.03 Develop instructions for environmental services providers to follow to satisfy the client's needs. | | |
| 18.04 Resolve customer complaints in a positive, professional manner. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|----------------|------------------|
| 19.0 <u>Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.</u> – The student will be able to: | | |
| 19.01 Employ leadership skills to accomplish organizational goals and objectives. | | |
| 19.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. | | |
| 19.03 Conduct and participate in meetings to accomplish work tasks. | | |
| 19.04 Employ mentoring skills to inspire and teach others. | | |
| 20.0 <u>Demonstrate personal money-management concepts, procedures, and strategies.</u> – The student will be able to: | | |
| 20.01 Identify and describe the services and legal responsibilities of financial institutions. | | |
| 20.02 Describe the effect of money management on personal and career goals. | | |
| 20.03 Develop a personal budget and financial goals. | | |
| 20.04 Complete financial instruments for making deposits and withdrawals. | | |
| 20.05 Maintain financial records. | | |
| 20.06 Read and reconcile financial statements. | | |
| 20.07 Research, compare and contrast investment opportunities. | | |
| 21.0 <u>Describe the importance of professional ethics and legal responsibilities.</u> – The student will be able to: | | |
| 21.01 Evaluate and justify decisions based on ethical reasoning. | | |
| 21.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. | | |
| 21.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. | | |

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If

needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Program Title: Nutrition and Dietetic Services
Program Type: Career Preparatory
Career Cluster: Hospitality and Tourism

Secondary – Career Preparatory

| | |
|--|---|
| Program Number | 8530000 |
| CIP Number | 0351310402 |
| Grade Level | 9-12, 30, 31 |
| Standard Length | 1 credit |
| Teacher Certification | FAM CON SC 1 SC FOOD SV @6 QUAN FOOD ¢7 HOMEMAKING @2 ¢7 HOME EC OCC ¢7 |
| CTSO | FCCLA HOSA |
| SOC Codes (all applicable) | 29-2051 – Dietetic Technician |
| Facility Code | [234] http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Industry Certifications | http://www.fldoe.org/workforce/fcpea/default.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to an introduction to the dietetic career ladder. It is designed to train students to assist in various functions of food service related to patient care. Diet Clerks are involved in the preparation of safe and nutritious meals for patients/clients in various healthcare facilities. The curriculum includes a combination of theory, laboratory and clinical experiences. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one course.

The following table illustrates the secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code | Level |
|-----|---------------|---------------------------------|----------|----------|-------|
| A | 8530000 | Nutrition and Dietetic Services | 1 credit | 29-2051 | 2 |

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

| Courses | Algebra 1 | Algebra 2 | Geometry | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Genetics | Marine Science 1 Honors | Physical Science | Physics 1 |
|-------------------------------|-----------|-----------|----------|----------------------------|---------------------------------|------------|-------------|---------------------|------------|-------------------------|------------------|------------|
| Nutrition & Dietetic Services | ^^ | ^^ | ^^ | 0/53 0% | 4/52 8% | 1/56 2% | 4/55 7% | 2/58 3% | 1/35 3% | 2/42 5% | 5/56 11% | 4/53 8% |

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review
Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices

describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Nutrition and Dietetic Services.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Nutrition and Dietetic Services.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Nutrition and Dietetic Services.
- 04.0 Perform basic tasks in dietary office and utilize computer.
- 05.0 Maintain daily records in area of responsibility.
- 06.0 Participate in tray assembly activities and monitor trays for diet accuracy.
- 07.0 Assist with food production activities and preparation of nutritional supplements.
- 08.0 Properly select, use and care for food service equipment.
- 09.0 Perform front-of-house duties.
- 10.0 Demonstrate knowledge and application of principles of sanitation and safety.
- 11.0 Practice optimum personal hygiene and grooming.
- 12.0 Demonstrate personal productivity.
- 13.0 Participate in a clinical experience.

**Florida Department of Education
Student Performance Standards**

Course Title: Nutrition and Dietetic Services
Course Number: 8530000
Course Credit: 1

Course Description:

This course is designed to enable students to acquire competencies in the areas of operating a dietary office, maintenance of client records, accurate tray assembly, food production, proper use of equipment, and various functions of food service related to patient care. A 40-hour practicum is required.

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|---|---------------------------------------|
| 01.0 | Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Nutrition and Dietetic Services. | |
| 01.01 | Key Ideas and Details | |
| 01.01.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1 | |
| 01.01.2 | Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2 | |
| 01.01.3 | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3 | |
| 01.02 | Craft and Structure | |
| 01.02.1 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4 | |
| 01.02.2 | Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5 | |
| 01.02.3 | Analyze the author's purpose in providing an explanation, describing a | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---------------------------------------|
| procedure, or discussing an experiment in a text, defining the question the author seeks to address. | LAFS.910.RST.2.6 |
| 01.03 Integration of Knowledge and Ideas | |
| 01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. | LAFS.910.RST.3.7 |
| 01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. | LAFS.910.RST.3.8 |
| 01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. | LAFS.910.RST.3.9 |
| 01.04 Range of Reading and Level of Text Complexity | |
| 01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| 01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. | LAFS.910.RST.4.10 |
| 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Nutrition and Dietetic Services. | |
| 02.01 Text Types and Purposes | |
| 02.01.1 Write arguments focused on discipline-specific content. | LAFS.910.WHST.1.1 |
| 02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. | LAFS.910.WHST.1.2 |
| 02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. | LAFS.910.WHST.1.3 |
| 02.02 Production and Distribution of Writing | |
| 02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|---|---------------------------------------|
| | | LAFS.910.WHST.2.4 |
| 02.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | LAFS.910.WHST.2.5 |
| 02.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | LAFS.910.WHST.2.6 |
| 02.03 | Research to Build and Present Knowledge | |
| 02.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | LAFS.910.WHST.3.7 |
| 02.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | LAFS.910.WHST.3.8 |
| 02.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. | LAFS.910.WHST.3.9 |
| 02.04 | Range of Writing | |
| 02.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | LAFS.910.WHST.4.10 |
| 03.0 | Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Nutrition and Dietetic Services. | |
| 03.01 | Make sense of problems and persevere in solving them. | MAFS.K12.MP.1.1 |
| 03.02 | Reason abstractly and quantitatively. | MAFS.K12.MP.2.1 |
| 03.03 | Construct viable arguments and critique the reasoning of others. | MAFS.K12.MP.3.1 |
| 03.04 | Model with mathematics. | |

| Florida Standards | | Correlation to CTE Program Standard # |
|--|-----------------|---------------------------------------|
| | MAFS.K12.MP.4.1 | |
| 03.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 | |
| 03.06 Attend to precision. | MAFS.K12.MP.6.1 | |
| 03.07 Look for and make use of structure. | MAFS.K12.MP.7.1 | |
| 03.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 | |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|----------------------------------|
| 04.0 <u>Perform basic tasks in dietary office and utilize computer.</u> – The student will be able to: | | MAFS.912.S-IC.2; SC.912.N.1.3 |
| 04.01 Demonstrate communication skills including proper telephone etiquette with staff, patients and visitors. | | |
| 04.02 Apply proper telephone etiquette. | | |
| 04.03 Tally portions and quantities of specific foods. | | |
| 04.04 Assist in filing dietary documents. | | |
| 04.05 Apply policies and procedures in management of dietary office. | | |
| 04.06 Utilize consultant guidance. | | |
| 04.07 Process menus. | | |
| 04.08 Assist in coordinating food service and clinical data. | | |
| 04.09 Utilize computers for recording operational data. | | |
| 05.0 <u>Maintain daily records in area of responsibility.</u> – The student will be able to: | | MAFS.912.S-IC.2; SC.912.N.1.3 |
| 05.01 Assist in maintaining client records, diet orders and changes, census records and miscellaneous records related to nutritional care on a daily basis. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|------------------------------|
| 05.02 Follow federal and state regulations and procedures for record maintenance. | | |
| | | |
| 06.0 <u>Participate in tray assembly activities and monitor trays for diet accuracy.</u> – The student will be able to: | | |
| 06.01 Assist in setting up assembly line for serving trays to patients/clients. | | |
| 06.02 Weigh and measure foods, using equivalents when necessary. | | |
| 06.03 Identify and follow diet orders using nutrition information when preparing and serving food for general and modified diet trays. | | |
| 06.04 Fill trays for completeness and conformance to menus; diet orders and food preferences of patients/ clients. | | |
| 06.05 Meet deadlines and adhere to mealtime and schedules. | | |
| 06.06 Accept instruction and guidance from supervisory personnel. | | |
| 06.07 Deliver and pick up food carts and trays to and from patient area, nursing stations or dining rooms. | | |
| 07.0 <u>Assist with food production activities and preparation of nutritional supplements.</u> – The student will be able to: | | |
| 07.01 Read recipes, demonstrate knowledge of terminology and follow instructions. | | |
| 07.02 Identify common ingredients used in food preparation. | | |
| 07.03 Implement principles and techniques of quantity food preparation and portion control following standardized recipes. | | |
| 07.04 Assist cook in food preparation and service. | | |
| 07.05 Apply work simplification methods in performance of duties. | | |
| 07.06 Evaluate quality of food prepared. | | |
| 07.07 Prepare late trays, nutritional supplements, and snacks. | | |
| 08.0 <u>Properly select, use, and care for food service equipment.</u> – The student will be able to: | | SC.912.P.8.1 SC.912.P.8.2 |
| 08.01 Identify and select dietary equipment and supplies for food preparation and service. | | |
| 08.02 Follow optimum procedures for using dietary equipment and supplies in a safe and sanitary manner. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|--------------------------------|
| 08.03 Implement proper procedures for cleaning and sanitizing dietary equipment and supplies. | | |
| 08.04 Properly store equipment before and after use. | | |
| 09.0 <u>Perform cafeteria/dining room duties.</u> – The student will be able to: | | SC.912.P.10.4 |
| 09.01 Participate in setting up dining room and in preparation for service. | | |
| 09.02 Participate in setting up the cafeteria counter according to proper procedures to maintain appropriate temperatures throughout service. | | |
| 09.03 Arrange for reserve foods and supplies to be on hand at the point of service. | | |
| 10.0 <u>Demonstrate knowledge and application principles of sanitation and safety.</u> – The student will be able to: | | SC.912.P.8.2; SC.912.P.10.4 |
| 10.01 Identify and practice appropriate sanitation and infection control procedures. | | |
| 10.02 Identify potential hazards and follow safety practices. | | |
| 10.03 Follow emergency procedures regarding sanitation and safety in food service. | | |
| 10.04 Use sanitary procedures in handling food. | | |
| 10.05 Keep work area clean, neat and orderly at all times. | | |
| 10.06 Use precautions necessary to avoid accidents in food service area. | | |
| 10.07 Follow federal, state, and local sanitation guidelines and regulations. | | |
| 10.08 Identify roles and responsibilities of an emergency disaster plan. | | |
| 11.0 <u>Practice optimum personal hygiene and grooming.</u> – The student will be able to: | | |
| 11.01 Demonstrate optimum employee work, health, and personal hygiene habits. | | |
| 11.02 Identify federal, state, and local laws, policies and procedures governing dietetic personnel. | | |
| 12.0 <u>Demonstrate personal productivity</u> --The student will be able to: | | |
| 12.01 Assist in evaluating one's own progress in meeting job responsibilities. | | |
| 12.02 Work as a member of the dietary team, rotating job responsibilities as assigned. | | |
| 12.03 Observes policies and procedures of the establishment. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|-----------|
| 12.04 Understand the philosophy that "client comes first". | | |
| 12.05 Observe client's rights and treat the client with dignity and respect. | | |
| 13.0 <u>Complete a practicum in clinical setting.</u> – The student will be able to: | | |
| 13.01 Complete a 40-hour clinical experience based upon criteria set by the district and/or school, instructor and clinical site incorporating knowledge learned during classroom experience. | | |

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

The purpose of this program is to prepare students for initial employment as diet clerks. The diet clerk works under the supervision of a registered dietitian in a hospital or nursing home; or may work under the direction of a certified dietary manager or dietetic technician. With experience, the dietetic clerk may assume assistant supervisory responsibilities in various units of the nutrition department.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) and/or Health Occupations Students of America (HOSA) are the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Course Title: Hospitality and Tourism Cooperative Education - OJT
Course Type: Career Preparatory
Career Cluster: Hospitality and Tourism

Secondary – Cooperative Education - OJT

| | |
|-----------------------|--|
| Course Number | 8800420 |
| CIP Number | 02529999CP |
| Grade Level | 9-12, 30, 31 |
| Standard Length | Multiple credits |
| Teacher Certification | ANY HOME EC/ TC COOP ED E G TC COOP ED @7 FAM CON SC 1 CULINARY 7G HOTEL TRNG 7G SC FOOD SV @6 MKTG MGMT @7 7G MKTG 1@2 QUAN FOOD ¢7 %7%G HOMEMAKING @2 ¢7 HME EC OCC ¢7 BUS ED 1 @2/CHI* |
| | *CHI – Certified Hospitality Instructor Teachers certified in Business Education must obtain this training from the American Hotel and Lodging Educational Institute to teach this program. For information - https://www.ahlei.org/CHI/ For CHI application - https://www.ahlei.org/uploadedFiles/MainSite/Content/Certification/chiApplication.pdf |
| CTSO | FCCLA |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the **Hospitality and Tourism** cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-

solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the **Hospitality and Tourism** cluster.

Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Hospitality and Tourism Cooperative Education - OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

**Florida Department of Education
Student Performance Standards**

Program Title: Hospitality and Tourism Cooperative Education - OJT
Secondary Number: 8800420

| Standards and Benchmarks | |
|---------------------------------|---|
| 01.0 | Perform designated job skills--The student will be able to: |
| 01.01 | Perform tasks as outlined in the training plan. |
| 01.02 | Demonstrate job performance skills. |
| 01.03 | Demonstrate safety procedures on the job. |
| 01.04 | Maintain appropriate records. |
| 01.05 | Attain an acceptable level of productivity. |
| 01.06 | Demonstrate appropriate dress and grooming habits. |
| 02.0 | Demonstrate work ethics--The student will be able to: |
| 02.01 | Follow directions. |
| 02.02 | Demonstrate good human relations skills on the job. |
| 02.03 | Demonstrate good work habits. |
| 02.04 | Demonstrate acceptable business ethics. |

Additional Information

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

There is a **Cooperative Education Manual** available online that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at <http://www.fldoe.org/workforce/dwdframe/pdf/STEPS-Manual.pdf>.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leadership of America (FCCLA) is the appropriate career and technical student organization(s) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities may need additional time (beyond the regular school year) to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students.

**Florida Department of Education
Curriculum Framework**

Program Title: Culinary Arts
Program Type: Career Preparatory
Career Cluster: Hospitality and Tourism

Secondary – Career Preparatory

| | |
|--|--|
| Program Number | 8800500 |
| CIP Number | 0420040210 |
| Grade Level | 9-12, 30, 31 |
| Standard Length | 4 credits |
| Teacher Certification | FAM CON SC 1 CULINARY 7G |
| CTSO | FCCLA SkillsUSA |
| SOC Codes (all applicable) | 35-2021 – Food Preparation Workers 35-3021 – Combined Food Preparation and Serving Workers, Including Fast Food 35-2014 – Cooks, Restaurant 11-9051 – Food Service Managers |
| Facility Code | http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Industry Certifications | http://www.fldoe.org/workforce/fcpea/default.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to all aspects of preparation, presentation, and serving of food; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. This coursework prepares students for employment in the food service/hospitality industry. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of four occupational completion points.

The following table illustrates the secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code | Level |
|-----|---------------|-----------------|----------|----------|-------|
| A | 8800510 | Culinary Arts 1 | 1 credit | 35-2021 | 2 |
| B | 8800520 | Culinary Arts 2 | 1 credit | 35-3021 | 2 |
| C | 8800530 | Culinary Arts 3 | 1 credit | 35-2014 | 2 |
| D | 8800540 | Culinary Arts 4 | 1 credit | 11-9051 | 3 |

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

| Courses | Algebra 1 | Algebra 2 | Geometry | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Genetics | Marine Science 1 Honors | Physical Science | Physics 1 |
|-----------------|-----------|-----------|----------|----------------------------|---------------------------------|-----------|-------------|---------------------|----------|-------------------------|------------------|-----------|
| Culinary Arts 1 | ^^ | ^^ | ^^ | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Culinary Arts 2 | ^^ | ^^ | ^^ | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Culinary Arts 3 | ^^ | ^^ | ^^ | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Culinary Arts 4 | ^^ | ^^ | ^^ | ** | ** | ** | ** | ** | ** | ** | ** | ** |

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review
Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and

language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Regulated Programs

It is strongly recommended that teachers obtain employee food handler training certification (<http://www.myfloridalicense.com/dbpr/hr/food-lodging/employee-training.html>) as well as food safety manager training/certification (<http://www.myfloridalicense.com/dbpr/hr/food-lodging/ManagerCertification.html>).

Information on Department of Health rules that affect culinary programs is available at <https://www.flrules.org/gateway/chapterhome.asp?chapter=64E-11>.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Culinary Arts.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Culinary Arts.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Culinary Arts.
- 04.0 Identify career and employment opportunities.
- 05.0 Demonstrate and incorporate workplace safety procedures.
- 06.0 Demonstrate personal productivity.
- 07.0 Utilize operational systems.
- 08.0 Use and care for commercial tools and equipment.
- 09.0 Describe the principles of basic food science.
- 10.0 Demonstrate how to read, follow, and prepare recipes.
- 11.0 Describe the basic principles of nutrition.
- 12.0 Exhibit the ability to follow state mandated guidelines for food service.
- 13.0 Identify and explain front-of-the-house and back-of-the-house duties
- 14.0 Prepare and present food and beverage items to meet creativity aspects as well as quality standards.
- 15.0 Exhibit and utilize safe, secure, and sanitary work procedures.
- 16.0 Apply principles of food science in cooking and baking techniques.
- 17.0 Apply principles of nutrition in menu planning, cooking, and baking.
- 18.0 Perform front-of-the-house duties.
- 19.0 Perform back-of-the-house and inventory duties.
- 20.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Culinary Arts.
- 21.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Culinary Arts.
- 22.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Culinary Arts.
- 23.0 Research career and advancement opportunities in professional cooking and baking.
- 24.0 Follow food identification, selection, and purchasing, receiving, storing, and inventory guidelines.
- 25.0 Practice advanced cooking and baking techniques.
- 26.0 Apply scientific principles in cooking and baking.
- 27.0 Prepare and present food products to meet creativity aspects as well as quality standards.
- 28.0 Demonstrate management skills.
- 29.0 Comply with laws and regulations specific to the food service and hospitality industry.
- 30.0 Develop a business plan.
- 31.0 Create and prepare menus for various nutritional needs.
- 32.0 Utilize cost-control techniques to maximize profitability.
- 33.0 Interpret and incorporate guidelines and policies for food service establishments.
- 34.0 Compare and analyze the relationship of nutrition to wellness.
- 35.0 Create and prepare menus for customers on special diets.

36.0 Compare and analyze menus of food establishments.

**Florida Department of Education
Student Performance Standards**

Course Title: Culinary Arts 1
Course Number: 8800510
Course Credit: 1

Course Description:

This course covers the history of the food service industry and careers in that industry. Also covered are safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs.

| Florida Standards | | Correlation to CTE Program Standard # |
|--------------------------|---|--|
| 01.0 | Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Culinary Arts. | |
| 01.01 | Key Ideas and Details | |
| 01.01.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1 | |
| 01.01.2 | Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2 | |
| 01.01.3 | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3 | |
| 01.02 | Craft and Structure | |
| 01.02.1 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4 | |
| 01.02.2 | Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5 | |
| 01.02.3 | Analyze the author's purpose in providing an explanation, describing a | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---------------------------------------|
| <p>procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p style="text-align: right;">LAFS.910.RST.2.6</p> | |
| 01.03 Integration of Knowledge and Ideas | |
| <p>01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p style="text-align: right;">LAFS.910.RST.3.7</p> | |
| <p>01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p style="text-align: right;">LAFS.910.RST.3.8</p> | |
| <p>01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p style="text-align: right;">LAFS.910.RST.3.9</p> | |
| 01.04 Range of Reading and Level of Text Complexity | |
| <p>01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.910.RST.4.10</p> | |
| 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Culinary Arts. | |
| 02.01 Text Types and Purposes | |
| <p>02.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.910.WHST.1.1</p> | |
| <p>02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.910.WHST.1.2</p> | |
| <p>02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.910.WHST.1.3</p> | |
| 02.02 Production and Distribution of Writing | |
| <p>02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | |

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|---|---------------------------------------|
| | | LAFS.910.WHST.2.4 |
| 02.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | LAFS.910.WHST.2.5 |
| 02.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | LAFS.910.WHST.2.6 |
| 02.03 | Research to Build and Present Knowledge | |
| 02.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | LAFS.910.WHST.3.7 |
| 02.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | LAFS.910.WHST.3.8 |
| 02.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. | LAFS.910.WHST.3.9 |
| 02.04 | Range of Writing | |
| 02.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | LAFS.910.WHST.4.10 |
| 03.0 | Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Culinary Arts. | |
| 03.01 | Make sense of problems and persevere in solving them. | MAFS.K12.MP.1.1 |
| 03.02 | Reason abstractly and quantitatively. | MAFS.K12.MP.2.1 |
| 03.03 | Construct viable arguments and critique the reasoning of others. | MAFS.K12.MP.3.1 |
| 03.04 | Model with mathematics. | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| | MAFS.K12.MP.4.1 |
| 03.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 03.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 03.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 03.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|---|---------|-----------|-----------------------|
| 04.0 <u>Identify career and employment opportunities.</u> – The student will be able to: | | | |
| 04.01 Discuss history and trends of the food service industry. | | | |
| 04.02 Identify occupations in the food service and hospitality industry and their impact on the economy. | | | |
| 04.03 Identify levels of training required for food service and hospitality occupations. | | | |
| 04.04 Identify professional organizations related to hospitality/food service. | | | |
| 05.0 <u>Demonstrate and incorporate workplace safety procedures.</u> – The student will be able to: | | | |
| 05.01 Follow standard procedures for physical hazard control. | | | |
| 05.02 Identify and utilize first-aid procedures for accidents and injuries common to the food service industry. | | | |
| 05.03 Follow the standards for infectious disease control. | | | |
| 05.04 Identify and apply sanitary procedures in maintaining the facility including proper waste disposal methods and recycling. | | | |
| 05.05 Maintain an SDS (Safety Data Sheet) for each product and keep in a three ring binder in the kitchen area. | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|---|---------|-----------|-----------------------|
| 05.06 Explain the Right to Know Law as recorded in (29 CFR-1910.1200) – OSHA Law. | | | |
| 05.07 Demonstrate and utilize safety procedures related to prevention of slips, falls, boilers, fire, proper lifting and chemical use. | | | |
| 05.08 Demonstrate and utilize proper personal hygiene and personal health precautions (hand washing; use of gloves; grooming; proper hair restraints, closed-toe shoes, aprons, uniforms). | | | |
| 05.09 Demonstrate proper food handling techniques (thermometer use; thawing methods; internal cooking temperatures) utilizing current industry safety and sanitation procedures for the agency having jurisdiction. | | | |
| 05.10 Identify the HACCP (Hazard Analysis Critical Control Point) during all food handling processes. | | | |
| 06.0 <u>Demonstrate personal productivity.</u> – The student will be able to: | | | |
| 06.01 Identify and exhibit employability skills (punctuality, dependability, appropriate appearance.) | | | |
| 06.02 Identify and exhibit work ethics and integrity (employee theft and consequences) | | | |
| 06.03 Maintain positive personal relationships including acceptance of constructive criticism. | | | |
| 06.04 Develop and demonstrate personal and professional etiquette. | | | |
| 06.05 Demonstrate the ability to function as a team member in a diverse environment. | | | |
| 06.06 Explain the importance of a portfolio. | | | |
| 06.07 Create a resume'. | | | |
| 06.08 Identify procedures and documents required when applying for employment. | | | |
| 07.0 <u>Utilize operational systems.</u> – The student will be able to: | | | |
| 07.01 Identify elements of a successful organized food service operation in relation to time, energy, money, and space and customer service (role of management; importance of labor costs/food costs; use of computers). | | | |
| 07.02 Identify and follow local and state rules, regulations, and laws relative to area of operation. | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|---|---------|-----------|-----------------------|
| 07.03 Identify and utilize security procedures necessary to prevent liability and loss. | | | |
| 07.04 Describe current computerized systems for purchasing and inventory control. | | | |
| 08.0 <u>Use and care for commercial tools and equipment.</u> – The student will be able to: | | | |
| 08.01 Identify commercial tools and equipment. | | | |
| 08.02 Demonstrate mastery of standard weights and measures used in the food service industry. | | | |
| 08.03 Use and maintain commercial tools. | | | |
| 08.04 Use and maintain commercial equipment. | | | |
| 09.0 <u>Describe the principles of basic food science.</u> – The student will be able to: | | | |
| 09.01 Explain how taste and aroma combine to give foods their flavors. | | | |
| 09.02 List physical, psychological, cultural, and environmental influences on food likes and dislikes. | | | |
| 09.03 Compare and analyze reasons for evaluating food products subjectively and objectively. | | | |
| 10.0 <u>Demonstrate how to read, follow, and prepare recipes.</u> – The student will be able to: | | | |
| 10.01 Demonstrate an understanding of the purpose of standardized recipes. | | | |
| 10.02 Define mise en place and the relationship of organizational skills to productivity in the workplace. | | | |
| 10.03 Use, follow, prepare and plate standardized recipes creatively. | | | |
| 10.04 Define portion size and recipe yield. | | | |
| 10.05 Identify herbs, spices, oils, and vinegars and their appropriate use in preparing food products that exhibit and enhance creativity, taste, and appearance. | | | |
| 11.0 <u>Describe the basic principles of nutrition.</u> – The student will be able to: | | | |
| 11.01 List the essential nutrients and their functions. | | | |
| 11.02 Interpret food labels. | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|--|----------------|------------------|------------------------------|
| 11.03 Identify different dietary needs. | | | |
| 11.04 Explain your district's wellness policy. | | | |
| 11.05 Relate nutrition to health and wellness. | | | |
| 11.06 Apply knowledge in creating menus that utilize nutritional principles. | | | |

**Florida Department of Education
Student Performance Standards**

Course Title: Culinary Arts 2
Course Number: 8800520
Course Credit: 1

Course Description:

In this course students will learn state mandated guidelines for food service; how to attain food handler training certification; and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus.

| Florida Standards | Correlation to CTE Program Standard # |
|---|--|
| 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Culinary Arts. | |
| 01.01 Key Ideas and Details | |
| 01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1 | |
| 01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2 | |
| 01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3 | |
| 01.02 Craft and Structure | |
| 01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4 | |
| 01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5 | |
| 01.02.3 Analyze the author's purpose in providing an explanation, describing a | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---------------------------------------|
| <p>procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p style="text-align: right;">LAFS.910.RST.2.6</p> | |
| <p>01.03 Integration of Knowledge and Ideas</p> | |
| <p>01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p style="text-align: right;">LAFS.910.RST.3.7</p> | |
| <p>01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p style="text-align: right;">LAFS.910.RST.3.8</p> | |
| <p>01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p style="text-align: right;">LAFS.910.RST.3.9</p> | |
| <p>01.04 Range of Reading and Level of Text Complexity</p> | |
| <p>01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.910.RST.4.10</p> | |
| <p>02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Culinary Arts.</p> | |
| <p>02.01 Text Types and Purposes</p> | |
| <p>02.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.910.WHST.1.1</p> | |
| <p>02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.910.WHST.1.2</p> | |
| <p>02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.910.WHST.1.3</p> | |
| <p>02.02 Production and Distribution of Writing</p> | |
| <p>02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | |

| Florida Standards | | Correlation to CTE Program Standard # |
|---|--|---------------------------------------|
| | LAFS.910.WHST.2.4 | |
| 02.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5 | |
| 02.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6 | |
| 02.03 Research to Build and Present Knowledge | | |
| 02.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7 | |
| 02.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8 | |
| 02.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9 | |
| 02.04 Range of Writing | | |
| 02.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10 | |
| 03.0 | Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Culinary Arts. | |
| 03.01 | Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1 | |
| 03.02 | Reason abstractly and quantitatively. MAFS.K12.MP.2.1 | |
| 03.03 | Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1 | |
| 03.04 | Model with mathematics. | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| | MAFS.K12.MP.4.1 |
| 03.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 03.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 03.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 03.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|--|---------|-----------|----------------------------|
| 12.0 <u>Exhibit the ability to follow state mandated guidelines for food service.</u> – The student will be able to: | | | 64E-11.001 |
| 12.01 Demonstrate and utilize proper techniques for lifting, receiving, and storing food supplies. | | | |
| 12.02 Demonstrate and utilize proper techniques for transporting, cooking and holding food (proper ways to cool/reheat food; holding temperatures). | | | |
| 12.03 Demonstrate and utilize proper cleaning, sanitizing, and disinfecting techniques (cleaning vs. sanitizing; storing cleaning supplies; proper procedures for cleaning equipment). | | | |
| 12.04 Demonstrate and utilize proper pest control procedures. | | | |
| 12.05 Classify all causes of food borne illnesses (e.g., biological, physical and chemical). | | | |
| 12.06 Describe symptoms of food borne illness and how it can be prevented. | | | |
| 12.07 Describe cross contamination and incorporate strategies to prevent this from occurring. | | | |
| 12.08 Research top allergens and how to control allergy cross-contamination. | | | |
| 12.09 Use acquired knowledge to obtain Employee Food Handler Training Certificate that is valid in Florida | | | 509.049, F.S. 61C-4.023 |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|--|---------|-----------|-----------------------|
| http://www.myfloridalicense.com/dbpr/hr/food-lodging/employee-training.html | | | |
| 13.0 <u>Identify and explain front-of-the house and back of the house duties.</u> – The student will be able to: | | | |
| 13.01 Identify, demonstrate, and utilize fundamentals of customer service and addressing difficult customers. | | | |
| 13.02 Identify and explain techniques of front-of-the-house and back-of-the-house responsibilities including but not limited to dining room setup, greeting, order-taking, serving, clearing, check presentation, bussing, and cashiering. | | | |
| 13.03 Identify and describe types of meal services. | | | |
| 13.04 Describe the types of work stations in the commercial kitchen. | | | |
| 13.05 Identify, explain and illustrate basic knife cuts and skills. | | | |
| 13.06 Explain common cooking methods (roasting, baking, broiling, sautéing, frying, deep-frying, braising, and steaming). | | | |
| 13.07 Define common baking terms and identify common baking ingredients. | | | |
| 14.0 <u>Prepare and present food and beverage items to meet creativity aspects as well as quality standards.</u> – The student will be able to: | | | |
| 14.01 Explain the role of the five senses in cooking, presenting, and eating food. | | | |
| 14.02 Describe how the five basic tastes (salty, sweet, sour, bitter and savory/Umami) can affect the appeal of food. | | | |
| 14.03 Explain how color, texture, temperature, and balance affect the visual appeal of plated food. | | | |
| 14.04 Demonstrate platter presentation principles, effective platter layout, and techniques for enhancing food presentation. | | | |
| 14.05 Recognize standards of quality as well as prepare and creatively present: bake station items; pantry station items; fry station items; cold station items; hot station items; beverage items. | | | |
| 15.0 <u>Exhibit and utilize safe, secure, and sanitary work procedures.</u> – The student will be able to: | | | |
| 15.01 Follow federal, state, and local sanitation and safety codes. | | | |
| 16.0 <u>Apply principles of food science in cooking and baking techniques.</u> – The student will be able to: | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|---|---------|-----------|-----------------------|
| 16.01 Identify food products that are a result of fermentation. | | | |
| 16.02 Identify and explain the various leavening agents used in baking. | | | |
| 16.03 Explain the leavening process in baking. | | | |
| 16.04 Identify and explain the principles of thickening agents used in food preparation. | | | |
| 16.05 Distinguish between and demonstrate the physical properties of thickening agents. | | | |
| 16.06 Identify the differences between a permanent and temporary emulsion. | | | |
| 16.07 Explain the role of pH in food preservation and baking applications. | | | |
| 16.08 Distinguish between the characteristics of acids and bases. | | | |
| 16.09 Demonstrate and analyze the different functions of sugar in food preparation. | | | |
| 16.10 Demonstrate and analyze the difference between moist, dry, and combination cooking methods. | | | |
| 16.11 Apply basic principles of the chemistry of protein to cooking eggs, dairy, and meat products. | | | |
| 16.12 Apply basic principles of the chemistry of food preparation to fruits and vegetables. | | | |
| 16.13 List categories of lipids (fats and oils) based on physical state and dietary sources. | | | |
| 16.14 Examine the functions of lipids (fats and oils) in food preparation. | | | |
| 16.15 Analyze the nutritional impact of lipids (fats and oils) in the diet. | | | |
| 17.0 <u>Apply principles of nutrition in menu planning, cooking, and baking.</u> – The student will be able to: | | | |
| 17.01 Interpret and create menus to meet current dietary guidelines and nutritional requirements of individuals with special needs. | | | |
| 17.02 Apply the new MyPlate food guide to analyze diets to include special needs www.choosemyplate.gov . | | | |
| 18.0 <u>Perform front-of-the-house duties.</u> – The student will be able to: | | | |
| 18.01 Recognize the needs of diverse populations. | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|--|---------|-----------|-----------------------|
| 18.02 Perform duties to meet the needs of the customer (greeting guests; escorting to tables and presenting menus; handling guests with special needs; transporting and serving meals; loading and carrying trays; etc.) | | | |
| 18.03 Handle customer complaints. | | | |
| 18.04 Use merchandising techniques. | | | |
| 18.05 Analyze industry trends. | | | |
| 19.0 <u>Perform back-of-the-house and inventory duties.</u> – The student will be able to: | | | |
| 19.01 Receive, store, and issue supplies. | | | |
| 19.02 Practice environmentally sound procedures. | | | |
| 19.03 Demonstrate and follow operational procedures between the front-of-the-house and back-of-the-house. | | | |
| 19.04 Demonstrate efficient time and motion techniques. | | | |
| 19.05 Coordinate responsibilities with those of other workstations. | | | |
| 19.06 Select appropriate tools and equipment for specific tasks. | | | |

**Florida Department of Education
Student Performance Standards**

Course Title: Culinary Arts 3
Course Number: 8800530
Course Credit: 1

Course Description:

In this course the student will research career opportunities in professional cooking/baking; follow guidelines on food selection, purchasing, and storage; and use communication skills. Students will prepare and present a variety of advanced food products; create centerpieces; and research laws specific to the hospitality industry. Also covered are management skills; how to develop a business plan; and utilization of technology in the workplace. Students will be knowledgeable about food safety manager training/certification training programs that are acceptable in Florida.

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|--|---------------------------------------|
| 20.0 | Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Culinary Arts. | |
| | 20.01 Key Ideas and Details | |
| | 20.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1 | |
| | 20.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2 | |
| | 20.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3 | |
| | 20.02 Craft and Structure | |
| | 20.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4 | |
| | 20.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5 | |
| | 20.02.3 Analyze the author's purpose in providing an explanation, describing a | |

| Florida Standards | | Correlation to CTE Program Standard # |
|--|--|---------------------------------------|
| | procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6 | |
| 20.03 Integration of Knowledge and Ideas | | |
| 20.03.1 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7 | |
| 20.03.2 | Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8 | |
| 20.03.3 | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9 | |
| 20.04 Range of Reading and Level of Text Complexity | | |
| 20.04.1 | By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| 20.04.2 | By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10 | |
| 21.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Culinary Arts. | | |
| 21.01 Text Types and Purposes | | |
| 21.01.1 | Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1 | |
| 21.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2 | |
| 21.01.3 | Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3 | |
| 21.02 Production and Distribution of Writing | | |
| 21.02.1 | Produce clear and coherent writing in which the development, | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---------------------------------------|
| <p>organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4</p> | |
| <p>21.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5</p> | |
| <p>21.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6</p> | |
| <p>21.03 Research to Build and Present Knowledge</p> | |
| <p>21.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7</p> | |
| <p>21.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8</p> | |
| <p>21.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9</p> | |
| <p>21.04 Range of Writing</p> | |
| <p>21.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10</p> | |
| <p>22.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Culinary Arts.</p> | |
| <p>22.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1</p> | |
| <p>22.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1</p> | |
| <p>22.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1</p> | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| 22.04 Model with mathematics. | MAFS.K12.MP.4.1 |
| 22.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 22.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 22.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 22.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|---|---------|-----------|-----------------------|
| 23.0 <u>Research college and career advancement opportunities in professional cooking and baking.</u> – The student will be able to: | | | |
| 23.01 Describe the elements of a job search as it relates to advancement opportunities. | | | |
| 23.02 Develop a personal career plan. | | | |
| 23.03 Demonstrate an understanding of entrepreneurship and the economic impact of food and hospitality enterprises on the industry. | | | |
| 23.04 Explain the benefits of membership in professional associations, including student organizations. | | | |
| 24.0 <u>Follow food identification, selection, purchasing, receiving, storing, and inventory guidelines.</u> – The student will be able to: | | | |
| 24.01 Identify basic food items. | | | |
| 24.02 Select basic food items according to standard qualities. | | | |
| 24.03 Practice portion control and utilize costing procedures. | | | |
| 25.0 <u>Practice advanced cooking and baking techniques.</u> – The student will be able to: | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|---|---------|-----------|--|
| 25.01 Recognize standards of quality as well as prepare and creatively present: advanced bake station items; advanced pantry station items; advanced fry station items; and advanced hot station items. | | | |
| 26.0 <u>Apply scientific principles in cooking and baking.</u> – The student will be able to: | | | |
| 26.01 Identify the physical and chemical changes in foods that result from the application of heat or cold. | | | |
| 26.02 Identify the effect of various levels of moisture on food. | | | |
| 27.0 <u>Prepare and present food products to meet creativity aspects as well as quality standards.</u> – The student will be able to: | | | |
| 27.01 Develop artistic talents in the creation of centerpieces from a variety of mediums (cooked sugar, chocolate, marzipan, and fruits and vegetables). | | | |
| 27.02 Prepare and creatively present: appetizers; salads; vegetables; fruits; pasta/rice/cereals; soups/stocks/sauces/gravies; meats; poultry; fish/shellfish; yeast breads; pies and pastries; cakes and icing; specialty desserts; breakfast foods; quick breads; sandwiches; hors d'oeuvres; garnishes; edible centerpieces. | | | |
| 28.0 <u>Demonstrate management skills.</u> – The student will be able to: | | | |
| 28.01 Identify characteristics of an effective manager. | | | |
| 28.02 Examine management skills. | | | |
| 28.03 Demonstrate effective communication skills. | | | |
| 28.04 Use positive reinforcement techniques to increase productivity. | | | |
| 29.0 <u>Comply with laws and regulations specific to the food service and hospitality industry.</u> – The student will be able to: | | | |
| 29.01 Identify food service and hospitality laws and regulations to include OSHA and the Americans with Disabilities Act (ADA). | | | |
| 29.02 Demonstrate knowledge of food safety manager training/certification programs that are accredited in Florida (http://www.myfloridalicense.com/dbpr/hr/food-lodging/ManagerCertification.html). | | | 509.039, F.S. 61C-4.023, F.A.C. 64E-11.012, F.A.C. |
| 30.0 <u>Develop a business plan.</u> – The student will be able to: | | | |
| 30.01 Identify the elements of a business plan to include vision, goals, strategies, and action plans. | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|--|----------------|------------------|------------------------------|
| 30.02 Identify basic economic and marketing strategies. | | | |
| 30.03 Analyze trends in the food service and hospitality industry. | | | |
| 30.04 FCCLA Hospitality Competition (as a project or competition). | | | |

**Florida Department of Education
Student Performance Standards**

Course Title: Culinary Arts 4
Course Number: 8800540
Course Credit: 1

Course Description:

In this course students will prepare various meals and food products including those for individuals with various nutritional needs and/or dietary restrictions. The relationship between nutrition and wellness will be examined. Cost control techniques and profitability will be covered as well as analysis of food establishment menus. Students will also demonstrate basic financial literacy skills.

