

Florida Department of Education
Curriculum Framework

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

AAS	
CIP Number	0249030400
Program Type	College Credit
Standard Length	62 credit hours
CTSO	N/A
SOC Codes (all applicable)	49-9092 – Commercial Divers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 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
 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:

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.

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	Demonstrate the skills and knowledge required for scuba rescue and emergency medicine. 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	Demonstrate the skills and knowledge required to supervise recreational and working divers. 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.

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	Demonstrate the ability to effectively teach recreational scuba diving. 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	Identify the elements of a lesson plan for a classroom session.
04.14	Identify the elements of a confined water lesson plan.

04.15	Identify the elements of an open water lesson plan.
04.16	Prepare a classroom lesson plan.
04.17	Conduct a classroom lesson.
04.18	Prepare a confined water lesson plan.
04.19	Conduct a confined water lesson.
04.20	Prepare an open water lesson plan.
04.21	Conduct an open water lesson.
05.0	Demonstrate a working knowledge of the business aspects of recreational diving. 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.
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	Demonstrate the skills and knowledge required for underwater photography. 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.
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	Demonstrate the skills and knowledge required for scuba equipment maintenance and repair. 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.
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	Demonstrate the skills and knowledge required for diving using nitrox as a breathing gas mixture. The student will be able to:
08.01	Define nitrox.
08.02	List nitrox advantages and limitations.
08.03	Explain nitrox history, current trends, and future.
08.04	List partial pressure considerations when using mixed gasses.
08.05	Define CNS oxygen toxicity and unit pulmonary toxicity dose.

08.06	Determine percent CNS exposure.
08.07	Describe how nitrox 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 nitrox tables.
08.12	Explain the equivalent air depth concept for recompression therapy and operation.
08.13	Demonstrate how to use a nitrox computer.
08.14	Explain how nitrox is mixed and analyzed.
08.15	Describe the equipment requirements for nitrox diving.
08.16	Conduct repetitive dives using nitrox mixtures.
09.0	Demonstrate the skills and knowledge required for computer based diving. 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, DSAT Tables, Bulman Tables, BSAC Tables and the PADI RDP and eRDPmL.
09.07	Demonstrate how to conduct dive profiles using the U. S. Navy dive Tables, DSAT Tables and the PADI RDP and eRDPmL.
09.08	Define staged decompression and demonstrate how U. S. Navy dive tables are used to plan staged decompression.
09.09	Define the purpose of a dive computer and list the data displays shared by all computers.
09.10	Define multilevel diving.
09.11	Explain why more decompression time may become available when ascending to a shallower depth after reaching the no-decompression limit at a deeper depth.

09.12	Explain the limits of tables in multilevel diving.
09.13	Compare the performance of different dive computers in multi-level diving.
09.14	Compare and contrast the performance of various dive computers in repetitive diving.
09.15	Explain the recommended procedures for ascent with any dive computer or table.
09.16	Explain why dive computers should be relied upon for limited decompression only.
09.17	Identify the features to consider when selecting a dive computer.
09.18	State the safety rules that apply to diving with a dive computer.
09.19	Demonstrate how to operate a dive computer on the surface, subsurface and emergency decompression mode.
09.20	Demonstrate how to download information from a dive computer to a PC.
09.21	List the hazards of multilevel diving and how to avoid each.
09.22	Identify the equipment needed for a multilevel dive and plan a multilevel dive with contingency plans for computer failure.
10.0	Demonstrate the skills and knowledge required to perform underwater work using both scuba and SAS diving equipment. 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 diving.
10.03	Identify the appropriate 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.
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 a SAS work dive.
11.0	Demonstrate the skills and knowledge required for effective research diving. 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	Demonstrate the skills and knowledge required for recompression chamber operations. 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.
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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 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 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 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.

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:

- Introduction to Commercial/Work Diving (0249030405) – 10 credit hours
- Fundamentals of Professional Diving (0249030404) – 17 credit hours
- Professional Dive Instructor (0249030403) – 11 credit hours
- Diving Medical Technician (0249030402) – 14 credit hours
- Professional Research Diving (0249030401) – 11 credit hours

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

CCC	
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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 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.
01.10	Define and explain the diver’s environment as it relates to both diver safety and environmental preservation.
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.

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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 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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Florida Department of Education
Curriculum Framework

Program Title: Diving Medical Technician
Career Cluster: Hospitality & Tourism

CCC	
CIP Number	0249030402
Program Type	College Credit Certificate (CCC)
Program Length	14 credit hours
CTSO	N/A
SOC Codes (all applicable)	49-9092 – Commercial Divers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 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: Diving Medical Technician
CIP Number: 0249030402
Program Length: 14 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	Identify the gas composition of typical breathing air.
01.02	Define and explain the gas laws as they relate to diver buoyancy, air consumption and their medical effects upon the diver.
01.03	Explain pressure changes in the air vs. water and their medical effects upon the diver.
01.04	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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

CCC	
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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 coursework that will prepare students for career employment in the business of recreational scuba diving and instruction. 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 degree 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 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 computer based 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:

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.

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	Demonstrate the skills and knowledge required for scuba rescue and emergency medicine. The student will be able to:
02.01	Demonstrate the ability to detect potential scuba diving victims prior to the full expression of an emergency situation.
02.02	Demonstrate the ability to perform rescue breathing on the surface of water too deep to stand in.
02.03	Demonstrate the ability to successfully extricate a scuba diving victim from the water.
03.0	Demonstrate the skills and knowledge required to supervise recreational and working divers. 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.
03.06	Identify the various programs a divemaster may conduct in the recreational industry and demonstrate the ability to conduct selected programs.
04.0	Demonstrate the ability to effectively teach recreational scuba diving. 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	Identify the elements of a lesson plan for a classroom session.
04.14	Identify the elements of a confined water lesson plan.
04.15	Identify the elements of an open water lesson plan.
04.16	Prepare a classroom lesson plan.
04.17	Conduct a classroom lesson.
04.18	Prepare a confined water lesson plan.
04.19	Conduct a confined water lesson.
04.20	Prepare an open water lesson plan.
04.21	Conduct an open water lesson.
05.0	Demonstrate a working knowledge of the business aspects of recreational diving. 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 reoccurring 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.
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	Demonstrate the skills and knowledge required for computer based diving. 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	Explain the Navy 120-minute compartment and the DSAT 60-minute compartment.
06.04	Describe the limits of decompression theory and current experiments in no-decompression, repetitive, and multilevel diving.
06.05	Define multilevel diving.
06.06	Explain why more decompression time may become available when ascending to a shallower depth after reaching the no-decompression limit at a deeper depth.
06.07	Explain the limits of tables in multilevel diving.
06.08	Explain the recommended procedures for ascent with any dive computer or table.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

**Florida Department of Education
Curriculum Framework**

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

CCC	
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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 coursework that will prepare students with the basic skills necessary for career employment in professional diving. In addition to direct vocational qualification, courses taken in this certificate are applicable to an AAS degree 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 medicine.
- 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: 17 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	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.

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	Demonstrate the skills and knowledge required for scuba rescue and emergency medicine. 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	Demonstrate the skills and knowledge required for underwater photography. 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.

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	Demonstrate the skills and knowledge required for scuba equipment maintenance and repair. 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.

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	Demonstrate the skills and knowledge required for diving using nitrox as a breathing gas mixture. The student will be able to:
05.01	Define nitrox.
05.02	List nitrox advantages and limitations.
05.03	Explain nitrox history, current trends, and future.
05.04	List partial pressure considerations when using mixed gasses.
05.05	Define CNS oxygen toxicity and unit pulmonary toxicity dose.
05.06	Determine percent CNS exposure.