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|--|---------------------------------------|
| 20.0 | Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Culinary Arts. | |
| | 20.01 Key Ideas and Details | |
| | 20.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1 | |
| | 20.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2 | |
| | 20.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3 | |
| | 20.02 Craft and Structure | |
| | 20.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4 | |
| | 20.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5 | |
| | 20.02.3 Analyze the author's purpose in providing an explanation, describing a | |

| Florida Standards | | Correlation to CTE Program Standard # |
|--|--|---------------------------------------|
| | procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6 | |
| 20.03 Integration of Knowledge and Ideas | | |
| 20.03.1 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7 | |
| 20.03.2 | Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8 | |
| 20.03.3 | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9 | |
| 20.04 Range of Reading and Level of Text Complexity | | |
| 20.04.1 | By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| 20.04.2 | By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10 | |
| 21.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Culinary Arts. | | |
| 21.01 Text Types and Purposes | | |
| 21.01.1 | Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1 | |
| 21.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2 | |
| 21.01.3 | Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3 | |
| 21.02 Production and Distribution of Writing | | |
| 21.02.1 | Produce clear and coherent writing in which the development, | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---------------------------------------|
| <p>organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4</p> | |
| <p>21.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5</p> | |
| <p>21.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6</p> | |
| <p>21.03 Research to Build and Present Knowledge</p> | |
| <p>21.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7</p> | |
| <p>21.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8</p> | |
| <p>21.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9</p> | |
| <p>21.04 Range of Writing</p> | |
| <p>21.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10</p> | |
| <p>22.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Culinary Arts.</p> | |
| <p>22.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1</p> | |
| <p>22.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1</p> | |
| <p>22.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1</p> | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| 22.04 Model with mathematics. | MAFS.K12.MP.4.1 |
| 22.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 22.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 22.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 22.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|--|---------|-----------|-----------------------|
| 31.0 <u>Create and prepare menus for various nutritional needs.</u> – The student will be able to: | | | |
| 31.01 Examine pricing strategies. | | | |
| 31.02 Examine menu formats. | | | |
| 31.03 Analyze menus for profitability. | | | |
| 32.0 <u>Utilize cost-control techniques to maximize profitability.</u> – The student will be able to: | | | |
| 32.01 Examine and utilize cost out procedures to minimize food waste. | | | |
| 32.02 Identify computer software available for food service and hospitality management. | | | |
| 32.03 Develop an accounting and record-keeping system using selected software. | | | |
| 32.04 Develop a purchasing, receiving, storing, and inventory system. | | | |
| 32.05 Examine loss prevention factors such as safety, sanitation, food handling, ware handling, maintenance, insurance, and environmental effects. | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|--|---------|-----------|-----------------------|
| 32.06 Interpret profit and loss statements. | | | |
| 32.07 Identify the responsibility of each individual to be held accountable for profitability. | | | |
| 33.0 <u>Interpret and incorporate guidelines and policies for food service establishments.</u> – The student will be able to: | | | |
| 33.01 Develop employee guidelines such as job descriptions, training, and scheduling. | | | |
| 33.02 Describe the characteristics of an efficient purchasing, receiving, storing, and inventory system. | | | |
| 34.0 <u>Compare and analyze the relationship of nutrition to wellness.</u> – The student will be able to: | | | |
| 34.01 Describe the functions and sources of the 6 classifications of nutrients. | | | |
| 34.02 Identify the effects of nutrient deficiencies and excesses. | | | |
| 34.03 Apply guidelines for using the MyPlate food guide to plan daily food choices for customers with special diets. | | | |
| 34.04 Describe the ABC's of the Dietary Guidelines for Americans from the United State Department of Agriculture (www.choosemyplate.gov). | | | |
| 34.05 Determine the relationship between food choices, eating and wellness vs. profit/loss margins. | | | |
| 34.06 Explain how to encourage healthful eating habits for people in every stage of the life cycle. | | | |
| 34.07 List the types of food additives and explain their purpose. | | | |
| 35.0 <u>Create and prepare menus for customers on special diets.</u> – The student will be able to: | | | |
| 35.01 Create a menu for customers with dietary limitations. | | | |
| 35.02 Describe the preparation methods used to prepare a nutritious meal for customers with special dietary needs (heart healthy, vegetarianism, religious dietary laws, etc.) | | | |
| 35.03 Identify common food allergies and determine appropriate substitutions. | | | |
| 35.04 Prepare meals that are visually appealing and that meet customers' special dietary needs. | | | |
| 35.05 List the serving sizes for an average adult. | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|--|---------|-----------|-----------------------|
| 35.06 Develop a modification plan for existing menus that will meet special dietary needs. | | | |
| 36.0 <u>Compare and analyze menus of food establishments.</u> – The student will be able to: | | | |
| 36.01 Analyze the menus of different food establishments to see how the daily requirements of an average adult can be met by dining in the establishments. | | | |
| 36.02 Create a menu meeting the "Truth-in-Menu Guidelines". | | | |
| 36.03 Modify the menu of an establishment to meet the requirements of a customer with a special dietary need. | | | |

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) or SkillsUSA are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified

for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Program Title: Culinary and Hospitality Specialties
Program Type: Career Preparatory
Career Cluster: Hospitality and Tourism

Secondary – Career Preparatory

| | |
|--|---|
| Program Number | 8800600 |
| CIP Number | 0420040108 |
| Grade Level | 9-12, 30, 31 |
| Standard Length | 2 credits |
| Teacher Certification | FAM CON SC 1 CULINARY 7G |
| CTSO | FCCLA SkillsUSA |
| SOC Codes (all applicable) | 11-9051 – Food Service Managers 35-1011 – Chefs and Head Cooks |
| Facility Code | http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Industry Certifications | http://www.fldoe.org/workforce/fcpea/default.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to safe and efficient work practices, marketing a business in the hospitality industry, the relationship of food and science, organizational and planning skills related to catered events, sustainability of the industry, utilization of technology to enhance hospitality businesses, and many levels/types of food preparation. A capstone project is required at the conclusion of both courses. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points

The following table illustrates the secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code | Level |
|-----|---------------|--|----------|----------|-------|
| A | 8800610 | Culinary and Hospitality Specialties 1 | 1 credit | 11-9051 | 2 |
| B | 8800620 | Culinary and Hospitality Specialties 2 | 1 credit | 35-1011 | 2 |

NOTE: It is recommended that students complete Culinary Arts 1-4 (program #8800500) prior to enrolling in this program.

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

| Courses | Algebra 1 | Algebra 2 | Geometry | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Genetics | Marine Science 1 Honors | Physical Science | Physics 1 |
|--|-----------|-----------|----------|----------------------------|---------------------------------|--------------|--------------|---------------------|--------------|-------------------------|------------------|--------------|
| Culinary and Hospitality Specialties 1 | ^^ | ^^ | ^^ | 13/53 25% | ** | 17/56 30% | 25/55 45% | ** | 13/35 37% | ** | 24/56 43% | 17/53 32% |
| Culinary and Hospitality Specialties 2 | ^^ | ^^ | ^^ | 12/53 23% | ** | 13/56 23% | 14/55 25% | ** | 8/35 23% | ** | 13/56 23% | 8/53 15% |

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and

language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Regulated Program

It is strongly recommended that teachers obtain employee food handler training certification (<http://www.myfloridalicense.com/dbpr/hr/food-lodging/employee-training.html>) as well as food safety manager training/certification (<http://www.myfloridalicense.com/dbpr/hr/food-lodging/ManagerCertification.html>).

Information on Department of Health rules that affect culinary programs is available at <https://www.flrules.org/gateway/chapterhome.asp?chapter=64E-11>.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Culinary and Hospitality Specialties.
- 02.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Culinary and Hospitality Specialties.
- 03.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Culinary and Hospitality Specialties.
- 04.0 Exhibit the ability to follow state mandated guidelines for food service.
- 05.0 Demonstrate language arts knowledge and skills.
- 06.0 Demonstrate science knowledge and skills.
- 07.0 Demonstrate and incorporate workplace safety procedures.
- 08.0 Utilize social networking to market a culinary/foodservice establishment.
- 09.0 Describe the requirements to be a successful entrepreneur and small business owner in the hospitality industry.
- 10.0 Demonstrate mathematics knowledge and skills.
- 11.0 Demonstrate standard preparation skills for various proteins.
- 12.0 Demonstrate standard preparation skills for baked goods.
- 13.0 Explain the interconnections and interdependency of food and science.
- 14.0 Demonstrate the skills necessary for planning and catering an event.
- 15.0 Develop and implement a capstone project.
- 16.0 Utilize technology to enhance the development of a business in the hospitality industry.
- 17.0 Examine the interconnections and interdependency of ecological, social, and economic systems.
- 18.0 Prepare nutritious food for individuals with special dietary needs.
- 19.0 Demonstrate advanced preparation skills for various proteins.
- 20.0 Demonstrate advanced preparation skills for baked goods.
- 21.0 Apply the knowledge and skills necessary to successfully cater an event.
- 22.0 Development and implement a capstone project.

2014 – 2015

**Florida Department of Education
Student Performance Standards**

Course Title: Culinary and Hospitality Specialties 1
Course Number: 8800610
Course Credit: 1

Course Description:

This course includes food safety and sanitation; workplace safety; using social networking as a marketing tool; entrepreneurship; the correlation between food and science; and catering. Food preparation activities are throughout the course and the culmination of the course is a capstone project.

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|--|---------------------------------------|
| 01.0 | Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Culinary and Hospitality Specialties. | |
| | 01.01 Key Ideas and Details | |
| | 01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1 | |
| | 01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2 | |
| | 01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3 | |
| | 01.02 Craft and Structure | |
| | 01.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4 | |
| | 01.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5 | |
| | 01.02.3 Analyze the author's purpose in providing an explanation, describing a | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---------------------------------------|
| <p>procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p style="text-align: right;">LAFS.1112.RST.2.6</p> | |
| 01.03 Integration of Knowledge and Ideas | |
| <p>01.03.1 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p style="text-align: right;">LAFS.1112.RST.3.7</p> | |
| <p>01.03.2 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p style="text-align: right;">LAFS.1112.RST.3.8</p> | |
| <p>01.03.3 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p style="text-align: right;">LAFS.1112.RST.3.9</p> | |
| 01.04 Range of Reading and Level of Text Complexity | |
| <p>01.04.1 By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>01.04.2 By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.1112.RST.4.10</p> | |
| 02.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Culinary and Hospitality Specialties. | |
| 02.01 Text Types and Purposes | |
| <p>02.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.1112.WHST.1.1</p> | |
| <p>02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.1112.WHST.1.2</p> | |
| <p>02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.1112.WHST.1.3</p> | |
| 02.02 Production and Distribution of Writing | |
| <p>02.02.1 Produce clear and coherent writing in which the development,</p> | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---------------------------------------|
| organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4 | |
| 02.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5 | |
| 02.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6 | |
| 02.03 Research to Build and Present Knowledge | |
| 02.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7 | |
| 02.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8 | |
| 02.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9 | |
| 02.04 Range of Writing | |
| 02.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10 | |
| 03.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Culinary and Hospitality Specialties. | |
| 03.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1 | |
| 03.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1 | |
| 03.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1 | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| 03.04 Model with mathematics. | MAFS.K12.MP.4.1 |
| 03.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 03.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 03.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 03.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|---|---------|---|-----------------------|
| 04.0 <u>Exhibit the ability to follow state mandated guidelines for food service.</u> – The student will be able to: | | SC.912.L.14.6, 52; SC.912.L.16.7, 8, 10; SC.912.L.17.6,10,13 , 17, 20; SC.912.L.18.6; SC.912.N.1.1, 2, 3, 4, 5, 6, 7; SC.912.N.2.4; | 64E-11.001 |
| 04.01 Demonstrate proper personal hygiene (hand washing; use of gloves; grooming; proper hair restraints, closed-toe shoes, aprons, uniforms). | | | |
| 04.02 Demonstrate proper food handling techniques (thermometer use; thawing and freezing methods; internal cooking temperatures) utilizing HACCP industry safety and sanitation procedures. | | | |
| 04.03 Demonstrate and utilize proper techniques for receiving and storing food supplies. | | | |
| 04.04 Demonstrate and utilize proper techniques for transporting food. | | | |
| 04.05 Demonstrate and utilize proper cleaning and sanitizing techniques (cleaning vs. sanitizing; storing cleaning supplies; proper | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|---|---------|--|----------------------------|
| procedures for cleaning equipment). | | | |
| 04.06 Demonstrate and utilize proper licensed pest control procedures including maintaining a clean facility. | | | |
| 04.07 Classify all causes of food borne illnesses (e.g., physical particles, chemicals and bacteria. | | | |
| 04.08 Describe symptoms of food borne illness and how food borne illness can be prevented. | | | |
| 04.09 Describe cross contamination and incorporate ways to prevent this from occurring. | | | |
| 04.10 Use previous knowledge acquired from obtaining the Employee Food Handler Training Certificate that is valid in Florida (http://www.myfloridalicense.com/dbpr/hr/food-lodging/employee-training.html). | | | 509.049, F.S. 61C-4.023 |
| 05.0 <u>Demonstrate language arts knowledge and skills.</u> – The student will be able to: | | | |
| 05.01 Locate, comprehend and evaluate key elements of oral and written information. | | | |
| 05.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. | | | |
| 05.03 Present information formally and informally for specific purposes and audiences. | | | |
| 06.0 <u>Demonstrate science knowledge and skills.</u> – The student will be able to: | | | |
| 06.01 Discuss the role of creativity in constructing scientific questions, methods and explanations. | | | |
| 06.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. | | | |
| 07.0 <u>Demonstrate and incorporate workplace safety procedures.</u> – The student will be able to: | | SC.912.L.14.6, 52; SC.912.L.17.14, 15, 16, 18, 19, 20; SC.912.N.1.1, 4, 5; SC.912.N.4.2; | |
| 07.01 Follow standard procedures for physical hazard control. | | | |
| 07.02 Identify and utilize first-aid procedures for accidents and injuries. | | | |
| 07.03 Follow the standards for infectious disease control | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|--|---------|-------------------------------|-----------------------|
| 07.04 Apply sanitary procedures in maintaining the facility including proper waste disposal methods. | | | |
| 07.05 Maintain an MSDS (Materials Safety Data Sheet) for each product and keep in a three ring binder in the kitchen area. | | | |
| 07.06 Explain the Right to Know Law. | | | |
| 07.07 Demonstrate and utilize safety procedures related to prevention of slips, falls, fire, proper lifting and chemical use. | | | |
| 07.08 Identify the HACCP (Hazard Analysis Critical Control Point) during all food handling processes. | | | |
| 07.09 Demonstrate proper knife handling skills. | | | |
| 08.0 <u>Utilize social networking to market a culinary/foodservice establishment.</u> – The student will be able to: | | SC.912.N.1.4; SC.912.N.2.2 | |
| 08.01 Identify major social networks (i.e. Facebook, twitter) and the networks specific to the industry (yelp*, foursquare, urbanspoon, etc.) and explain how they can be applied to a marketing strategy. | | | |
| 08.02 Use technology to become aware of the academic and professional networking opportunities sites provide. | | | |
| 08.03 Identify and describe social media marketing practices such as phishing and explain how these practices are used in the culinary/hospitality fields. | | | |
| 08.04 Create and participate in blogs for purposes of culinary/hospitality communication or marketing. | | | |
| 08.05 Participate, communicate and use the online activities to generate a market idea. | | | |
| 08.06 Demonstrate the ability to use networking tools collaboratively, creatively, and with market project outcomes. | | | |
| 08.07 Describe how social media and demographic data can be used to define and analyze target audience. | | | |
| 09.0 <u>Describe the requirements to be a successful entrepreneur and small business owner in the hospitality industry.</u> – The student will be able to: | | SC.912.L.18.1, 2, 3, 11; | |
| 09.01 Describe the importance of entrepreneurship to the American Economy. | | | |
| 09.02 Distinguish between the advantages and disadvantages of business ownership. | | | |
| 09.03 Evaluate the risks involved in ownership of a business. | | | |
| 09.04 Identify the business skills needed to operate a small business | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|---|---------|------------------|-----------------------|
| efficiently and effectively. | | | |
| 09.05 Research the start-up process for a small business (including regulatory issues, corporate structure, financing and insurance needs). | | | |
| 09.06 Create a business model for a food operation. | | | |
| 10.0 <u>Demonstrate mathematics knowledge and skills.</u> – The student will be able to: | | | |
| 10.01 Demonstrate knowledge of arithmetic operations. | | | |
| 10.02 Analyze and apply data and measurements to solve problems and interpret documents. | | | |
| 10.03 Construct charts/tables/graphs using functions and data. | | | |
| 11.0 <u>Demonstrate standard preparation skills for various proteins.</u> – The student will be able to: | | SC.912.N.1.4, 5; | |
| 11.01 Identify primal, sub-primal, and fabricated cuts of meats (beef, veal, pork, lamb, poultry). | | | |
| 11.02 Explain the structure and composition of meats. | | | |
| 11.03 Compare and contrast the different components of each type of meat (beef, pork, veal, lamb, poultry). | | | |
| 11.04 Identify and describe the quality grades of meats. | | | |
| 11.05 Research various cooking methods for meats. | | | |
| 11.06 Prepare meats using a variety of cooking methods. | | | |
| 12.0 <u>Demonstrate standard preparation skills for baked goods.</u> – The student will be able to: | | SC.912.P.8.2; | |
| 12.01 Identify and select baking and dessert ingredients. | | | |
| 12.02 Store and handle baking and dessert products. | | | |
| 12.03 Prepare baked products using mixes. | | | |
| 12.04 Make and bake pies. | | | |
| 12.05 Prepare and bake quick breads. | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|---|---------|---|-----------------------|
| 12.06 Prepare and bake yeast breads. | | | |
| 12.07 Prepare, bake and present assorted cakes. | | | |
| 12.08 Prepare syrups, sweet sauces, and gelatins. | | | |
| 12.09 Prepare and apply butter creams and icings. | | | |
| 12.10 Prepare baked products that are “healthy” through the use of alternative ingredients. | | | |
| 12.11 Define gluten sensitivity and the resulting physical conditions. | | | |
| 12.12 Identify foods that contain gluten and foods that are gluten-free. | | | |
| 12.13 Identify and select basic ingredients used for gluten-free baking (including organic ingredients and non-gluten flours). | | | |
| 13.0 <u>Explain the interconnections and interdependency of food and science.</u> – The student will be able to: | | SC.912.L.14.46; SC.912.N.2.1, 2, 3; SC.912.P.8.8; SC.912.P.10.5, 6, 7; SC.912.P.12.1, 12; | |
| 13.01 Define culinology and research the origin of the term. | | | |
| 13.02 Describe the impact of culinology on global society as a subject/discipline | | | |
| 13.03 Research the potential employment opportunities related to culinology (nutritionists, recipe development, food batchmakers, food scientists, food inspectors, packaging specialists, product development technologists, quality assurance specialists, research chefs, etc.). | | | |
| 13.04 Compare and contrast the reactions of different chemicals on foods. | | | |
| 13.05 Evaluate how the eventual flavor and texture of food ingredients is affected by the cooking method used. | | | |
| 13.06 Create a chart to do a food sensory analysis. | | | |
| 13.07 Define molecular gastronomy and research the origin of the term. | | | |
| 13.08 Distinguish between culinary definitions and culinary precisions. | | | |
| 13.09 Using the basic concepts of molecular gastronomy, blend traditional or ethnic foods into a processed food that can be easily | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|--|---------|---------------------------------|-----------------------|
| reproduced. | | | |
| 13.10 Create, prepare, and present an original recipe using the concepts of molecular gastronomy. | | | |
| 13.11 Research top allergens, analyze their effect on persons with food allergies, and how to control allergy contamination in the kitchen. | | | |
| 14.0 <u>Demonstrate the skills necessary for planning and catering an event.</u> – The student will be able to: | | SC.912.N.1.1; | |
| 14.01 Define catering and describe the type of events that are usually catered. | | | |
| 14.02 Describe and illustrate how common themes are found across catering operations. | | | |
| 14.03 Differentiate between low cost and elaborate events. | | | |
| 14.04 Describe the regulatory restrictions for an approved kitchen and state mandated Food Safety Training requirements for a catering job. | | | |
| 14.05 Research the rule language in Florida Administrative Code related to catering (https://www.flrules.org/gateway/ChapterHome.asp?Chapter=64E-11). | | | 64E-11.001, F.A.C. |
| 14.06 Develop a menu for various events and determine food preparation steps based on the venue. | | | |
| 14.07 Plan and prepare a variety of hors d'oeuvres. | | | |
| 14.08 Demonstrate beverage preparation skills. | | | |
| 14.09 Plan and prepare dishes that lend themselves to various types of events. | | | |
| 14.10 Plan and organize an actual event using acquired skills. | | | |
| 15.0 <u>Develop and implement a capstone project.</u> – The student will be able to: | | SC.912.L.17.9; SC.912.N.1.1; | |
| 15.01 Create a menu (may be gourmet or thematic) using original recipes or references must be cited. Menu must be printed and presented professionally. | | | |
| 15.02 Plan for use of appropriate tableware, linens and decorations. | | | |
| 15.03 Develop purchase orders for all food items, supplies, tools and equipment including vendors and prices. | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|---|---------|-----------|-----------------------|
| 15.04 Create a timeline allowing sufficient time for preparation, service, and clean up and include notated HACCP control points. | | | |
| 15.05 Prepare a cost analysis for the event – cost per person and per menu item. | | | |
| 15.06 Determine nutritional values for all food items being served. | | | |
| 15.07 Describe how foods align with the MyPlate food guide and make recommendations for restricted diets (sodium, fat, calories). | | | |
| 15.08 Photograph or videotape all skills being demonstrated. | | | |
| 15.09 Create a meal and present it to a panel of industry professionals. | | | |
| 15.10 Deliver a 5-10 minute oral presentation on this project utilizing at least one form of multi-media technology. | | | |

**Florida Department of Education
Student Performance Standards**

Course Title: Culinary and Hospitality Specialties 2
Course Number: 8800620
Course Credit: 1

Course Description:

This course includes the utilization of technology in the hospitality industry; sustainability; leadership and teamwork; recognition of special dietary needs; and catering activities. Food preparation activities at an advanced level are throughout the course and the culmination of the course is a capstone project.

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|--|---------------------------------------|
| 01.0 | Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Culinary and Hospitality Specialties. | |
| | 01.01 Key Ideas and Details | |
| | 01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1 | |
| | 01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2 | |
| | 01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3 | |
| | 01.02 Craft and Structure | |
| | 01.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4 | |
| | 01.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5 | |
| | 01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important | |

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|--|---------------------------------------|
| | issues that remain unresolved. | LAFS.1112.RST.2.6 |
| 01.03 | Integration of Knowledge and Ideas | |
| 01.03.1 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. | LAFS.1112.RST.3.7 |
| 01.03.2 | Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. | LAFS.1112.RST.3.8 |
| 01.03.3 | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. | LAFS.1112.RST.3.9 |
| 01.04 | Range of Reading and Level of Text Complexity | |
| 01.04.1 | By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| 01.04.2 | By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. | LAFS.1112.RST.4.10 |
| 02.0 | Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Culinary and Hospitality Specialties. | |
| 02.01 | Text Types and Purposes | |
| 02.01.1 | Write arguments focused on discipline-specific content. | LAFS.1112.WHST.1.1 |
| 02.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. | LAFS.1112.WHST.1.2 |
| 02.01.3 | Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. | LAFS.1112.WHST.1.3 |
| 02.02 | Production and Distribution of Writing | |
| 02.02.1 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |

| Florida Standards | | Correlation to CTE Program Standard # |
|--|---|---------------------------------------|
| | | LAFS.1112.WHST.2.4 |
| 02.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | LAFS.1112.WHST.2.5 |
| 02.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | LAFS.1112.WHST.2.6 |
| 02.03 Research to Build and Present Knowledge | | |
| 02.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | LAFS.1112.WHST.3.7 |
| 02.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | LAFS.1112.WHST.3.8 |
| 02.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. | LAFS.1112.WHST.3.9 |
| 02.04 Range of Writing | | |
| 02.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | LAFS.1112.WHST.4.10 |
| 03.0 | Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Culinary and Hospitality Specialties. | |
| 03.01 | Make sense of problems and persevere in solving them. | MAFS.K12.MP.1.1 |
| 03.02 | Reason abstractly and quantitatively. | MAFS.K12.MP.2.1 |
| 03.03 | Construct viable arguments and critique the reasoning of others. | MAFS.K12.MP.3.1 |
| 03.04 | Model with mathematics. | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| | MAFS.K12.MP.4.1 |
| 03.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 03.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 03.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 03.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|--|---------|--|-----------------------|
| 16.0 <u>Utilize technology to enhance the development of a business in the hospitality industry.</u> – The student will be able to: | | SC.912.L.17.8, 10, 11, 14, 15, 17, 18, 19, 20; SC.912.P.10.2, 6; | |
| 16.01 Create and present a selection of designs for development of a hospitality business using appropriate software applications. | | | |
| 16.02 Recognize the resources available to the public and private sector regarding the science behind menu development, demographics, targeted advertising and the value of 'key word' identifiers for search engines. | | | |
| 16.03 Develop various restaurant menus using appropriate software applications. | | | |
| 16.04 Design advertisements for hospitality services for different media using a variety of software applications. | | | |
| 16.05 Design a website that would enhance a new restaurant or hospitality business. | | | |
| 16.06 Use technology to operate a restaurant including inventory, costing, budgeting, and tracking number of guests and profit. | | | |
| 17.0 <u>Examine the interconnections and interdependency of ecological, social, and economic systems.</u> – The student will be able to: | | | |
| 17.01 Explain sustainability as it relates to food production and consumption. | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|---|---------|---|-----------------------|
| 17.02 Develop and apply the knowledge, perspective, vision, skills, and habits necessary to make decisions and take actions to promote sustainability in the kitchen. | | | |
| 17.03 Explain how materials are formed by various natural processes and can be used in different ways. | | | |
| 17.04 Create a career plan that reflects personal and professional goals dealing with sustainability and the influence you can have. | | | |
| 17.05 Describe reasonable stewardship regarding best practices for Green programs including energy efficiency through energy-saving equipment, wastewater controls, product purchasing and recycling. | | | |
| 17.06 Explain how energy saving measures increase profitability of a food service establishment. | | | |
| 17.07 Describe reasonable stewardship regarding best practices for Sustainability programs including seafood sustainability (aquaculture, fishery management – recreational and commercial); product purchasing awareness; and Used Cooking Oil (grease management, biodiesel initiatives). | | | |
| 17.08 Describe current trends related to sustainability (local, slow food movement, etc.). | | | |
| 18.0 <u>Prepare nutritious food for individuals with special dietary needs.</u> – The student will be able to: | | SC.912.L.14.6, 14, 21, 46, 52; SC.912.L.16.10; SC.912.L.17.1, 5; SC.912.L.18.1, 2, 3, 4; | |
| 18.01 Identify the needs of an aging culture and identify foods specific to those suffering from certain medical conditions. | | | |
| 18.02 Identify common physiological changes that affect the nutritional status of seniors (body composition, gastrointestinal changes, musculoskeletal changes, sensory and oral changes, cardiovascular changes, lowered immune function). | | | |
| 18.03 Identify psychosocial changes that can affect the consumption of food by seniors (depression, dementia, Alzheimer’s disease, alcohol abuse, social isolation) | | | |
| 18.04 Develop menus and prepare foods for seniors with: diabetes, heart disease, weight issues (underweight and overweight) | | | |
| 18.05 Define malnutrition and how it can affect seniors | | | |
| 18.06 Identify potentially hazardous foods that cause susceptible individuals to be more at risk for foodborne illness. | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|--|---------|--|-----------------------|
| 18.07 List the essential nutrients and their food sources and explain their function in the body | | | |
| 18.08 Examine the use of nutritional supplements by athletes and explain any advantages or disadvantages | | | |
| 18.09 Develop a balanced meal plan that maximizes an athlete's level of endurance and strength via controlled caloric intake. | | | |
| 18.10 Prepare a meal for student athletes | | | |
| 19.0 <u>Demonstrate advanced preparation skills for various proteins.</u> – The student will be able to: | | SC.912.N.1.4, 5; SC.912.P.8.2, 4; SC.912.P.10.2; | |
| 19.01 Research and report on the quality grading process for meats. | | | |
| 19.02 Identify and prepare cuts of meat that would be suitable for moist/dry/combo cooking techniques. | | | |
| 19.03 Describe the characteristics of organic meats. | | | |
| 19.04 Identify Game/Exotic meats. | | | |
| 19.05 Describe the process of aging meats. | | | |
| 19.06 Prepare steaks, chops, and roasts. | | | |
| 19.07 Prepare proteins using FDA Food Code: http://www.fda.gov/food/guidanceregulation/retailfoodprotection/foodcode/default.htm . | | | 61C-1, F.A.C |
| 20.0 <u>Demonstrate advanced preparation skills for baked goods.</u> – The student will be able to: | | SC.912.P.8.2; | |
| 20.01 Identify and select advanced baking and dessert ingredients. | | | |
| 20.02 Store and handle advanced baking and dessert products. | | | |
| 20.03 Prepare advanced baked products (pies, breads, pastries, etc.) | | | |
| 20.04 Prepare, bake and present specialty cakes. | | | |
| 20.05 Demonstrate advanced decorating techniques using various frostings/icings. | | | |
| 20.06 Prepare gluten-free products using appropriate blending and mixing techniques to achieve high-quality taste, texture, and appearance. | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|---|---------|---------------------------------|--|
| 20.07 Demonstrate strategies used in communicating with customers who have allergies. | | | |
| 21.0 <u>Apply the knowledge and skills necessary to successfully cater an event.</u> – The student will be able to: | | SC.912.N.1.1; | |
| 21.01 Recognize an RFP (Request for Proposal) and how to send one out. | | | |
| 21.02 Develop a proposal fitting the consumer's needs and desires to a budget, site selection, permits, transportation, parking, theme development, audio/visual needs, security, banquet planning (food or menu development), seating, rental equipment, emergency plans, health care and cleanup. | | | |
| 21.03 Use acquired knowledge to obtain Food Safety Manager Certificate that is valid in Florida (http://www.myfloridalicense.com/dbpr/hr/food-lodging/ManagerCertification.html). | | | Section 509.039, F.S. 61C-4.023, F.A.C. 64E-11.012, F.A.C. |
| 21.04 Assess the impact on food preparation and organization for on-premise vs. off-premise events. | | | |
| 21.05 Develop a menu and pricing, cost controls and consumer advisories applicable to a catering job. | | | |
| 21.06 Plan and prepare dishes used in different catering styles demonstrating ease in transportation and service. | | | |
| 21.07 Describe how to staff an event. | | | |
| 21.08 Illustrate various room set-ups for different catering functions, including proper tools, motion techniques, and staff needed. | | | |
| 21.09 Create a plan for floral arrangements, rental equipment requirements, what to do with leftovers, and target marketing for a catering job. | | | |
| 21.10 Plan, organize, and cater an actual event using acquired skills. | | | |
| 22.0 <u>Develop and implement a capstone project.</u> – The student will be able to: | | SC.912.L.17.9; SC.912.N.1.1; | |
| 22.01 Create a menu (may be gourmet or thematic) using original recipes or references must be cited. Menu must be printed and presented professionally | | | |
| 22.02 Plan for use of appropriate tableware, linens and decorations. | | | |
| 22.03 Develop purchase orders for all food items, supplies, tools and equipment including vendors and prices. | | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | Regulatory Compliance |
|--|---------|-----------|-----------------------|
| 22.04 Create a timeline allowing sufficient time for preparation, service, clean up and include notated HACCP control points. | | | |
| 22.05 Prepare a cost analysis for the event – cost per person and per menu item. | | | |
| 22.06 Determine nutritional values for all food items being served. | | | |
| 22.07 Describe how foods align with the MyPlate food guide and make recommendations for restricted diets (sodium, fat, calories) | | | |
| 22.08 Photograph or videotape all skills being demonstrated. | | | |
| 22.09 Create a meal and present it to a panel of industry professionals. | | | |
| 22.10 Deliver a 5-10 minute oral presentation on this project utilizing at least one form of multi-media technology. | | | |

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Course Title: Hospitality and Tourism Directed Study
Career Cluster: Hospitality and Tourism

Secondary – Career Preparatory

| | |
|-----------------------|---|
| Course Number | 8801000 |
| CIP Number | 0252999901 |
| Grade Level | 11-12, 30, 31 |
| Standard Length | Multiple credits |
| Teacher Certification | Any Home Economics Ed G FAM CON SC 1 CULINARY 7G SC FOOD SV @6 HOTEL TRNG 7G PK PRIMARY H PRIMARY ED @B MKTG 1@2 MKTG MGMT @7 7G TC COOP ED @7 |
| CTSO | FCCLA |

Purpose

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Hospitality and Tourism cluster that will enhance opportunities for employment in the career field chosen by the student. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

The content is prescribed by the instructor based upon the individual student's assessed needs for directed study.

This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this career cluster. A student may earn multiple credits in this course.

The selected standards and benchmarks, which the student must master to earn credit, must be outlined in an instructional plan developed by the instructor.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate expertise in a specific occupation contained within the career cluster.
- 02.0 Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results.
- 03.0 Apply enhanced leadership and professional career skills.
- 04.0 Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study.

**Florida Department of Education
Student Performance Standards**

Course Title: Hospitality and Tourism Directed Study
Course Number: 8801000
Course Credit: 1

| CTE Standards and Benchmarks | |
|-------------------------------------|--|
| 01.0 | Demonstrate expertise in a specific occupation within the career cluster--The student will be able to: |
| | 01.01 The benchmarks will be selected from the appropriate curriculum frameworks and determined by the instructor based upon the individual students assessed needs. |
| 02.0 | Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results--The student will be able to: |
| | 02.01 Select investigative study referencing prior research and knowledge. |
| | 02.02 Collect, organize and analyze data accurately and precisely. |
| | 02.03 Design procedures to test the research. |
| | 02.04 Report, display and defend the results of investigations to audiences that may include professionals and technical experts. |
| 03.0 | Apply enhanced leadership and professional career skills--The student will be able to: |
| | 03.01 Develop and present a professional presentation offering potential solutions to a current issue. |
| | 03.02 Enhance leadership and career skills through work-based learning including job placement, job shadowing, entrepreneurship, internship, or a virtual experience. |
| | 03.03 Participate in leadership development opportunities available through the appropriate student organization and/or other professional organizations. |
| | 03.04 Enhance written and oral communications through the development of presentations, public speaking, and live and/or virtual interviews. |
| 04.0 | Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study--The student will be able to: |
| | 04.01 Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation. |
| | 04.02 Read and interpret information relative to the chosen occupation. |
| | 04.03 Locate and evaluate key elements of oral and written information. |
| | 04.04 Analyze and apply data and/or measurements to solve problems and interpret documents. |

04.05 Construct charts/tables/graphs using functions and data.

Additional Information

Laboratory Activities

A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom, in an industry setting, or a virtual learning environment.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leadership of America (FFCLA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

**Florida Department of Education
Curriculum Framework**

Program Title: Fundamentals of Culinary Careers
Program Type: Orientation/Exploratory
Career Cluster: Hospitality and Tourism

Secondary – Middle School

| | |
|-----------------------|---|
| Program Number | 8809200 |
| CIP Number | 0420040106 |
| Grade Level | 6-8 |
| Standard Length | Semester |
| Teacher Certification | FAM CON SC 1 CULINARY 7G |
| CTSO | FCCLA |
| Facility Code | 231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Hospitality and Tourism career cluster. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the-house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate leadership skills.
- 02.0 Demonstrate employability skills as they relate to the culinary industry.
- 03.0 Demonstrate effective communication skills.
- 04.0 Analyze careers in the culinary industry.
- 05.0 Practice safety, sanitation, and storage procedures in food preparation.
- 06.0 Identify and demonstrate proper use of culinary equipment and tools.
- 07.0 Read and interpret a recipe accurately.
- 08.0 Relate the principles of nutrition to menu development.
- 09.0 Analyze factors that affect menu development.
- 10.0 Demonstrate basic food preparation skills.
- 11.0 Exhibit efficient operation of the back-of-the-house.
- 12.0 Exhibit efficient operation of the front-of-the-house.
- 13.0 Demonstrate creative food presentation techniques.
- 14.0 Utilize technology as it relates to the culinary industry.
- 15.0 Demonstrate the skills involved in effective resource management.
- 16.0 Identify components of network systems.
- 17.0 Describe and use communication features of information technology.

**Florida Department of Education
Student Performance Standards**

Course Title: Fundamentals of Culinary Careers
Course Number: 8809200
Course Length: Semester
Course Description:

This course includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the-house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 01.0 | <u>Demonstrate leadership skills</u> —The student will be able to: |
| 01.01 | Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations. |
| 01.02 | Work cooperatively as a group member to achieve organizational goals. |
| 01.03 | Demonstrate leadership roles and organizational responsibilities. |
| 01.04 | Identify and utilize the planning process. |
| 01.05 | Develop a personal growth project. |
| 02.0 | <u>Demonstrate employability skills as they relate to the culinary industry</u> —The student will be able to: |
| 02.01 | Identify personal talents and abilities that can contribute to positive self-esteem and success in the work place. |
| 02.02 | Practice teamwork skills. |
| 02.03 | Practice employability skills. |
| 02.04 | Practice positive work ethics and identify negative work ethics. |
| 02.05 | Exhibit work expectations of the food service employer. |
| 02.06 | Apply math, reading, science, and critical thinking skills as they relate to the culinary industry. |

CTE Standards and Benchmarks

03.0 Demonstrate effective communication skills–The student will be able to:

- 03.01 Describe why communication is the basis for all relationships.
- 03.02 Distinguish between non-assertive, assertive, and aggressive communication.
- 03.03 Demonstrate communication skills that promote positive relationships at the work place.
- 03.04 Practice active listening skills.
- 03.05 Utilize conflict resolution skills.

04.0 Analyze careers in the culinary industry--The student will be able to:

- 04.01 Describe careers in the culinary and hospitality industry.
- 04.02 Classify careers from entry level to professional level.
- 04.03 Explore entrepreneurship opportunities in the culinary industry.
- 04.04 Research and present information on a culinary career to include roles and responsibilities, opportunities for employment, and the requirements for education and training.

05.0 Practice safety, sanitation, and storage procedures in food preparation--The student will be able to:

- 05.01 Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- 05.02 List common food borne illnesses and their causes.
- 05.03 Demonstrate ways to prevent food borne illnesses.
- 05.04 Identify and practice food service safety and sanitation procedures.

06.0 Identify and demonstrate proper use of culinary equipment and tools–The student will be able to:

- 06.01 Identify and demonstrate measuring utensils for the appropriate ingredient.
- 06.02 Identify and demonstrate the appropriate use and care of culinary tools.
- 06.03 Identify and demonstrate the appropriate use and care of culinary equipment.

07.0 Read and interpret a recipe accurately–The student will be able to:

- 07.01 Define and demonstrate common culinary terms used in recipes.

CTE Standards and Benchmarks

07.02 Apply common abbreviations and equivalents used in recipes.

07.03 Demonstrate recipe conversions.

08.0 Relate the principles of nutrition to menu development–The student will be able to:

08.01 Describe the purpose of the essential nutrients and list foods providing them.

08.02 Describe the food groups on the MyPlate food guide and the nutrients contained within each group.

09.0 Analyze factors that affect menu development–The student will be able to:

09.01 Identify factors that affect menu planning, i.e. season, cultural influences, trends.

09.02 Analyze food costs and the impact on menu development.

09.03 Develop menus using various dietary guidelines.

09.04 Develop menus that meet the special dietary needs of culinary customers.

09.05 Create a variety of menus for various types of culinary establishments.

09.06 Practice time management in the production of meal menus.

10.0 Demonstrate basic food preparation skills–The student will be able to:

10.01 Demonstrate the appropriate techniques for measuring and weighing

10.02 Practice knife skills.

10.03 Demonstrate various cooking techniques.

10.04 Develop production schedules utilizing time management strategies.

10.05 Apply teamwork principles during the implementation of production schedules.

10.06 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing food.

11.0 Exhibit efficient operation of the back-of-the-house–The student will be able to:

11.01 Define back-of-the-house.

11.02 Identify the back-of-the-house preparation stations.

CTE Standards and Benchmarks

11.03 Demonstrate the culinary duties and responsibilities of the back-of-the-house staff.

11.04 Follow industry guidelines for appropriate dress.

12.0 Exhibit efficient operation of the front-of-the-house–The student will be able to:

12.01 Define front-of-the-house.

12.02 Identify and demonstrate the culinary duties and responsibilities of the front-of-the-house staff, i.e. table set up, accurately recording customer requests, practice appropriate serving techniques and collecting money.

12.03 Follow industry guidelines for appropriate dress.

12.04 Analyze the impact of the employee's attitude, appearance, and actions on customer satisfaction.

12.05 Apply concepts of quality service to ensure customer satisfaction.

13.0 Demonstrate creative food presentation techniques–The student will be able to:

13.01 Identify the criteria for achieving an aesthetically pleasing plate.

13.02 Conduct sensory evaluations of plated presentations.

13.03 Practice various garnishing techniques utilizing a variety of garnishing tools.

13.04 Create an edible centerpiece for presentation and assessment.

14.0 Utilize technology as it relates to the culinary industry–The student will be able to:

14.01 Identify technology utilized in the culinary industry.

14.02 Analyze technology trends impacting the culinary industry.

14.03 Apply technology for efficient operation of culinary related tasks.

15.0 Demonstrate the skills involved in effective resource management–The student will be able to:

15.01 Identify steps of the decision-making process.

15.02 Distinguish between a need and a want.

15.03 Explain how values and goals affect decisions.

15.04 Develop a budget and savings plan.

CTE Standards and Benchmarks

15.05 Analyze the relationship between resources and attainment of lifestyle.

16.0 Identify components of network systems. – The student will be able to:

16.01 Identify structure to access internet, including hardware and software components.

16.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.

16.03 Recognize essential database concepts.

16.04 Define and use additional networking and internet services.

17.0 Describe and use communication features of information technology. – The student will be able to:

17.01 Define important internet communications protocols and their roles in delivering basic Internet services.

17.02 Identify basic principles of the Domain Name System (DNS).

17.03 Identify security issues related to Internet clients.

17.04 Identify and use principles of Personal Information Management (PIM), including common applications.

17.05 Efficiently transmit text and binary files using popular Internet services.

17.06 Conduct a webcast and related services.

17.07 Represent technical issues to a non-technical audience.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education
Curriculum Framework**

Program Title: Fundamentals of Culinary Careers and Career Planning
Program Type: Orientation/Exploratory and Career Planning
Career Cluster: Hospitality and Tourism

Secondary – Middle School

| | |
|-----------------------|---|
| Program Number | 8809300 |
| CIP Number | 0420040107 |
| Grade Level | 6-8 |
| Standard Length | Semester |
| Teacher Certification | FAM CON SC 1 CULINARY 7G |
| CTSO | FCCLA |
| Facility Code | 231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Hospitality and Tourism career cluster. The content includes but is not limited to instruction and learning activities are provided in a laboratory setting using hands-on he development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the-house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate leadership skills.
- 02.0 Demonstrate employability skills as they relate to the culinary industry.
- 03.0 Demonstrate effective communication skills.
- 04.0 Analyze careers in the culinary industry.
- 05.0 Practice safety, sanitation, and storage procedures in food preparation.
- 06.0 Identify and demonstrate proper use of culinary equipment and tools.
- 07.0 Read and interpret a recipe accurately.
- 08.0 Relate the principles of nutrition to menu development.
- 09.0 Analyze factors that affect menu development.
- 10.0 Demonstrate basic food preparation skills.
- 11.0 Exhibit efficient operation of the back-of-the-house.
- 12.0 Exhibit efficient operation of the front-of-the-house.
- 13.0 Demonstrate creative food presentation techniques.
- 14.0 Utilize technology as it relates to the culinary industry.
- 15.0 Demonstrate the skills involved in effective resource management.
- 16.0 Identify components of network systems.
- 17.0 Describe and use communication features of information technology.

**Florida Department of Education
Student Performance Standards**

Course Title: Fundamentals of Culinary Careers and Career Planning
Course Number: 8809300
Course Length: Semester

Course Description:

This course includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the-house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field.

CTE Standards and Benchmarks

01.0 Demonstrate leadership skills–The student will be able to:

01.01 Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.

01.02 Work cooperatively as a group member to achieve organizational goals.

01.03 Demonstrate leadership roles and organizational responsibilities.

01.04 Identify and utilize the planning process.

01.05 Develop a personal growth project.

02.0 Demonstrate employability skills as they relate to the culinary industry–The student will be able to:

02.01 Identify personal talents and abilities that can contribute to positive self esteem and success in the work place.

02.02 Practice teamwork skills.

02.03 Practice employability skills.

02.04 Practice positive work ethics and identify negative work ethics.

02.05 Exhibit work expectations of the food service employer.

02.06 Apply math, reading, science, and critical thinking skills as they relate to the culinary industry.

CTE Standards and Benchmarks

03.0 Demonstrate effective communication skills–The student will be able to:

- 03.01 Describe why communication is the basis for all relationships.
- 03.02 Distinguish between non-assertive, assertive, and aggressive communication.
- 03.03 Demonstrate communication skills that promote positive relationships at the work place.
- 03.04 Practice active listening skills.
- 03.05 Utilize conflict resolution skills.

04.0 Analyze careers in the culinary industry--The student will be able to:

- 04.01 Describe careers in the culinary and hospitality industry.
- 04.02 Classify careers from entry level to professional level.
- 04.03 Explore entrepreneurship opportunities in the culinary industry.
- 04.04 Research and present information on a culinary career to include roles and responsibilities, opportunities for employment, and the requirements for education and training.

05.0 Practice safety, sanitation, and storage procedures in food preparation--The student will be able to:

- 05.01 Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- 05.02 List common food borne illnesses and their causes.
- 05.03 Demonstrate ways to prevent food borne illnesses.
- 05.04 Identify and practice food service safety and sanitation procedures.

06.0 Identify and demonstrate proper use of culinary equipment and tools–The student will be able to:

- 06.01 Identify and demonstrate measuring utensils for the appropriate ingredient.
- 06.02 Identify and demonstrate the appropriate use and care of culinary tools.
- 06.03 Identify and demonstrate the appropriate use and care of culinary equipment.

07.0 Read and interpret a recipe accurately–The student will be able to:

- 07.01 Define and demonstrate common culinary terms used in recipes.

CTE Standards and Benchmarks

07.02 Apply common abbreviations and equivalents used in recipes.

07.03 Demonstrate recipe conversions.

08.0 Relate the principles of nutrition to menu development–The student will be able to:

08.01 Describe the purpose of the essential nutrients and list foods providing them.

08.02 Describe the food groups on the MyPlate food guide and the nutrients contained within each group.

09.0 Analyze factors that affect menu development–The student will be able to:

09.01 Identify factors that affect menu planning, i.e. season, cultural influences, trends.

09.02 Analyze food costs and the impact on menu development.

09.03 Develop menus using various dietary guidelines.

09.04 Develop menus that meet the special dietary needs of culinary customers.

09.05 Create a variety of menus for various types of culinary establishments.

09.06 Practice time management in the production of meal menus.

10.0 Demonstrate basic food preparation skills–The student will be able to:

10.01 Demonstrate the appropriate techniques for measuring and weighing

10.02 Practice knife skills.

10.03 Demonstrate various cooking techniques.

10.04 Develop production schedules utilizing time management strategies.

10.05 Apply teamwork principles during the implementation of production schedules.

10.06 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing food.

11.0 Exhibit efficient operation of the back-of-the-house–The student will be able to:

11.01 Define back-of-the-house.

11.02 Identify the back-of-the-house preparation stations.

CTE Standards and Benchmarks

11.03 Demonstrate the culinary duties and responsibilities of the back-of-the-house staff.

11.04 Follow industry guidelines for appropriate dress.

12.0 Exhibit efficient operation of the front-of-the-house–The student will be able to:

12.01 Define front-of-the-house.

12.02 Identify and demonstrate the culinary duties and responsibilities of the front-of-the-house staff, i.e. table set up, accurately recording customer requests, practice appropriate serving techniques and collecting money.

12.03 Follow industry guidelines for appropriate dress.

12.04 Analyze the impact of the employee's attitude, appearance, and actions on customer satisfaction.

12.05 Apply concepts of quality service to ensure customer satisfaction.

13.0 Demonstrate creative food presentation techniques–The student will be able to:

13.01 Identify the criteria for achieving an aesthetically pleasing plate.

13.02 Conduct sensory evaluations of plated presentations.

13.03 Practice various garnishing techniques utilizing a variety of garnishing tools.

13.04 Create an edible centerpiece for presentation and assessment.

14.0 Utilize technology as it relates to the culinary industry–The student will be able to:

14.01 Identify technology utilized in the culinary industry.

14.02 Analyze technology trends impacting the culinary industry.

14.03 Apply technology for efficient operation of culinary related tasks.

15.0 Demonstrate the skills involved in effective resource management–The student will be able to:

15.01 Identify steps of the decision-making process.

15.02 Distinguish between a need and a want.

15.03 Explain how values and goals affect decisions.

15.04 Develop a budget and savings plan.

CTE Standards and Benchmarks

15.05 Analyze the relationship between resources and attainment of lifestyle.

16.0 Identify components of network systems. – The student will be able to:

16.01 Identify structure to access internet, including hardware and software components.

16.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.

16.03 Recognize essential database concepts.

16.04 Define and use additional networking and internet services.

17.0 Describe and use communication features of information technology. – The student will be able to:

17.01 Define important internet communications protocols and their roles in delivering basic Internet services.

17.02 Identify basic principles of the Domain Name System (DNS).

17.03 Identify security issues related to Internet clients.

17.04 Identify and use principles of Personal Information Management (PIM), including common applications.

17.05 Efficiently transmit text and binary files using popular Internet services.

17.06 Conduct a webcast and related services.

17.07 Represent technical issues to a non-technical audience.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes--The student will be able to:

18.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

19.0 Develop skills to locate, evaluate, and interpret career information.

20.0 Identify and demonstrate processes for making short and long term goals.

21.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills.

22.0 Understand the relationship between educational achievement and career choices/postsecondary options.

23.0 Identify a career cluster and related pathways that match career and education goals.

CTE Standards and Benchmarks

- | | |
|------|--|
| 24.0 | Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals. |
| 25.0 | Demonstrate knowledge of technology and its application in career fields/clusters. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career Planning

The requirements of section 1003.4156 (1) (e), Florida Statutes, have been integrated into this course. The statute requires that students take a career and education planning course that must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course requirements, go to <http://www.fldoe.org/workforce/ced/>.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education
Curriculum Framework**

Program Title: Lodging Operations
Program Type: Career Preparatory
Career Cluster: Hospitality and Tourism

Secondary – Career Preparatory

| | |
|--|--|
| Program Number | 8830300 |
| CIP Number | 0252090400 |
| Grade Level | 9-12, 30, 31 |
| Standard Length | 4 credits |
| Teacher Certification | FAM CON SC 1 HOTEL TRNG 7G MKTG 1@2 MKTG MGMT @7 7G TC COOP ED @7 BUS ED 1 @2/CHI* |
| | *CHI – Certified Hospitality Instructor Teachers certified in Business Education must obtain this training from the American Hotel and Lodging Educational Institute to teach this program. For information - https://www.ahlei.org/CHI/ For CHI application - https://www.ahlei.org/uploadedFiles/MainSite/Content/Certification/chiApplication.pdf |
| CTSO | DECA |
| SOC Codes (all applicable) | 43-4081 – Hotel, Motel, and Resort Desk Clerks 43-1011 – First Line Supervisors of Office and Administrative Support Workers 11-9081 – Lodging Managers |
| Facility Code | [222] http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Industry Certifications | http://www.fldoe.org/workforce/fcpea/default.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to hotel/motel front office functions; housekeeping operations; decision making; training techniques; applicable local, state, and federal laws; employability skills; communication and mathematical skills; economics; marketing and sales; safety and security; human relations; leadership and management; technology applications; and career exploration. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of four courses. Students have the option of enrolling in Hospitality and Tourism Internship OR Hospitality and Tourism Cooperative Education OJT for the third course.

The following table illustrates the secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code | Level |
|---------------|---------------|---|----------|----------|-------|
| A | 8850110 | Introduction to Hospitality and Tourism | 1 credit | 43-4081 | 2 |
| B | 8830320 | Lodging Principles | 1 credit | 43-1011 | 2 |
| B | 8845130 | Hospitality and Tourism Internship | 1 credit | 43-1011 | 2 |
| <u>OR</u> , B | 8800420 | Hospitality and Tourism Cooperative Education-OJT | 1 credit | 43-1011 | 2 |
| C | 8830330 | Lodging Applications | 1 credit | 11-9081 | 2 |

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

| Courses | Algebra 1 | Algebra 2 | Geometry | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Genetics | Marine Science 1 Honors | Physical Science | Physics 1 |
|---|-----------|-----------|----------|----------------------------|---------------------------------|-----------|-------------|---------------------|----------|-------------------------|------------------|-----------|
| Introduction to Hospitality and Tourism | ^^ | ^^ | ^^ | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Lodging Principles | ^^ | ^^ | ^^ | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Hospitality and Tourism OJT | ^^ | ^^ | ^^ | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Lodging Applications | ^^ | ^^ | ^^ | ** | ** | ** | ** | ** | ** | ** | ** | ** |

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Lodging Operations.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Lodging Operations.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Lodging Operations.
- 04.0 Identify careers in the hospitality and tourism industry.
- 05.0 Research the various aspects of the hospitality and tourism industry.
- 06.0 Demonstrate employability skills necessary for success in hospitality and tourism occupations.
- 07.0 Demonstrate human relations skills necessary for success in hospitality and tourism occupations.
- 08.0 Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry.
- 09.0 Explain economic principles as related to the hospitality and tourism industry.
- 10.0 Identify marketing and business fundamentals related to the hospitality and tourism industry.
- 11.0 Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.
- 12.0 Perform mathematical operations related to hospitality and tourism occupations.
- 13.0 Describe the organizational structure of lodging organizations.
- 14.0 Identify the roles of management and administrative personnel.
- 15.0 Identify housekeeping operations and management functions.
- 16.0 Research conservation and Green initiatives in the hospitality industry.
- 17.0 Identify sales/marketing and reservations functions.
- 18.0 Identify food and beverage functions.
- 19.0 Identify human resources functions.
- 20.0 Identify controller/finance functions.
- 21.0 Identify safety/security functions.
- 22.0 Identify engineering/maintenance functions.
- 23.0 Identify front desk functions.
- 24.0 Examine the guest cycle process.
- 25.0 Practice responding to guest needs, requests, and concerns.
- 26.0 Operate front desk computer/office technology.
- 27.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Lodging Operations.
- 28.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Lodging Operations.
- 29.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Lodging Operations.
- 30.0 Perform designated job skills.
- 31.0 Demonstrate work ethics.

- 32.0 Define and apply various management styles and leadership techniques.
- 33.0 Define and evaluate role of effective team building.
- 34.0 Analyze the laws, legislation, and regulations that affect the lodging industry.
- 35.0 Describe and demonstrate personnel supervision techniques.
- 36.0 Manage guest services.
- 37.0 Maintain accounting and information system.
- 38.0 Describe the aspects of entrepreneurship.
- 39.0 Demonstrate the use of information technology within a lodging property.

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Hospitality and Tourism
Course Number: 8850110
Course Credit: 1

Course Description:

The purpose of this course is to provide students with experiences and skills necessary for entry and development of a career in the hospitality industry.

| Florida Standards | Correlation to CTE Program Standard # |
|---|---------------------------------------|
| 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Lodging Operations. | |
| 01.01 Key Ideas and Details | |
| 01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1 | |
| 01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2 | |
| 01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3 | |
| 01.02 Craft and Structure | |
| 01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4 | |
| 01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5 | |
| 01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question | |

| Florida Standards | | Correlation to CTE Program Standard # |
|---|---|---------------------------------------|
| | the author seeks to address. LAFS.910.RST.2.6 | |
| 01.03 Integration of Knowledge and Ideas | | |
| 01.03.1 | Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7 | |
| 01.03.2 | Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8 | |
| 01.03.3 | Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9 | |
| 01.04 Range of Reading and Level of Text Complexity | | |
| 01.04.1 | By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| 01.04.2 | By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10 | |
| 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Lodging Operations. | | |
| 02.01 Text Types and Purposes | | |
| 02.01.1 | Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1 | |
| 02.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2 | |
| 02.01.3 | Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3 | |
| 02.02 Production and Distribution of Writing | | |
| 02.02.1 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4 | |

| Florida Standards | | Correlation to CTE Program Standard # |
|--|--|---------------------------------------|
| 02.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5 | |
| 02.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6 | |
| 02.03 Research to Build and Present Knowledge | | |
| 02.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7 | |
| 02.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8 | |
| 02.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9 | |
| 02.04 Range of Writing | | |
| 02.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10 | |
| 03.0 | Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Lodging Operations. | |
| 03.01 | Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1 | |
| 03.02 | Reason abstractly and quantitatively. MAFS.K12.MP.2.1 | |
| 03.03 | Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1 | |
| 03.04 | Model with mathematics. MAFS.K12.MP.4.1 | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| 03.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 03.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 03.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 03.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| 04.0 <u>Identify careers in the hospitality and tourism industry.</u> – The student will be able to: | | |
| 04.01 List career positions in a variety of hospitality and tourism related industry components (e.g., ground transportation, cruise, air travel, lodging, food service, retail and corporate travel, leisure and recreation, conventions and special events). | | |
| 04.02 Explain duties and responsibilities for the identified hospitality and tourism positions using current sources of information. | | |
| 04.03 Identify skills and knowledge needed by hospitality and tourism professionals. | | |
| 04.04 Identify requirements for entry and advancement, career ladders, and employment opportunities. | | |
| 04.05 Identify advantages and disadvantages of working in the hospitality and tourism industry. | | |
| 04.06 Complete self-assessment and analysis of life style goals and aspirations to evaluate for suitability in the hospitality and tourism industry. | | |
| 04.07 Develop an individualized education and career plan related to the hospitality and tourism industry. | | |
| 05.0 <u>Research the various aspects of the hospitality and tourism industry.</u> – The student will be able to: | | |
| 05.01 Display an understanding of history and development of the hospitality and tourism industry (e.g., airline deregulation, technology, and globalization). | | |
| 05.02 Define commonly used terms in the hospitality and tourism industry. | | |
| 05.03 Identify major components of the hospitality and tourism industry. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|----------------|------------------|
| 05.04 Identify and describe organizational structures and divisions within the hospitality and tourism industry. | | |
| 05.05 Identify technological advancement within the hospitality and tourism industry. | | |
| 05.06 Describe importance of quality customer service and its continuous improvement. | | |
| 05.07 Understand concept of perishability and seasonality of hospitality and tourism products. | | |
| 05.08 Recognize the need for quality assurance in the hospitality and tourism industry. | | |
| 05.09 Identify business and professional associations and certifications. | | |
| 05.10 Compare and contrast international, domestic, and local hospitality and tourism. | | |
| 05.11 Identify and cite sources of major travel documents needed by travelers. | | |
| 05.12 Recognize the problems caused by improper documentation. | | |
| 05.13 Describe the necessary requirements/documentation for travelers due to increased security. | | |
| 05.14 Identify and understand the use of industry specific resources. | | |
| 05.15 Identify current trends in the hospitality and tourism industry (staycations, daycations, medical tourism). | | |
| 05.16 Research a major Florida city and its attractions, target markets, and cost. | | |
| 05.17 Demonstrate a functional understanding of domestic and international procedures throughout the hospitality and tourism industry. | | |
| 05.18 Identify factors influencing travelers to choose a particular location (e.g., weather, culture, climate, cost, natural resources, medical factors). | | |
| 05.19 Describe components of an itinerary and a tour package. | | |
| 05.20 Identify modes and uses of ground transportation and discuss advantages and disadvantages of each. | | |
| 05.21 Demonstrate a functional understanding of flight schedules. | | |
| 05.22 Plan a trip for a family of four with a given budget using the Internet for flight schedules, rental cars, and hotel rates using presentation software showing daily itineraries including local attractions and expenses. | | |
| 05.23 Identify, compare, and contrast types of lodging facilities and ownership. | | |
| 05.24 Explain factors that determine room rates and package plans. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| 05.25 Describe the differences among the types of cruises that are popular today. | | |
| 05.26 Demonstrate a functional understanding of a cruise ship including the deck plan, public spaces, and stateroom accommodations. | | |
| 05.27 Compare and contrast a cruise ship and a hotel as a destination. | | |
| 05.28 Identify types of food service operations, segments, and ownership. | | |
| 05.29 Identify role of conventions and special events in the hospitality and tourism industry. | | |
| 05.30 Plan a convention for a specific business group specifying hotel needs such as number of sleeping rooms and required meeting room space and setups. Include a daily itinerary and provisions by food and beverage. | | |
| 05.31 Identify components of leisure and recreation industry and provide examples of each. | | |
| 05.32 Explain differences between public and commercial leisure and recreational systems. | | |
| 05.33 Explain economic factors that affect the tourism/hospitality industry (fuel costs, airline industry consolidations, availability of consumer's discretionary money). | | |
| 05.34 Research the Florida tourism website (www.visitflorida.com), compare it to other state tourism sites and the impact of tourism on that state's economy. | | |
| 05.35 Summarize the characteristics that make a particular venue a good choice based on the type of event. | | |
| 05.36 Compare and contrast features of different travel websites. | | |
| 06.0 <u>Demonstrate employability skills necessary for success in hospitality and tourism occupations.</u> – The student will be able to: | | |
| 06.01 Identify and utilize resources used in a job search for a hospitality and tourism related career (e.g., networking, newspaper, Internet). | | |
| 06.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options. | | |
| 06.03 Identify steps in the application process and documents required when applying for employment (e.g., application, references, W-4, I-9). | | |
| 06.04 Create a customized resume, follow-up letter, acceptance/rejection letter, letter of resignation, thank you letter, and letter of recommendation. | | |
| 06.05 Identify and demonstrate appropriate dress and grooming for employment. | | |
| 06.06 Identify and demonstrate effective interviewing skills (e.g., behavioral), including effective responses to common interview questions. | | |
| 06.07 Describe methods for handling illegal interview and application questions. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|----------------|------------------|
| 06.08 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, and OSHA). | | |
| 06.09 Identify ways to assist with diverse populations and the physically challenged as employees and guests in the workplace. | | |
| 06.10 Describe importance of producing quality work and meeting performance standards. | | |
| 06.11 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting). | | |
| 06.12 Demonstrate orderly and systematic behavior by creating and maintaining an electronic calendar. | | |
| 06.13 Demonstrate time management skills with on-task behavior and self-pacing in accomplishing work assignments. | | |
| 06.14 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility). | | |
| 06.15 Identify how to prepare for job separation and re-employment. | | |
| 06.16 Generate and organize a professional portfolio of student work and projects. | | |
| 06.17 Identify and practice stress management and relaxation techniques. | | |
| 06.18 Explain the importance of positive customer service skills. | | |
| 06.19 Practice positive customer service skills. | | |
| 07.0 <u>Demonstrate human relations skills necessary for success in hospitality and tourism occupations.</u> – The student will be able to: | | |
| 07.01 Develop a list of qualities necessary to be an effective team player (e.g., respect). | | |
| 07.02 Design and participate in a team building activity for the workplace. | | |
| 07.03 Demonstrate ability to work cooperatively with team members, supervisors, and guests from diverse cultural backgrounds. | | |
| 07.04 Identify sensitive workplace issues and the laws that impact them (i.e., gender equity, cultural diversity, professional ethics, sexual harassment, disability, age). | | |
| 07.05 Identify, define, and demonstrate professional interpersonal skills and personality traits. | | |
| 07.06 Maintain hygiene, professional appearance, and a positive attitude. | | |
| 07.07 Demonstrate ability to use creative problem-solving, decision-making, and critical-thinking strategies. | | |
| 07.08 Demonstrate self-management, initiative, and multi-tasking. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|-----------|
| 07.09 Devise a rubric to evaluate appropriate workplace social behavior and work ethics. | | |
| 07.10 Set personal and career goals and develop a plan of action to achieve those goals. | | |
| 07.11 Demonstrate ability to offer and accept feedback. | | |
| 07.12 Identify and practice stress management and relaxation techniques. | | |
| 07.13 Explain importance of maintaining confidentiality of business matters. | | |
| 07.14 Express importance of supporting and following company policies and procedures (e.g., attendance, tardiness). | | |
| 07.15 Identify customer service skills needed for successful entry and progress in the hospitality and tourism industry. | | |
| 08.0 <u>Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry.</u> – The student will be able to: | | |
| 08.01 Describe effective staff communication and its uses (e.g., interpersonal, departmental, interdepartmental, company). | | |
| 08.02 Identify, read, and comprehend a variety of forms of written communications utilized in the workplace. | | |
| 08.03 Prepare a business letter, memo, fax, and e-mail. | | |
| 08.04 Describe positive guest/client relations. | | |
| 08.05 Demonstrate ability to speak effectively to guests, co-workers, supervisors, and vendors using grammar and terminology appropriate to the industry. | | |
| 08.06 Identify techniques of placing, answering, placing on hold, recording messages, and referring telephone calls. | | |
| 08.07 Identify techniques of dealing with inappropriate telephone calls (i.e., bomb threats, obscene, abusive). | | |
| 08.08 Demonstrate effective etiquette/netiquette in a business situation such as meals and general courtesy. | | |
| 08.09 Discuss importance of developing networking skills to expand contacts within the industry. | | |
| 08.10 Research social and professional networking websites (Twitter, Facebook, LinkedIn, etc.) and explain how these sites affect the hospitality industry and its employees. | | |
| 08.11 Discuss importance of providing clear directions, interpretations, descriptions, and explanations. | | |
| 08.12 Create and deliver an oral presentation. | | |
| 08.13 Use presentation software to create a professional presentation that can be used for employee training. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| 08.14 Identify and demonstrate conflict resolution techniques related to customer service (i.e., resolving complaints, disputes, and negotiations). | | |
| 08.15 Identify components of and prepare an itinerary. | | |
| 08.16 Demonstrate ability to locate and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, maps, and Internet resources. | | |
| 08.17 Identify types of technology/equipment used in a hospitality/tourism-related workplace (i.e., cash register, computer, scanner, time clock, and fax). | | |
| 09.0 <u>Explain economic principles as related to the hospitality and tourism industry.</u> – The student will be able to: | | |
| 09.01 Explain concept of supply and demand (e.g., overbooking, yield management). | | |
| 09.02 Explain role of employee productivity in contributing to profit margin (bottom line). | | |
| 09.03 Identify economic opportunities in the industry. | | |
| 09.04 Explain impact of tourism on local, state, national, and international economies. | | |
| 09.05 Identify advantages and disadvantages of the primary forms of business ownership. | | |
| 10.0 <u>Identify marketing and business fundamentals related to the hospitality and tourism industry.</u> – The student will be able to: | | |
| 10.01 Explain marketing and its role in the industry and the free enterprise system. | | |
| 10.02 Explain elements in the marketing mix (price, product, promotion, place, and people). | | |
| 10.03 Explain functions of the business and marketing plan. | | |
| 10.04 Explain concept of service vs. product marketing strategies. | | |
| 10.05 Explain concept of target markets and market identification (e.g., market segmentation). | | |
| 10.06 Display an understanding of the different marketing channels used to promote destinations and products. | | |
| 10.07 Identify niche markets (customer segmentation). | | |
| 10.08 Identify specialty markets (product segmentation, e.g., sports, shopping, religion). | | |
| 10.09 Recognize cultural customs and taboos. | | |
| 10.10 Discuss the role of federal, state and local regulatory agencies as it relates to hospitality and tourism. | | |
| 10.11 Identify methods of gathering customer feedback. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|----------------|------------------|
| 11.0 <u>Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.</u> – The student will be able to: | | |
| 11.01 Explain purpose, principles, and importance of selling. | | |
| 11.02 Identify effective sales techniques (e.g., steps in sales process, cross-selling, upselling and alternative options). | | |
| 11.03 Explain motivation, needs, and expectations of the hospitality and tourism consumer and how it affects their lodging selection. | | |
| 11.04 Identify an effective sales presentation (e.g., feature-benefit analysis). | | |
| 11.05 Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences, physically and/or mentally challenged). | | |
| 11.06 Identify pros and cons of using the Internet as a sales tool. | | |
| 12.0 <u>Perform mathematical operations related to hospitality and tourism occupations.</u> – The student will be able to: | | |
| 12.01 Perform addition, subtraction, multiplication, division, ratios, and percentages as they relate to hospitality and tourism (e.g., air travel, lodging, food service, car rentals, tours, cruises). | | |
| 12.02 Apply problem-solving techniques to hospitality and tourism sales-related transactions (e.g., cash, checks, debit cards, credit cards, discounts, etc). | | |
| 12.03 Interpret quantitative information from tables, charts, and graphs as related to the hospitality/tourism related workplace. | | |
| 12.04 Using standard industry formulas relative to discount date and due date, compute amount of payment on an invoice. | | |
| 12.05 Calculate commissions, gratuities, taxes, and miscellaneous charges. | | |
| 12.06 Calculate actual flying time and time zone differences. | | |
| 12.07 Use ratios, proportions, and scales to calculate distance on a map. | | |
| 12.08 Identify sources of currency exchange rates. | | |
| 12.09 Research a foreign hotel and convert the cost of one room night from a foreign currency to dollars using an online calculator and/or math conversions. | | |
| 12.10 Classify different payment options (e.g., cash, personal checks, traveler's checks, credit cards, debit cards, incentive program points). | | |
| 12.11 Calculate refunds and exchange transactions for hospitality and tourism related services. | | |
| 12.12 Explain the function of a night audit in the lodging and cruise industry. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|----------------|------------------|
| 12.13 Explain motivation, needs, and expectations of the hospitality and tourism consumer. | | |
| 12.14 Identify an effective sales presentation (e.g., feature-benefit analysis). | | |
| 12.15 Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences, physically and/or mentally challenged). | | |

**Florida Department of Education
Student Performance Standards**

Course Title: Lodging Principles
Course Number: 8830320
Course Credit: 1

Course Description:

The purpose of this course is to provide students with the competencies required for employment at the career specialist level in a variety of hospitality related industries. There is no occupational completion point at the conclusion of this course.

| Florida Standards | | Correlation to CTE Program Standard # |
|--------------------------|---|--|
| 01.0 | Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Lodging Operations. | |
| 01.01 | Key Ideas and Details | |
| 01.01.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1 | |
| 01.01.2 | Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2 | |
| 01.01.3 | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3 | |
| 01.02 | Craft and Structure | |
| 01.02.1 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4 | |
| 01.02.2 | Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5 | |
| 01.02.3 | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question | |

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|---|---------------------------------------|
| | the author seeks to address. LAFS.910.RST.2.6 | |
| 01.03 | Integration of Knowledge and Ideas | |
| 01.03.1 | Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7 | |
| 01.03.2 | Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8 | |
| 01.03.3 | Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9 | |
| 01.04 | Range of Reading and Level of Text Complexity | |
| 01.04.1 | By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| 01.04.2 | By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10 | |
| 02.0 | Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Lodging Operations. | |
| 02.01 | Text Types and Purposes | |
| 02.01.1 | Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1 | |
| 02.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2 | |
| 02.01.3 | Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3 | |
| 02.02 | Production and Distribution of Writing | |
| 02.02.1 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4 | |

| Florida Standards | | Correlation to CTE Program Standard # |
|--|--|---------------------------------------|
| 02.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5 | |
| 02.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6 | |
| 02.03 Research to Build and Present Knowledge | | |
| 02.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7 | |
| 02.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8 | |
| 02.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9 | |
| 02.04 Range of Writing | | |
| 02.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10 | |
| 03.0 | Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Lodging Operations. | |
| 03.01 | Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1 | |
| 03.02 | Reason abstractly and quantitatively. MAFS.K12.MP.2.1 | |
| 03.03 | Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1 | |
| 03.04 | Model with mathematics. MAFS.K12.MP.4.1 | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| 03.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 03.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 03.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 03.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|-----------|
| 13.0 <u>Describe the organizational structure of lodging organizations.</u> – The student will be able to: | | |
| 13.01 Identify the different departments within a lodging organization (e.g., housekeeping, room service, catering). | | |
| 13.02 Describe and analyze various organizational structures within the lodging industry. | | |
| 13.03 Create an organization chart of a lodging organization. | | |
| 14.0 <u>Identify the roles of management and administrative personnel.</u> – The student will be able to: | | |
| 14.01 Identify the roles and responsibilities of the general manager and assistant manager(s). | | |
| 14.02 Identify the various divisions of lodging organizations (e.g., rooms, front office, engineering, administration). | | |
| 14.03 Identify relationship between general manager and hotel owners. | | |
| 14.04 Identify support personnel found in the administrative office of a lodging organization and their duties. | | |
| 14.05 Identify management functions as they relate to different types of ownership (i.e., franchise, independent, chain). | | |
| 15.0 <u>Identify housekeeping operations and management functions.</u> – The student will be able to: | | |
| 15.01 List the jobs and duties in the housekeeping department. | | |
| 15.02 Describe importance of the housekeeping team and relationship to overall functions of lodging establishment. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| 15.03 Discuss relevance of quality control to housekeeping operation. | | |
| 15.04 Discuss the financial impact of inventory control. | | |
| 15.05 Identify state and federal laws and guidelines relating to job performance and housekeeping operations (i.e., hospitality laws). | | |
| 15.06 Identify sanitation regulations and standards (i.e., OSHA). | | |
| 15.07 Identify safety regulations and standards (i.e., MSDS, OSHA) as they apply to housekeeping. | | |
| 15.08 Identify documents that flow through the housekeeping department (i.e., inspection sheets). | | |
| 15.09 Identify vocabulary and acronyms unique to the housekeeping department. | | |
| 15.10 Identify supplies necessary to equip a supply cart. | | |
| 15.11 Explain and demonstrate proper techniques for maintaining room cleanliness. | | |
| 15.12 Explain need for communication between housekeeping department and front desk (i.e., room availability, customer complaints). | | |
| 16.0 <u>Research conservation and Green initiatives in the hospitality industry.</u> – The student will be able to: | | |
| 16.01 Explain the Florida Green Lodging program (http://www.dep.state.fl.us/greenlodging). | | |
| 16.02 List the requirements that must be met for a property to receive the Green certification. | | |
| 16.03 List the requirements for maintaining the Green certification. | | |
| 16.04 Research legislation regarding the Florida Green Lodging program and explain how state agencies are affected by this legislation. | | |
| 16.05 Explain LEED and how it affects the hospitality industry. | | |
| 17.0 <u>Identify sales/marketing and reservations function.</u> – The student will be able to: | | |
| 17.01 List jobs and duties in the sales and marketing department (i.e., reservationist). | | |
| 17.02 Describe importance of the sales and marketing team and relationship to overall functions of lodging establishment. | | |
| 17.03 Analyze lodging market segments and target markets. | | |
| 17.04 Identify the documents that flow through the sales and marketing department (i.e., cashier report, arrival report, credit report, departure report, contract). | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| 17.05 Describe various media and marketing tools utilized to promote lodging establishments, such as Web 2.0. | | |
| 17.06 Interpret parts of a marketing plan to be used in the sales department of a lodging establishment. | | |
| 17.07 Identify vocabulary and acronyms unique to the sales and marketing department. | | |
| 17.08 Identify references used in the lodging industry (e.g., Official Hotel Guide, Hotel and Travel Index, OAG Business Travel Planner, Internet, a CRS display). | | |
| 17.09 Compare a sample listing for a lodging establishment in each of the references identified above. | | |
| 17.10 Recognize and identify hotel property and room codes. | | |
| 17.11 Compare the information found on a hotel's website vs. a CRS availability display. | | |
| 17.12 Determine information needed to book a hotel reservation. | | |
| 17.13 Describe relationship between reservations and the sales and marketing department. | | |
| 17.14 Explain need for communication between sales and marketing department and front desk (i.e., sales records, function book). | | |
| 18.0 <u>Identify food and beverage functions.</u> – The student will be able to: | | |
| 18.01 List jobs and duties in the food and beverage department. | | |
| 18.02 Describe importance of the food and beverage team and relationship to overall functions of lodging establishment. | | |
| 18.03 Analyze food and beverage segments and target markets. | | |
| 18.04 Identify the documents that flow through the food and beverage department. | | |
| 18.05 Describe various media utilized to promote food and beverage services. | | |
| 18.06 Identify vocabulary and acronyms unique to the food and beverage department. | | |
| 18.07 Discuss how safety and sanitation apply to food and beverage services. | | |
| 18.08 Describe importance of being familiar with a lodging establishments meeting space availability, capacity, and capability. | | |
| 18.09 Explain need for communication between food and beverage department and front desk. | | |
| 19.0 <u>Identify human resources functions.</u> – The student will be able to: | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| 19.01 List jobs and duties in the human resources department. | | |
| 19.02 Describe importance of the human resources team and relationship to overall functions of lodging establishment. | | |
| 19.03 Identify the documents that flow through the human resources department. | | |
| 19.04 Identify vocabulary and acronyms unique to the human resources department. | | |
| 19.05 Identify application procedures. | | |
| 19.06 Explain the orientation process. | | |
| 19.07 Explain the company policies/guidelines concerning applications. | | |
| 19.08 Summarize incentive programs and benefits offered by lodging establishments. | | |
| 19.09 Interpret labor laws governing the lodging industry. | | |
| 19.10 Explain need for communication between human resources department and front desk. | | |
| 20.0 <u>Identify controller/finance functions.</u> – The student will be able to: | | |
| 20.01 List jobs and duties in the controller/finance department. | | |
| 20.02 Describe importance of the controller/finance team and relationship to overall functions of lodging establishment. | | |
| 20.03 Identify the documents that flow through the controller/finance department. | | |
| 20.04 Identify vocabulary and acronyms unique to the controller/ finance department. | | |
| 20.05 Examine the role of employee productivity in contributing to profit margin (bottom line). | | |
| 20.06 Interpret and evaluate a budget of a lodging establishment. | | |
| 20.07 Identify differences between revenue centers and cost centers. | | |
| 20.08 Explain need for communication between controller/finance department and front desk. | | |
| 21.0 <u>Identify safety/security functions.</u> – The student will be able to: | | |
| 21.01 List jobs and duties in the safety/security department. | | |
| 21.02 Describe importance of the safety/security team and relationship to overall functions of lodging establishment. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| 21.03 Identify the documents that flow through the safety/security department. | | |
| 21.04 Identify vocabulary and acronyms unique to the safety/ security department. | | |
| 21.05 Discuss importance of key control and safety deposit boxes. | | |
| 21.06 Recognize guest safety and security issues (i.e., peepholes, smoke alarms, fire extinguishers). | | |
| 21.07 Investigate laws pertaining to safety and security (i.e., ADA and OSHA). | | |
| 21.08 Identify safety issues pertaining to lodging organizations' public areas (i.e., pool, stairwells, parking lots/garage, and exercise facilities). | | |
| 21.09 Develop a severe weather/hurricane preparedness plan. | | |
| 21.10 Diagram evacuation plan to include location of fire exit routes, emergency alarm locations, and stairwells. | | |
| 21.11 Explain functions of the public broadcasting system, emergency contact telephone numbers, and chain of command. | | |
| 21.12 Demonstrate lost and found procedures. | | |
| 21.13 Simulate the use of walkie-talkies and other communication devices. | | |
| 21.14 Explain need for communication between safety/security and front desk. | | |
| 22.0 <u>Identify engineering/maintenance functions.</u> – The student will be able to: | | |
| 22.01 List jobs and duties in the engineering department. | | |
| 22.02 Describe importance of the engineering team and relationship to overall functions of lodging establishment. | | |
| 22.03 Identify documents that flow through the engineering department. | | |
| 22.04 Identify vocabulary and acronyms unique to the engineering department. | | |
| 22.05 Communicate importance of follow-up actions and procedures between engineering and the front desk department. | | |
| 22.06 Identify different types of maintenance (i.e., routine, emergency, scheduled). | | |
| 22.07 Identify regulations and standards as they apply to the engineering department (e.g., innkeepers law (509), OSHA, ADA, etc.). | | |
| 22.08 Illustrate and label facility layout. | | |
| 22.09 Explain need for communication between engineering/ maintenance and front desk. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| 23.0 <u>Identify front desk functions.</u> – The student will be able to: | | |
| 23.01 Create a table on the computer summarizing the activities in the four stages of the guest cycle. | | |
| 23.02 Describe importance of the front desk team and relationship to overall functions of lodging establishment. | | |
| 23.03 Identify documents that flow through the front desk department. | | |
| 23.04 Identify vocabulary and acronyms unique to the front desk department. | | |
| 23.05 Demonstrate ability to generate and distribute front desk reports. | | |
| 23.06 Identify laws, regulations, and standards as they pertain to front desk operations. | | |
| 23.07 Explain need for interdepartmental communication. | | |
| 24.0 <u>Examine the guest cycle process.</u> – The student will be able to: | | |
| 24.01 Explain and demonstrate pre-arrival procedures. | | |
| 24.02 Demonstrate process of greeting guest (body language, facial expression, guest acknowledgment). | | |
| 24.03 Simulate guest registration process. | | |
| 24.04 Prepare and complete the guest departure process. | | |
| 24.05 Simulate the four stages of the guest cycle by writing scripts, acting out, and making a video of each stage. | | |
| 25.0 <u>Practice responding to guest needs, requests, and concerns.</u> – The student will be able to: | | |
| 25.01 Identify and classify guest requests. Examine appropriate follow-up procedures. | | |
| 25.02 Recognize, compare, and contrast cultural differences. | | |
| 25.03 Research and practice common phrases in various foreign languages that would be useful in the hospitality environment. | | |
| 25.04 Distinguish among types of guest complaints (i.e., attitudinal, mechanical, service related, unusual). | | |
| 25.05 Predict outcomes and practice mediation techniques. | | |
| 25.06 Demonstrate ability to convey hotel features, services, amenities, and special events to guests. | | |
| 26.0 <u>Operate front desk computer/office technology.</u> – The student will be able to: | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|----------------|------------------|
| 26.01 Demonstrate computer knowledge (e.g., hardware, software, operating systems, and terminology). | | |
| 26.02 Demonstrate proper keyboarding techniques. | | |
| 26.03 Utilize word processing software to create career and industry related documents. | | |
| 26.04 Utilize spreadsheet software to enhance decision-making skills. | | |
| 26.05 Utilize database software to create a basic database. Utilize presentation software to create a multimedia presentation. | | |
| 26.06 Explain and utilize Internet fundamentals (e.g., e-mail, portals/search engines). | | |
| 26.07 Identify and describe the function of technology based office equipment. | | |

**Florida Department of Education
Student Performance Standards**

Course Title: Hospitality and Tourism Internship
Course Number: 8845130
Course Credit: 1

Course Description:

The Hospitality and Tourism Internship course provides students the opportunity to demonstrate human relations, communications, and employability skills necessary for entry-level employment in the travel and tourism industry. Additionally, it will enhance the instruction and competencies developed through classroom instruction.