05.07	Describe how nitrox 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 nitrox tables.
05.12	Explain the equivalent air depth concept for recompression therapy and operation.
05.13	Demonstrate how to use a nitrox computer.
05.14	Explain how nitrox is mixed and analyzed.
05.15	Describe the equipment requirements for nitrox diving.
05.16	Conduct repetitive dives using nitrox mixtures.
06.0	Demonstrate the skills and knowledge required for computer based diving. 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, DSAT Tables, Bulman Tables, BSAC Tables and the PADI RDP and eRDPmL.
06.07	Demonstrate how to conduct dive profiles using the U. S. Navy dive Tables, DSAT Tables and the PADI RDP and eRDPmL.
06.08	Define staged decompression and demonstrate how U. S. Navy dive Tables are used to plan staged decompression.
06.09	Define the purpose of a dive computer and list the data displays shared by all computers.
06.10	Define multilevel diving.
06.11	Explain why more decompression time may become available when ascending to a shallower depth after reaching the no-decompression limit at a deeper depth.
06.12	Explain the limits of tables in multilevel diving.

06.13	Compare the performance of different dive computers in multilevel diving.
06.14	Compare and contrast the performance of various dive computers in repetitive diving.
06.15	Explain the recommended procedures for ascent with any dive computer or table.
06.16	Explain why dive computers should be relied upon for limited decompression only.
06.17	Identify the features to consider when selecting a dive computer.
06.18	State the safety rules that apply to diving with a dive computer.
06.19	Demonstrate how to operate a dive computer on the surface, subsurface and emergency decompression mode.
06.20	Demonstrate how to download information from a dive computer to a PC.
06.21	List the hazards of multilevel diving and how to avoid each.
06.22	Identify the equipment needed for a multilevel dive and plan a multilevel dive with contingency plans for computer failure.
07.0	Demonstrate the skills and knowledge required for recompression chamber operations. 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Introduction to Commercial/Work Diving
Career Cluster: Hospitality & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 coursework that orientates 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: Introduction to 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:

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 to perform underwater work using both scuba and SAS diving equipment. 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 diving.
02.03	Identify the appropriate equipment for scuba work diving.
02.04	Identify the correct procedures for scuba work diving.

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 a SAS work dive.
03.0	Demonstrate the skills and knowledge required to supervise recreational and working divers. 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

**Florida Department of Education
Curriculum Framework**

Program Title: Travel and Tourism Management
Program Type: ATD (Applied Technology Diploma)
Career Cluster: Hospitality & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level:	N/A	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 & 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 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.

PSAV Course Number: H MV0743	
Occupational Completion Point: A	
Reservation Agent – 270 Hours – SOC Code 43-4181	
01.0	Demonstrate employability skills. 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	Demonstrate proficiency in applying human relations skills. 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	Demonstrate proficiency in applying communication skills. 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	Demonstrate proficiency in applying mathematics skills. 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.
04.07	Use ratios, proportions, and scales to calculate distance on a map.
05.0	Perform general travel and tourism office duties. 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: HMV0051
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:

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	Process reservations. 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	Exhibit technology skills using computer systems, software, and the internet. 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.
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	Analyze the laws that affect the travel and tourism industry. 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: Travel and Tourism Management
ATD CIP Number: 0252090301
SOC Code(s): 43-4181; 41-3041

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

01.0	Demonstrate employability skills. 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	Demonstrate proficiency in applying human relations skills. 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	Demonstrate proficiency in applying communication skills. 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	Demonstrate proficiency in applying mathematics skills. 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.

04.07	Use ratios, proportions, and scales to calculate distance on a map.
05.0	Perform general travel and tourism office duties. 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	Provide customer service information. 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.

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	Process reservations. 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	Exhibit technology skills using computer systems, software, and the internet. 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.

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	Analyze the laws that affect the travel and tourism industry. 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 intercurricular career and technical student organization 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. .

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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

CCC	
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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 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:

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	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.

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	Demonstrate customer service skills. The student will be able to:
02.01	Demonstrate a hospitality attitude.
02.02	Explain guest experience management.
03.0	Apply human relations skills. 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.

03.17	Identify motivational techniques.
03.18	Identify team-building strategies.
03.19	Identify effective coaching and counseling techniques.
04.0	Demonstrate proficiency in communication skills. 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	Demonstrate proficiency in applying mathematics skills. 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.

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	Identify economic principles. 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	Identify effective selling techniques and procedures. 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.

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	Identify the organization and function of hospitality industry. 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	Perform general hotel duties. The student will be able to:
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	Manage the front office. 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.

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.