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|--|---------------------------------------|
| 27.0 | Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Lodging Operations. | |
| | 27.01 Key Ideas and Details | |
| | 27.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1 | |
| | 27.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2 | |
| | 27.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3 | |
| | 27.02 Craft and Structure | |
| | 27.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4 | |
| | 27.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5 | |
| | 27.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important | |

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|--|---------------------------------------|
| | issues that remain unresolved. | LAFS.1112.RST.2.6 |
| 27.03 | Integration of Knowledge and Ideas | |
| 27.03.1 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. | LAFS.1112.RST.3.7 |
| 27.03.2 | Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. | LAFS.1112.RST.3.8 |
| 27.03.3 | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. | LAFS.1112.RST.3.9 |
| 27.04 | Range of Reading and Level of Text Complexity | |
| 27.04.1 | By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| 27.04.2 | By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. | LAFS.1112.RST.4.10 |
| 28.0 | Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Lodging Operations. | |
| 28.01 | Text Types and Purposes | |
| 28.01.1 | Write arguments focused on discipline-specific content. | LAFS.1112.WHST.1.1 |
| 28.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. | LAFS.1112.WHST.1.2 |
| 28.01.3 | Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. | LAFS.1112.WHST.1.3 |
| 28.02 | Production and Distribution of Writing | |
| 28.02.1 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |

| Florida Standards | | Correlation to CTE Program Standard # |
|--|---|---------------------------------------|
| | | LAFS.1112.WHST.2.4 |
| 28.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | LAFS.1112.WHST.2.5 |
| 28.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | LAFS.1112.WHST.2.6 |
| 28.03 Research to Build and Present Knowledge | | |
| 28.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | LAFS.1112.WHST.3.7 |
| 28.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | LAFS.1112.WHST.3.8 |
| 28.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. | LAFS.1112.WHST.3.9 |
| 28.04 Range of Writing | | |
| 28.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | LAFS.1112.WHST.4.10 |
| 29.0 | Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Lodging Operations. | |
| 29.01 | Make sense of problems and persevere in solving them. | MAFS.K12.MP.1.1 |
| 29.02 | Reason abstractly and quantitatively. | MAFS.K12.MP.2.1 |
| 29.03 | Construct viable arguments and critique the reasoning of others. | MAFS.K12.MP.3.1 |
| 29.04 | Model with mathematics. | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| | MAFS.K12.MP.4.1 |
| 29.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 29.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 29.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 29.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| 30.0 <u>Perform designated job skills.</u> – The student will be able to: | | |
| 30.01 Perform tasks as outlined in the job performance skills plan. | | |
| 30.02 Display an acceptable level of productivity and quality control. | | |
| 30.03 Maintain appropriate records. | | |
| 30.04 Demonstrate appropriate dress and grooming habits for the workplace environment. | | |
| 30.05 Research a company's products and services. | | |
| 31.0 <u>Demonstrate work ethics.</u> – The student will be able to: | | |
| 31.01 Demonstrate effective written and oral communication and listening skills. | | |
| 31.02 Demonstrate the ability to resolve customer, employee, and employee/employer problems and concerns using critical thinking and problem solving techniques. | | |
| 31.03 Demonstrate acceptable work habits and conduct in the workplace as defined by company policy. | | |
| 31.04 Demonstrate legal and ethical behavior within the scope of job responsibilities. | | |
| 31.05 Follow policies and procedures affecting safety, health, and well-being. | | |
| 31.06 Exhibit behavior supporting and promoting cultural and ethnic diversity. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|----------------|------------------|
| 31.07 Demonstrate interpersonal skills that enhance team productivity and foster positive work ethics. | | |

**Florida Department of Education
Student Performance Standards**

Course Title: Lodging Applications
Course Number: 8830330
Course Credit: 1

Course Description:

The purpose of this course is to provide students with the skills and knowledge required for supervisory level and mid-management level employment in a wide variety of hospitality related industries.

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| 27.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Lodging Operations. | |
| 27.01 Key Ideas and Details | |
| 27.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1 | |
| 27.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2 | |
| 27.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3 | |
| 27.02 Craft and Structure | |
| 27.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4 | |
| 27.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5 | |
| 27.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. | |

| Florida Standards | | Correlation to CTE Program Standard # |
|---|--|---------------------------------------|
| | LAFS.1112.RST.2.6 | |
| 27.03 Integration of Knowledge and Ideas | | |
| 27.03.1 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7 | |
| 27.03.2 | Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8 | |
| 27.03.3 | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9 | |
| 27.04 Range of Reading and Level of Text Complexity | | |
| 27.04.1 | By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| 27.04.2 | By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10 | |
| 28.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Lodging Operations. | | |
| 28.01 Text Types and Purposes | | |
| 28.01.1 | Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1 | |
| 28.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2 | |
| 28.01.3 | Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3 | |
| 28.02 Production and Distribution of Writing | | |
| 28.02.1 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4 | |

| Florida Standards | | Correlation to CTE Program Standard # |
|---|---|---------------------------------------|
| 28.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5 | |
| 28.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6 | |
| 28.03 Research to Build and Present Knowledge | | |
| 28.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7 | |
| 28.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8 | |
| 28.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9 | |
| 28.04 Range of Writing | | |
| 28.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10 | |
| 29.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Lodging Operations. | | |
| 29.01 | Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1 | |
| 29.02 | Reason abstractly and quantitatively. MAFS.K12.MP.2.1 | |
| 29.03 | Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1 | |
| 29.04 | Model with mathematics. MAFS.K12.MP.4.1 | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| 29.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 29.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 29.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 29.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|-----------|
| 32.0 <u>Define and apply various management styles and leadership techniques.</u> – The student will be able to: | | |
| 32.01 Compare and contrast autocratic, bureaucratic, democratic, and laissez-faire management styles. | | |
| 32.02 Apply the different management styles to a variety of front desk situations (i.e., financial transactions, personnel issues, guest relations). | | |
| 32.03 Define empowerment; centralization and decentralization; Theory X, Theory Y, and Theory Z; transactional; and transformational as they apply to leadership. | | |
| 32.04 Distinguish between management and leadership. | | |
| 33.0 <u>Define and evaluate role of effective team building.</u> – The student will be able to: | | |
| 33.01 Assess characteristics of successful teams (i.e., mission statement, code of conduct, effective leadership). | | |
| 33.02 Identify and discuss stages of team development (i.e., forming, storming, norming, performing, transforming). | | |
| 33.03 Discuss, apply, and evaluate brainstorming techniques. | | |
| 33.04 Compare and contrast positive and negative roles individuals play in a team situation. | | |
| 33.05 Explain how to work with individuals and specific behaviors to encourage team building. | | |
| 33.06 Apply different team building techniques to front desk operations. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|----------------|------------------|
| 33.07 Plan and carry out a themed special event in the department such as a student showcase or party. | | |
| 34.0 <u>Analyze the laws, legislation, and regulations that affect the lodging industry.</u> – The student will be able to: | | |
| 34.01 Identify, interpret, and apply applicable wage and hour laws. | | |
| 34.02 Identify, interpret, and apply laws affecting hiring practices. | | |
| 34.03 Identify, interpret, and apply labor relations laws. | | |
| 34.04 Identify, interpret, and apply public health and safety laws. | | |
| 34.05 Identify, interpret, and apply workers' compensation laws. | | |
| 34.06 Identify, interpret, and apply the Innkeeper's Act. | | |
| 34.07 Identify, interpret, and apply the Civil Rights Act. | | |
| 34.08 Identify, interpret, and apply company and/or franchise regulations. | | |
| 34.09 Identify licenses and permits required to operate a lodging establishment. | | |
| 34.10 Discuss insurance requirements of a lodging establishment. | | |
| 34.11 Investigate taxes affecting the lodging industry. | | |
| 34.12 Interpret laws affecting contractual agreements (i.e., sales receipt, voucher, vendors). | | |
| 34.13 Research conservation and Green Initiatives in the hospitality industry (such as LEED, Leadership in Energy and Environmental Design). | | |
| 35.0 <u>Describe and demonstrate personnel supervision techniques.</u> – The student will be able to: | | |
| 35.01 Prepare a job description and task analysis for front desk agent position. | | |
| 35.02 Conduct a job application interview. | | |
| 35.03 Establish recruiting and selection procedures to match applicants with job descriptions. | | |
| 35.04 Prepare and maintain an employee work schedule. | | |
| 35.05 Apply dispute resolution skills to the handling of staff grievances, conflicts, disputes, and/or complaints. | | |
| 35.06 Recognize the need for and types of employee incentive programs. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|-----------|
| 35.07 Design ways to appreciate/recognize outstanding employee behavior. | | |
| 35.08 Demonstrate techniques for delegating responsibility and authority. | | |
| 35.09 Assess effectiveness of delegation techniques. | | |
| 35.10 Conduct management-employee group discussions. | | |
| 36.0 <u>Manage guest services.</u> – The student will be able to: | | |
| 36.01 Prepare responses to typical guest requests. | | |
| 36.02 Create appropriate follow-up procedures. | | |
| 36.03 Research and assemble information concerning the surrounding community. | | |
| 36.04 Design a guest service policy. | | |
| 36.05 Design a comment card to evaluate guest service policies. | | |
| 36.06 Forecast guest needs based on future trends and unusual events (i.e., Super Bowl, Olympics, natural disasters). | | |
| 36.07 Discuss the specific needs of the business traveler. | | |
| 37.0 <u>Maintain accounting and information system.</u> – The student will be able to: | | |
| 37.01 Define revenue, gross income, overhead, and profit. | | |
| 37.02 Examine the main accounting tools used by the business office of a lodging establishment, such as income statements, ledgers, etc. | | |
| 37.03 Explain procedures for handling Airline Reporting Corporation (ARC) traffic documents (i.e., tour orders, Miscellaneous Charge Orders [MCOs]). | | |
| 37.04 Define a credit transaction and credit terms. | | |
| 37.05 Prepare and interpret an invoice, a monthly statement, and a purchase order. | | |
| 37.06 Post accounting information to an accounts receivable journal, a cash receipts journal, an accounts payable journal, and a disbursements journal. | | |
| 37.07 Identify data, ratios, and formulas that can be used to forecast room availability, occupancy, and revenue. | | |
| 37.08 Interpret room availability, occupancy, and revenue reports. | | |
| 37.09 Identify elements of budget reports and how they can be used to analyze operations. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| 38.0 <u>Describe the aspects of entrepreneurship.</u> – The student will be able to: | | |
| 38.01 Define "entrepreneurship." | | |
| 38.02 Describe importance of entrepreneurship as it relates to the lodging industry and the American economy. | | |
| 38.03 Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur). | | |
| 38.04 List advantages and disadvantages of business and franchise ownership. | | |
| 38.05 Analyze risks and benefits involved in ownership of a lodging business. | | |
| 38.06 Practice business skills needed to operate a lodging business efficiently and effectively. | | |
| 38.07 Develop a business plan for opening a lodging property. | | |
| 38.08 Create an advertising campaign to promote your lodging property. | | |
| 38.09 Research and create a "Dream Design" such as a hotel, club, or Bed & Breakfast, describing the target market, design and amenities, food and beverage, staff needed to operate, and marketing ideas. | | |
| 39.0 <u>Demonstrate the use of information technology within a lodging property.</u> – The student will be able to: | | |
| 39.01 Explain importance and uses of information technology in the management of a lodging property. | | |
| 39.02 Demonstrate proficiency with information technology as used in the lodging industry. | | |
| 39.03 Utilize integrated software programs to facilitate staff training. | | |
| 39.04 Demonstrate proficiency with front office computer systems applications. | | |

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

DECA, an association of marketing students (secondary) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Program Title: Hospitality and Tourism
Program Type: Career Preparatory
Career Cluster: Hospitality and Tourism

Secondary – Career Preparatory

| | |
|--|---|
| Program Number | 8845100 |
| CIP Number | 0252190600 |
| Grade Level | 9-12, 30, 31 |
| Standard Length | 4 credits |
| Teacher Certification | FAM CON SC 1 HOTEL TRNG 7G MKTG MGMT @7 7G TRANSPORT @7 7G TC COOP ED @7 BUS ED 1@2 MKTG 1@2 |
| CTSO | DECA |
| SOC Codes (all applicable) | 43-4081 – Hotel, Motel, and Resort Desk Clerks 43-4181 – Reservation and Transportation Ticket Agents and Travel Clerks 41-3041 – Travel Agents |
| Facility Code | 222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Industry Certifications | http://www.fldoe.org/workforce/fcpea/default.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical

skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to coursework that prepares students for employment in the travel and tourism industry as reservation and transportation agents, travel destination specialists, tour operators, transportation attendants, cruise ship consultants, or to provide supplemental training for those persons previously or currently employed in these occupations. This program includes components on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of three occupational completion points.

The following table illustrates the secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code | Level |
|-----|---------------|---|----------|----------|-------|
| A | 8850110 | Introduction to Hospitality and Tourism | 1 credit | 43-4081 | 2 |
| B | 8845140 | Computer Technology for Travel and Tourism | 1 credit | 43-4181 | 2 |
| B | 8845130 OR | Hospitality and Tourism Internship OR | 1 credit | 43-4181 | 2 |
| B | 8800420 | Hospitality & Tourism Cooperative Education-OJT | 1 credit | 43-4181 | 2 |
| C | 8845120 | Travel and Tourism Marketing Management | 1 credit | 41-3041 | 3 |

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

| Courses | Algebra 1 | Algebra 2 | Geometry | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Genetics | Marine Science 1 Honors | Physical Science | Physics 1 |
|---|-----------|-----------|----------|----------------------------|---------------------------------|-----------|-------------|---------------------|----------|-------------------------|------------------|-----------|
| Introduction to Hospitality and Tourism | ^^ | ^^ | ^^ | # | # | # | # | # | # | # | # | # |

| | | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|----|----|----|
| Computer Technology for Travel and Tourism | ^^ | ^^ | ^^ | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Hospitality and Tourism OJT | ^^ | ^^ | ^^ | # | # | # | # | # | # | # | # | # |
| Travel and Tourism Marketing Management | ^^ | ^^ | ^^ | # | # | # | # | # | # | # | # | # |

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Hospitality and Tourism.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Hospitality and Tourism.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Hospitality and Tourism.
- 04.0 Identify careers in the hospitality and tourism industry.
- 05.0 Research the various aspects of the hospitality and tourism industry.
- 06.0 Demonstrate employability skills necessary for success in hospitality and tourism occupations.
- 07.0 Demonstrate human relations skills necessary for success in hospitality and tourism occupations.
- 08.0 Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry.
- 09.0 Explain economic principles as related to the hospitality and tourism industry.
- 10.0 Identify marketing and business fundamentals related to the hospitality and tourism industry.
- 11.0 Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.
- 12.0 Perform mathematical operations related to hospitality and tourism occupations.
- 13.0 Operate technology, computer systems, and the Internet.
- 14.0 Demonstrate proficiency using a computer reservation system.
- 15.0 Exhibit the ability to utilize computer reservation system records.
- 16.0 Demonstrate the importance of standardization in the airline industry.
- 17.0 Perform functions that are associated with the computer reservation system.
- 18.0 Recognize functions associated with making a lodging reservation.
- 19.0 Recognize functions associated with making a ground transportation reservation.
- 20.0 Recognize functions associated with a cruise reservation.
- 21.0 Assess the impact of technology and automation on the travel reservation industry.
- 22.0 Demonstrate proficiency in applying communication, leadership, and customer relations skills in the travel and tourism industry.
- 23.0 Apply employability skills necessary for success in the travel and tourism industry.
- 24.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Hospitality and Tourism.
- 25.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Hospitality and Tourism.
- 26.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Hospitality and Tourism.
- 27.0 Perform designated job skills.
- 28.0 Demonstrate work ethics.
- 29.0 Explain marketing principles as they relate to travel and tourism.
- 30.0 Demonstrate sales and customer service techniques in the selling of travel and tourism products.
- 31.0 Demonstrate proficiency in applying higher level mathematical skills unique to travel and tourism.

- 32.0 Discuss the Internet as a travel and tourism marketing tool.
- 33.0 Discuss the needs of the business traveler.
- 34.0 Research conservation and Green initiatives in the hospitality industry.
- 35.0 Examine the impact of meetings, conventions, conferences, and incentive travel.
- 36.0 Examine facts and principles related to the cruise industry.
- 37.0 Examine facts and principles related to the air travel industry.
- 38.0 Examine facts and principles related to the ground travel industry.
- 39.0 Examine facts and principles related to the lodging industry.
- 40.0 Examine facts and principles related to leisure travel.
- 41.0 Describe the development of the tour package.
- 42.0 Explain options for selling travel and tourism products.
- 43.0 Create a sales promotion tool for a travel and tourism product.
- 44.0 Develop a plan for a career in the travel and tourism industry.

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Hospitality and Tourism
Course Number: 8850110
Course Credit: 1

Course Description:

The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry.

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|---|---------------------------------------|
| 01.0 | Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Hospitality and Tourism. | |
| | 01.01 Key Ideas and Details | |
| | 01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1 | |
| | 01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2 | |
| | 01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3 | |
| | 01.02 Craft and Structure | |
| | 01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4 | |
| | 01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5 | |
| | 01.02.3 Analyze the author's purpose in providing an explanation, describing a | |

| Florida Standards | | Correlation to CTE Program Standard # |
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| | procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6 | |
| 01.03 Integration of Knowledge and Ideas | | |
| 01.03.1 | Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7 | |
| 01.03.2 | Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8 | |
| 01.03.3 | Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9 | |
| 01.04 Range of Reading and Level of Text Complexity | | |
| 01.04.1 | By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| 01.04.2 | By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10 | |
| 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Hospitality and Tourism. | | |
| 02.01 Text Types and Purposes | | |
| 02.01.1 | Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1 | |
| 02.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2 | |
| 02.01.3 | Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3 | |
| 02.02 Production and Distribution of Writing | | |
| 02.02.1 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |

| Florida Standards | | Correlation to CTE Program Standard # |
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| | LAFS.910.WHST.2.4 | |
| 02.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5 | |
| 02.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6 | |
| 02.03 Research to Build and Present Knowledge | | |
| 02.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7 | |
| 02.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8 | |
| 02.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9 | |
| 02.04 Range of Writing | | |
| 02.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10 | |
| 03.0 | Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Hospitality and Tourism. | |
| 03.01 | Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1 | |
| 03.02 | Reason abstractly and quantitatively. MAFS.K12.MP.2.1 | |
| 03.03 | Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1 | |
| 03.04 | Model with mathematics. | |

| Florida Standards | Correlation to CTE Program Standard # |
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| | MAFS.K12.MP.4.1 |
| 03.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 03.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 03.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 03.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
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| 04.0 Identify <u>careers in the hospitality and tourism industry</u> . – The student will be able to: | | |
| 04.01 List career positions in a variety of hospitality and tourism related industry components (e.g., ground transportation, cruise, air travel, lodging, food service, retail and corporate travel, leisure and recreation, conventions and special events). | | |
| 04.02 Explain duties and responsibilities for the identified hospitality and tourism positions using current sources of information. | | |
| 04.03 Identify skills and knowledge needed by hospitality and tourism professionals. | | |
| 04.04 Identify requirements for entry and advancement, career ladders, and employment opportunities. | | |
| 04.05 Identify advantages and disadvantages of working in the hospitality and tourism industry. | | |
| 04.06 Complete self-assessment and analysis of life style goals and aspirations to evaluate for suitability in the hospitality and tourism industry. | | |
| 04.07 Develop an individualized education and career plan related to the hospitality and tourism industry. | | |
| 05.0 <u>Research the various aspects of the hospitality and tourism industry</u> . – The student will be able to: | | |
| 05.01 Trace history and development of the hospitality and tourism industry (e.g., airline deregulation, technology, globalization). | | |
| 05.02 Construct a timeline of important events in the history and development of various travel modalities and lodging facilities. | | |

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| 05.03 | Define commonly used terms in the hospitality and tourism industry. | | |
| 05.04 | Identify major components of the hospitality and tourism industry. | | |
| 05.05 | Identify and describe organizational structures and divisions within the hospitality and tourism industry. | | |
| 05.06 | Identify technological advancement within the hospitality and tourism industry. | | |
| 05.07 | Describe importance of quality service and continuous improvement. | | |
| 05.08 | Define perishability and seasonality of hospitality and tourism products. | | |
| 05.09 | Recognize the need for quality assurance in the hospitality and tourism industry. | | |
| 05.10 | Identify business and professional associations and certifications. | | |
| 05.11 | Differentiate between international, domestic, and local hospitality and tourism. | | |
| 05.12 | Identify and cite sources of major travel documents needed by travelers. | | |
| 05.13 | Recognize the problems caused by improper documentation. | | |
| 05.14 | Describe the necessary requirements/documentation for travelers due to increased security. | | |
| 05.15 | Identify and understand the use of industry specific resources. | | |
| 05.16 | Identify future trends in the hospitality and tourism industry (staycations, daycations, medical tourism). | | |
| 05.17 | Research a major Florida city and its attractions, target markets, and cost. | | |
| 05.18 | Demonstrate a functional understanding of domestic and international procedures throughout the hospitality and tourism industry. | | |
| 05.19 | Identify factors influencing travelers to choose a particular location (e.g., weather, culture, climate, cost, natural resources, medical factors). | | |
| 05.20 | Describe components of an itinerary and a tour package. | | |
| 05.21 | Identify modes and uses of ground transportation and discuss advantages and disadvantages of each. | | |
| 05.22 | Demonstrate a functional understanding of flight schedules. | | |
| 05.23 | Plan a trip for a family of four with a given budget using the internet for flight schedules, rental cars, and hotel rates using presentation software showing daily itineraries including local attractions and expenses. | | |
| 05.24 | Identify, compare, and contrast types of lodging facilities and ownership. | | |

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| 05.25 | Explain factors that determine room rates and package plans. | | |
| 05.26 | Identify sources of information concerning popular cruise destinations and itineraries. | | |
| 05.27 | Demonstrate a functional understanding of a cruise ship including the deck plan, public spaces, and stateroom accommodations. | | |
| 05.28 | Identify and explain the similarities of a cruise ship and a hotel as a destination. | | |
| 05.29 | Identify types of food service operations, segments, and ownership. | | |
| 05.30 | Identify role of conventions and special events in the hospitality and tourism industry. | | |
| 05.31 | Plan a convention for a specific business group specifying hotel needs such as number of sleeping rooms and required meeting room space and setups. Include a daily itinerary and provisions by food and beverage. | | |
| 05.32 | Identify components of leisure and recreation industry and provide examples of each. | | |
| 05.33 | Explain differences between public and commercial leisure and recreational systems. | | |
| 05.34 | Explain economic factors that affect the tourism/hospitality industry (fuel costs, airline industry consolidations, availability of consumer's discretionary money). | | |
| 05.35 | Research the Florida tourism website (VisitFlorida.com) and compare to other state tourism sites and the impact of tourism on that state's economy. | | |
| 06.0 | <u>Demonstrate employability skills necessary for success in hospitality and tourism occupations.</u> – The student will be able to: | | |
| 06.01 | Identify and utilize resources used in a job search for a hospitality and tourism related career (e.g., networking, newspaper, Internet). | | |
| 06.02 | Discuss importance of drug tests and criminal background checks in identifying possible employment options. | | |
| 06.03 | Identify steps in the job application process including arranging for references and proper documentation (e.g., green card). | | |
| 06.04 | Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9). | | |
| 06.05 | Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, thank you letter, and letter of recommendation. | | |
| 06.06 | Identify and demonstrate appropriate dress and grooming for employment. | | |
| 06.07 | Identify and demonstrate effective interviewing skills (e.g., behavioral). | | |
| 06.08 | Describe methods for handling illegal interview and application questions. | | |

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| 06.09 | Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, and OSHA). | | |
| 06.10 | Identify ways to deal effectively with diverse populations and the physically challenged as employees and guests in the workplace. | | |
| 06.11 | Describe importance of producing quality work and meeting performance standards. | | |
| 06.12 | Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting). | | |
| 06.13 | Demonstrate orderly and systematic behavior by creating and maintaining an electronic calendar. | | |
| 06.14 | Demonstrate time management skills with on-task behavior and self-pacing in accomplishing work assignments. | | |
| 06.15 | Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility). | | |
| 06.16 | Identify how to prepare for job separation and re-employment. | | |
| 06.17 | Generate and organize a professional portfolio of student work and projects. | | |
| 06.18 | Identify and practice stress management and relaxation techniques. | | |
| 06.19 | Explain the importance of positive customer service skills. | | |
| 06.20 | Practice positive customer service skills. | | |
| 07.0 | <u>Demonstrate human relations skills necessary for success in hospitality and tourism occupations.</u> – The student will be able to: | | |
| 07.01 | Develop a list of qualities necessary to be an effective team player (e.g., respect). | | |
| 07.02 | Design and participate in a team building activity for the workplace. | | |
| 07.03 | Demonstrate ability to work cooperatively with team members, supervisors, and guests from diverse cultural backgrounds. | | |
| 07.04 | Identify sensitive workplace issues and the laws that impact them (i.e., gender equity, cultural diversity, professional ethics, sexual harassment, disability, age). | | |
| 07.05 | Identify, define, and demonstrate professional interpersonal skills and personality traits. | | |
| 07.06 | Maintain hygiene, professional appearance, and a positive attitude. | | |
| 07.07 | Demonstrate ability to use creative problem-solving, decision-making, and critical-thinking strategies. | | |
| 07.08 | Demonstrate self-management, initiative, and multi-tasking. | | |

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| 07.09 | Devise a rubric to evaluate appropriate workplace social behavior and work ethics. | | |
| 07.10 | Set personal and career goals and develop a plan of action to achieve those goals. | | |
| 07.11 | Demonstrate ability to offer and accept feedback. | | |
| 07.12 | Identify and practice stress management and relaxation techniques. | | |
| 07.13 | Explain importance of maintaining confidentiality of business matters. | | |
| 07.14 | Express importance of supporting and following company policies and procedures (e.g., attendance, tardiness). | | |
| 07.15 | Identify customer service skills needed for successful entry and progress in the hospitality and tourism industry. | | |
| 08.0 | <u>Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry.</u> – The student will be able to: | | |
| 08.01 | Describe effective staff communication and its uses (e.g., interpersonal, departmental, interdepartmental, company). | | |
| 08.02 | Identify, read, and comprehend a variety of forms of written communications utilized in the workplace. | | |
| 08.03 | Prepare a business letter, memo, fax, and e-mail. | | |
| 08.04 | Describe positive guest/client relations. | | |
| 08.05 | Demonstrate ability to speak effectively to guests, co-workers, supervisors, and vendors using grammar and terminology appropriate to the industry. | | |
| 08.06 | Identify techniques of placing, answering, placing on hold, recording messages, and referring telephone calls. | | |
| 08.07 | Identify techniques of dealing with inappropriate telephone calls (i.e., bomb threats, obscene, abusive). | | |
| 08.08 | Demonstrate effective etiquette/netiquette in a business situation such as meals and general courtesy. | | |
| 09.0 | <u>Explain economic principles as related to the hospitality and tourism industry.</u> – The student will be able to: | | |
| 09.01 | Explain concept of supply and demand (e.g., overbooking, yield management). | | |
| 09.02 | Explain role of employee productivity in contributing to profit margin (bottom line). | | |
| 09.03 | Identify economic opportunities in the industry. | | |
| 09.04 | Explain impact of tourism on local, state, national, and international economies. | | |

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| 09.05 | Identify advantages and disadvantages of the primary forms of business ownership. | | |
| 10.0 | <u>Identify marketing and business fundamentals related to the hospitality and tourism industry.</u> – The student will be able to: | | |
| 10.01 | Explain marketing and its role in the industry and the free enterprise system. | | |
| 10.02 | Explain elements in the marketing mix (price, product, promotion, place, and people). | | |
| 10.03 | Explain functions of the business and marketing plan. | | |
| 10.04 | Explain concept of service vs. product marketing strategies. | | |
| 10.05 | Explain concept of target markets and market identification (e.g., market segmentation). | | |
| 10.06 | Identify industry specific channels of distribution. | | |
| 10.07 | Identify niche markets (customer segmentation). | | |
| 10.08 | Identify specialty markets (product segmentation, e.g., sports, shopping, religion). | | |
| 10.09 | Recognize cultural customs and taboos. | | |
| 10.10 | Discuss the role of federal regulatory agencies. | | |
| 11.0 | <u>Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.</u> – The student will be able to: | | |
| 11.01 | Explain purpose, principles, and importance of selling. | | |
| 11.02 | Identify effective sales techniques (e.g., steps in sales process, cross-selling, alternative options). | | |
| 11.03 | Explain motivation, needs, and expectations of the hospitality and tourism consumer. | | |
| 11.04 | Identify an effective sales presentation (e.g., feature-benefit analysis). | | |
| 11.05 | Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences, physically and/or mentally challenged). | | |
| 11.06 | Identify pros and cons of using the Internet as a sales tool. | | |
| 12.0 | <u>Perform mathematical operations related to hospitality and tourism occupations.</u> – The student will be able to: | | |
| 12.01 | Perform addition, subtraction, multiplication, division, ratios, and percentages as they relate to hospitality and tourism (e.g., air travel, lodging, food service, car rentals, tours, cruises). | | |

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| 12.02 | Apply problem-solving techniques to hospitality and tourism sales-related transactions (e.g., cash, checks, debit cards, credit cards, discounts, etc). | | |
| 12.03 | Interpret quantitative information from tables, charts, and graphs as related to the hospitality/tourism related workplace. | | |
| 12.04 | Using standard industry formulas relative to discount date and due date, compute amount of payment on an invoice. | | |
| 12.05 | Calculate commissions, gratuities, taxes, and miscellaneous charges. | | |
| 12.06 | Calculate actual flying time and time zone differences. | | |
| 12.07 | Use ratios, proportions, and scales to calculate distance on a map. | | |
| 12.08 | Identify sources of currency exchange rates. | | |
| 12.09 | Research a foreign hotel and convert the cost of one room night from a foreign currency to dollars using an online calculator and/or math conversions. | | |
| 12.10 | Classify different payment options (e.g., cash, personal checks, traveler's checks, credit cards, debit cards, incentive program points). | | |
| 12.11 | Calculate refunds and exchange transactions for hospitality and tourism related services. | | |
| 12.12 | Explain function of a night audit in the lodging and cruise industry. | | |

**Florida Department of Education
Student Performance Standards**

Course Title: Computer Technology for Travel and Tourism
Course Number: 8845140
Course Credit: 1

Course Description:

This course is designed to provide an introduction to computers and to develop entry-level skills for computer-related careers in the travel and tourism industry. There is no occupational completion point after the completion of this course.

| Florida Standards | Correlation to CTE Program Standard # |
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| 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Hospitality and Tourism. | |
| 01.01 Key Ideas and Details | |
| 01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1 | |
| 01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2 | |
| 01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3 | |
| 01.02 Craft and Structure | |
| 01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4 | |
| 01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5 | |
| 01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question | |

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|---|---------------------------------------|
| | the author seeks to address. LAFS.910.RST.2.6 | |
| 01.03 | Integration of Knowledge and Ideas | |
| 01.03.1 | Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7 | |
| 01.03.2 | Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8 | |
| 01.03.3 | Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9 | |
| 01.04 | Range of Reading and Level of Text Complexity | |
| 01.04.1 | By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| 01.04.2 | By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10 | |
| 02.0 | Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Hospitality and Tourism. | |
| 02.01 | Text Types and Purposes | |
| 02.01.1 | Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1 | |
| 02.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2 | |
| 02.01.3 | Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3 | |
| 02.02 | Production and Distribution of Writing | |
| 02.02.1 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4 | |

| Florida Standards | | Correlation to CTE Program Standard # |
|--|--|---------------------------------------|
| 02.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5 | |
| 02.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6 | |
| 02.03 Research to Build and Present Knowledge | | |
| 02.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7 | |
| 02.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8 | |
| 02.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9 | |
| 02.04 Range of Writing | | |
| 02.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10 | |
| 03.0 | Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Hospitality and Tourism. | |
| 03.01 | Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1 | |
| 03.02 | Reason abstractly and quantitatively. MAFS.K12.MP.2.1 | |
| 03.03 | Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1 | |
| 03.04 | Model with mathematics. MAFS.K12.MP.4.1 | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| 03.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 03.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 03.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 03.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|-----------|
| 13.0 <u>Operate technology, computer systems, and the internet.</u> – The student will be able to: | | |
| 13.01 Demonstrate computer knowledge (e.g., hardware, software, operating systems, terminology, etc). | | |
| 13.02 Demonstrate proper keyboarding techniques. | | |
| 13.03 Utilize word-processing software to create career/industry related documents. | | |
| 13.04 Create a business card for networking purposes. | | |
| 13.05 Utilize spreadsheet software to enhance decision-making skills. | | |
| 13.06 Utilize database software to create a basic database. | | |
| 13.07 Utilize presentation software to create a multimedia presentation. | | |
| 13.08 Explain and utilize Internet fundamentals (e.g., E-mail, portals/search engines). | | |
| 13.09 Identify and describe the function of office technology equipment. | | |
| 13.10 Utilize a desktop publishing program to design a homepage for the schools travel program (i.e., High Wire). | | |
| 13.11 Compare the uses of the Internet, including electronic mail, as used to communicate quickly with suppliers, customers, and other agencies. | | |
| 13.12 Identify the impact of the Internet on the hospitality and tourism industry (including the trend of travelers booking their own reservations, etc.) | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|-----------|
| 13.13 List some of the many web site addresses of organizations that can provide the most up-to-date information about the industry. | | |
| 13.14 Demonstrate the importance of the Internet as a research tool to quickly answer customers' questions regarding such items as weather, sightseeing options, hotels, car rentals, restaurants, documentation requirements, theatres, and parks. | | |
| 13.15 Analyze past, present, and future impact of technology on the travel and tourism industry (i.e., liquor portion control system, hospitality information systems, food and beverage information systems, club management software). | | |
| 14.0 <u>Demonstrate proficiency using a computer reservation system.</u> – The student will be able to: | | |
| 14.01 Identify the major travel computerized reservation systems (e.g., SABRE, APOLLO, System One AMADEUS, WorldSpan, etc). | | |
| 14.02 Distinguish between hosts and co-hosts. | | |
| 14.03 Identify the tasks performed by computer reservations agents (e.g., creating Passenger Name Records [PNRs], maintaining PNRs, airspace, quoting airfares, pricing itineraries, rental cars, hotel accommodations). | | |
| 15.0 <u>Exhibit the ability to utilize computer reservation system records.</u> – The student will be able to: | | |
| 15.01 Define a Passenger Name Record (PNR). | | |
| 15.02 Identify and explain the items needed to create a PNR. | | |
| 15.03 Identify optional parts of a PNR (e.g., Special Services Requests [SSR], Other Service Information [OSI], remarks). | | |
| 15.04 Create a PNR by entering coded ticketing information. | | |
| 15.05 Retrieve a PNR. | | |
| 15.06 Modify a PNR. | | |
| 16.0 <u>Demonstrate the importance of standardization in the airline industry.</u> – The student will be able to: | | |
| 16.01 Identify airline references used for air travel (e.g., Official Airline Guide [OAG], Customer Reservation System [CRS], and published timetables). | | |
| 16.02 Identify carrier, airport, and city codes for major domestic and international airlines. | | |
| 16.03 Explain city/airport and airline codes. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| 16.04 Identify hub and spoke systems utilized by major carriers. | | |
| 16.05 Explain the use of the tables, including class of service, frequency code, and meal/snack service. | | |
| 16.06 Interpret a flight schedule by identifying the classes of service and booking codes. | | |
| 16.07 Calculate flight times in relation to different time zones. | | |
| 16.08 Define passenger bill of rights and rules governing air travel (e.g., delays, cancellations, acts of nature). | | |
| 17.0 <u>Perform functions that are associated with the computer reservation system.</u> – The student will be able to: | | |
| 17.01 Simulate booking a flight reservation from an availability display. | | |
| 17.02 Create a CRS itinerary. | | |
| 17.03 Explain airfares and the ticketing process. | | |
| 17.04 Identify the agencies that set standards and monitor ticketing processes such as issuance, payment, and refunds. | | |
| 17.05 Enter data in an automated system and use the ticket information to invoice an itinerary with non-ARC segments. | | |
| 17.06 Read and interpret an Automated Ticket and Boarding Pass (ATB). | | |
| 17.07 Demonstrate a functional understanding of how to handle a segment status change. | | |
| 18.0 <u>Recognize functions associated with making a lodging reservation.</u> – The student will be able to: | | |
| 18.01 Identify references used in the lodging industry (e.g., Official Hotel Guide, Hotel and Travel Index, OAG Business Travel Planner, Internet, a CRS display). | | |
| 18.02 Compare a sample listing for a lodging establishment in each of the references identified above. | | |
| 18.03 Recognize and display hotel codes. | | |
| 18.04 Compare the information found on a hotel's website vs. a CRS availability display. | | |
| 18.05 Determine information needed to book a hotel reservation. | | |
| 18.06 Identify types of computer generated reports used in the industry (i.e., cashier report, arrival report, credit report, departure report). | | |
| 19.0 <u>Recognize functions associated with making a ground transportation reservation.</u> – The student will be able to: | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| 19.01 Identify references used in the car rental and rail transportation industry (e.g., OAG Business Travel Planner, Internet, CRS display, Amtrak National Train Timetable, VIA Rail Selling Guide, VIA Resernet Interactive). | | |
| 19.02 Determine options for transferring to destination (e.g., mass transit, taxi, shuttle, car rental). | | |
| 19.03 Determine information needed to book rail travel. | | |
| 19.04 Determine information needed to book a car rental. | | |
| 19.05 Using a CRS, read and interpret the information found in an availability display. | | |
| 19.06 Compare and contrast policies and procedures for renting a car vs. booking a rail ticket (domestic and international). | | |
| 20.0 <u>Recognize functions associated with a cruise reservation.</u> – The student will be able to: | | |
| 20.01 Identify references used in the cruise line industry (e.g., Cruise Line International Association [CLIA] Manual, Berlitz Complete Handbook to Cruising, Star Service, and Total Traveler by Ship, cruise brochures, and CRSs). | | |
| 20.02 Compare a sample listing for a cruise reservation in two of the references identified above. | | |
| 20.03 Determine information needed to book a cruise reservation. | | |
| 21.0 <u>Assess the impact of technology and automation on the travel reservation industry.</u> – The student will be able to: | | |
| 21.01 Research current trends in the use of computers in the travel reservation industry. | | |
| 21.02 Analyze major uses and effects of the Internet on the travel reservation industry. | | |
| 21.03 Contrast the value-added services offered by a travel consultant vs. online services. | | |
| 21.04 Assess possible career paths requiring the knowledge of computers in the travel reservation industry. | | |
| 22.0 <u>Demonstrate proficiency in applying communication, leadership, and customer relations skills in the travel and tourism industry.</u> – The student will be able to: | | |
| 22.01 Demonstrate techniques for making and maintaining a positive first impression. | | |
| 22.02 Practice telephone techniques for placing, answering, placing on hold, and referring telephone calls. | | |
| 22.03 Record and relay accurate messages. | | |
| 22.04 Interpret business policies to customers/vendors. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|-----------|
| 22.05 Propose techniques to resolve complaints. | | |
| 22.06 Apply networking skills. | | |
| 22.07 Evaluate team performance. | | |
| 22.08 Differentiate between appropriate and inappropriate business attire and grooming. | | |
| 22.09 Compare and contrast school and work environment. | | |
| 22.10 Debate current issues impacting the industry. | | |
| 22.11 Generate a report using industry-related resources. | | |
| 22.12 Create an itinerary. | | |
| 22.13 Plan and participate in a meeting/conference. | | |
| 22.14 Apply leadership skills through involvement in community and/or school activities. | | |
| 23.0 <u>Apply employability skills necessary for success in the travel and tourism industry.</u> – The student will be able to: | | |
| 23.01 Investigate career skills necessary to be successful in the industry (e.g., geography, sales, customer service, telephone, computer, foreign language, math, written and oral communication). | | |
| 23.02 Research currently available job opportunities and/or post-secondary programs. | | |
| 23.03 Update resume and cover letter for the purpose of applying for a travel and tourism related job or college admission. | | |
| 23.04 Evaluate and update career portfolio (e.g., resume, letters of recommendation, awards, evidence of participation in service and work-based learning activities, employer evaluations). | | |
| 23.05 Assess skills needed for a successful interview (research company, anticipate questions, prepare questions). | | |

**Florida Department of Education
Student Performance Standards**

Course Title: Hospitality and Tourism Internship
Course Number: 8845130
Course Credit: 1

Course Description:

The Hospitality and Tourism Internship course provides students the opportunity to demonstrate human relations, communications, and employability skills necessary for entry-level employment in the travel and tourism industry. Additionally, it will enhance the instruction and competencies developed through classroom instruction.

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|--|---------------------------------------|
| 24.0 | Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Hospitality and Tourism. | |
| | 24.01 Key Ideas and Details | |
| | 24.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1 | |
| | 24.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2 | |
| | 24.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3 | |
| | 24.02 Craft and Structure | |
| | 24.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4 | |
| | 24.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5 | |
| | 24.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---------------------------------------|
| <p>issues that remain unresolved.</p> <p style="text-align: right;">LAFS.1112.RST.2.6</p> | |
| 24.03 Integration of Knowledge and Ideas | |
| <p>24.03.1 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p style="text-align: right;">LAFS.1112.RST.3.7</p> | |
| <p>24.03.2 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p style="text-align: right;">LAFS.1112.RST.3.8</p> | |
| <p>24.03.3 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p style="text-align: right;">LAFS.1112.RST.3.9</p> | |
| 24.04 Range of Reading and Level of Text Complexity | |
| <p>24.04.1 By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>24.04.2 By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.1112.RST.4.10</p> | |
| 25.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Hospitality and Tourism. | |
| 25.01 Text Types and Purposes | |
| <p>25.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.1112.WHST.1.1</p> | |
| <p>25.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.1112.WHST.1.2</p> | |
| <p>25.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.1112.WHST.1.3</p> | |
| 25.02 Production and Distribution of Writing | |
| <p>25.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | |

| Florida Standards | | Correlation to CTE Program Standard # |
|---|---|---------------------------------------|
| | | LAFS.1112.WHST.2.4 |
| 25.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | LAFS.1112.WHST.2.5 |
| 25.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | LAFS.1112.WHST.2.6 |
| 25.03 Research to Build and Present Knowledge | | |
| 25.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | LAFS.1112.WHST.3.7 |
| 25.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | LAFS.1112.WHST.3.8 |
| 25.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. | LAFS.1112.WHST.3.9 |
| 25.04 Range of Writing | | |
| 25.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | LAFS.1112.WHST.4.10 |
| 26.0 | Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Hospitality and Tourism. | |
| 26.01 | Make sense of problems and persevere in solving them. | MAFS.K12.MP.1.1 |
| 26.02 | Reason abstractly and quantitatively. | MAFS.K12.MP.2.1 |
| 26.03 | Construct viable arguments and critique the reasoning of others. | MAFS.K12.MP.3.1 |
| 26.04 | Model with mathematics. | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| | MAFS.K12.MP.4.1 |
| 26.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 26.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 26.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 26.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|-----------|
| 27.0 <u>Perform designated job skills.</u> – The student will be able to: | | |
| 27.01 Perform tasks as outlined in the job performance skills plan. | | |
| 27.02 Display an acceptable level of production and quality control. | | |
| 27.03 Maintain appropriate records. | | |
| 27.04 Demonstrate appropriate dress and grooming habits for the workplace environment. | | |
| 27.05 Research a company's products and services. | | |
| 28.0 <u>Demonstrate work ethics.</u> – The student will be able to: | | |
| 28.01 Demonstrate effective written and oral communication and listening skills. | | |
| 28.02 Demonstrate the ability to resolve customer, employee, and employee/employer problems and concerns. | | |
| 28.03 Demonstrate acceptable work habits and conduct in the workplace as defined by company policy. | | |
| 28.04 Demonstrate legal and ethical behavior within the scope of job responsibilities. | | |
| 28.05 Follow policies and procedures affecting safety, health, and well-being. | | |
| 28.06 Exhibit behavior supporting and promoting cultural and ethnic diversity. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|----------------|------------------|
| 28.07 Demonstrate interpersonal skills which enhance team productivity and foster positive work ethics. | | |

**Florida Department of Education
Student Performance Standards**

Course Title: Travel and Tourism Marketing Management
Course Number: 8845120
Course Credit: 1

Course Description:

The purpose of this course is to provide students necessary career specific instruction in travel and tourism. Students will learn sales techniques, marketing principles, and entrepreneurship skills necessary to succeed in the travel and tourism industry.

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|--|---------------------------------------|
| 24.0 | Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Hospitality and Tourism. | |
| | 24.01 Key Ideas and Details | |
| | 24.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1 | |
| | 24.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2 | |
| | 24.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3 | |
| | 24.02 Craft and Structure | |
| | 24.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4 | |
| | 24.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5 | |
| | 24.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. | |

| Florida Standards | | Correlation to CTE Program Standard # |
|-------------------|--|---------------------------------------|
| | LAFS.1112.RST.2.6 | |
| 24.03 | Integration of Knowledge and Ideas | |
| 24.03.1 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7 | |
| 24.03.2 | Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8 | |
| 24.03.3 | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9 | |
| 24.04 | Range of Reading and Level of Text Complexity | |
| 24.04.1 | By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| 24.04.2 | By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10 | |
| 25.0 | Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Hospitality and Tourism. | |
| 25.01 | Text Types and Purposes | |
| 25.01.1 | Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1 | |
| 25.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2 | |
| 25.01.3 | Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3 | |
| 25.02 | Production and Distribution of Writing | |
| 25.02.1 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4 | |

| Florida Standards | | Correlation to CTE Program Standard # |
|--|---|---------------------------------------|
| 25.02.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5 | |
| 25.02.3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6 | |
| 25.03 Research to Build and Present Knowledge | | |
| 25.03.1 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7 | |
| 25.03.2 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8 | |
| 25.03.3 | Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9 | |
| 25.04 Range of Writing | | |
| 25.04.1 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10 | |
| 26.0 | Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Hospitality and Tourism. | |
| 26.01 | Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1 | |
| 26.02 | Reason abstractly and quantitatively. MAFS.K12.MP.2.1 | |
| 26.03 | Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1 | |
| 26.04 | Model with mathematics. MAFS.K12.MP.4.1 | |

| Florida Standards | Correlation to CTE Program Standard # |
|--|---------------------------------------|
| 26.05 Use appropriate tools strategically. | MAFS.K12.MP.5.1 |
| 26.06 Attend to precision. | MAFS.K12.MP.6.1 |
| 26.07 Look for and make use of structure. | MAFS.K12.MP.7.1 |
| 26.08 Look for and express regularity in repeated reasoning. | MAFS.K12.MP.8.1 |

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA NGSSS-Sci.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|-----------|
| 29.0 <u>Explain marketing principles as they relate to travel and tourism.</u> – The student will be able to: | | |
| 29.01 Identify and explain levels of travelers' needs by applying Maslow's hierarchy. | | |
| 29.02 Explain methods to identify and qualify the customer (e.g., time, money, interests). | | |
| 29.03 Assess importance of value-added services. | | |
| 29.04 Research the role of travel suppliers. | | |
| 29.05 Explain the role of local, state, national, and international government organizations that promote travel. | | |
| 29.06 Diagram and explain the various channels of distribution used in the travel and tourism industry. | | |
| 29.07 Compare and contrast marketing and sales. | | |
| 29.08 Discuss how the product life cycle affects the prices and desirability of travel and tourism products. | | |
| 29.09 Identify and analyze the types of marketing used in the travel and tourism industry. | | |
| 29.10 Describe major sales promotion techniques. | | |
| 29.11 Explain how public relations differ from advertising. | | |
| 29.12 Explain why and how travel markets are segmented. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---------|-----------|
| 29.13 Evaluate viability of a market segment. | | |
| 29.14 Explain methods used to segment markets (i.e., demographic, geographic, behavioristic, psychographic). | | |
| 29.15 Explain importance and methods of market research. | | |
| 30.0 <u>Demonstrate sales and customer service techniques in the selling of travel and tourism products.</u> – The student will be able to: | | |
| 30.01 Explain why service is a technical skill and hospitality an emotional skill. | | |
| 30.02 Describe and demonstrate traits needed to be an effective sales professional. | | |
| 30.03 Describe the value of using emotive words in making a sale. | | |
| 30.04 Describe and demonstrate methods of overcoming obstacles to a sale. | | |
| 30.05 Practice problem-solving techniques for the resolution of challenges. | | |
| 30.06 Evaluate importance and impact of customer service. | | |
| 30.07 Discuss the importance of service-minded behaviors. | | |
| 30.08 Develop and demonstrate customer service skills. | | |
| 31.0 <u>Demonstrate proficiency in applying higher level mathematical skills unique to travel and tourism.</u> – The student will be able to: | | |
| 31.01 Apply standard industry formula to determine markup and markdown (i.e., occupancy, average daily rate, food cost controls, inventory). | | |
| 31.02 Recognize yield and revenue management concepts. | | |
| 31.03 Explain financial concepts used in making business decisions. | | |
| 31.04 Explain concept of financial administration. | | |
| 31.05 Explain difference between income (credit) and expense (debit). | | |
| 31.06 Describe and prepare a cash-flow statement. | | |
| 31.07 Analyze industry concepts of price, profit, competition, and productivity. | | |
| 32.0 <u>Discuss the internet as a travel and tourism marketing tool.</u> – The student will be able to: | | |
| 32.01 Define Internet and industry related terms (e.g., protocol, ISP, URL, WWW, bandwidth, etc). | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| 32.02 Explain services the Internet provides (e.g., file transfer protocol, newslists, e-mail). | | |
| 32.03 Research advantages and disadvantages of marketing on the Internet (e.g., cost, accessibility). | | |
| 32.04 Practice a variety of forms of communication (e.g., website, e-mail, newsgroups, chatrooms, etc). | | |
| 32.05 Discuss political, ethical, and legal issues of using the Internet. | | |
| 32.06 Discuss history and emerging trends. | | |
| 32.07 Discuss security issues (e.g., firewalls, hacking, viruses, e-commerce). | | |
| 32.08 Discuss social impact of the Internet (e.g., commerce, relationships, gathering personal research, validity of data). | | |
| 32.09 Discuss demographics of Internet users. | | |
| 32.10 Discuss criteria for selecting an Internet Service Provider (ISP). | | |
| 32.11 Describe process for securing a domain name. | | |
| 32.12 Discuss copyright and registered trademark issues in securing a domain name. | | |
| 33.0 <u>Discuss the needs of the business traveler.</u> – The student will be able to: | | |
| 33.01 Explain who the business traveler is and why they travel. | | |
| 33.02 Compare and contrast corporate travel policies. | | |
| 33.03 Explain the role of the frequent flyer and guest programs. | | |
| 33.04 Discuss the role of the business travel department and the corporate travel agency. | | |
| 33.05 List the services and amenities a business traveler requires. | | |
| 33.06 Differentiate between the needs of the business traveler and the leisure traveler. | | |
| 33.07 Discuss when the business traveler becomes a leisure traveler. | | |
| 33.08 Assess role of emerging technology in assisting the business traveler (e.g., cellular telephones, Global Positioning System [GPS] mapping devices, optical scanners, digital cameras, personal data assistants [PDA], wireless technology, etc). | | |
| 34.0 <u>Research conservation and Green initiatives in the hospitality industry.</u> – The student will be able to: | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| | | |
| 34.01 Explain the Florida Green Lodging program (http://www.dep.state.fl.us/greenlodging). | | |
| 34.02 List the requirements that must be met for a property to receive the Green certification. | | |
| 34.03 List the requirements for maintaining the Green certification. | | |
| 34.04 Research legislation regarding the Florida Green Lodging program and explain how state agencies are affected by this legislation. | | |
| 34.05 Explain LEED and how it affects the hospitality industry. | | |
| 35.0 <u>Examine the impact of meetings, conventions, conferences, and incentive travel.</u> – The student will be able to: | | |
| 35.01 Compare and contrast different types of meetings, trade shows, conventions, and exhibitions. | | |
| 35.02 Discuss factors affecting site selection. | | |
| 35.03 Describe the role of the meeting planner. | | |
| 35.04 Compare pure incentive travel to sales incentive travel. | | |
| 35.05 Differentiate between a destination selection company and a destination management company. | | |
| 36.0 <u>Examine facts and principles related to the cruise industry.</u> – The student will be able to: | | |
| 36.01 Classify modes of water transportation. | | |
| 36.02 Recognize differences between the cruise industry and other forms of water transportation. | | |
| 36.03 Explain the role of theme cruises in the cruise industry. | | |
| 36.04 Discuss issues and trends in the cruise industry. | | |
| 36.05 Recognize differences between shipboard and shoreside operations. | | |
| 36.06 Discuss how to explain to a client the differences between brochure pricing and guaranteed price. | | |
| 37.0 <u>Examine facts and principles related to the air travel industry.</u> – The student will be able to: | | |
| 37.01 Classify modes of air transportation. | | |
| 37.02 Describe differences between types of aircraft. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|--|---------|-----------|
| 37.03 Classify the levels of available air service. | | |
| 37.04 Discuss issues and trends in the air travel industry. | | |
| 37.05 Recognize differences between landside and airside operations. | | |
| 37.06 Explain the configuration of an airplane. | | |
| 37.07 Explain how the federal government retains authority to protect airline passengers and to police unfair practices. | | |
| 38.0 <u>Examine facts and principles related to the ground travel industry.</u> – The student will be able to: | | |
| 38.01 Classify modes of ground transportation here and abroad. | | |
| 38.02 Classify rental car categories and discuss policies and procedures of rental car agencies. | | |
| 38.03 Classify the levels of available ground service. | | |
| 38.04 Discuss issues and trends in the ground travel industry. | | |
| 39.0 <u>Examine facts and principles related to the lodging industry.</u> – The student will be able to: | | |
| 39.01 Classify types of lodging facilities. | | |
| 39.02 Discuss major rating systems, codes, room types, and rates. | | |
| 39.03 Recognize differences between front of the house and back of the house operations. | | |
| 39.04 Discuss issues and trends in the lodging industry. | | |
| 40.0 <u>Examine facts and principles related to leisure travel.</u> – The student will be able to: | | |
| 40.01 Describe entertainment options for leisure travel. | | |
| 40.02 Discuss issues and trends within the leisure travel industry. | | |
| 41.0 <u>Describe the development of the tour package.</u> – The student will be able to: | | |
| 41.01 Differentiate between types of tour packages and their components. | | |
| 41.02 Compare advantages and disadvantages of types of tour packages. | | |
| 41.03 Explain role of the tour operator. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|----------------|------------------|
| 41.04 Investigate customs and immigration laws, travel documentation, inoculations, and entry and exit fees for international travel (e.g., proof of citizenship, passports, visas, tourist cards). | | |
| 41.05 Compare customer regulations involving articles free of U.S. Duty Tax, personal exemption, forbidden and restricted items, and duty-free ports. | | |
| 41.06 Identify terms and conditions that would appear on the back of a tour brochure. | | |
| 41.07 Create a tour package illustrating the main stages of development. | | |
| 42.0 <u>Explain options for selling travel and tourism products.</u> – The student will be able to: | | |
| 42.01 Describe primary functions of a retail travel agency. | | |
| 42.02 Explain the role of the Airline Reporting Corporation (ARC) and International Air Transportation Network and discuss requirements for obtaining their approval. | | |
| 42.03 Analyze methods agencies use to compensate travel consultants. | | |
| 42.04 Evaluate role of professional/trade associations that support the travel and tourism industry. | | |
| 42.05 Discuss the evolving role of the travel consultant. | | |
| 42.06 Compare and contrast those products sold by a retail travel agency, a wholesale travel agency, and over the Internet. | | |
| 43.0 <u>Create a sales promotion tool for a travel and tourism product.</u> – The student will be able to: | | |
| 43.01 Recognize importance of using databases to identify target markets. | | |
| 43.02 Develop a sales promotion tool for a travel and tourism product (e.g., brochure, press release, radio spot, print ad, web site). | | |
| 43.03 Develop a budget for the chosen sales promotion tool. | | |
| 44.0 <u>Develop a plan for a career in the travel and tourism industry.</u> – The student will be able to: | | |
| 44.01 Assess careers in a variety of travel and tourism industries. | | |
| 44.02 Evaluate career opportunities available in the travel and tourism industry. | | |
| 44.03 Explain duties, skills, and knowledge needed by each of the identified professionals. | | |
| 44.04 Research a travel and tourism career including a job description, educational requirements and training, benefit package, responsibilities, and job advancement opportunities. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|----------------|------------------|
| 44.05 Finalize a career portfolio including a financial plan for achieving education/career goal. | | |

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Students who choose the internship option must work a minimum of 150 hours to earn one credit. Introduction to Hospitality and Tourism and Computer Technology for Travel and Tourism should be completed prior to enrollment in Hospitality and Tourism Internship. Each student intern is required to have a job performance skills plan, signed by the student/intern, teacher, and employer. This plan should include competencies developed through classroom experiences, a list of on-the-job duties and tasks to be performed, and identification of student performance standards. The Hospitality and Tourism Internship may provide paid or non-paid work experience based on the needs of the student and availability of positions.

Career and Technical Student Organization (CTSO)

DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fl DOE.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fl DOE.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Course Title: Exploring Hospitality and Tourism Careers
Course Type: Orientation/Exploratory
Career Cluster: Hospitality and Tourism

| Secondary – Middle School | |
|----------------------------------|---|
| Program Number | 8850350 |
| CIP Number | 148850350M |
| Grade Level | 6-8 |
| Standard Length | Semester |
| Teacher Certification | FAM CON SC 1 HOTEL TRNG 7G |
| CTSO | FCCLA |
| Facility Code | 231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Hospitality and Tourism career cluster. The content includes but is not limited to the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of the Restaurant and Food/Beverage Services career pathway.
- 02.0 Demonstrate an understanding of the Lodging career pathway.
- 03.0 Demonstrate an understanding of the Travel and Tourism career pathway.
- 04.0 Demonstrate an understanding of the Recreation, Amusements and Attractions career pathway.
- 05.0 Apply leadership and communication skills.
- 06.0 Describe how information technology is used in the Hospitality and Tourism career cluster.
- 07.0 Use information technology tools.

**Florida Department of Education
Student Performance Standards**

Course Title: Exploring Hospitality and Tourism Careers
Course Number: 8850350
Course Credit: Semester

Course Description:

Beginning with a broad overview of the Hospitality and Tourism career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Hospitality and Tourism career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 01.0 | <u>Demonstrate an understanding of the Restaurant and Food/Beverage Services career pathway.</u> – The student will be able to: |
| 01.01 | Define and use proper terminology associated with the Restaurant and Food/Beverage Services career pathway. |
| 01.02 | Describe some of the careers available in the Restaurant and Food/Beverage Services career pathway. |
| 01.03 | Identify common characteristics of the careers in the Restaurant and Food/Beverage Services career pathway. |
| 01.04 | Research the history of the Restaurant and Food/Beverage Services career pathway and describe how the associated careers have evolved and impacted society. |
| 01.05 | Identify skills required to successfully enter any career in the Restaurant and Food/Beverage Services career pathway. |
| 01.06 | Describe technologies associated in careers within the Restaurant and Food/Beverage Services career pathway. |
| 02.0 | <u>Demonstrate an understanding of the Lodging career pathway.</u> – The student will be able to: |
| 02.01 | Define and use proper terminology associated with the Lodging career pathway. |
| 02.02 | Describe some of the careers available in the Lodging career pathway. |
| 02.03 | Identify common characteristics of the careers in the Lodging career pathway. |
| 02.04 | Research the history of the Lodging career pathway and describe how the careers have evolved and impacted society. |
| 02.05 | Identify skills required to successfully enter any career in the Lodging career pathway. |
| 02.06 | Describe technologies associated in careers within the Lodging career pathway. |

CTE Standards and Benchmarks

| | |
|-------|---|
| 03.0 | <u>Demonstrate an understanding of the Travel and Tourism career pathway.</u> – The student will be able to: |
| 03.01 | Define and use proper terminology associated with the Travel and Tourism career pathway. |
| 03.02 | Describe some of the careers available in the Travel and Tourism career pathway. |
| 03.03 | Identify common characteristics of the careers in the Travel and Tourism career pathway. |
| 03.04 | Research the history of the Travel and Tourism career pathway and describe how the careers have evolved and impacted society. |
| 03.05 | Identify skills required to successfully enter any career in the Travel and Tourism career pathway. |
| 03.06 | Describe technologies associated in careers within the Travel and Tourism career pathway. |
| 04.0 | <u>Demonstrate an understanding of the Recreation, Amusements and Attractions career pathway.</u> – The student will be able to: |
| 04.01 | Define and use proper terminology associated with the Recreation, Amusements and Attractions career pathway. |
| 04.02 | Describe some of the careers available in the Recreation, Amusements and Attractions career pathway. |
| 04.03 | Identify common characteristics of the careers in the Recreation, Amusements and Attractions career pathway. |
| 04.04 | Research the history of the Recreation, Amusements and Attractions career pathway and describe how the careers have evolved and impacted society. |
| 04.05 | Identify skills required to successfully enter any career in the Recreation, Amusements and Attractions career pathway. |
| 04.06 | Describe technologies associated in careers within the Recreation, Amusements and Attractions career pathway. |
| 05.0 | <u>Apply leadership and communication skills.</u> – The student will be able to: |
| 05.01 | Discuss the establishment and history of the FCCLA organization. |
| 05.02 | Identify the characteristics and responsibilities of organizational leaders. |
| 05.03 | Demonstrate parliamentary procedure skills during a meeting. |
| 05.04 | Participate on a committee which has an assigned task and report to the class. |
| 05.05 | Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration. |
| 05.06 | Use a computer to assist in the completion of a project related to the Hospitality and Tourism career cluster. |
| 06.0 | <u>Describe how information technology is used in the Hospitality and Tourism career cluster.</u> – The student will be able to: |

CTE Standards and Benchmarks

| | |
|-------|--|
| 06.01 | Identify information technology (IT) careers in the Hospitality and Tourism career cluster, including the responsibilities, tasks and skills they require. |
| 06.02 | Relate information technology project management concepts and terms to careers in the Hospitality and Tourism career cluster. |
| 06.03 | Manage information technology components typically used in professions of the Hospitality and Tourism career cluster. |
| 06.04 | Identify security-related ethical and legal IT issues faced by professionals in the Hospitality and Tourism career cluster. |
| 07.0 | <u>Use information technology tools.</u> – The student will be able to: |
| 07.01 | Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Hospitality and Tourism career cluster. |
| 07.02 | Use e-mail clients to send simple messages and files to other Internet users. |
| 07.03 | Demonstrate ways to communicate effectively using Internet technology. |
| 07.04 | Use different types of web search engines effectively to locate information relevant to the Hospitality and Tourism career cluster. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

Career and Technical Student Organization (CTSO)

Family, Career & Community Leaders of America, Inc. (FCCLA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education
Curriculum Framework**

Course Title: Exploring Hospitality and Tourism Careers and Career Planning
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Hospitality and Tourism

Secondary – Middle School

| | |
|-----------------------|---|
| Program Number | 8850360 |
| CIP Number | 148850360M |
| Grade Level | 6-8 |
| Standard Length | Semester |
| Teacher Certification | FAM CON SC 1 HOTEL TRNG 7G |
| CTSO | FCCLA |
| Facility Code | 231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Hospitality and Tourism career cluster. The content includes but is not limited to the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of the Restaurant and Food/Beverage Services career pathway.
- 02.0 Demonstrate an understanding of the Lodging career pathway.
- 03.0 Demonstrate an understanding of the Travel and Tourism career pathway.
- 04.0 Demonstrate an understanding of the Recreation, Amusements and Attractions career pathway.
- 05.0 Apply leadership and communication skills.
- 06.0 Describe how information technology is used in the Hospitality and Tourism career cluster.
- 07.0 Use information technology tools.

**Florida Department of Education
Student Performance Standards**

Course Title: Exploring Hospitality and Tourism Careers and Career Planning
Course Number: 8850360
Course Length: Semester

Course Description:

Beginning with a broad overview of the Hospitality and Tourism career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Hospitality and Tourism career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 01.0 | <u>Demonstrate an understanding of the Restaurant and Food/Beverage Services career pathway.</u> – The student will be able to: |
| 01.01 | Define and use proper terminology associated with the Restaurant and Food/Beverage Services career pathway. |
| 01.02 | Describe some of the careers available in the Restaurant and Food/Beverage Services career pathway. |
| 01.03 | Identify common characteristics of the careers in the Restaurant and Food/Beverage Services career pathway. |
| 01.04 | Research the history of the Restaurant and Food/Beverage Services career pathway and describe how the associated careers have evolved and impacted society. |
| 01.05 | Identify skills required to successfully enter any career in the Restaurant and Food/Beverage Services career pathway. |
| 01.06 | Describe technologies associated in careers within the Restaurant and Food/Beverage Services career pathway. |
| 02.0 | <u>Demonstrate an understanding of the Lodging career pathway.</u> – The student will be able to: |
| 02.01 | Define and use proper terminology associated with the Lodging career pathway. |
| 02.02 | Describe some of the careers available in the Lodging career pathway. |
| 02.03 | Identify common characteristics of the careers in the Lodging career pathway. |
| 02.04 | Research the history of the Lodging career pathway and describe how the careers have evolved and impacted society. |
| 02.05 | Identify skills required to successfully enter any career in the Lodging career pathway. |
| 02.06 | Describe technologies associated in careers within the Lodging career pathway. |

CTE Standards and Benchmarks

| | |
|-------|---|
| 03.0 | <u>Demonstrate an understanding of the Travel and Tourism career pathway.</u> – The student will be able to: |
| 03.01 | Define and use proper terminology associated with the Travel and Tourism career pathway. |
| 03.02 | Describe some of the careers available in the Travel and Tourism career pathway. |
| 03.03 | Identify common characteristics of the careers in the Travel and Tourism career pathway. |
| 03.04 | Research the history of the Travel and Tourism career pathway and describe how the careers have evolved and impacted society. |
| 03.05 | Identify skills required to successfully enter any career in the Travel and Tourism career pathway. |
| 03.06 | Describe technologies associated in careers within the Travel and Tourism career pathway. |
| 04.0 | <u>Demonstrate an understanding of the Recreation, Amusements and Attractions career pathway.</u> – The student will be able to: |
| 04.01 | Define and use proper terminology associated with the Recreation, Amusements and Attractions career pathway. |
| 04.02 | Describe some of the careers available in the Recreation, Amusements and Attractions career pathway. |
| 04.03 | Identify common characteristics of the careers in the Recreation, Amusements and Attractions career pathway. |
| 04.04 | Research the history of the Recreation, Amusements and Attractions career pathway and describe how the careers have evolved and impacted society. |
| 04.05 | Identify skills required to successfully enter any career in the Recreation, Amusements and Attractions career pathway. |
| 04.06 | Describe technologies associated in careers within the Recreation, Amusements and Attractions career pathway. |
| 05.0 | <u>Apply leadership and communication skills.</u> – The student will be able to: |
| 05.01 | Discuss the establishment and history of the FCCLA organization. |
| 05.02 | Identify the characteristics and responsibilities of organizational leaders. |
| 05.03 | Demonstrate parliamentary procedure skills during a meeting. |
| 05.04 | Participate on a committee which has an assigned task and report to the class. |
| 05.05 | Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration. |
| 05.06 | Use a computer to assist in the completion of a project related to the Hospitality and Tourism career cluster. |
| 06.0 | <u>Describe how information technology is used in the Hospitality and Tourism career cluster.</u> – The student will be able to: |

CTE Standards and Benchmarks

| | |
|---|--|
| 06.01 | Identify information technology (IT) careers in the Hospitality and Tourism career cluster, including the responsibilities, tasks and skills they require. |
| 06.02 | Relate information technology project management concepts and terms to careers in the Hospitality and Tourism career cluster. |
| 06.03 | Manage information technology components typically used in professions of the Hospitality and Tourism career cluster. |
| 06.04 | Identify security-related ethical and legal IT issues faced by professionals in the Hospitality and Tourism career cluster. |
| 07.0 | <u>Use information technology tools.</u> – The student will be able to: |
| 07.01 | Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Hospitality and Tourism career cluster. |
| 07.02 | Use e-mail clients to send simple messages and files to other Internet users. |
| 07.03 | Demonstrate ways to communicate effectively using Internet technology. |
| 07.04 | Use different types of web search engines effectively to locate information relevant to the Hospitality and Tourism career cluster. |
| Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes--The student will be able to: | |
| 08.0 | Describe the influences that societal, economic, and technological changes have on employment trends and future training. |
| 09.0 | Develop skills to locate, evaluate, and interpret career information. |
| 10.0 | Identify and demonstrate processes for making short and long term goals. |
| 11.0 | Demonstrate employability skills such as working in a group, problem-solving and organizational skills. |
| 12.0 | Understand the relationship between educational achievement and career choices/postsecondary options. |
| 13.0 | Identify a career cluster and related pathways that match career and education goals. |
| 14.0 | Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals. |
| 15.0 | Demonstrate knowledge of technology and its application in career fields/clusters. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

Career Planning

The requirements of section 1003.4156 (1) (e), Florida Statutes, have been integrated into this course. The statute requires that students take a career and education planning course that must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course requirements, go to <http://www.fldoe.org/workforce/ced/>.

Career and Technical Student Organization (CTSO)

Family, Career & Community Leaders of America, Inc. (FCCLA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education
Curriculum Framework**

Program Title: Lodging Operations
Program Type: Career Preparatory
Career Cluster: Hospitality and Tourism

| PSAV | |
|--|--|
| Program Number | M607010 |
| CIP Number | 0252090400 |
| Grade Level | 30, 31 |
| Standard Length | 600 hours |
| Teacher Certification | FAM CON SC 1 HOTEL TRNG 7G MKTG 1 @2 MKTG MGMT @7 7G TC COOP ED @7 BUS ED 1 @2/CHI* |
| | *CHI – Certified Hospitality Instructor Teachers certified in Business Education must obtain this training from the American Hotel and Lodging Educational Institute to teach this program. For information - https://www.ahlei.org/CHI/ For CHI application - https://www.ahlei.org/uploadedFiles/MainSite/Content/Certification/chiApplication.pdf |
| CTSO | Collegiate DECA |
| SOC Codes (all applicable) | 43-4081 – Hotel, Motel, and Resort Desk Clerks 43-1011 – First Line Supervisors of Office and Administrative Support Workers 11-9081 – Lodging Managers |
| Facility Code | [222] http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Industry Certifications | http://www.fldoe.org/workforce/fcpea/default.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |

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| PSAV | |
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| Basic Skills Level | Mathematics: 9 |
| | Language: 9 |
| | Reading: 9 |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to hotel/motel front office functions; housekeeping operations; decision making; training techniques; applicable local, state, and federal laws; employability skills; communication and mathematical skills; economics; marketing and sales; safety and security; human relations; leadership and management; technology applications; and career exploration. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of three occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code |
|-----|---------------|----------------------|-----------|----------|
| A | HMV0740 | Guest Services Agent | 150 hours | 43-4081 |
| B | HMV0201 | Front Desk Agent | 300 hours | 43-1011 |
| C | HMV0202 | Lodging Manager | 150 hours | 11-9081 |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify careers in the hospitality and tourism industry.
- 02.0 Research the various aspects of the hospitality and tourism industry.
- 03.0 Demonstrate employability skills necessary for success in hospitality and tourism occupations.
- 04.0 Demonstrate human relations skills necessary for success in hospitality and tourism occupations.
- 05.0 Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry.
- 06.0 Explain economic principles as related to the hospitality and tourism industry.
- 07.0 Identify marketing and business fundamentals related to the hospitality and tourism industry.
- 08.0 Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.
- 09.0 Perform mathematical operations related to hospitality and tourism occupations.
- 10.0 Describe the organizational structure of lodging organizations.
- 11.0 Identify the roles of management and administrative personnel.
- 12.0 Identify housekeeping operations and management functions.
- 13.0 Research conservation and Green initiatives in the hospitality industry.
- 14.0 Identify sales/marketing and reservations functions.
- 15.0 Identify food and beverage functions.
- 16.0 Identify human resources functions.
- 17.0 Identify controller/finance functions.
- 18.0 Identify safety/security functions.
- 19.0 Identify engineering/maintenance functions.
- 20.0 Identify front desk functions.
- 21.0 Examine the guest cycle process.
- 22.0 Practice responding to guest needs, requests, and concerns.
- 23.0 Operate front desk computer/office technology.
- 24.0 Perform designated job skills.
- 25.0 Demonstrate work ethics.
- 26.0 Define and apply various management styles and leadership techniques.
- 27.0 Define and evaluate role of effective team building.
- 28.0 Analyze the laws, legislation, and regulations that affect the lodging industry.
- 29.0 Describe and demonstrate personnel supervision techniques.
- 30.0 Manage guest services.
- 31.0 Maintain accounting and information system.
- 32.0 Describe the aspects of entrepreneurship.
- 33.0 Demonstrate the use of information technology within a lodging property.