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	Develop and control basic sanitation program. 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	Demonstrate housekeeping operations and management functions. 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.

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	Demonstrate leadership and supervisory skills. 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	Apply and maintain security and safety procedures. 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.

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	Demonstrate hotel staffing operations. 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.

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	Analyze laws that affect the hospitality industry. 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	Operate liability and risk identification program. 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	Identify and demonstrate marketing and business fundamentals. 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.

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	Demonstrate use of the Property Management System. 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.

19.13	Maintain a neat and orderly front office.
19.14	Prepare shift report.
19.15	Maintain incident log.
20.0	Manage accounting and information system. 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 intercurricular career and technical student organizations 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Guest Services Specialist
Career Cluster: Hospitality & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 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.
02.02	Explain guest experience management.

03.0	Apply human relations skills. 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	Demonstrate proficiency in communication skills. 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	Demonstrate proficiency in applying mathematics skills. The student will be able to:
05.01	Compute addition, subtraction, multiplication, division, and percentage problems.
06.0	Identify the organization and function of hospitality industry. 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	Perform general hotel duties. 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	Manage the front office. 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	Develop and control basic sanitation program. The student will be able to:
09.01	Identify sanitation regulations and standards.
10.0	Demonstrate housekeeping operations and management functions. The student will be able to:
10.01	Describe housekeeping department operations.

11.0	Demonstrate leadership and supervisory skills. 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	Apply and maintain security and safety procedures. 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	Demonstrate the use of computers. 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 intercurricular career and technical student organizations 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Rooms Division Specialist CCC
Career Cluster: Hospitality & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 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:

02.01	Demonstrate a hospitality attitude.
02.02	Explain guest experience management.
03.0	Apply human relations skills. 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	Perform general hotel duties. 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	Manage the front office. 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.
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.

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.

06.0	Demonstrate basic computer skills. 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	Perform communication activities. 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	Identify terminology unique to the hotel/lodging industry. 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	Manage guest interactions. 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.

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	Participate in learning reservations procedures. 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

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<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

Secondary – Non Career Preparatory

Program Number	8500355
CIP Number	09200117PA
Grade Level	9-12; 30, 31
Standard Length	.5 credit
Teacher Certification	FAM CON SCI CULINARY 7 G
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 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	Graduation Requirement
8500355	Nutrition and Wellness	.5 credit	2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8500355	7/87 8%	6/80 8%	25/83 30%	6/69 9%	24/67 36%	5/70 7%	5/69 7%	26/82 32%	7/66 11%	28/74 38%	5/72 7%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8500355	23/67 34%	13/75 17%	15/54 28%	12/46 26%	12/45 27%	**	**

** 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. 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.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

National Standards (NS)

This program has been aligned to the [National Standards for Family and Consumer Sciences Education](#) developed by the National Association of State Administrators of Family and Consumer Science (NASAFACS). The NASAFACS is an affiliate of the Family and Consumer Science division of the Association for Career and Technical Education (ACTE). The NASAFACS and ACTE are members of the American Association of Family & Consumer Science's (AAFCS) FCS Alliance.

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 Demonstrate teamwork and leadership skills in the family workplace and community.
- 05.0 Determine the relationship of nutrition to wellness.
- 06.0 Analyze the effects of consumer issues on food selection.
- 07.0 Specify the nutritional needs of the young adult.
- 08.0 Assess the effects of food choices for people with special needs, including eating disorders and medical conditions, on wellness.
- 09.0 Apply the principles of meal planning, management and etiquette.
- 10.0 Apply basic food skills.
- 11.0 Practice appropriate food storage methods.

**Florida Department of Education
Student Performance Standards**

Course Title: Nutrition and Wellness
Course Number: 8500355
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 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	
02.02 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	
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.	