**Florida Department of Education
Student Performance Standards**

Program Title: [Enter program title]
PSAV Number: [Enter PSAV Number]

Course Number: HMV0740
Occupational Completion Point: A
Guest Services Agent – 150 Hours – SOC Code 434081

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| 01.0 | <u>Identify careers in the hospitality and tourism industry.</u> – The student will be able to: |
| 01.01 | List career positions in a variety of hospitality and tourism related industry components (e.g., ground transportation, cruise, air travel, lodging, food service, retail and corporate travel, leisure and recreation, conventions and special events). |
| 01.02 | Explain duties and responsibilities for the identified hospitality and tourism positions using current sources of information. |
| 01.03 | Identify skills and knowledge needed by hospitality and tourism professionals. |
| 01.04 | Identify requirements for entry and advancement, career ladders, and employment opportunities. |
| 01.05 | Identify advantages and disadvantages of working in the hospitality and tourism industry. |
| 01.06 | Complete self-assessment and analysis of life style goals and aspirations to evaluate for suitability in the hospitality and tourism industry. |
| 01.07 | Develop an individualized education and career plan related to the hospitality and tourism industry. |
| 02.0 | <u>Research the various aspects of the hospitality and tourism industry.</u> – The student will be able to: |
| 02.01 | Display an understanding of history and development of the hospitality and tourism industry (e.g., airline deregulation, technology, and globalization). |
| 02.02 | Define commonly used terms in the hospitality and tourism industry. |
| 02.03 | Identify major components of the hospitality and tourism industry. |
| 02.04 | Identify and describe organizational structures and divisions within the hospitality and tourism industry. |
| 02.05 | Identify technological advancement within the hospitality and tourism industry. |
| 02.06 | Describe importance of quality customer service and its continuous improvement. |
| 02.07 | Understand concept of perishability and seasonality of hospitality and tourism products. |
| 02.08 | Recognize the need for quality assurance in the hospitality and tourism industry. |

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| 02.09 | Identify business and professional associations and certifications. |
| 02.10 | Compare and contrast international, domestic, and local hospitality and tourism. |
| 02.11 | Identify and cite sources of major travel documents needed by travelers. |
| 02.12 | Recognize the problems caused by improper documentation. |
| 02.13 | Describe the necessary requirements/documentation for travelers due to increased security. |
| 02.14 | Identify and understand the use of industry specific resources. |
| 02.15 | Identify current trends in the hospitality and tourism industry (staycations, daycations, medical tourism). |
| 02.16 | Research a major Florida city and its attractions, target markets, and cost. |
| 02.17 | Demonstrate a functional understanding of domestic and international procedures throughout the hospitality and tourism industry. |
| 02.18 | Identify factors influencing travelers to choose a particular location (e.g., weather, culture, climate, cost, natural resources, medical factors). |
| 02.19 | Describe components of an itinerary and a tour package. |
| 02.20 | Identify modes and uses of ground transportation and discuss advantages and disadvantages of each. |
| 02.21 | Demonstrate a functional understanding of flight schedules. |
| 02.22 | Plan a trip for a family of four with a given budget using the Internet for flight schedules, rental cars, and hotel rates using presentation software showing daily itineraries including local attractions and expenses. |
| 02.23 | Identify, compare, and contrast types of lodging facilities and ownership. |
| 02.24 | Explain factors that determine room rates and package plans. |
| 02.25 | Describe the differences among the types of cruises that are popular today. |
| 02.26 | Demonstrate a functional understanding of a cruise ship including the deck plan, public spaces, and stateroom accommodations. |
| 02.27 | Compare and contrast a cruise ship and a hotel as a destination. |
| 02.28 | Identify types of food service operations, segments, and ownership. |
| 02.29 | Identify role of conventions and special events in the hospitality and tourism industry. |
| 02.30 | Plan a convention for a specific business group specifying hotel needs such as number of sleeping rooms and required meeting room space and setups. Include a daily itinerary and provisions by food and beverage. |
| 02.31 | Identify components of leisure and recreation industry and provide examples of each. |

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| 02.32 | Explain differences between public and commercial leisure and recreational systems. |
| 02.33 | Explain economic factors that affect the tourism/hospitality industry (fuel costs, airline industry consolidations, availability of consumer's discretionary money). |
| 02.34 | Research the Florida tourism website (www.visitflorida.com), compare it to other state tourism sites and the impact of tourism on that state's economy. |
| 02.35 | Summarize the characteristics that make a particular venue a good choice based on the type of event. |
| 02.36 | Compare and contrast features of different travel websites. |
| 03.0 | <u>Demonstrate employability skills necessary for success in hospitality and tourism occupations.</u> – The student will be able to: |
| 03.01 | Identify and utilize resources used in a job search for a hospitality and tourism related career (e.g., networking, newspaper, Internet). |
| 03.02 | Discuss importance of drug tests and criminal background checks in identifying possible employment options. |
| 03.03 | Identify steps in the application process and documents required when applying for employment (e.g., application, references, W-4, I-9). |
| 03.04 | Create a customized resume, follow-up letter, acceptance/rejection letter, letter of resignation, thank you letter, and letter of recommendation. |
| 03.05 | Identify and demonstrate appropriate dress and grooming for employment. |
| 03.06 | Identify and demonstrate effective interviewing skills (e.g., behavioral), including effective responses to common interview questions. |
| 03.07 | Describe methods for handling illegal interview and application questions. |
| 03.08 | Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, and OSHA). |
| 03.09 | Identify ways to assist with diverse populations and the physically challenged as employees and guests in the workplace. |
| 03.10 | Describe importance of producing quality work and meeting performance standards. |
| 03.11 | Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting). |
| 03.12 | Demonstrate orderly and systematic behavior by creating and maintaining an electronic calendar. |
| 03.13 | Demonstrate time management skills with on-task behavior and self-pacing in accomplishing work assignments. |
| 03.14 | Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility). |
| 03.15 | Identify how to prepare for job separation and re-employment. |
| 03.16 | Generate and organize a professional portfolio of student work and projects. |

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| 03.17 | Identify and practice stress management and relaxation techniques. |
| 03.18 | Explain the importance of positive customer service skills. |
| 03.19 | Practice positive customer service skills. |
| 04.0 | <u>Demonstrate human relations skills necessary for success in hospitality and tourism occupations.</u> – The student will be able to: |
| 04.01 | Develop a list of qualities necessary to be an effective team player (e.g., respect). |
| 04.02 | Design and participate in a team building activity for the workplace. |
| 04.03 | Demonstrate ability to work cooperatively with team members, supervisors, and guests from diverse cultural backgrounds. |
| 04.04 | Identify sensitive workplace issues and the laws that impact them (i.e., gender equity, cultural diversity, professional ethics, sexual harassment, disability, age). |
| 04.05 | Identify, define, and demonstrate professional interpersonal skills and personality traits. |
| 04.06 | Maintain hygiene, professional appearance, and a positive attitude. |
| 04.07 | Demonstrate ability to use creative problem-solving, decision-making, and critical-thinking strategies. |
| 04.08 | Demonstrate self-management, initiative, and multi-tasking. |
| 04.09 | Devise a rubric to evaluate appropriate workplace social behavior and work ethics. |
| 04.10 | Set personal and career goals and develop a plan of action to achieve those goals. |
| 04.11 | Demonstrate ability to offer and accept feedback. |
| 04.12 | Identify and practice stress management and relaxation techniques. |
| 04.13 | Explain importance of maintaining confidentiality of business matters. |
| 04.14 | Express importance of supporting and following company policies and procedures (e.g., attendance, tardiness). |
| 04.15 | Identify customer service skills needed for successful entry and progress in the hospitality and tourism industry. |
| 05.0 | <u>Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry.</u> – The student will be able to: |
| 05.01 | Describe effective staff communication and its uses (e.g., interpersonal, departmental, interdepartmental, company). |
| 05.02 | Identify, read, and comprehend a variety of forms of written communications utilized in the workplace. |
| 05.03 | Prepare a business letter, memo, fax, and e-mail. |

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| 05.04 | Describe positive guest/client relations. |
| 05.05 | Demonstrate ability to speak effectively to guests, co-workers, supervisors, and vendors using grammar and terminology appropriate to the industry. |
| 05.06 | Identify techniques of placing, answering, placing on hold, recording messages, and referring telephone calls. |
| 05.07 | Identify techniques of dealing with inappropriate telephone calls (i.e., bomb threats, obscene, abusive). |
| 05.08 | Demonstrate effective etiquette/netiquette in a business situation such as meals and general courtesy. |
| 05.09 | Discuss importance of developing networking skills to expand contacts within the industry. |
| 05.10 | Research social and professional networking websites (Twitter, Facebook, LinkedIn, etc.) and explain how these sites affect the hospitality industry and its employees. |
| 05.11 | Discuss importance of providing clear directions, interpretations, descriptions, and explanations. |
| 05.12 | Create and deliver an oral presentation. |
| 05.13 | Use presentation software to create a professional presentation that can be used for employee training. |
| 05.14 | Identify and demonstrate conflict resolution techniques related to customer service (i.e., resolving complaints, disputes, and negotiations). |
| 05.15 | Identify components of and prepare an itinerary. |
| 05.16 | Demonstrate ability to locate and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, maps, and Internet resources. |
| 05.17 | Identify types of technology/equipment used in a hospitality/tourism-related workplace (i.e., cash register, computer, scanner, time clock, and fax). |
| 06.0 | <u>Explain economic principles as related to the hospitality and tourism industry.</u> – The student will be able to: |
| 06.01 | Explain concept of supply and demand (e.g., overbooking, yield management). |
| 06.02 | Explain role of employee productivity in contributing to profit margin (bottom line). |
| 06.03 | Identify economic opportunities in the industry. |
| 06.04 | Explain impact of tourism on local, state, national, and international economies. |
| 06.05 | Identify advantages and disadvantages of the primary forms of business ownership. |
| 07.0 | <u>Identify marketing and business fundamentals related to the hospitality and tourism industry.</u> – The student will be able to: |
| 07.01 | Explain marketing and its role in the industry and the free enterprise system. |
| 07.02 | Explain elements in the marketing mix (price, product, promotion, place, and people). |

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| 07.03 | Explain functions of the business and marketing plan. |
| 07.04 | Explain concept of service vs. product marketing strategies. |
| 07.05 | Explain concept of target markets and market identification (e.g., market segmentation). |
| 07.06 | Display an understanding of the different marketing channels used to promote destinations and products. |
| 07.07 | Identify niche markets (customer segmentation). |
| 07.08 | Identify specialty markets (product segmentation, e.g., sports, shopping, religion). |
| 07.09 | Recognize cultural customs and taboos. |
| 07.10 | Discuss the role of federal, state and local regulatory agencies as it relates to hospitality and tourism. |
| 07.11 | Identify methods of gathering customer feedback. |
| 08.0 | <u>Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.</u> – The student will be able to: |
| 08.01 | Explain purpose, principles, and importance of selling. |
| 08.02 | Identify effective sales techniques (e.g., steps in sales process, cross-selling, upselling and alternative options). |
| 08.03 | Explain motivation, needs, and expectations of the hospitality and tourism consumer and how it affects their lodging selection. |
| 08.04 | Identify an effective sales presentation (e.g., feature-benefit analysis). |
| 08.05 | Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences, physically and/or mentally challenged). |
| 08.06 | Identify pros and cons of using the Internet as a sales tool. |
| 09.0 | <u>Perform mathematical operations related to hospitality and tourism occupations.</u> – The student will be able to: |
| 09.01 | Perform addition, subtraction, multiplication, division, ratios, and percentages as they relate to hospitality and tourism (e.g., air travel, lodging, food service, car rentals, tours, cruises). |
| 09.02 | Apply problem-solving techniques to hospitality and tourism sales-related transactions (e.g., cash, checks, debit cards, credit cards, discounts, etc). |
| 09.03 | Interpret quantitative information from tables, charts, and graphs as related to the hospitality/tourism related workplace. |
| 09.04 | Using standard industry formulas relative to discount date and due date, compute amount of payment on an invoice. |
| 09.05 | Calculate commissions, gratuities, taxes, and miscellaneous charges. |
| 09.06 | Calculate actual flying time and time zone differences. |

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| 09.07 | Use ratios, proportions, and scales to calculate distance on a map. |
| 09.08 | Identify sources of currency exchange rates. |
| 09.09 | Research a foreign hotel and convert the cost of one room night from a foreign currency to dollars using an online calculator and/or math conversions. |
| 09.10 | Classify different payment options (e.g., cash, personal checks, traveler's checks, credit cards, debit cards, incentive program points). |
| 09.11 | Calculate refunds and exchange transactions for hospitality and tourism related services. |
| 09.12 | Explain the function of a night audit in the lodging and cruise industry. |
| 09.13 | Explain motivation, needs, and expectations of the hospitality and tourism consumer. |
| 09.14 | Identify an effective sales presentation (e.g., feature-benefit analysis). |
| 09.15 | Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences, physically and/or mentally challenged). |

Course Number: HMV0201
Occupational Completion Point: B
Front Desk Agent – 300 Hours – SOC Code 431011

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| 10.0 | <u>Describe the organizational structure of lodging organizations.</u> – The student will be able to: |
| 10.01 | Identify the different departments within a lodging organization (e.g., housekeeping, room service, catering). |
| 10.02 | Describe and analyze various organizational structures within the lodging industry. |
| 10.03 | Create an organization chart of a lodging organization. |
| 11.0 | <u>Identify the roles of management and administrative personnel.</u> – The student will be able to: |
| 11.01 | Identify the roles and responsibilities of the general manager and assistant manager(s). |
| 11.02 | Identify the various divisions of lodging organizations (e.g., rooms, front office, engineering, administration). |
| 11.03 | Identify relationship between general manager and hotel owners. |
| 11.04 | Identify support personnel found in the administrative office of a lodging organization and their duties. |
| 11.05 | Identify management functions as they relate to different types of ownership (i.e., franchise, independent, chain). |
| 12.0 | <u>Identify housekeeping operations and management functions.</u> – The student will be able to: |
| 12.01 | List the jobs and duties in the housekeeping department. |

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| 12.02 | Describe importance of the housekeeping team and relationship to overall functions of lodging establishment. |
| 12.03 | Discuss relevance of quality control to housekeeping operation. |
| 12.04 | Discuss the financial impact of inventory control. |
| 12.05 | Identify state and federal laws and guidelines relating to job performance and housekeeping operations (i.e., hospitality laws). |
| 12.06 | Identify sanitation regulations and standards (i.e., OSHA). |
| 12.07 | Identify safety regulations and standards (i.e., MSDS, OSHA) as they apply to housekeeping. |
| 12.08 | Identify documents that flow through the housekeeping department (i.e., inspection sheets). |
| 12.09 | Identify vocabulary and acronyms unique to the housekeeping department. |
| 12.10 | Identify supplies necessary to equip a supply cart. |
| 12.11 | Explain and demonstrate proper techniques for maintaining room cleanliness. |
| 12.12 | Explain need for communication between housekeeping department and front desk (i.e., room availability, customer complaints). |
| 13.0 | <u>Research conservation and Green initiatives in the hospitality industry.</u> – The student will be able to: |
| 13.01 | Explain the Florida Green Lodging program (http://www.dep.state.fl.us/greenlodging). |
| 13.02 | List the requirements that must be met for a property to receive the Green certification. |
| 13.03 | List the requirements for maintaining the Green certification. |
| 13.04 | Research legislation regarding the Florida Green Lodging program and explain how state agencies are affected by this legislation. |
| 13.05 | Explain LEED and how it affects the hospitality industry. |
| 14.0 | <u>Identify sales/marketing and reservations function.</u> – The student will be able to: |
| 14.01 | List jobs and duties in the sales and marketing department (i.e., reservationist). |
| 14.02 | Describe importance of the sales and marketing team and relationship to overall functions of lodging establishment. |
| 14.03 | Analyze lodging market segments and target markets. |
| 14.04 | Identify the documents that flow through the sales and marketing department (i.e., cashier report, arrival report, credit report, departure report, contract). |
| 14.05 | Describe various media and marketing tools utilized to promote lodging establishments, such as Web 2.0. |

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| 14.06 | Interpret parts of a marketing plan to be used in the sales department of a lodging establishment. |
| 14.07 | Identify vocabulary and acronyms unique to the sales and marketing department. |
| 14.08 | Identify references used in the lodging industry (e.g., Official Hotel Guide, Hotel and Travel Index, OAG Business Travel Planner, Internet, a CRS display). |
| 14.09 | Compare a sample listing for a lodging establishment in each of the references identified above. |
| 14.10 | Recognize and identify hotel property and room codes. |
| 14.11 | Compare the information found on a hotel's website vs. a CRS availability display. |
| 14.12 | Determine information needed to book a hotel reservation. |
| 14.13 | Describe relationship between reservations and the sales and marketing department. |
| 14.14 | Explain need for communication between sales and marketing department and front desk (i.e., sales records, function book). |
| 15.0 | <u>Identify food and beverage functions.</u> – The student will be able to: |
| 15.01 | List jobs and duties in the food and beverage department. |
| 15.02 | Describe importance of the food and beverage team and relationship to overall functions of lodging establishment. |
| 15.03 | Analyze food and beverage segments and target markets. |
| 15.04 | Identify the documents that flow through the food and beverage department. |
| 15.05 | Describe various media utilized to promote food and beverage services. |
| 15.06 | Identify vocabulary and acronyms unique to the food and beverage department. |
| 15.07 | Discuss how safety and sanitation apply to food and beverage services. |
| 15.08 | Describe importance of being familiar with a lodging establishments meeting space availability, capacity, and capability. |
| 15.09 | Explain need for communication between food and beverage department and front desk. |
| 16.0 | <u>Identify human resources functions.</u> – The student will be able to: |
| 16.01 | List jobs and duties in the human resources department. |
| 16.02 | Describe importance of the human resources team and relationship to overall functions of lodging establishment. |
| 16.03 | Identify the documents that flow through the human resources department. |

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| 16.04 | Identify vocabulary and acronyms unique to the human resources department. |
| 16.05 | Identify application procedures. |
| 16.06 | Explain the orientation process. |
| 16.07 | Explain the company policies/guidelines concerning applications. |
| 16.08 | Summarize incentive programs and benefits offered by lodging establishments. |
| 16.09 | Interpret labor laws governing the lodging industry. |
| 16.10 | Explain need for communication between human resources department and front desk. |
| 17.0 | <u>Identify controller/finance functions.</u> – The student will be able to: |
| 17.01 | List jobs and duties in the controller/finance department. |
| 17.02 | Describe importance of the controller/finance team and relationship to overall functions of lodging establishment. |
| 17.03 | Identify the documents that flow through the controller/finance department. |
| 17.04 | Identify vocabulary and acronyms unique to the controller/ finance department. |
| 17.05 | Examine the role of employee productivity in contributing to profit margin (bottom line). |
| 17.06 | Interpret and evaluate a budget of a lodging establishment. |
| 17.07 | Identify differences between revenue centers and cost centers. |
| 17.08 | Explain need for communication between controller/finance department and front desk. |
| 18.0 | <u>Identify safety/security functions.</u> – The student will be able to: |
| 18.01 | List jobs and duties in the safety/security department. |
| 18.02 | Describe importance of the safety/security team and relationship to overall functions of lodging establishment. |
| 18.03 | Identify the documents that flow through the safety/security department. |
| 18.04 | Identify vocabulary and acronyms unique to the safety/ security department. |
| 18.05 | Discuss importance of key control and safety deposit boxes. |
| 18.06 | Recognize guest safety and security issues (i.e., peepholes, smoke alarms, fire extinguishers). |

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| 18.07 | Investigate laws pertaining to safety and security (i.e., ADA and OSHA). |
| 18.08 | Identify safety issues pertaining to lodging organizations' public areas (i.e., pool, stairwells, parking lots/garage, and exercise facilities). |
| 18.09 | Develop a severe weather/hurricane preparedness plan. |
| 18.10 | Diagram evacuation plan to include location of fire exit routes, emergency alarm locations, and stairwells. |
| 18.11 | Explain functions of the public broadcasting system, emergency contact telephone numbers, and chain of command. |
| 18.12 | Demonstrate lost and found procedures. |
| 18.13 | Simulate the use of walkie-talkies and other communication devices. |
| 18.14 | Explain need for communication between safety/security and front desk. |
| 19.0 | <u>Identify engineering/maintenance functions.</u> – The student will be able to: |
| 19.01 | List jobs and duties in the engineering department. |
| 19.02 | Describe importance of the engineering team and relationship to overall functions of lodging establishment. |
| 19.03 | Identify documents that flow through the engineering department. |
| 19.04 | Identify vocabulary and acronyms unique to the engineering department. |
| 19.05 | Communicate importance of follow-up actions and procedures between engineering and the front desk department. |
| 19.06 | Identify different types of maintenance (i.e., routine, emergency, scheduled). |
| 19.07 | Identify regulations and standards as they apply to the engineering department (e.g., innkeepers law (509), OSHA, ADA, etc.). |
| 19.08 | Illustrate and label facility layout. |
| 19.09 | Explain need for communication between engineering/ maintenance and front desk. |
| 20.0 | <u>Identify front desk functions.</u> – The student will be able to: |
| 20.01 | Create a table on the computer summarizing the activities in the four stages of the guest cycle. |
| 20.02 | Describe importance of the front desk team and relationship to overall functions of lodging establishment. |
| 20.03 | Identify documents that flow through the front desk department. |
| 20.04 | Identify vocabulary and acronyms unique to the front desk department. |

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| 20.05 | Demonstrate ability to generate and distribute front desk reports. |
| 20.06 | Identify laws, regulations, and standards as they pertain to front desk operations. |
| 20.07 | Explain need for interdepartmental communication. |
| 21.0 | <u>Examine the guest cycle process.</u> – The student will be able to: |
| 21.01 | Explain and demonstrate pre-arrival procedures. |
| 21.02 | Demonstrate process of greeting guest (body language, facial expression, guest acknowledgment). |
| 21.03 | Simulate guest registration process. |
| 21.04 | Prepare and complete the guest departure process. |
| 21.05 | Simulate the four stages of the guest cycle by writing scripts, acting out, and making a video of each stage. |
| 22.0 | <u>Practice responding to guest needs, requests, and concerns.</u> – The student will be able to: |
| 22.01 | Identify and classify guest requests. Examine appropriate follow-up procedures. |
| 22.02 | Recognize, compare, and contrast cultural differences. |
| 22.03 | Research and practice common phrases in various foreign languages that would be useful in the hospitality environment. |
| 22.04 | Distinguish among types of guest complaints (i.e., attitudinal, mechanical, service related, unusual). |
| 22.05 | Predict outcomes and practice mediation techniques. |
| 22.06 | Demonstrate ability to convey hotel features, services, amenities, and special events to guests. |
| 23.0 | <u>Operate front desk computer/office technology.</u> – The student will be able to: |
| 23.01 | Demonstrate computer knowledge (e.g., hardware, software, operating systems, and terminology). |
| 23.02 | Demonstrate proper keyboarding techniques. |
| 23.03 | Utilize word processing software to create career and industry related documents. |
| 23.04 | Utilize spreadsheet software to enhance decision-making skills. |
| 23.05 | Utilize database software to create a basic database. Utilize presentation software to create a multimedia presentation. |
| 23.06 | Explain and utilize Internet fundamentals (e.g., e-mail, portals/search engines). |

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| 23.07 | Identify and describe the function of technology based office equipment. |
| 24.0 | <u>Perform designated job skills.</u> – The student will be able to: |
| 24.01 | Perform tasks as outlined in the job performance skills plan. |
| 24.02 | Display an acceptable level of productivity and quality control. |
| 24.03 | Maintain appropriate records. |
| 24.04 | Demonstrate appropriate dress and grooming habits for the workplace environment. |
| 24.05 | Research a company's products and services. |
| 25.0 | <u>Demonstrate work ethics.</u> – The student will be able to: |
| 25.01 | Demonstrate effective written and oral communication and listening skills. |
| 25.02 | Demonstrate the ability to resolve customer, employee, and employee/employer problems and concerns using critical thinking and problem solving techniques. |
| 25.03 | Demonstrate acceptable work habits and conduct in the workplace as defined by company policy. |
| 25.04 | Demonstrate legal and ethical behavior within the scope of job responsibilities. |
| 25.05 | Follow policies and procedures affecting safety, health, and well-being. |
| 25.06 | Exhibit behavior supporting and promoting cultural and ethnic diversity. |
| 25.07 | Demonstrate interpersonal skills that enhance team productivity and foster positive work ethics. |

Course Number: HMV0202
Occupational Completion Point: C
Lodging Manager – 150 Hours – SOC Code 119081

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| 26.0 | <u>Define and apply various management styles and leadership techniques.</u> – The student will be able to: |
| 26.01 | Compare and contrast autocratic, bureaucratic, democratic, and laissez-faire management styles. |
| 26.02 | Apply the different management styles to a variety of front desk situations (i.e., financial transactions, personnel issues, guest relations). |
| 26.03 | Define empowerment; centralization and decentralization; Theory X, Theory Y, and Theory Z; transactional; and transformational as they apply to leadership. |
| 26.04 | Distinguish between management and leadership. |

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| 27.0 | <u>Define and evaluate role of effective team building.</u> – The student will be able to: |
| 27.01 | Assess characteristics of successful teams (i.e., mission statement, code of conduct, effective leadership). |
| 27.02 | Identify and discuss stages of team development (i.e., forming, storming, norming, performing, transforming). |
| 27.03 | Discuss, apply, and evaluate brainstorming techniques. |
| 27.04 | Compare and contrast positive and negative roles individuals play in a team situation. |
| 27.05 | Explain how to work with individuals and specific behaviors to encourage team building. |
| 27.06 | Apply different team building techniques to front desk operations. |
| 27.07 | Plan and carry out a themed special event in the department such as a student showcase or party. |
| 28.0 | <u>Analyze the laws, legislation, and regulations that affect the lodging industry.</u> – The student will be able to: |
| 28.01 | Identify, interpret, and apply applicable wage and hour laws. |
| 28.02 | Identify, interpret, and apply laws affecting hiring practices. |
| 28.03 | Identify, interpret, and apply labor relations laws. |
| 28.04 | Identify, interpret, and apply public health and safety laws. |
| 28.05 | Identify, interpret, and apply workers' compensation laws. |
| 28.06 | Identify, interpret, and apply the Innkeeper's Act. |
| 28.07 | Identify, interpret, and apply the Civil Rights Act. |
| 28.08 | Identify, interpret, and apply company and/or franchise regulations. |
| 28.09 | Identify licenses and permits required to operate a lodging establishment. |
| 28.10 | Discuss insurance requirements of a lodging establishment. |
| 28.11 | Investigate taxes affecting the lodging industry. |
| 28.12 | Interpret laws affecting contractual agreements (i.e., sales receipt, voucher, vendors). |
| 28.13 | Research conservation and Green Initiatives in the hospitality industry (such as LEED, Leadership in Energy and Environmental Design). |
| 29.0 | <u>Describe and demonstrate personnel supervision techniques.</u> – The student will be able to: |

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| 29.01 | Prepare a job description and task analysis for front desk agent position. |
| 29.02 | Conduct a job application interview. |
| 29.03 | Establish recruiting and selection procedures to match applicants with job descriptions. |
| 29.04 | Prepare and maintain an employee work schedule. |
| 29.05 | Apply dispute resolution skills to the handling of staff grievances, conflicts, disputes, and/or complaints. |
| 29.06 | Recognize the need for and types of employee incentive programs. |
| 29.07 | Design ways to appreciate/recognize outstanding employee behavior. |
| 29.08 | Demonstrate techniques for delegating responsibility and authority. |
| 29.09 | Assess effectiveness of delegation techniques. |
| 29.10 | Conduct management-employee group discussions. |
| 30.0 | <u>Manage guest services.</u> – The student will be able to: |
| 30.01 | Prepare responses to typical guest requests. |
| 30.02 | Create appropriate follow-up procedures. |
| 30.03 | Research and assemble information concerning the surrounding community. |
| 30.04 | Design a guest service policy. |
| 30.05 | Design a comment card to evaluate guest service policies. |
| 30.06 | Forecast guest needs based on future trends and unusual events (i.e., Super Bowl, Olympics, natural disasters). |
| 30.07 | Discuss the specific needs of the business traveler. |
| 31.0 | <u>Maintain accounting and information system.</u> – The student will be able to: |
| 31.01 | Define revenue, gross income, overhead, and profit. |
| 31.02 | Examine the main accounting tools used by the business office of a lodging establishment, such as income statements, ledgers, etc. |
| 31.03 | Explain procedures for handling Airline Reporting Corporation (ARC) traffic documents (i.e., tour orders, Miscellaneous Charge Orders [MCOs]). |
| 31.04 | Define a credit transaction and credit terms. |

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| 31.05 | Prepare and interpret an invoice, a monthly statement, and a purchase order. |
| 31.06 | Post accounting information to an accounts receivable journal, a cash receipts journal, an accounts payable journal, and a disbursements journal. |
| 31.07 | Identify data, ratios, and formulas that can be used to forecast room availability, occupancy, and revenue. |
| 31.08 | Interpret room availability, occupancy, and revenue reports. |
| 31.09 | Identify elements of budget reports and how they can be used to analyze operations. |
| 32.0 | <u>Describe the aspects of entrepreneurship.</u> – The student will be able to: |
| 32.01 | Define "entrepreneurship." |
| 32.02 | Describe importance of entrepreneurship as it relates to the lodging industry and the American economy. |
| 32.03 | Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur). |
| 32.04 | List advantages and disadvantages of business and franchise ownership. |
| 32.05 | Analyze risks and benefits involved in ownership of a lodging business. |
| 32.06 | Practice business skills needed to operate a lodging business efficiently and effectively. |
| 32.07 | Develop a business plan for opening a lodging property. |
| 32.08 | Create an advertising campaign to promote your lodging property. |
| 32.09 | Research and create a "Dream Design" such as a hotel, club, or Bed & Breakfast, describing the target market, design and amenities, food and beverage, staff needed to operate, and marketing ideas. |
| 33.0 | <u>Demonstrate the use of information technology within a lodging property.</u> – The student will be able to: |
| 33.01 | Explain importance and uses of information technology in the management of a lodging property. |
| 33.02 | Demonstrate proficiency with information technology as used in the lodging industry. |
| 33.03 | Utilize integrated software programs to facilitate staff training. |
| 33.04 | Demonstrate proficiency with front office computer systems applications. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA (postsecondary) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional

methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Hospitality and Tourism
Program Type: Career Preparatory
Career Cluster: Hospitality and Tourism

| PSAV | |
|--|---|
| Program Number | M811040 |
| CIP Number | 0252190600 |
| Grade Level | 30, 31 |
| Standard Length | 600 hours |
| Teacher Certification | FAM CON SC 1 HOTEL TRNG 7G TRANSPORT @7 7G MKTG MGMT @7 7G TC COOP ED @7 BUS ED 1@2 MKTG 1 @2 |
| CTSO | Collegiate DECA |
| SOC Codes (all applicable) | 43-4081 – Hotel, Motel, and Resort Desk Clerks 43-4181 – Reservation and Transportation Ticket Agents and Travel Clerks 41-3041 – Travel Agents |
| Facility Code | 222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Industry Certifications | http://www.fldoe.org/workforce/fcpea/default.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |
| Basic Skills Level | Mathematics: 9 Language: 9 Reading: 9 |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to coursework that prepares students for employment in the travel and tourism industry as reservation and transportation agents, travel destination specialists, tour operators, transportation attendants, cruise ship consultants, or to provide supplemental training for those persons previously or currently employed in these occupations. This program includes components on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of three occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code |
|-----|---------------|--------------------------------------|-----------|----------|
| A | HMV0740 | Guest Services Agent | 150 hours | 43-4081 |
| B | HMV0741 | Reservation and Transportation Agent | 300 hours | 43-4181 |
| C | HMV0038 | Travel Consultant | 150 hours | 41-3041 |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify careers in the hospitality and tourism industry.
- 02.0 Research the various aspects of the hospitality and tourism industry.
- 03.0 Demonstrate employability skills necessary for success in hospitality and tourism occupations.
- 04.0 Demonstrate human relations skills necessary for success in hospitality and tourism occupations.
- 05.0 Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry.
- 06.0 Explain economic principles as related to the hospitality and tourism industry.
- 07.0 Identify marketing and business fundamentals related to the hospitality and tourism industry.
- 08.0 Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.
- 09.0 Perform mathematical operations related to hospitality and tourism occupations.
- 10.0 Operate technology, computer systems, and the Internet.
- 11.0 Demonstrate proficiency using a computer reservation system.
- 12.0 Exhibit the ability to utilize computer reservation system records.
- 13.0 Demonstrate the importance of standardization in the airline industry.
- 14.0 Perform functions that are associated with the computer reservation system.
- 15.0 Recognize functions associated with making a lodging reservation.
- 16.0 Recognize functions associated with making a ground transportation reservation.
- 17.0 Recognize functions associated with a cruise reservation.
- 18.0 Assess the impact of technology and automation on the travel reservation industry.
- 19.0 Demonstrate proficiency in applying communication, leadership, and customer relations skills in the travel and tourism industry.
- 20.0 Apply employability skills necessary for success in the travel and tourism industry.
- 21.0 Perform designated job skills.
- 22.0 Demonstrate work ethics.
- 23.0 Explain marketing principles as they relate to travel and tourism.
- 24.0 Demonstrate sales and customer service techniques in the selling of travel and tourism products.
- 25.0 Demonstrate proficiency in applying higher level mathematical skills unique to travel and tourism.
- 26.0 Discuss the Internet as a travel and tourism marketing tool.
- 27.0 Discuss the needs of the business traveler.
- 28.0 Research conservation and Green initiatives in the hospitality industry.
- 29.0 Examine the impact of meetings, conventions, conferences, and incentive travel.
- 30.0 Examine facts and principles related to the cruise industry.
- 31.0 Examine facts and principles related to the air travel industry.
- 32.0 Examine facts and principles related to the ground travel industry.
- 33.0 Examine facts and principles related to the lodging industry.
- 34.0 Examine facts and principles related to leisure travel.
- 35.0 Describe the development of the tour package.
- 36.0 Explain options for selling travel and tourism products.
- 37.0 Create a sales promotion tool for a travel and tourism product.

38.0 Develop a plan for a career in the travel and tourism industry.

**Florida Department of Education
Student Performance Standards**

Program Title: Hospitality and Tourism
PSAV Number: M811040

Course Number: HMV0740
Occupational Completion Point: A
Guest Services Agent – 150 Hours – SOC Code 43-4081

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| 01.0 | <u>Identify careers in the hospitality and tourism industry.</u> – The student will be able to: |
| 01.01 | List career positions in a variety of hospitality and tourism related industry components (e.g., ground transportation, cruise, air travel, lodging, food service, retail and corporate travel, leisure and recreation, conventions and special events). |
| 01.02 | Explain duties and responsibilities for the identified hospitality and tourism positions using current sources of information. |
| 01.03 | Identify skills and knowledge needed by hospitality and tourism professionals. |
| 01.04 | Identify requirements for entry and advancement, career ladders, and employment opportunities. |
| 01.05 | Identify advantages and disadvantages of working in the hospitality and tourism industry. |
| 01.06 | Complete self-assessment and analysis of life style goals and aspirations to evaluate for suitability in the hospitality and tourism industry. |
| 01.07 | Develop an individualized education and career plan related to the hospitality and tourism industry. |
| 02.0 | <u>Research the various aspects of the hospitality and tourism industry.</u> – The student will be able to: |
| 02.01 | Trace history and development of the hospitality and tourism industry (e.g., airline deregulation, technology, globalization). |
| 02.02 | Construct a timeline of important events in the history and development of various travel modalities and lodging facilities. |
| 02.03 | Define commonly used terms in the hospitality and tourism industry. |
| 02.04 | Identify major components of the hospitality and tourism industry. |
| 02.05 | Identify and describe organizational structures and divisions within the hospitality and tourism industry. |
| 02.06 | Identify technological advancement within the hospitality and tourism industry. |
| 02.07 | Describe importance of quality service and continuous improvement. |
| 02.08 | Understand concept of perishability and seasonality of hospitality and tourism products. |

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| 02.09 | Recognize the need for quality assurance in the hospitality and tourism industry. |
| 02.10 | Identify business and professional associations and certifications. |
| 02.11 | Differentiate between international, domestic, and local hospitality and tourism. |
| 02.12 | Identify and cite sources of major travel documents needed by travelers. |
| 02.13 | Recognize the problems caused by improper documentation. |
| 02.14 | Describe the necessary requirements/documentation for travelers due to increased security. |
| 02.15 | Identify and understand the use of industry specific resources. |
| 02.16 | Identify future trends in the hospitality and tourism industry (staycations, daycations, medical tourism). |
| 02.17 | Research a major Florida city and its attractions, target markets, and cost. |
| 02.18 | Demonstrate a functional understanding of domestic and international procedures throughout the hospitality and tourism industry. |
| 02.19 | Identify factors influencing travelers to choose a particular location (e.g., weather, culture, climate, cost, natural resources, medical factors). |
| 02.20 | Describe components of an itinerary and a tour package. |
| 02.21 | Identify modes and uses of ground transportation and discuss advantages and disadvantages of each. |
| 02.22 | Demonstrate a functional understanding of flight schedules. |
| 02.23 | Plan a trip for a family of four with a given budget using the internet for flight schedules, rental cars, and hotel rates using presentation software showing daily itineraries including local attractions and expenses. |
| 02.24 | Identify, compare, and contrast types of lodging facilities and ownership. |
| 02.25 | Explain factors that determine room rates and package plans. |
| 02.26 | Identify sources of information concerning popular cruise destinations and itineraries. |
| 02.27 | Demonstrate a functional understanding of a cruise ship including the deck plan, public spaces, and stateroom accommodations. |
| 02.28 | Identify and explain the similarities of a cruise ship and a hotel as a destination. |
| 02.29 | Identify types of food service operations, segments, and ownership. |
| 02.30 | Identify role of conventions and special events in the hospitality and tourism industry. |
| 02.31 | Plan a convention for a specific business group specifying hotel needs such as number of sleeping rooms and required meeting room space and setups. Include a daily itinerary and provisions by food and beverage. |

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| 02.32 | Identify components of leisure and recreation industry and provide examples of each. |
| 02.33 | Explain differences between public and commercial leisure and recreational systems. |
| 02.34 | Explain economic factors that affect the tourism/hospitality industry (fuel costs, airline industry consolidations, availability of consumer's discretionary money). |
| 02.35 | Research the Florida tourism website (VisitFlorida.com) and compare to other state tourism sites and the impact of tourism on that state's economy. |
| 03.0 | <u>Demonstrate employability skills necessary for success in hospitality and tourism occupations.</u> – The student will be able to: |
| 03.01 | Identify and utilize resources used in a job search for a hospitality and tourism related career (e.g., networking, newspaper, Internet). |
| 03.02 | Discuss importance of drug tests and criminal background checks in identifying possible employment options. |
| 03.03 | Identify steps in the job application process including arranging for references and proper documentation (e.g., green card). |
| 03.04 | Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9). |
| 03.05 | Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, thank you letter, and letter of recommendation. |
| 03.06 | Identify and demonstrate appropriate dress and grooming for employment. |
| 03.07 | Identify and demonstrate effective interviewing skills (e.g., behavioral). |
| 03.08 | Describe methods for handling illegal interview and application questions. |
| 03.09 | Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, and OSHA). |
| 03.10 | Identify ways to deal effectively with diverse populations and the physically challenged as employees and guests in the workplace. |
| 03.11 | Describe importance of producing quality work and meeting performance standards. |
| 03.12 | Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting). |
| 03.13 | Demonstrate orderly and systematic behavior by creating and maintaining an electronic calendar. |
| 03.14 | Demonstrate time management skills with on-task behavior and self pacing in accomplishing work assignments. |
| 03.15 | Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility). |
| 03.16 | Identify how to prepare for job separation and re-employment. |
| 03.17 | Generate and organize a professional portfolio of student work and projects. |
| 03.18 | Identify and practice stress management and relaxation techniques. |

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| 03.19 | Explain the importance of positive customer service skills. |
| 03.20 | Practice positive customer service skills. |
| 04.0 | <u>Demonstrate human relations skills necessary for success in hospitality and tourism occupations</u> —The student will be able to: |
| 04.01 | Develop a list of qualities necessary to be an effective team player (e.g., respect). |
| 04.02 | Design and participate in a team building activity for the workplace. |
| 04.03 | Demonstrate ability to work cooperatively with team members, supervisors, and guests from diverse cultural backgrounds. |
| 04.04 | Identify sensitive workplace issues and the laws that impact them (i.e., gender equity, cultural diversity, professional ethics, sexual harassment, disability, age). |
| 04.05 | Identify, define, and demonstrate professional interpersonal skills and personality traits. |
| 04.06 | Maintain hygiene, professional appearance, and a positive attitude. |
| 04.07 | Demonstrate ability to use creative problem-solving, decision-making, and critical-thinking strategies. |
| 04.08 | Demonstrate self-management, initiative, and multi-tasking. |
| 04.09 | Devise a rubric to evaluate appropriate workplace social behavior and work ethics. |
| 04.10 | Set personal and career goals and develop a plan of action to achieve those goals. |
| 04.11 | Demonstrate ability to offer and accept feedback. |
| 04.12 | Identify and practice stress management and relaxation techniques. |
| 04.13 | Explain importance of maintaining confidentiality of business matters. |
| 04.14 | Express importance of supporting and following company policies and procedures (e.g., attendance, tardiness). |
| 04.15 | Identify customer service skills needed for successful entry and progress in the hospitality and tourism industry. |
| 05.0 | <u>Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry.</u> – The student will be able to: |
| 05.01 | Describe effective staff communication and its uses (e.g., interpersonal, departmental, interdepartmental, company). |
| 05.02 | Identify, read, and comprehend a variety of forms of written communications utilized in the workplace. |
| 05.03 | Prepare a business letter, memo, fax, and e-mail. |
| 05.04 | Describe positive guest/client relations. |

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| 05.05 | Demonstrate ability to speak effectively to guests, co-workers, supervisors, and vendors using grammar and terminology appropriate to the industry. |
| 05.06 | Identify techniques of placing, answering, placing on hold, recording messages, and referring telephone calls. |
| 05.07 | Identify techniques of dealing with inappropriate telephone calls (i.e., bomb threats, obscene, abusive). |
| 05.08 | Demonstrate effective etiquette/netiquette in a business situation such as meals and general courtesy. |
| 05.09 | Discuss importance of developing networking skills to expand contacts within the industry. |
| 05.10 | Research social and professional networking websites (Twitter, Facebook, LinkedIn, etc.) and explain how these sites affect the hospitality industry and its employees. |
| 05.11 | Discuss importance of providing clear directions, interpretations, descriptions, and explanations. |
| 05.12 | Create and deliver an oral presentation. |
| 05.13 | Use presentation software to create a professional presentation that can be used for employee training. |
| 05.14 | Identify and demonstrate conflict resolution techniques related to customer service (i.e., resolving complaints, disputes, negotiations). |
| 05.15 | Identify components of and prepare an itinerary. |
| 05.16 | Demonstrate ability to locate and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, maps, and Internet resources. |
| 05.17 | Identify types of technology/equipment used in a hospitality/tourism-related workplace (i.e., cash register, computer, scanner, time clock, fax). |
| 06.0 | <u>Explain economic principles as related to the hospitality and tourism industry.</u> – The student will be able to: |
| 06.01 | Explain concept of supply and demand (e.g., overbooking, yield management). |
| 06.02 | Explain role of employee productivity in contributing to profit margin (bottom line). |
| 06.03 | Identify economic opportunities in the industry. |
| 06.04 | Explain impact of tourism on local, state, national, and international economies. |
| 06.05 | Identify advantages and disadvantages of the primary forms of business ownership. |
| 07.0 | <u>Identify marketing and business fundamentals related to the hospitality and tourism industry.</u> – The student will be able to: |
| 07.01 | Explain marketing and its role in the industry and the free enterprise system. |
| 07.02 | Explain elements in the marketing mix (price, product, promotion, place, and people). |
| 07.03 | Explain functions of the business and marketing plan. |