Florida Standards		Correlation to CTE Program Standard #
	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	
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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
04.0 Demonstrate teamwork and leadership skills in the family, workplace and community. The student will be able to:			
04.01 Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations			
04.02 Work cooperatively as a group member to achieve organizational goals.			
04.03 Demonstrate leadership roles and organizational responsibilities.			
04.04 Identify and utilize the FCCLA planning process.			
04.05 Discuss the establishment and history of the FCCLA organization.			
05.0 Determine the relationship of nutrition to wellness. The student will be able to:			
08.01 Apply guidelines for using the MyPlate food guide to plan daily food choices and maintain wellness.	MAFS.912.A-CED.1.1; MAFS.912.A-CED.1.2; MAFS.912.A-REI.1.1; MAFS.912.A-REI.2.3; MAFS.912.A-SSE.1.1; MAFS.912.N-Q.1.2 LAFS.910.L.2.3		8.4.7; 9.4.1; 14.3.1
08.02 Describe the functions and sources of nutrients.	LAFS.910.L.3.4; LAFS.910.SL.1.1	SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4	14.2.1
08.03 Identify the effects of nutrient deficiencies and excesses.	LAFS.910.L.2.3; LAFS.910.W.3.7		
08.04 Interpret the nutrition information found on food labels.	MAFS.912.A-CED.1.1; MAFS.912.A-REI.1.1; MAFS.912.A-REI.2.3; MAFS.912.A-SSE.1.1; MAFS.912.N-Q.1.2 LAFS.910.W.1.2		9.3.2; 9.4.2; 14.2.4
06.0 Analyze the effects of consumer issues on food selection. The student will be able to:			

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci	NS
06.01 Use comparative shopping techniques to determine the best value for the food dollar.	MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3		
06.02 Evaluate advertisements, news reports and other information related to nutrition and wellness.	MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3 LAFS.910.RI.1.1; LAFS.910.W.1.1	SC.912.N.1.1	2.1.3; 2.4.2
06.03 Discuss causes of food shortages and possible ways to control global food problems.	LAFS.910.SL.1.1; LAFS.910.W.2.6; LAFS.910.W.4.10	SC.912.L.17.18; SC.912.L.17.20	
07.0 Specify the nutritional needs of the young adult. The student will be able to:			
07.01 Distinguish between the differences and similarities of the nutritional needs of the athlete and the average person.	MAFS.912.A-CED.1.1; MAFS.912.A-CED.1.2; MAFS.912.A-REI.1.1; MAFS.912.A-REI.2.3; MAFS.912.A-SSE.1.1; MAFS.912.N-Q.1.2; LAFS.910.W.2.6; LAFS.910.RI.1.1; LAFS.910.RI.3.8	SC.912.L.14.6; SC.912.L.17.1; SC.912.N.1.1	8.2.5; 9.3.6; 9.4.1; 9.4.4
07.02 Describe methods to determine whether a person's weight is at a healthy level.	MAFS.912.A-CED.1.2; MAFS.912.A-REI.2.3 LAFS.910.W.2.6; LAFS.910.RI.1.1; LAFS.910.RI.3.8		8.2.5
07.03 Design a nutrition and exercise program to meet individual needs.	MAFS.912.N-Q.1.2; MAFS.912.A-SSE.1.1; MAFS.912.A-CED.1.1; MAFS.912.A-CED.1.2; MAFS.912.A-REI.1.1; MAFS.912.A-REI.2.3 LAFS.910.W.2.6; LAFS.910.RI.1.1; LAFS.910.RI.3.8		8.2.5; 9.3.1; 9.3.6; 9.4.1; 9.4.4
07.04 Establish guidelines for weight maintenance.	MAFS.912.A-CED.1.1; MAFS.912.A-CED.1.2; MAFS.912.A-REI.1.1;		8.2.5; 9.4.1

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
	MAFS.912.A-REI.2.3; MAFS.912.A-SSE.1.1; MAFS.912.N-Q.1.2 LAFS.910.RI.1.1; LAFS.910.RI.3.8; LAFS.910.W.2.6		
08.0 Assess the effects of food choices for people with special needs, including eating disorders and medical conditions, on wellness. The student will be able to:			
08.01 Analyze the causes of weight problems and eating disorders.	MAFS.912.A-CED.1.1; MAFS.912.A-REI.2.3 LAFS.910.RI.3.8; LAFS.910.SL.1.1; LAFS.910.W.4.10	SC.912.L.14.46	2.1.3; 9.4.5; 14.1.1; 14.1.2
08.02 Determine the effects of eating disorders on self, family and others.	LAFS.910.RI.3.8; LAFS.910.SL.1.1; LAFS.910.W.4.10	SC.912.L.14.6; SC.912.L.17.20	14.1.2
08.03 Explain how to encourage healthful eating habits for people in every stage of the life cycle.	LAFS.910.SL.1.1; LAFS.910.W.1.2		4.4.4; 14.1.2; 14.2.2; 14.2.3
08.04 Develop a plan by which persons with medical conditions or physical impairments can meet their nutritional needs.	MAFS.912.A-CED.1.1; MAFS.912.A-CED.1.2; MAFS.912.A-REI.1.1; MAFS.912.A-REI.2.3; MAFS.912.A-SSE.1.1; MAFS.912.N-Q.1.2 LAFS.910.W.1.1; LAFS.910.W.2.6; LAFS.910.W.3.8		2.1.3; 9.4.4; 9.4.5; 14.3.2
09.0 Apply the principles of meal planning, management and etiquette. The student will be able to:			
09.01 Coordinate a work plan and schedule in preparing a meal.	LAFS.910.SL.1.1; LAFS.910.W.1.3		
09.02 Plan menus considering nutritional needs, schedules, and budget, aesthetics and food preferences.	MAFS.912.A-CED.1.1; MAFS.912.A-CED.1.2; MAFS.912.A-REI.1.1; MAFS.912.A-REI.2.3; MAFS.912.A-SSE.1.1; MAFS.912.N-Q.1.1;		4.4.4; 8.4.2; 8.5.13; 9.4.3; 9.5.3

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
	MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3 LAFS.910.SL.1.1; LAFS.910.W.1.3		
09.03 Identify roles and responsibilities of family members in planning, preparing and serving foods.	LAFS.910.SL.1.1	SC.912.L.17.20; SC.912.N.4.2	
09.04 Identify meal-planning strategies for families with busy schedules.	LAFS.910.W.1.3		4.4.4; 8.4.2; 8.5.13; 9.4.3
09.05 Identify ways to establish or maintain family meal traditions.			
09.06 Plan appropriate table settings and service.	LAFS.910.SL.1.1; LAFS.910.W.3.7		
09.07 Demonstrate socially acceptable table manners and etiquette.	LAFS.910.SL.1.1		
10.0 Apply basic food skills. The student will be able to:			
10.01 Analyze recipes to determine the elements of a well-written, complete recipe.	LAFS.910.RI.1.1; LAFS.910.W.1.1		9.6.4
10.02 Use recipes to prepare a variety of foods.		SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12	9.3.5
10.03 Practice ways to preserve foods while retaining quality and nutrients.			
10.04 Demonstrate proper procedures for measuring various types of ingredients.	MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3		
10.05 Practice safety and sanitation procedures in food preparation.			8.2.8
10.06 Demonstrate the use and care of large and small equipment.			8.3.1; 8.3.2; 8.3.5; 8.3.6; 9.2.6; 9.2.7
10.07 Clean, sanitize, and maintain food preparation areas.			8.2.8; 9.2.6; 9.2.7
11.0 Practice appropriate food storage methods. The student will be able to:			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
11.01 Explain how proper food-handling practices can prevent food-borne illnesses.	LAFS.910.SL.1.1; LAFS.910.W.1.2	SC.912.P.8.1	8.2.1; 9.2.1; 9.2.2
11.02 Discuss causes, signs and preventions of food contamination.	LAFS.910.SL.1.1; LAFS.910.RI.3.8; LAFS.910.RI.1.1	SC.912.P.8.1; SC.912.P.8.2	8.2.2; 8.2.3; 8.2.4; 8.2.7; 9.2.3; 9.2.4

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students. 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 inter-curricular career and technical student organization 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.