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| 07.04 | Explain concept of service vs. product marketing strategies. |
| 07.05 | Explain concept of target markets and market identification (e.g., market segmentation). |
| 07.06 | Identify industry specific channels of distribution. |
| 07.07 | Identify niche markets (customer segmentation). |
| 07.08 | Identify specialty markets (product segmentation, e.g., sports, shopping, religion). |
| 07.09 | Recognize cultural customs and taboos. |
| 07.10 | Discuss the role of federal regulatory agencies. |
| 08.0 | <u>Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.</u> – The student will be able to: |
| 08.01 | Explain purpose, principles, and importance of selling. |
| 08.02 | Identify effective sales techniques (e.g., steps in sales process, cross-selling, alternative options). |
| 08.03 | Explain motivation, needs, and expectations of the hospitality and tourism consumer. |
| 08.04 | Identify an effective sales presentation (e.g., feature-benefit analysis). |
| 08.05 | Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences, physically and/or mentally challenged). |
| 08.06 | Identify pros and cons of using the Internet as a sales tool. |
| 09.0 | <u>Perform mathematical operations related to hospitality and tourism occupations.</u> – The student will be able to: |
| 09.01 | Perform addition, subtraction, multiplication, division, ratios, and percentages as they relate to hospitality and tourism (e.g., air travel, lodging, food service, car rentals, tours, cruises). |
| 09.02 | Apply problem-solving techniques to hospitality and tourism sales-related transactions (e.g., cash, checks, debit cards, credit cards, discounts, etc). |
| 09.03 | Interpret quantitative information from tables, charts, and graphs as related to the hospitality/tourism related workplace. |
| 09.04 | Using standard industry formulas relative to discount date and due date, compute amount of payment on an invoice. |
| 09.05 | Calculate commissions, gratuities, taxes, and miscellaneous charges. |
| 09.06 | Calculate actual flying time and time zone differences. |
| 09.07 | Use ratios, proportions, and scales to calculate distance on a map. |
| 09.08 | Identify sources of currency exchange rates. |

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| 09.09 | Research a foreign hotel and convert the cost of one room night from a foreign currency to dollars using an online calculator and/or math conversions. |
| 09.10 | Classify different payment options (e.g., cash, personal checks, traveler's checks, credit cards, debit cards, incentive program points). |
| 09.11 | Calculate refunds and exchange transactions for hospitality and tourism related services. |
| 09.12 | Explain function of a night audit in the lodging and cruise industry. |

Course Number: HMV0741
Occupational Completion Point: B
Reservation & Transportation Agent – 300 Hours – SOC Code 434181

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| 10.0 | <u>Operate technology, computer systems, and the internet.</u> – The student will be able to: |
| 10.01 | Demonstrate computer knowledge (e.g., hardware, software, operating systems, terminology, etc). |
| 10.02 | Demonstrate proper keyboarding techniques. |
| 10.03 | Utilize word-processing software to create career/industry related documents. |
| 10.04 | Create a business card for networking purposes. |
| 10.05 | Utilize spreadsheet software to enhance decision-making skills. |
| 10.06 | Utilize database software to create a basic database. |
| 10.07 | Utilize presentation software to create a multimedia presentation. |
| 10.08 | Explain and utilize Internet fundamentals (e.g., E-mail, portals/search engines). |
| 10.09 | Identify and describe the function of office technology equipment. |
| 10.10 | Utilize a desktop publishing program to design a homepage for the schools travel program (i.e., High Wire). |
| 10.11 | Compare the uses of the Internet, including electronic mail, as used to communicate quickly with suppliers, customers, and other agencies. |
| 10.12 | Identify the impact of the Internet on the hospitality and tourism industry (including the trend of travelers booking their own reservations, etc.) |
| 10.13 | List some of the many web site addresses of organizations that can provide the most up-to-date information about the industry. |
| 10.14 | Demonstrate the importance of the Internet as a research tool to quickly answer customers' questions regarding such items as weather, sightseeing options, hotels, car rentals, restaurants, documentation requirements, theatres, and parks. |
| 10.15 | Analyze past, present, and future impact of technology on the travel and tourism industry (i.e., liquor portion control system, hospitality information systems, food and beverage information systems, club management software). |

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| 11.0 | <u>Understand and demonstrate proficiency using a computer reservation system.</u> – The student will be able to: |
| 11.01 | Identify the major travel computerized reservation systems (e.g., SABRE, APOLLO, System One AMADEUS, WorldSpan, etc). |
| 11.02 | Distinguish between hosts and co-hosts. |
| 11.03 | Identify the tasks performed by computer reservations agents (e.g., creating Passenger Name Records [PNRs], maintaining PNRs, airspace, quoting airfares, pricing itineraries, rental cars, hotel accommodations). |
| 12.0 | <u>Demonstrate an understanding of computer reservation system records.</u> – The student will be able to: |
| 12.01 | Define a Passenger Name Record (PNR). |
| 12.02 | Identify and explain the items needed to create a PNR. |
| 12.03 | Identify optional parts of a PNR (e.g., Special Services Requests [SSR], Other Service Information [OSI], remarks). |
| 12.04 | Create a PNR by entering coded ticketing information. |
| 12.05 | Retrieve a PNR. |
| 12.06 | Modify a PNR. |
| 13.0 | <u>Demonstrate the importance of standardization in the airline industry.</u> – The student will be able to: |
| 13.01 | Identify airline references used for air travel (e.g., Official Airline Guide [OAG], Customer Reservation System [CRS], and published timetables). |
| 13.02 | Identify carrier, airport, and city codes for major domestic and international airlines. |
| 13.03 | Explain the city/airport and airline codes. |
| 13.04 | Identify hub and spoke systems utilized by major carriers. |
| 13.05 | Explain the use of the tables, including class of service, frequency code, and meal/snack service. |
| 13.06 | Interpret a flight schedule by identifying the classes of service and booking codes. |
| 13.07 | Calculate flight times in relation to different time zones. |
| 13.08 | Define passenger bill of rights and rules governing air travel (e.g., delays, cancellations, acts of nature). |
| 14.0 | <u>Perform functions that are associated with the computer reservation system.</u> – The student will be able to: |
| 14.01 | Simulate booking a flight reservation from an availability display. |
| 14.02 | Create a CRS itinerary. |

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| 14.03 | Explain airfares and the ticketing process. |
| 14.04 | Identify the agencies that set standards and monitor ticketing processes such as issuance, payment, and refunds. |
| 14.05 | Enter data in an automated system and use the ticket information to invoice an itinerary with non-ARC segments. |
| 14.06 | Read and interpret an Automated Ticket and Boarding Pass (ATB). |
| 14.07 | Demonstrate a functional understanding of how to handle a segment status change. |
| 15.0 | <u>Recognize functions associated with making a lodging reservation.</u> – The student will be able to: |
| 15.01 | Identify references used in the lodging industry (e.g., Official Hotel Guide, Hotel and Travel Index, OAG Business Travel Planner, Internet, a CRS display). |
| 15.02 | Compare a sample listing for a lodging establishment in each of the references identified above. |
| 15.03 | Recognize and display hotel codes. |
| 15.04 | Compare the information found on a hotel's website vs. a CRS availability display. |
| 15.05 | Determine information needed to book a hotel reservation. |
| 15.06 | Identify types of computer generated reports used in the industry (i.e., cashier report, arrival report, credit report, departure report). |
| 16.0 | <u>Recognize functions associated with making a ground transportation reservation.</u> – The student will be able to: |
| 16.01 | Identify references used in the car rental and rail transportation industry (e.g., OAG Business Travel Planner, Internet, CRS display, Amtrak National Train Timetable, VIA Rail Selling Guide, VIA Resernet Interactive). |
| 16.02 | Determine options for transferring to destination (e.g., mass transit, taxi, shuttle, car rental). |
| 16.03 | Determine information needed to book rail travel. |
| 16.04 | Determine information needed to book a car rental. |
| 16.05 | Using a CRS, read and interpret the information found in an availability display. |
| 16.06 | Compare and contrast policies and procedures for renting a car vs. booking a rail ticket (domestic and international). |
| 17.0 | <u>Recognize functions associated with a cruise reservation.</u> – The student will be able to: |
| 17.01 | Identify references used in the cruise line industry (e.g., Cruise Line International Association [CLIA] Manual, Berlitz Complete Handbook to Cruising, Star Service, and Total Traveler by Ship, cruise brochures, and CRSs). |
| 17.02 | Compare a sample listing for a cruise reservation in two of the references identified above. |
| 17.03 | Determine information needed to book a cruise reservation. |

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| 18.0 | <u>Assess the impact of technology and automation on the travel reservation industry.</u> – The student will be able to: |
| 18.01 | Research current trends in the use of computers in the travel reservation industry. |
| 18.02 | Analyze major uses and effects of the Internet on the travel reservation industry. |
| 18.03 | Contrast the value-added services offered by a travel consultant vs. online services. |
| 18.04 | Assess possible career paths requiring the knowledge of computers in the travel reservation industry. |
| 19.0 | <u>Demonstrate proficiency in applying communication, leadership, and customer relations skills in the travel and tourism industry.</u> – The student will be able to: |
| 19.01 | Demonstrate techniques for making and maintaining a positive first impression. |
| 19.02 | Practice telephone techniques for placing, answering, placing on hold, and referring telephone calls. |
| 19.03 | Record and relay accurate messages. |
| 19.04 | Interpret business policies to customers/vendors. |
| 19.05 | Propose techniques to resolve complaints. |
| 19.06 | Apply networking skills. |
| 19.07 | Evaluate team performance. |
| 19.08 | Differentiate between appropriate and inappropriate business attire and grooming. |
| 19.09 | Compare and contrast school and work environment. |
| 19.10 | Debate current issues impacting the industry. |
| 19.11 | Generate a report using industry-related resources. |
| 19.12 | Create an itinerary. |
| 19.13 | Plan and participate in a meeting/conference. |
| 19.14 | Apply leadership skills through involvement in community and/or school activities. |
| 20.0 | <u>Apply employability skills necessary for success in the travel and tourism industry.</u> – The student will be able to: |
| 20.01 | Investigate career skills necessary to be successful in the industry (e.g., geography, sales, customer service, telephone, computer, foreign language, math, written and oral communication). |
| 20.02 | Research currently available job opportunities and/or post-secondary programs. |

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| 20.03 | Update resume and cover letter for the purpose of applying for a travel and tourism related job or college admission. |
| 20.04 | Evaluate and update career portfolio (e.g., resume, letters of recommendation, awards, evidence of participation in service and work-based learning activities, employer evaluations). |
| 20.05 | Assess skills needed for a successful interview (research company, anticipate questions, prepare questions). |
| 20.06 | Develop criteria and measure performance of specified professional behaviors. |
| 21.0 | <u>Perform designated job skills.</u> – The student will be able to: |
| 21.01 | Perform tasks as outlined in the job performance skills plan. |
| 21.02 | Display an acceptable level of production and quality control. |
| 21.03 | Maintain appropriate records. |
| 21.04 | Demonstrate appropriate dress and grooming habits for the workplace environment. |
| 21.05 | Research a company's products and services. |
| 22.0 | <u>Demonstrate work ethics.</u> – The student will be able to: |
| 22.01 | Demonstrate effective written and oral communication and listening skills. |
| 22.02 | Demonstrate the ability to resolve customer, employee, and employee/employer problems and concerns. |
| 22.03 | Demonstrate acceptable work habits and conduct in the workplace as defined by company policy. |
| 22.04 | Demonstrate legal and ethical behavior within the scope of job responsibilities. |
| 22.05 | Follow policies and procedures affecting safety, health, and well-being. |
| 22.06 | Exhibit behavior supporting and promoting cultural and ethnic diversity. |
| 22.07 | Demonstrate interpersonal skills which enhance team productivity and foster positive work ethics. |
| Course Number: HMV0038 | |
| Occupational Completion Point: C | |
| Travel Consultant – 150 Hours – SOC Code 413041 | |
| 23.0 | <u>Explain marketing principles as they relate to travel and tourism.</u> – The student will be able to: |
| 23.01 | Identify and explain levels of travelers' needs by applying Maslow's hierarchy. |
| 23.02 | Explain methods to identify and qualify the customer (e.g., time, money, interests). |
| 23.03 | Assess importance of value-added services. |

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| 23.04 | Research the role of travel suppliers. |
| 23.05 | Explain the role of local, state, national, and international government organizations that promote travel. |
| 23.06 | Diagram and explain the various channels of distribution used in the travel and tourism industry. |
| 23.07 | Compare and contrast marketing and sales. |
| 23.08 | Discuss how the product life cycle affects the prices and desirability of travel and tourism products. |
| 23.09 | Identify and analyze the types of marketing used in the travel and tourism industry. |
| 23.10 | Describe major sales promotion techniques. |
| 23.11 | Explain how public relations differ from advertising. |
| 23.12 | Explain why and how travel markets are segmented. |
| 23.13 | Evaluate viability of a market segment. |
| 23.14 | Explain methods used to segment markets (i.e., demographic, geographic, behavioristic, psychographic). |
| 23.15 | Explain importance and methods of market research. |
| 24.0 | <u>Demonstrate sales and customer service techniques in the selling of travel and tourism products.</u> – The student will be able to: |
| 24.01 | Explain why service is a technical skill and hospitality an emotional skill. |
| 24.02 | Describe and demonstrate traits needed to be an effective sales professional. |
| 24.03 | Describe the value of using emotive words in making a sale. |
| 24.04 | Describe and demonstrate methods of overcoming obstacles to a sale. |
| 24.05 | Practice problem-solving techniques for the resolution of challenges. |
| 24.06 | Evaluate importance and impact of customer service. |
| 24.07 | Discuss the importance of service-minded behaviors. |
| 24.08 | Develop and demonstrate customer service skills. |
| 25.0 | <u>Demonstrate proficiency in applying higher level mathematical skills unique to travel and tourism.</u> – The student will be able to: |
| 25.01 | Apply standard industry formula to determine markup and markdown (i.e., occupancy, average daily rate, food cost controls, inventory). |

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| 25.02 | Recognize yield and revenue management concepts. |
| 25.03 | Explain financial concepts used in making business decisions. |
| 25.04 | Explain concept of financial administration. |
| 25.05 | Explain difference between income (credit) and expense (debit). |
| 25.06 | Describe and prepare a cash-flow statement. |
| 25.07 | Analyze industry concepts of price, profit, competition, and productivity. |
| 26.0 | <u>Discuss the internet as a travel and tourism marketing tool.</u> – The student will be able to: |
| 26.01 | Define Internet and industry related terms (e.g., protocol, ISP, URL, WWW, bandwidth, etc). |
| 26.02 | Explain services the Internet provides (e.g., file transfer protocol, newsgroups, e-mail). |
| 26.03 | Research advantages and disadvantages of marketing on the Internet (e.g., cost, accessibility). |
| 26.04 | Practice a variety of forms of communication (e.g., website, e-mail, newsgroups, chatrooms, etc). |
| 26.05 | Discuss political, ethical, and legal issues of using the Internet. |
| 26.06 | Discuss history and emerging trends. |
| 26.07 | Discuss security issues (e.g., firewalls, hacking, viruses, e-commerce). |
| 26.08 | Discuss social impact of the Internet (e.g., commerce, relationships, gathering personal research, validity of data). |
| 26.09 | Discuss demographics of Internet users. |
| 26.10 | Discuss criteria for selecting an Internet Service Provider (ISP). |
| 26.11 | Describe process for securing a domain name. |
| 26.12 | Discuss copyright and registered trademark issues in securing a domain name. |
| 27.0 | <u>Discuss the needs of the business traveler.</u> – The student will be able to: |
| 27.01 | Explain who the business traveler is and why they travel. |
| 27.02 | Compare and contrast corporate travel policies. |
| 27.03 | Explain the role of the frequent flyer and guest programs. |

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| 27.04 | Discuss the role of the business travel department and the corporate travel agency. |
| 27.05 | List the services and amenities a business traveler requires. |
| 27.06 | Differentiate between the needs of the business traveler and the leisure traveler. |
| 27.07 | Discuss when the business traveler becomes a leisure traveler. |
| 27.08 | Assess role of emerging technology in assisting the business traveler (e.g., cellular telephones, Global Positioning System [GPS] mapping devices, optical scanners, digital cameras, personal data assistants [PDA], wireless technology, etc). |
| 28.0 | <u>Research conservation and Green initiatives in the hospitality industry.</u> – The student will be able to: |
| 28.01 | Explain the Florida Green Lodging program (http://www.dep.state.fl.us/greenlodging). |
| 28.02 | List the requirements that must be met for a property to receive the Green certification. |
| 28.03 | List the requirements for maintaining the Green certification. |
| 28.04 | Research legislation regarding the Florida Green Lodging program and explain how state agencies are affected by this legislation. |
| 28.05 | Explain LEED and how it affects the hospitality industry. |
| 29.0 | <u>Examine the impact of meetings, conventions, conferences, and incentive travel.</u> – The student will be able to: |
| 29.01 | Compare and contrast different types of meetings, trade shows, conventions, and exhibitions. |
| 29.02 | Discuss factors affecting site selection. |
| 29.03 | Describe the role of the meeting planner. |
| 29.04 | Compare pure incentive travel to sales incentive travel. |
| 29.05 | Differentiate between a destination selection company and a destination management company. |
| 30.0 | <u>Examine facts and principles related to the cruise industry.</u> – The student will be able to: |
| 30.01 | Classify modes of water transportation. |
| 30.02 | Recognize differences between the cruise industry and other forms of water transportation. |
| 30.03 | Explain the role of theme cruises in the cruise industry. |
| 30.04 | Discuss issues and trends in the cruise industry. |
| 30.05 | Recognize differences between shipboard and shoreside operations. |

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| 30.06 | Discuss how to explain to a client the differences between brochure pricing and guaranteed price. |
| 31.0 | <u>Examine facts and principles related to the air travel industry.</u> – The student will be able to: |
| 31.01 | Classify modes of air transportation. |
| 31.02 | Describe differences between types of aircraft. |
| 31.03 | Classify the levels of available air service. |
| 31.04 | Discuss issues and trends in the air travel industry. |
| 31.05 | Recognize differences between landside and airside operations. |
| 31.06 | Explain the configuration of an airplane. |
| 31.07 | Explain how the federal government retains authority to protect airline passengers and to police unfair practices. |
| 32.0 | <u>Examine facts and principles related to the ground travel industry.</u> – The student will be able to: |
| 32.01 | Classify modes of ground transportation here and abroad. |
| 32.02 | Classify rental car categories and discuss policies and procedures of rental car agencies. |
| 32.03 | Classify the levels of available ground service. |
| 32.04 | Discuss issues and trends in the ground travel industry. |
| 33.0 | <u>Examine facts and principles related to the lodging industry.</u> – The student will be able to: |
| 33.01 | Classify types of lodging facilities. |
| 33.02 | Discuss major rating systems, codes, room types, and rates. |
| 33.03 | Recognize differences between front of the house and back of the house operations. |
| 33.04 | Discuss issues and trends in the lodging industry. |
| 34.0 | <u>Examine facts and principles related to leisure travel.</u> – The student will be able to: |
| 34.01 | Describe entertainment options for leisure travel. |
| 34.02 | Discuss issues and trends within the leisure travel industry. |
| 35.0 | <u>Describe the development of the tour package.</u> – The student will be able to: |

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| 35.01 | Differentiate between types of tour packages and their components. |
| 35.02 | Compare advantages and disadvantages of types of tour packages. |
| 35.03 | Explain role of the tour operator. |
| 35.04 | Investigate customs and immigration laws, travel documentation, inoculations, and entry and exit fees for international travel (e.g., proof of citizenship, passports, visas, tourist cards). |
| 35.05 | Compare customer regulations involving articles free of U.S. Duty Tax, personal exemption, forbidden and restricted items, and duty-free ports. |
| 35.06 | Identify terms and conditions that would appear on the back of a tour brochure. |
| 35.07 | Create a tour package illustrating the main stages of development. |
| 36.0 | <u>Explain options for selling travel and tourism products.</u> – The student will be able to: |
| 36.01 | Describe primary functions of a retail travel agency. |
| 36.02 | Explain the role of the Airline Reporting Corporation (ARC) and International Air Transportation Network and discuss requirements for obtaining their approval. |
| 36.03 | Analyze methods agencies use to compensate travel consultants. |
| 36.04 | Evaluate role of professional/trade associations that support the travel and tourism industry. |
| 36.05 | Discuss the evolving role of the travel consultant. |
| 36.06 | Compare and contrast those products sold by a retail travel agency, a wholesale travel agency, and over the Internet. |
| 37.0 | <u>Create a sales promotion tool for a travel and tourism product.</u> – The student will be able to: |
| 37.01 | Recognize importance of using databases to identify target markets. |
| 37.02 | Develop a sales promotion tool for a travel and tourism product (e.g., brochure, press release, radio spot, print ad, web site). |
| 37.03 | Develop a budget for the chosen sales promotion tool. |
| 38.0 | <u>Develop a plan for a career in the travel and tourism industry.</u> – The student will be able to: |
| 38.01 | Assess careers in a variety of travel and tourism industries. |
| 38.02 | Evaluate career opportunities available in the travel and tourism industry. |
| 38.03 | Explain duties, skills, and knowledge needed by each of the identified professionals. |

38.04 Research a travel and tourism career including a job description, educational requirements and training, benefit package, responsibilities, and job advancement opportunities.

38.05 Finalize a career portfolio including a financial plan for achieving education/career goal.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

DECA, an association of marketing students (secondary) and Collegiate DECA (postsecondary) are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Students who choose the internship option must work a minimum of 150 hours to earn one credit. Introduction to Hospitality and Tourism and Computer Technology for Travel and Tourism should be completed prior to enrollment in Hospitality and Tourism Internship. Each student intern is required to have a job performance skills plan, signed by the student/intern, teacher, and employer. This plan should include competencies developed through classroom experiences, a list of on-the-job duties and tasks to be performed, and identification of student performance standards. The Hospitality and Tourism Internship may provide paid or non-paid work experience based on the needs of the student and availability of positions.

Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Commercial Foods and Culinary Arts
Program Type: Career Preparatory
Career Cluster: Hospitality and Tourism

| PSAV | |
|--|---|
| Program Number | N100500 |
| CIP Number | 0412050312 |
| Grade Level | 30, 31 |
| Standard Length | 1200 hours |
| Teacher Certification | FAM CON SC 1 CULINARY 7G |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 35-2021 – Food Preparation Workers 35-2014 – Cooks, Restaurant 35-1011 – Chefs and Head Cooks 11-9051 – Food Service Managers |
| Facility Code | http://www.fl DOE .org/edfacil/sref.asp (State Requirements for Educational Facilities) |
| Targeted Occupation List | http://www.labor market info .com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fl DOE .org/workforce/perkins/perkins_resources.asp |
| Industry Certifications | http://www.fl DOE .org/workforce/fcpea/default.asp |
| Statewide Articulation | http://www.fl DOE .org/workforce/dwdframe/artic_frame.asp |
| Basic Skills Level | Mathematics: 9 Language: 9 Reading: 9 |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-

solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to preparation, presentation, and serving of a wide variety of foods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. This coursework prepares students for employment in the food service/hospitality industry. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of four occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code |
|-----|---------------|-------------------------|-----------|----------|
| A | HMV0100 | Food Preparation | 300 hours | 35-2021 |
| B | HMV0170 | Cook - Restaurant | 300 hours | 35-2014 |
| C | HMV0171 | Chef/Head Cook | 300 hours | 35-1011 |
| D | HMV0126 | Food Service Management | 300 hours | 11-9051 |

Regulated Programs

Information on Department of Health rules that affect culinary programs is available at <https://www.flrules.org/gateway/chapterhome.asp?chapter=64E-11>.

It is strongly recommended that teachers obtain employee food handler training certification (<http://www.myfloridalicense.com/dbpr/hr/food-lodging/employee-training.html>) as well as food safety manager training/certification (<http://www.myfloridalicense.com/dbpr/hr/food-lodging/ManagerCertification.html>).

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify career and employment opportunities.
- 02.0 Exhibit the ability to follow state mandated guidelines for food service.
- 03.0 Demonstrate and incorporate workplace safety procedures.
- 04.0 Demonstrate personal productivity.
- 05.0 Utilize operational systems.
- 06.0 Use and care for commercial tools and equipment.
- 07.0 Describe the principles of basic food science.
- 08.0 Demonstrate how to read, follow, and prepare recipes.
- 09.0 Describe the basic principles of nutrition.
- 10.0 Identify and explain front-of-the-house and back-of-the-house duties
- 11.0 Prepare and present food and beverage items to meet creativity aspects as well as quality standards.
- 12.0 Exhibit and utilize safe, secure, and sanitary work procedures.
- 13.0 Apply principles of food science in cooking and baking techniques.
- 14.0 Apply principles of nutrition in menu planning, cooking, and baking.
- 15.0 Perform front-of-the-house duties.
- 16.0 Perform back-of-the-house and inventory duties.
- 17.0 Research career and advancement opportunities in professional cooking and baking.
- 18.0 Follow food identification, selection, and purchasing, receiving, storing, and inventory guidelines.
- 19.0 Practice advanced cooking and baking techniques.
- 20.0 Apply scientific principles in cooking and baking.
- 21.0 Demonstrate fruit and vegetable preparation skills.
- 22.0 Demonstrate buffet food preparation skills.
- 23.0 Demonstrate dairy, egg, and starchy products preparation skills.
- 24.0 Demonstrate stock, soup, and sauce preparation skills.
- 25.0 Demonstrate meat, poultry, fish and seafood preparation skills.
- 26.0 Demonstrate bakery goods and dessert preparation skills.
- 27.0 Demonstrate management skills.
- 28.0 Comply with laws and regulations specific to the food service and hospitality industry.
- 29.0 Develop a business plan.
- 30.0 Create and prepare menus for various nutritional needs.
- 31.0 Utilize cost-control techniques to maximize profitability.
- 32.0 Interpret and incorporate guidelines and policies for food service establishments.
- 33.0 Compare and analyze the relationship of nutrition to wellness.
- 34.0 Develop and prepare menus for customers on special diets.
- 35.0 Compare and analyze menus of food establishments.

**Florida Department of Education
Student Performance Standards**

Program Title: Commercial Foods and Culinary Arts (NEW)
PSAV Number: N100500

Course Number: HMV0100
Occupational Completion Point: A
Food Preparation – 300 clock Hours – SOC Code 352021

01.0 Identify career and employment opportunities. – The student will be able to:

01.01 Discuss history and trends of the food service industry.

01.02 Identify occupations in the food service and hospitality industry and their impact on the economy.

01.03 Identify levels of training required for food service and hospitality occupations.

01.04 Identify professional organizations related to hospitality/food service.

02.0 Exhibit the ability to follow state mandated guidelines for food service. – The student will be able to:

02.01 **Demonstrate and utilize proper personal hygiene and personal health precautions** (hand washing; use of gloves; grooming; proper hair restraints, closed-toe shoes, aprons, uniforms).

02.02 Demonstrate proper food handling techniques (thermometer use; thawing methods; internal cooking temperatures) utilizing current industry safety and sanitation procedures **for agency having jurisdiction (AHJ)**.

02.03 Demonstrate and utilize proper techniques for lifting, receiving and storing food supplies.

02.04 Demonstrate and utilize proper techniques for transporting, cooking and holding food (proper ways to cool/reheat food; holding temperatures).

02.05 Demonstrate and utilize proper disinfecting, cleaning and sanitizing techniques (cleaning vs. sanitizing; storing cleaning supplies; proper procedures for cleaning equipment).

02.06 Demonstrate and utilize proper licensed pest control procedures, including maintaining a clean facility.

02.07 Classify all causes of food borne illnesses (e.g., biological, physical and chemical).

02.08 Describe symptoms of food borne illness and how food borne illness can be prevented.

02.09 Describe cross contamination and incorporate ways to prevent this from occurring.

02.10 Research top allergens and how to control allergy cross-contamination.

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| 02.11 | Use acquired knowledge to obtain employee food handler training certificate that is valid in Florida (http://www.myfloridalicense.com/dbpr/hr/food-lodging/employee-training.html) |
| 03.0 | <u>Demonstrate and incorporate workplace safety procedures.</u> – The student will be able to: |
| 03.01 | Follow standard procedures for physical hazard control. |
| 03.02 | Identify and utilize first-aid procedures for accidents and injuries. |
| 03.03 | Follow the standards for infectious disease control |
| 03.04 | Apply sanitary procedures in maintaining the facility including proper waste disposal methods. |
| 03.05 | Maintain an MSDS (Materials Safety Data Sheet) for each product and keep in a three ring binder in the kitchen area. |
| 03.06 | Explain the Right to Know Law as recorded in (29 CFR-1910.1200) – OSHA Law.. |
| 03.07 | Demonstrate and utilize safety procedures related to prevention of slips, falls, fire, boilers, proper lifting and chemical use. |
| 03.08 | Identify the HACCP (Hazard Analysis Critical Control Point) during all food handling processes. |
| 03.09 | Demonstrate proper knife handling skills. |
| 04.0 | <u>Demonstrate personal productivity.</u> – The student will be able to: |
| 04.01 | Exhibit employability skills (punctuality, dependability, appropriate appearance.) |
| 04.02 | Exhibit work ethics and integrity (employee theft and consequences) |
| 04.03 | Maintain positive personal relationships including acceptance of constructive criticism. |
| 04.04 | Develop personal and professional etiquette. |
| 04.05 | Demonstrate the ability to function as a team member in a diverse environment. |
| 04.06 | Create a resume' and use in a job search. |
| 05.0 | <u>Utilize operational systems.</u> – The student will be able to: |
| 05.01 | Identify elements of a successful organized food service operation in relation to time, energy, money, and space and customer service (role of management; importance of labor costs/food costs; use of computers). |
| 05.02 | Follow local and state rules, regulations, and laws relative to area of operation. |
| 05.03 | Identify and utilize security procedures necessary to prevent liability and loss. |
| 05.04 | Describe current computerized systems for purchasing and inventory control. |

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| 05.05 | Create the Par-Stock list for an event or weekly school restaurant/café. |
| 06.0 | <u>Use and care for commercial tools and equipment.</u> – The student will be able to: |
| 06.01 | Identify commercial tools and equipment. |
| 06.02 | Demonstrate mastery of standard weights and measures used in the food service industry. |
| 06.03 | Use and maintain commercial tools. |
| 06.04 | Use and maintain commercial equipment. |
| 07.0 | <u>Describe the basic principles of food science.</u> – The student will be able to: |
| 07.01 | Explain how taste and aroma combine to give foods their flavors. |
| 07.02 | List physical, psychological, cultural, and environmental influences on food likes and dislikes. |
| 07.03 | Compare and analyze reasons for evaluating food products subjectively and objectively. |
| 08.0 | <u>Demonstrate how to read, follow, and prepare recipes.</u> – The student will be able to: |
| 08.01 | Explain the purpose of standardized recipes. |
| 08.02 | Define mise en place and the relationship of organizational skills to productivity in the workplace. |
| 08.03 | Use, follow, prepare, and plate standardized recipes creatively. |
| 08.04 | Define portion size and recipe yield. |
| 08.05 | Identify herbs, spices, oils, and vinegars and their appropriate use in preparing food products that exhibit and enhance creativity, taste, and appearance. |

Course Number: HMV0170
Occupational Completion Point: B
Cook, Restaurant – 300 Hours – SOC Code 352014

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| 09.0 | <u>Describe the basic principles of nutrition.</u> – The student will be able to: |
| 09.01 | List the essential nutrients and their functions. |
| 09.02 | Interpret food labels. |
| 09.03 | Identify different dietary needs. |
| 09.04 | Apply knowledge in creating menus that utilize nutritional principles. |

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| 10.0 | <u>Identify and explain front-of-the house and back of the house duties.</u> – The student will be able to: |
| 10.01 | Identify, demonstrate, and utilize fundamentals of customer service. |
| 10.02 | Identify and explain techniques of front-of-the-house and back-of-the-house responsibilities including but not limited to dining room setup, greeting, order-taking, serving, clearing, check presentation, bussing, food safety awareness, and cashiering. |
| 10.03 | Identify types of meal services. |
| 10.04 | Describe the types of work stations in the commercial kitchen. |
| 10.05 | Identify, explain and illustrate basic knife cuts and skills. |
| 10.06 | Explain common cooking methods (roasting, baking, broiling, sautéing, frying, deep-frying, braising, and steaming). |
| 10.07 | Define common baking terms and identify common baking ingredients. |
| 11.0 | <u>Prepare and present food and beverage items to meet creativity aspects as well as quality standards.</u> – The student will be able to: |
| 11.01 | Recognize standards of quality as well as prepare and creatively present: bake station items; pantry station items; fry station items; cold station items; hot station items; beverage items. |
| 12.0 | <u>Exhibit and utilize safe, secure, and sanitary work procedures.</u> – The student will be able to: |
| 12.01 | Follow federal, state, and local sanitation and safety codes. |
| 12.02 | Research Department of Health rules that affect culinary programs (https://www.flrules.org/gateway/chapterhome.asp?chapter=64E-11). |
| 12.03 | Research Department of Business and Professional Regulation rules/statutes that affect restaurants and the food service industry (http://www.myfloridalicense.com/dbpr/hr/index.html). |
| 13.0 | <u>Apply principles of food science in cooking and baking techniques.</u> – The student will be able to: |
| 13.01 | Identify food products that are a result of fermentation. |
| 13.02 | Identify and explain the various leavening agents used in baking. |
| 13.03 | Explain the leavening process in baking. |
| 13.04 | Identify and explain the principles of thickening agents used in food preparation. |
| 13.05 | Distinguish between and demonstrate the physical properties of thickening agents. |
| 13.06 | Explain the role of pH in food preservation and baking applications. |
| 13.07 | Demonstrate and analyze the difference between moist, dry, and combination cooking methods. |

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| 13.08 | Apply basic principles of the chemistry of food preparation to fruits and vegetables. |
| 14.0 | <u>Apply principles of nutrition in menu planning, cooking, and baking.</u> – The student will be able to: |
| 14.01 | Interpret and create menus to meet current dietary guidelines and nutritional requirements of individuals with special needs. |
| 14.02 | Apply the new MyPlate food guide to analyze diets to include special needs (www.choosemyplate.gov). |
| 14.03 | List categories of lipids (fats and oils) based on physical state and dietary sources. |
| 14.04 | Examine the functions of lipids (fats and oils) in food preparation. |
| 14.05 | Analyze the nutritional impact of lipids (fats and oils) in the diet. |
| 15.0 | <u>Perform front-of-the-house duties.</u> – The student will be able to: |
| 15.01 | Recognize the needs of diverse populations. |
| 15.02 | Perform duties to meet the needs of the customer (greeting guests; escorting to tables and presenting menus; handling guests with special needs; transporting and serving meals; loading and carrying trays; etc.) |
| 15.03 | Handle customer complaints. |
| 16.0 | <u>Perform back-of-the-house and inventory duties.</u> – The student will be able to: |
| 16.01 | Receive, store, and issue supplies. |
| 16.02 | Practice environmentally sound procedures. |
| 16.03 | Demonstrate and follow operational procedures between the front-of-the-house and back-of-the-house. |
| 16.04 | Demonstrate efficient time and motion techniques. |
| 16.05 | Coordinate responsibilities with those of other workstations. |
| 16.06 | Select appropriate tools and equipment for specific tasks. |
| 17.0 | <u>Research college and career advancement opportunities in professional cooking and baking.</u> – The student will be able to: |
| 17.01 | Describe the elements of job search as it relates to advancement opportunities. |
| 17.02 | Develop a personal career plan. |
| 17.03 | Identify food and hospitality-related enterprises and their impact on the industry. |
| 17.04 | Explain the benefits of membership in professional associations, including student organizations. |

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| 18.0 | <u>Follow food identification, selection, purchasing, receiving, storing, and inventory guidelines.</u> – The student will be able to: |
| 18.01 | Identify basic food items. |
| 18.02 | Select basic food items according to standard qualities. |
| 18.03 | Practice portion control and utilize costing procedures. |
| 19.0 | <u>Practice advanced cooking and baking techniques.</u> – The student will be able to: |
| 19.01 | Recognize standards of quality as well as prepare and creatively present: advanced bake station items; advanced pantry station items; advanced fry station items; and advanced hot station items. |
| 20.0 | <u>Apply scientific principles in cooking and baking.</u> – The student will be able to: |
| 20.01 | Identify the physical and chemical changes in foods that result from the application of heat or cold. |
| 20.02 | Identify the effect of various levels of moisture on food. |
| 20.03 | Identify the differences between a permanent and temporary emulsion. |
| 20.04 | Distinguish between the characteristics of acids and bases. |
| Course Number: HMV0171 | |
| Occupational Completion Point: C | |
| Chef/Head Cook – 300 Hours – SOC Code 351011 | |
| 21.0 | <u>Demonstrate fruit and vegetable preparation skills.</u> – The student will be able to: |
| 21.01 | Identify types of greens and their characteristics and prepare them for salads. |
| 21.02 | Identify and select fruits and demonstrate various preparation methods (peel, core, score, Zest, section, puree, marinate, preserve, glaze, juice extraction). |
| 21.03 | Identify and select vegetables and demonstration various preparation methods (peel by Hand or machine, cut, puree, stew, stuff). |
| 21.04 | Prepare fruit salads and vegetable salads. |
| 21.05 | Create fruit and vegetable garnishes. |
| 21.06 | Prepare salad dressings, cold sauces, and derivatives. |
| 21.07 | Identify, select, and prepare a variety of nuts. |
| 21.08 | Apply basic principles of the chemistry of food preparation to fruits and vegetables. |
| 22.0 | <u>Demonstrate buffet food preparation skills.</u> – The student will be able to: |

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| 22.01 | Prepare hot and cold beverages |
| 22.02 | Prepare a variety of sandwich fillings. |
| 22.03 | Prepare hot and cold sandwiches. |
| 22.04 | Prepare sliced meats for a cold buffet |
| 22.05 | Prepare starchy salads |
| 22.06 | Prepare seafood cocktails and salads |
| 22.07 | Prepare cheese boards, canapés, and cold and hot hors d'oeuvres |
| 22.08 | Plan, set up, and serve buffets |
| 22.09 | Select, use and maintain buffet equipment and utensils |
| 23.0 | <u>Demonstrate dairy, egg, and starchy product preparation skills.</u> – The student will be able to: |
| 23.01 | Identify and select cheeses, milk, creams and butter. |
| 23.02 | Store and handle fresh, frozen, and cooked dairy products. |
| 23.03 | Apply basic principles of the chemistry of protein to cooking eggs and dairy products. |
| 23.04 | Whip cream. |
| 23.05 | Identify and select varieties of starchy foods and cereals |
| 23.06 | Select, break, and separate eggs |
| 23.07 | Prepare eggs using various cooking methods (boil, fry, scramble, poach, omelets, shirred). |
| 23.08 | Prepare crepes and soufflés. |
| 24.0 | <u>Demonstrate stock, soup, and sauce preparation skills.</u> – The student will be able to: |
| 24.01 | Prepare white stock, brown stock, and fish stock. |
| 24.02 | Prepare roux and other thickening agents. |
| 24.03 | Prepare Bechamel sauce, sauce espagnole, veloute, Hollandaise, and mayonnaise. |
| 24.04 | Prepare cream soups, chowders, clear soups, and bisque. |

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| 24.05 | Recognize soups and sauces by taste and appearance. |
| 25.0 | <u>Demonstrate meat, poultry, fish, and seafood preparation skills.</u> – The student will be able to: |
| 25.01 | Identify types and cuts of meat and select meat and poultry. |
| 25.02 | Apply basic principles of the chemistry of protein to cooking meat products. |
| 25.03 | Prepare meat and poultry using various cooking methods (stew, boil, grill, broil, barbecue, deep fry, poach, sauté, blanch, bake/roast, braise) |
| 25.04 | Identify and select fish and seafood. |
| 25.05 | Prepare fish and seafood using various cooking methods (deep fry, grill, boil, broil, sauté, poach, braise) |
| 25.06 | Prepare stuffing for meats, poultry and seafood and demonstrate the stuffing process. |
| 25.07 | Demonstrate the proper procedure when marinating meat, poultry, and seafood. |
| 26.0 | <u>Demonstrate bakery goods and dessert preparation skills.</u> – The student will be able to: |
| 26.01 | Identify and select baking and dessert ingredients. |
| 26.02 | Demonstrate and analyze the different functions of sugar in food preparation. |
| 26.03 | Prepare gelatins, puddings and baked products using mixes |
| 26.04 | Prepare basic pie crust (pastry), prepare pie fillings, and make a pie |
| 26.05 | Prepare and bake quick breads |
| 26.06 | Prepare and bake yeast breads |
| 26.07 | Prepare and bake cakes |
| 26.08 | Prepare and apply butter cream and icings to cakes |
| 26.09 | Decorate cakes and pastries |
| 26.10 | Prepare and bake puff pastries |

Course Number: HMV0126
Occupational Completion Point: D
Food Service Management – 300 Hours – SOC Code 119051

27.0 Demonstrate management skills. – The student will be able to:

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| 27.01 | Identify characteristics of an effective manager. |
| 27.02 | Examine management skills. |
| 27.03 | Demonstrate effective communication skills. |
| 27.04 | Use positive reinforcement techniques to increase productivity. |
| 28.0 | <u>Comply with laws and regulations specific to the food service and hospitality industry.</u> – The student will be able to: |
| 28.01 | Identify food service and hospitality laws and regulations to include OSHA and the Americans with Disabilities Act (ADA). |
| 28.02 | Identify laws related to the handling of alcohol. |
| 28.03 | Research the food safety manager training/certification programs that are accredited in Florida (http://www.myfloridalicense.com/dbpr/hr/foodlodging/ManagerCertification.html). |
| 29.0 | <u>Develop a business plan.</u> – The student will be able to: |
| 29.01 | Identify the elements of a business plan to include vision, goals, strategies, and action plans. |
| 29.02 | Identify basic economic and marketing strategies. |
| 29.03 | Analyze trends in the food service and hospitality industry. |
| 30.0 | <u>Create and prepare menus for various nutritional needs.</u> – The student will be able to: |
| 30.01 | Examine pricing strategies. |
| 30.02 | Examine menu formats. |
| 30.03 | Analyze menus for profitability |
| 31.0 | <u>Utilize cost-control techniques to maximize profitability.</u> – The student will be able to: |
| 31.01 | Examine and utilize cost out procedures to minimize food waste. |
| 31.02 | Identify computer software available for food service and hospitality management. |
| 31.03 | Develop an accounting and record-keeping system using selected software. |
| 31.04 | Develop a purchasing, receiving, storing, and inventory system. |
| 31.05 | Examine loss prevention factors such as safety, sanitation, food handling, ware handling, maintenance, insurance, and environmental effects. |
| 31.06 | Interpret profit and loss statements. |

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| 31.07 | Identify the responsibility of each individual to be held accountable for profitability. |
| 32.0 | <u>Interpret and incorporate guidelines and policies for food service establishments.</u> – The student will be able to: |
| 32.01 | Develop employee guidelines such as job descriptions, training, and scheduling. |
| 32.02 | Describe the characteristics of an efficient purchasing, receiving, storing, and inventory system. |
| 33.0 | <u>Compare and analyze the relationship of nutrition to wellness.</u> – The student will be able to: |
| 33.01 | Describe the functions and sources of the 6 classifications of nutrients. |
| 33.02 | Identify the effects of nutrient deficiencies and excesses. |
| 33.03 | Apply guidelines for using the MyPlate food guide to plan daily food choices for customers with special diets. |
| 33.04 | Describe the ABC's of the Dietary Guidelines for Americans from the United State Department of Agriculture (www.choosemyplate.gov). |
| 33.05 | Determine the relationship between food choices, eating and wellness vs. profit/loss margins. |
| 33.06 | Explain how to encourage healthful eating habits for people in every stage of the life cycle. |
| 33.07 | List the types of food additives and explain their purpose. |
| 34.0 | <u>Develop and prepare menus for customers on special diets.</u> – The student will be able to: |
| 34.01 | Create a menu for customers with dietary limitations. |
| 34.02 | Describe the preparation methods used to prepare a nutritious meal for customers with special dietary needs (heart healthy, vegetarianism, religious dietary laws, etc.) |
| 34.03 | Identify common food allergies and determine appropriate substitutions. |
| 34.04 | Prepare meals for customers with special dietary needs. |
| 34.05 | List the serving sizes for an average adult. |
| 34.06 | Develop a modification plan for existing menus that will meet special dietary needs. |
| 35.0 | <u>Compare and analyze menus of food establishments.</u> – The student will be able to: |
| 35.01 | Analyze the menus of different food establishments to see how the daily requirements of an average adult can be met by dining in the establishments. |
| 35.02 | Plan a menu meeting the "Truth-in-Menu Guidelines". |
| 35.03 | Modify the menu of an establishment to meet the requirements of a customer with a special dietary need. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

NOTE: Prior to the 2010-11 school year there was an articulation agreement in effect for the (old) Commercial Foods and Culinary Arts program. Refer to http://www.fldoe.org/workforce/dwdframe/artic_frame_psav2aas.asp for additional information.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Baking & Pastry Arts
Program Type: Career Preparatory
Career Cluster: Hospitality and Tourism

| PSAV | |
|--|---|
| Program Number | N100600 |
| CIP Number | 0612050103 |
| Grade Level | 30, 31 |
| Standard Length | 600 clock hours |
| Teacher Certification | FAM CON SCI 1 CULINARY 7G |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 51-3011 – Bakers 35-1011 – Chefs and Head Cooks |
| Facility Code | http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Industry Certifications | http://www.fldoe.org/workforce/fcpea/default.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |
| Basic Skills Level | Mathematics: 9 Language: 9 Reading: 9 |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to preparation, presentation, and serving of a wide variety of baked and dessert goods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code |
|-----|---------------|------------------------|-----------|----------|
| A | FSS 0090 | Pastry Cook/Baker | 300 hours | 513011 |
| B | FSS 0091 | Pastry Chef/Head Baker | 300 hours | 351011 |

Regulated Programs

Information on Department of Health rules that affect culinary programs is available at <https://www.flrules.org/gateway/chapterhome.asp?chapter=64E-11>.

It is strongly recommended that teachers obtain the Employee Foodhandler Training Certification, (<http://www.myfloridalicense.com/dbpr/hr/food-lodging/employee-training.html>) as well as the food safety manager training/certification, (<http://www.myfloridalicense.com/dbpr/hr/food-lodging/ManagerCertification.html>).

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment
- 02.0 Explain the importance of employability skills and entrepreneurship skills
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance
- 05.0 Demonstrate fruit preparation skills
- 06.0 Demonstrate bakery goods and dessert preparation skills
- 07.0 Demonstrate bread preparation skills
- 08.0 Solve problems using critical thinking skills, creativity, and innovation
- 09.0 Research the history of the baking and pastry industry and the cultures of food styles
- 10.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
- 11.0 Use information technology tools
- 12.0 Demonstrate advanced baking techniques
- 13.0 Demonstrate confectionary techniques
- 14.0 Practice display and centerpiece creation techniques
- 15.0 Demonstrate personal money-management concepts, procedures, and strategies
- 16.0 Develop and prepare baked goods for various nutritional needs and special diets
- 17.0 Demonstrate science knowledge and skills
- 18.0 Use oral and written communication skills in creating, expressing, and interpreting information and ideas.

**Florida Department of Education
Student Performance Standards**

Program Title: Baking & Pastry Arts
PSAV Number: N100600

Course Number: FSS 0090
Occupational Completion Point: A
Pastry Cook/Baker – 300 clock Hours – SOC Code 513011

01.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. -- The student will be able to:

01.01 Describe the nature and types of business organizations.

01.02 Explain the effect of key organizational systems on performance and quality.

01.03 List and describe quality control systems and/or practices common to the workplace.

01.04 Explain the impact of the global economy on business organizations.

01.05 Identify the kitchen brigade system.

01.06 Develop employee guidelines such as job descriptions, training, and scheduling.

01.07 Identify cross-training and its benefits.

02.0 Explain the importance of employability skill and entrepreneurship skills. -- The student will be able to:

02.01 Identify and demonstrate positive work behaviors needed to be employable.

02.02 Develop personal career plan that includes goals, objectives, and strategies.

02.03 Examine licensing, certification, and industry credentialing requirements.

02.04 Maintain a career portfolio to document knowledge, skills, and experience.

02.05 Evaluate and compare employment opportunities that match career goals.

02.06 Identify and exhibit traits for retaining employment.

02.07 Identify opportunities and research requirements for career advancement.

02.08 Research the benefits of ongoing professional development.

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| 02.09 | Identify basic economic and marketing strategies. |
| 02.10 | Identify and analyze trends in the baking and pastry industry. |
| 02.11 | Identify levels of training required for baking and pastry occupations. |
| 03.0 | <u>Describe the importance of professional ethics and legal responsibilities.</u> -- The student will be able to: |
| 03.01 | Evaluate and justify decisions based on ethical reasoning. |
| 03.02 | Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. |
| 03.03 | Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. |
| 03.04 | Interpret and explain written organizational policies and procedures. |
| 04.0 | <u>Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.</u> -- The student will be able to: |
| 04.01 | Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. |
| 04.02 | Explain emergency procedures to follow in response to workplace accidents. |
| 04.03 | Create a disaster and/or emergency response plan. |
| 04.04 | Follow federal, state, and local sanitation and safety codes. |
| 04.05 | Identify the HACCP (Hazard Analysis Critical Control Points) during all food handling processes. |
| 04.06 | Demonstrate proper food handling techniques utilizing industry safety and sanitation procedures. |
| 04.07 | Apply sanitary procedures in maintaining the facility including proper waste disposal methods. |
| 04.08 | Maintain an MSDS (Materials Safety Data Sheet) for each product and keep in a three ring binder in the kitchen area. |
| 04.09 | Use acquired knowledge to obtain Employee Foodhandler Training Certificate that is valid in Florida (http://www.myfloridalicense.com/dbpr/hr/food-lodging/employee-training.html). |
| 04.10 | Identify bakery tools and equipment. |
| 04.11 | Assemble and disassemble equipment following proper safety procedures. |
| 04.12 | Use bakery tools & equipment for tasks for which they were designed. |
| 05.0 | <u>Demonstrate fruit preparation skills.</u> – The student will be able to: |
| 05.01 | Prepare fruit syrups, coulis, sauces, and compotes. |

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| 05.02 | Prepare poached fruits. |
| 05.03 | Prepare cooked fruit method pie fillings. |
| 05.04 | Prepare fresh fruit method pie fillings. |
| 05.05 | Prepare a variety of candied fruits. |
| 06.0 | <u>Demonstrate bakery goods and dessert preparation skills.</u> -- The student will be able to: |
| 06.01 | Define baking terms. |
| 06.02 | Demonstrate knowledge of arithmetic operations. |
| 06.03 | Analyze and apply data and measurements to solve problems and interpret documents. |
| 06.04 | Construct charts/tables/graphs using functions and data. |
| 06.05 | Define portion size and recipe yield. |
| 06.06 | Operate a calculator. |
| 06.07 | Convert recipes, calculate portion sizes and estimate cost effectively. |
| 06.08 | Analyze and apply data and measurements to solve problems. |
| 06.09 | Demonstrate mastery of standard weights and measures used in the baking industry. |
| 06.10 | Identify and select baking ingredients. |
| 06.11 | Identify, select, and prepare a variety of nuts. |
| 06.12 | Identify basic mixing methods. |
| 06.13 | Prepare gelatins, puddings and baked products using mixes. |
| 06.14 | Prepare cobblers and crisps. |
| 06.15 | Prepare savory pie dough. |
| 06.16 | Prepare pastry dough. |
| 06.17 | Prepare quiche. |
| 06.18 | Prepare high-ratio cakes. |

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| 06.19 | Prepare pound cakes. |
| 06.20 | Prepare sponge cakes. |
| 06.21 | Prepare and apply butter cream. |
| 06.22 | Prepare charlottes. |
| 06.23 | Prepare mousses. |
| 06.24 | Prepare pastry cream. |
| 06.25 | Prepare Bavarian creams. |
| 06.26 | Prepare baked custards. |
| 06.27 | Prepare ice-box cookies. |
| 06.28 | Prepare scooped method cookies. |
| 06.29 | Prepare a variety of cream-based dessert sauces (crème anglaise). |
| 06.30 | Bake puff pastries using prepared dough. |
| 07.0 | <u>Demonstrate bread preparation skills.</u> – The student will be able to: |
| 07.01 | Identify types of flour and the function of each. |
| 07.02 | Identify types of leavening used in bread production. |
| 07.03 | Identify steps in bread production. |
| 07.04 | Identify bread mixing methods. |
| 07.05 | Describe the functions and types of washes (egg wash, milk wash). |
| 07.06 | Prepare sweet variety quick breads (muffins, scones). |
| 07.07 | Prepare savory variety quick breads (biscuits, cornbreads). |
| 07.08 | Prepare soft yeast breads and crusty yeast breads. |
| 07.09 | Prepare specialty yeast breads (whole grain, artisan). |
| 07.10 | Prepare a variety of laminated dough products (coffee cakes, Danish pastries). |

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| 08.0 | <u>Solve problems using critical thinking skills, creativity, and innovation.</u> -- The student will be able to: |
| 08.01 | Employ critical thinking skills independently and in teams to solve problems and make decisions. |
| 08.02 | Employ critical thinking and interpersonal skills to resolve conflicts. |
| 08.03 | Identify and document workplace performance goals and monitor progress toward those goals. |

Course Number: FSS 0091
Occupational Completion Point: B
Pastry Chef/Head Baker – 300 Hours – SOC Code 351011

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| 09.0 | <u>Research the history of the baking and pastry industry and the cultures of food styles.</u> -- The student will be able to: |
| 09.01 | List physical, psychological, cultural, and environmental influences on preferences of baked goods. |
| 09.02 | Discuss history and composition of various bakery items. |
| 09.03 | Identify influential individuals and groups throughout the history of the baking industry. |
| 10.0 | <u>Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives</u> -- The student will be able to: |
| 10.01 | Employ leadership skills to accomplish organizational goals and objectives. |
| 10.02 | Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. |
| 10.03 | Conduct and participate in meetings to accomplish work tasks. |
| 10.04 | Employ mentoring skills to inspire and teach others. |
| 11.0 | <u>Use information technology tools.</u> -- The student will be able to: |
| 11.01 | Use personal information management (PIM) applications to increase workplace efficiency. |
| 11.02 | Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. |
| 11.03 | Employ computer operations applications to access, create, manage, integrate, and store information. |
| 11.04 | Employ collaborative/groupware applications to facilitate group work. |
| 12.0 | <u>Demonstrate advanced baking techniques.</u> -- The student will be able to: |
| 12.01 | Demonstrate the presentations of baked goods and desserts. |
| 12.02 | Prepare and bake a variety of meringues. |

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| 12.03 | Prepare tarts and tartlets. |
| 12.04 | Prepare crepes. |
| 12.05 | Prepare soufflés. |
| 12.06 | Prepare a variety of pate choux products. |
| 12.07 | Prepare puff pastry dough. |
| 12.08 | Prepare a variety of ice creams, sorbets, and other frozen desserts. |
| 12.09 | Prepare a variety of decorations using tuile paste. |
| 12.10 | Prepare advanced cakes, gateaux, and entremets. |
| 12.11 | Examine plated desserts for balance in flavor, texture, and appearance. |
| 13.0 | <u>Demonstrate confectionary techniques.</u> -- The student will be able to: |
| 13.01 | Describe the various types of chocolate. |
| 13.02 | Temper chocolate. |
| 13.03 | Prepare molded chocolate confections. |
| 13.04 | Prepare hand-rolled chocolate confections. |
| 13.05 | Prepare various types of candies. |
| 13.06 | Prepare caramels and nougats. |
| 13.07 | Prepare various types of petit fours and friandises. |
| 14.0 | <u>Practice display and centerpiece creation techniques.</u> -- The student will be able to: |
| 14.01 | Prepare chocolate display pieces. |
| 14.02 | Prepare marzipan and use it in the decoration of cakes, making of confections, and modeling of fruits or figurines. |
| 14.03 | Cook sugar or Isomalt for basic sugar display work. |
| 14.04 | Prepare display pieces using pastillage and royal icing. |
| 15.0 | <u>Demonstrate personal money-management concepts, procedures, and strategies.</u> -- The student will be able to: |

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| 15.01 | Identify and describe the services and legal responsibilities of financial institutions. |
| 15.02 | Describe the effect of money management on personal and career goals. |
| 15.03 | Develop a personal budget and financial goals. |
| 15.04 | Complete financial instruments for making deposits and withdrawals. |
| 15.05 | Maintain financial records. |
| 15.06 | Read and reconcile financial statements. |
| 15.07 | Research, compare, and contrast investment opportunities. |
| 15.08 | Calculate change, tax, gratuity, commission, and miscellaneous charges. |
| 15.09 | Interpret taxes affecting the baking and pastry industry. |
| 15.10 | Calculate and analyze labor costs. |
| 15.11 | Identify the break-even point. |
| 16.0 | <u>Develop and prepare baked goods for various nutritional needs and special diets.</u> -- The student will be able to: |
| 16.01 | Demonstrate awareness of religious dietary requirements. |
| 16.02 | Identify common food allergies and determine appropriate substitutions. |
| 16.03 | Create baked products for customers with dietary limitations. |
| 17.0 | <u>Demonstrate science knowledge and skills.</u> -- The student will be able to: |
| 17.01 | Discuss the role of creativity in constructing scientific questions, methods, and explanations. |
| 17.02 | Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. |
| 18.0 | <u>Use oral and written communication skills in creating, expressing and interpreting information and ideas.</u> -- The student will be able to: |
| 18.01 | Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. |
| 18.02 | Locate, organize and reference written information from various sources. |
| 18.03 | Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. |
| 18.04 | Interpret verbal and nonverbal cues/behaviors that enhance communication. |

18.05 Apply active listening skills to obtain and clarify information.

18.06 Explain nature of staff communication and use of inter-departmental/company communication.

18.07 Locate, comprehend and evaluate key elements of oral and written information.

18.08 Draft, revise, and edit written documents using correct grammar, punctuation, and vocabulary.

18.09 Present information formally and informally for specific purposes and audiences.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

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Basic Skills

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Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional

methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

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Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Course Title: Hospitality and Tourism Cooperative Education - OJT
Course Type: Career Preparatory
Career Cluster: Hospitality and Tourism

PSAV – Cooperative Education - OJT

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|-----------------------|--|
| Course Number | N509999 |
| CIP Number | 02529999CP |
| Grade Level | 30, 31 |
| Standard Length | Multiple hours |
| Teacher Certification | FAM CON SC 1 HOTEL TRNG 7G SC FOOD SV @6 MKTG 1 @2 MKTG MGMT @7 7G TC COOP ED @7 QUAN FOOD @7 %7%G HME EC OCC @7 %7%G HOMEMAKING @2 @7 %7%G BUS ED 1 @2/CHI* |
| | *CHI – Certified Hospitality Instructor Teachers certified in Business Education must obtain this training from the American Hotel and Lodging Educational Institute to teach this program. For information - http://www.ahlei.org/content.aspx?id=29316 For CHI application - http://www.ahlei.org/uploadedFiles/EI/certification/Certification_List/CHI-application.pdf |
| CTSO | FCCLA |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the **Hospitality and Tourism** cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the **Hospitality and Tourism** cluster.

Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Hospitality and Tourism Cooperative Education - OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

**Florida Department of Education
Student Performance Standards**

Program Title: Hospitality and Tourism Cooperative Education OJT
PSAV Number: N509999

Standards and Benchmarks

01.0 Perform designated job skills--The student will be able to:

01.01 Perform tasks as outlined in the training plan.

01.02 Demonstrate job performance skills.

01.03 Demonstrate safety procedures on the job.

01.04 Maintain appropriate records.

01.05 Attain an acceptable level of productivity.

01.06 Demonstrate appropriate dress and grooming habits.

02.0 Demonstrate work ethics--The student will be able to:

02.01 Follow directions.

02.02 Demonstrate good human relations skills on the job.

02.03 Demonstrate good work habits.

02.04 Demonstrate acceptable business ethics.

Additional Information

Special Notes

There is a **Cooperative Education Manual** available online that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at <http://www.fldoe.org/workforce/dwdframe/pdf/STEPS-Manual.pdf>.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leadership of America (FCCLA) is the appropriate career and technical student organization(s) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

**Florida Department of Education
Curriculum Framework**

Program Title: Nutrition and Dietetic Services
Program Type: Career Preparatory
Career Cluster: Hospitality and Tourism

| PSAV | |
|--|---|
| Program Number | V200404 |
| CIP Number | 0351310402 |
| Grade Level | 30, 31 |
| Standard Length | 150 Hours |
| Teacher Certification | FAM CON SC 1 SC FOOD SV @ 6 QUAN FOOD $\phi 7$ %7%G HME EC OCC $\phi 7$ %7%G HOMEMAKING $\phi 7$ @2 %7%G |
| CTSO | HOSA |
| SOC Codes (all applicable) | 29-2051 – Dietetic Technician |
| Facility Code | 234 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Industry Certifications | http://www.fldoe.org/workforce/fcpea/default.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |
| Basic Skills Level | N/A |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The purpose of this program is to prepare students for initial employment as diet clerks. The diet clerk works under the supervision of a registered dietitian in a hospital or nursing home; or may work under the direction of a certified dietary manager or dietetic technician. With experience, the dietetic aide may assume assistant supervisory responsibilities in various units of the nutrition department.

The content includes but is not limited to an introduction to the dietetic career ladder. It is designed to train students to assist in various functions of food service related to patient care. Diet Clerks are involved in the preparation of safe and nutritious meals for patients/clients in various healthcare facilities. The curriculum includes a combination of theory, laboratory and clinical experiences. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code |
|-----|---------------|--------------|-----------|----------|
| A | HEV0610 | Diet Clerk | 150 hours | 29-2051 |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Perform basic tasks in dietary office and utilize computer.
- 02.0 Maintain daily records in area of responsibility.
- 03.0 Participate in tray assembly activities and monitor trays for diet accuracy.
- 04.0 Assist with food production activities and preparation of nutritional supplements.
- 05.0 Properly select, use and care for food service equipment.
- 06.0 Perform front-of-house duties.
- 07.0 Demonstrate knowledge and application of principles of sanitation and safety.
- 08.0 Practice optimum personal hygiene and grooming.
- 09.0 Demonstrate personal productivity.
- 10.0 Participate in a clinical experience.

**Florida Department of Education
Student Performance Standards**

Program Title: Nutrition and Dietetic Services
PSAV Number: V200404

Course Number: HEV0610
Occupational Completion Point: A
Diet Clerk – 150 Hours – SOC Code 29-2051

01.0 Perform basic tasks in dietary office and utilize computer. – The student will be able to:

01.01 Demonstrate communication skills including proper telephone etiquette with staff, patients and visitors.

01.02 Tally portions and quantities of specific foods.

01.03 Assist in filing dietary documents.

01.04 Apply policies and procedures in management of dietary office.

01.05 Process menus.

01.06 Assist in coordinating food service and clinical data.

01.07 Utilize computers for recording operational data.

02.0 Demonstrate Basic Nutrition Concepts and provides opportunity to study food and nutrients, as it relates to food and nutrition. – The student will be able to:

02.01 Study basic dietetic problems that accompany metabolic disorders.

02.02 Determine importance of eating right as it relates to specific diseases.

02.03 Understand basic nutrition education goals.

02.04 Calculate and interpret caloric needs as stated by dietitian/supervisor.

02.05 Interpret different therapeutic diets and apply to menus as stated by area supervisor.

02.06 Discuss nutritional needs of patients/clients in the presence of a registered dietitian or health care team members.

03.0 Participate in tray assembly activities and monitor trays for diet accuracy. – The student will be able to:

03.01 Assist in setting up assembly line for serving trays to patients/clients.

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| 03.02 | Weigh and measure foods, using equivalents when necessary. |
| 03.03 | Identify and follow diet orders using nutrition information when preparing and serving food therapeutic diets. |
| 03.04 | Fill trays for completeness and conformance to menus; diet orders and food preferences of patients/ clients. |
| 03.05 | Meet deadlines and adhere to mealtime and schedules. |
| 03.06 | Accept instruction and guidance from supervisory personnel. |
| 03.07 | Deliver and pick up food carts and trays to and from patient area, nursing stations or dining rooms. |
| 04.0 | <u>Assist with food production activities.</u> – The student will be able to: |
| 04.01 | Read recipes, demonstrate knowledge of terminology and follow instructions. |
| 04.02 | Identify common ingredients used in food preparation. |
| 04.03 | Implement principles and techniques of quantity food preparation and portion control following standardized recipes. |
| 04.04 | Assist cook in food preparation and service as needed. |
| 04.05 | Apply work simplification methods in performance of duties. |
| 04.06 | Evaluate quality of food prepared. |
| 04.07 | Prepare late trays, nutritional supplements, and snacks. |
| 05.0 | <u>Properly select, use, and care for food service equipment.</u> – The student will be able to: |
| 05.01 | Identify and select dietary equipment and supplies for food preparation and service. |
| 05.02 | Follow optimum procedures for using dietary equipment and supplies in a safe and sanitary manner. |
| 05.03 | Implement proper procedures for cleaning and sanitizing dietary equipment and supplies. |
| 05.04 | Properly store equipment before and after use. |
| 06.0 | <u>Perform cafeteria/dining room duties.</u> – The student will be able to: |
| 06.01 | Participate in setting up dining room and in preparation for service. |
| 06.02 | Participate in setting up the cafeteria counter according to proper procedures to maintain appropriate temperatures throughout service. |
| 06.03 | Arrange for reserve foods and supplies to be on hand at the point of service. |

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| 07.0 | <u>Demonstrate knowledge and application principles of sanitation and safety.</u> – The student will be able to: |
| 07.01 | Identify and practice appropriate sanitation and infection control procedures. |
| 07.02 | Identify potential hazards and follow safety practices. |
| 07.03 | Follow emergency procedures regarding sanitation and safety in food service. |
| 07.04 | Use sanitary procedures in handling food. |
| 07.05 | Keep work area clean, neat and orderly at all times. |
| 07.06 | Use precautions necessary to avoid accidents in food service area. |
| 07.07 | Follow federal, state, and local sanitation guidelines and regulations. |
| 07.08 | Identify roles and responsibilities of an emergency disaster plan. |
| 08.0 | <u>Practice optimum personal hygiene and grooming.</u> – The student will be able to: |
| 08.01 | Demonstrate optimum employee work, health, and personal hygiene habits. |
| 08.02 | Identify federal, state, and local laws, policies and procedures governing dietetic personnel. |
| 09.0 | <u>Demonstrate personal productivity.</u> – The student will be able to: |
| 09.01 | Assist in evaluating one's own progress in meeting job responsibilities. |
| 09.02 | Work as a member of the nutrition team, rotating job responsibilities as assigned. |
| 09.03 | Observes policies and procedures of the establishment. |
| 09.04 | Understand the philosophy that "client comes first". |
| 09.05 | Observe client's rights and treat the client with dignity and respect. |
| 10.0 | <u>Complete a practicum in clinical setting.</u> – The student will be able to: |
| 10.01 | Complete a minimum of 150 hours of clinical experience based upon criteria set by the Nutrition and Dietetic Services Advisory Committee. |

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) and Health Occupations Students of America (HOSA) are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Environmental Services
Program Type: Career Preparatory
Career Cluster: Hospitality and Tourism

| PSAV | |
|--|--|
| Program Number | V200610 |
| CIP Number | 0419069911 |
| Grade Level | 30, 31 |
| Standard Length | 300 hours |
| Teacher Certification | FAM CON SC 1 CUST SERV 7G BLDG MAINT @7 7G CUSTODIAL @7 7G HME EC OCC 7 HOMEMAKING 7 @2 %7%G |
| CTSO | N/A |
| SOC Codes (all applicable) | 37-2011 – Janitors and Cleaners, Except Maids and Housekeeping Cleaners 37-1011 – First-Line Supervisors of Housekeeping and Janitorial Workers |
| Facility Code | 234 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp |
| Industry Certifications | http://www.fldoe.org/workforce/fcpea/default.asp |
| Statewide Articulation | http://www.fldoe.org/workforce/dwdframe/artic_frame.asp |
| Basic Skills Level | N/A |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical

skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to preparing students for employment as environmental service providers or technicians for residential homes and institutions (hotels/motels, hospitals, nursing homes, campus buildings, and office buildings); Cleaner Commercial or Institution, SOC 37-2011, or for advanced training in the environmental services industry; Supervisor, Janitorial Services, SOC 37-1011. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code |
|-----|---------------|------------------------|-----------|----------|
| A | HEV0510 | Janitors/Cleaners | 150 hours | 37-2011 |
| B | HEV0511 | Supervisor, Janitorial | 150 hours | 37-1011 |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify job and career opportunities in the environmental services profession.
- 02.0 Explain the importance of employability skills and entrepreneurship skills.
- 03.0 Demonstrate language arts knowledge and skills.
- 04.0 Demonstrate mathematics knowledge and skills.
- 05.0 Demonstrate science knowledge and skills.
- 06.0 Select, use, and store equipment and supplies.
- 07.0 Demonstrate safety, sanitation, and security skills.
- 08.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 09.0 Demonstrate environmental services procedures.
- 10.0 Use information technology tools.
- 11.0 Demonstrate positive customer-relations skills.
- 12.0 Solve problems using critical thinking skills, creativity, and innovation.
- 13.0 Use oral and written communication skills in creating, expressing, and interpreting information and ideas.
- 14.0 Demonstrate institutional housekeeping procedures.
- 15.0 Identify hazardous materials and situations, and procedures for reporting.
- 16.0 Identify the federal, state, and local laws and agencies that affect the environmental services area.
- 17.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 18.0 Apply the principles of leadership and management.
- 19.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 20.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 21.0 Describe the importance of professional ethics and legal responsibilities.

**Florida Department of Education
Student Performance Standards**

Program Title: Environmental Services
PSAV Number: V200610

Course Number: HEV0510
Occupational Completion Point: A
Janitors/Cleaners – 150 Hours – SOC Code 372011

01.0 Identify job and career opportunities in the environmental services profession. – The student will be able to:

01.01 Explain the role and importance of the environmental services industry in the quality of life.

01.02 Identify employment, career-growth, and advanced-training opportunities in the environmental services profession.

01.03 Identify responsibilities for each job in the career ladder.

01.04 Explain training needs for career enhancement.

01.05 Analyze the personal and professional qualities required for employment.

02.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:

02.01 Identify and demonstrate positive work behaviors needed to be employable.

02.02 Develop personal career plan that includes goals, objectives, and strategies.

02.03 Examine licensing, certification, and industry credentialing requirements.

02.04 Maintain a career portfolio to document knowledge, skills, and experience.

02.05 Evaluate and compare employment opportunities that match career goals.

02.06 Identify and exhibit traits for retaining employment.

02.07 Identify opportunities and research requirements for career advancement.

02.08 Research the benefits of ongoing professional development.

02.09 Examine and describe entrepreneurship opportunities as a career planning option.

03.0 Demonstrate language arts knowledge and skills. – The student will be able to:

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| 03.01 | Locate, comprehend and evaluate key elements of oral and written information. |
| 03.02 | Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. |
| 03.03 | Present information formally and informally for specific purposes and audiences. |
| 04.0 | <u>Demonstrate mathematics knowledge and skills.</u> – The student will be able to: |
| 04.01 | Demonstrate knowledge of arithmetic operations. |
| 04.02 | Analyze and apply data and measurements to solve problems and interpret documents. |
| 04.03 | Construct charts/tables/graphs using functions and data. |
| 05.0 | <u>Demonstrate science knowledge and skills.</u> – The student will be able to: |
| 05.01 | Discuss the role of creativity in constructing scientific questions, methods and explanations. |
| 05.02 | Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. |
| 06.0 | <u>Select, use, and store equipment and supplies.</u> – The student will be able to: |
| 06.01 | Identify the basic supplies and equipment needed for a specific job. |
| 06.02 | Select the proper tools for a specific job. |
| 06.03 | Inventory supplies and maintain a record of supplies. |
| 06.04 | Explain the importance of appropriate housekeeping and maintenance practices. |
| 06.05 | Store equipment properly. |
| 06.06 | Disassemble and maintain selected pieces of equipment used in the area of environmental services. |
| 06.07 | Maintain equipment-and-supply storage areas. |
| 06.08 | Use and care for equipment, supplies, and tools according to manufacturer's instructions. |
| 06.09 | Report faulty equipment and needed repairs. |
| 07.0 | <u>Demonstrate safety, sanitation, and security skills.</u> – The student will be able to: |
| 07.01 | Demonstrate the skills necessary for fire safety, such as RACE (rescue, alarm, control, extinguish). |
| 07.02 | Identify the various types of fire extinguishers. |

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| 07.03 | Use fire extinguishers appropriate to fire hazards. |
| 07.04 | Demonstrate emergency procedures. |
| 07.05 | Demonstrate security procedures. |
| 07.06 | Demonstrate safety procedures in the use, care, and storage of equipment. |
| 07.07 | Demonstrate sanitation and safety procedures as required by the health department and the Occupational Safety and Health Administration (OSHA). |
| 07.08 | Demonstrate the required sanitation procedures. |
| 07.09 | Identify the health-related problems that may result from exposure to work-related chemicals and hazardous materials, and describe the proper precautions for handling such materials. |
| 07.10 | Discuss environmental concerns related to hazardous waste and chemical disposal. |
| 08.0 | <u>Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.</u> – The student will be able to: |
| 07.01 | Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. |
| 07.02 | Explain emergency procedures to follow in response to workplace accidents. |
| 07.03 | Create a disaster and/or emergency response plan. |
| 09.0 | <u>Demonstrate environmental services procedures.</u> – The student will be able to: |
| 09.01 | Demonstrate general housekeeping and maintenance procedures and practices for windows, walls, and floors. |
| 09.02 | Demonstrate the methods necessary to provide sanitary conditions in the rest room and shower areas. |
| 09.03 | Clean and care for a variety of wall and ceiling surfaces. |
| 09.04 | Clean and care for fixtures, moldings, and special surfaces. |
| 09.05 | Clean and care for various types of accessories. |
| 09.06 | Clean and care for gas, electric, and solar appliances. |
| 09.07 | Take down and re-hang draperies and shower curtains. |
| 09.08 | Make a bed according to specifications in an institution. |
| 09.09 | Clean and disinfect guestrooms. |
| 09.10 | Use home and commercial laundry equipment and supplies. |

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| 10.0 | <u>Use information technology tools.</u> – The student will be able to: |
| 10.01 | Use personal information management (PIM) applications to increase workplace efficiency. |
| 10.02 | Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. |
| 10.03 | Employ computer operations applications to access, create, manage, integrate, and store information. |
| 10.04 | Employ collaborative/groupware applications to facilitate group work. |
| 11.0 | <u>Demonstrate positive customer-relations skills.</u> – The student will be able to: |
| 11.01 | Exercise self-control. |
| 11.02 | Identify and demonstrate appropriate responses to criticism. |
| 11.03 | Recognize basic human relations as they relate to success in the environmental services industry. |
| 11.04 | Demonstrate respect for customer property. |
| 12.0 | <u>Solve problems using critical thinking skills, creativity, and innovation.</u> – The student will be able to: |
| 12.01 | Employ critical thinking skills independently and in teams to solve problems and make decisions. |
| 12.02 | Employ critical thinking and interpersonal skills to resolve conflicts. |
| 12.03 | Identify and document workplace performance goals and monitor progress toward those goals. |
| 12.04 | Conduct technical research to gather information necessary for decision-making. |
| 13.0 | <u>Use oral and written communication skills in creating, expressing and interpreting information and ideas.</u> – The student will be able to: |
| 13.01 | Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. |
| 13.02 | Locate, organize and reference written information from various sources. |
| 13.03 | Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. |
| 13.04 | Interpret verbal and nonverbal cues/behaviors that enhance communication. |
| 13.05 | Apply active listening skills to obtain and clarify information. |
| 13.06 | Develop and interpret tables and charts to support written and oral communications. |
| 13.07 | Exhibit public relations skills that aid in achieving customer satisfaction. |

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| 14.0 | <u>Demonstrate institutional housekeeping procedures.</u> – The student will be able to: |
| 14.01 | Demonstrate housekeeping and maintenance practices in occupied, unoccupied, and discharged rooms. |
| 14.02 | Identify procedures and techniques for cleaning isolation units in a hospital or nursing home. |
| 14.03 | Demonstrate procedures for adjusting windows and heating and air-conditioning equipment. |
| 14.04 | Demonstrate procedures for checking a vacant room. |
| 14.05 | Demonstrate responsibility in handling keys. |
| 14.06 | Identify the symbols, abbreviations, and terminology used in the facility. |
| 14.07 | Report damages and unusual conditions in the facility. |
| 14.08 | Describe procedures for handling lost-and-found items. |
| 14.09 | Interpret an occupancy report. |
| 14.10 | Inventory supplies furnished to guests in a hotel/motel. |
| 14.11 | Identify methods of pest control. |
| 15.0 | <u>Identify hazardous materials and situations, and procedures for reporting.</u> – The student will be able to: |
| 15.01 | Identify the types of hazardous materials that environmental services providers and technicians may encounter. |
| 15.02 | Demonstrate procedures in safely handling and storing biomedical waste in a hospital and nursing home. |
| 15.03 | Identify and interpret county, state, and federal laws, rules, and regulations governing biomedical waste materials. |
| 15.04 | Identify hazardous situations and report them to the appropriate authority. |
| 15.05 | Identify emergencies that may occur when biomedical waste/hazardous materials are handled, and procedures for reporting. |

Course Number: HEV0511
Occupational Completion Point: B
Supervisor, Janitorial – 150 Hours – SOC Code 371011

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| 16.0 | <u>Identify the federal, state, and local laws and agencies that affect the environmental services area.</u> – The student will be able to: |
| 16.01 | Identify the federal, state, and local laws that affect environmental services. |
| 16.02 | Identify the federal, state, and local agencies that affect environmental services practices. |

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| 17.0 | <u>Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.</u> – The student will be able to: |
| 17.01 | Describe the nature and types of business organizations. |
| 17.02 | Explain the effect of key organizational systems on performance and quality. |
| 17.03 | List and describe quality control systems and/or practices common to the workplace. |
| 17.04 | Explain the impact of the global economy on business organizations. |
| 18.0 | <u>Apply the principles of leadership and management.</u> – The student will be able to: |
| 18.01 | Apply the principles of the management of time, money, energy, and space. |
| 18.02 | Estimate the types of work and the required work hours for a specific situation. |
| 18.03 | Develop instructions for environmental services providers to follow to satisfy the client's needs. |
| 18.04 | Resolve customer complaints in a positive, professional manner. |
| 19.0 | <u>Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.</u> – The student will be able to: |
| 19.01 | Employ leadership skills to accomplish organizational goals and objectives. |
| 19.02 | Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. |
| 19.03 | Conduct and participate in meetings to accomplish work tasks. |
| 19.04 | Employ mentoring skills to inspire and teach others. |
| 20.0 | <u>Demonstrate personal money-management concepts, procedures, and strategies.</u> – The student will be able to: |
| 20.01 | Identify and describe the services and legal responsibilities of financial institutions. |
| 20.02 | Describe the effect of money management on personal and career goals. |
| 20.03 | Develop a personal budget and financial goals. |
| 20.04 | Complete financial instruments for making deposits and withdrawals. |
| 20.05 | Maintain financial records. |
| 20.06 | Read and reconcile financial statements. |
| 20.07 | Research, compare and contrast investment opportunities. |

21.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:

21.01 Evaluate and justify decisions based on ethical reasoning.

21.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.

21.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.

21.04 Interpret and explain written organizational policies and procedures.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.