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. 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Course Title: Principles of Food
Course Type: Non Career Preparatory
Career Cluster: Hospitality & 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 SCI CULINARY 7 G
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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, 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	Graduation Requirement
8500390	Principles of Food	.5 credit	2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8500390	5/87 6%	5/80 6%	23/83 28%	5/69 7%	23/67 34%	1/70 1%	3/69 4%	25/82 30%	3/66 5%	27/74 36%	1/72 1%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8500390	24/67 36%	15/75 20%	15/54 28%	13/46 28%	13/45 29%	**	**

** 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. 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.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

National Standards (NS)

This program has been aligned to the [National Standards for Family and Consumer Sciences Education](#) developed by the National Association of State Administrators of Family and Consumer Science (NASAFACS). The NASAFACS is an affiliate of the Family and Consumer Science division of the Association for Career and Technical Education (ACTE). The NASAFACS and ACTE are members of the American Association of Family & Consumer Science's (AAFCS) FCS Alliance.

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 Principles of Food.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Principle of Food.
- 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.
- 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
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 Principles of Food.	
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 text into visual form (e.g., a table or chart) and translate information	

Florida Standards		Correlation to CTE Program Standard #
	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 Principles of Food.	
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	
02.02 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	
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	

Florida Standards		Correlation to CTE Program Standard #
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 Principles of Food.	
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	
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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
04.0 Explain principles of food preparation. The student will be able to:			8.5.5; 8.5.6; 8.5.7; 8.5.8; 8.5.9; 8.5.10; 8.5.11
04.01 Analyze the scientific basis for changes in food during preparation and cooking to include protein, starch, fiber, sugars, fats, vitamins and minerals.	LAFS.910.RI.3.7; LAFS.910.W.3.7	SC.912.L.18.2 SC.912.L.18.3 SC.912.L.18.4 SC.912.P.8.1	8.2.11; 8.5.4
04.02 Identify the techniques for conserving nutrients during food preparation, cooking and storage.	LAFS.910.L.3.6		9.3.3; 9.3.5
04.03 Analyze how ingredients affect food preparation, cooking, and product outcome.	MAFS.912.N-Q.1.1 LAFS.910.SL.1.1; LAFS.910.W.4.10	SC.912.P.8.2	
05.0 Explain principles of food selection and storage. The student will be able to:			8.5.3
05.01 Identify quality characteristics, such as grades, size, freshness, and dating, used to select foods.	MAFS.912.A-SSE.1.1; MAFS.912.A-SSE.2.3 LAFS.910.L.3.6	SC.912.P.8.1; SC.912.P.8.2	8.4.7
05.02 Compare costs, nutritional value, and characteristics of fresh, frozen, dehydrated, and canned foods.	MAFS.912.S-IC.2.5 LAFS.910.W.1.2		8.2.6; 8.2.9
05.03 Choose appropriate storage methods for foods.	LAFS.910.SL.1.1		
06.0 Demonstrate food preparation skills. The student will be able to:			8.5.3; 9.6.5
06.01 Interpret and use recipes, to include increasing and decreasing ingredients and using substitutions.	MAFS.912.A-CED.1.1; MAFS.912.A-CED.1.2; MAFS.912.A-REI.2.3; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3; LAFS.910.RI.1.1;		8.5.1, 8.5.2

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
	LAFS.910.W.3.8		
06.02 Demonstrate basic food preparation and cooking skills such as techniques of cutting, mixing, cooking and measuring.	LAFS.910.SL.1.1	SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12	8.2.6; 8.3.5; 8.3.6
06.03 Select, use, care for and store food preparation equipment.	LAFS.910.SL.1.1		8.2.1; 8.2.3; 8.2.4; 8.2.7; 9.2.1; 9.2.2; 9.2.3; 9.2.4; 9.2.5; 9.2.6
06.04 Explain the relationship between food-borne illnesses and practices of food safety and sanitation.	LAFS.910.RI.4.10; LAFS.910.W.1.2	SC.912.L.17.20; SC.912.N.4.2	
06.05 Clean, sanitize and maintain food preparation areas.			
06.06 Assess the quality of the prepared food.	LAFS.910.RI.3.8		
07.0 Choose appropriate food service for various occasions. The student will be able to:			
07.01 Analyze the importance of etiquette and manners.	LAFS.910.SL.1.1		
07.02 Demonstrate etiquette and manners related to food service for various occasions.	LAFS.910.SL.1.1		
07.03 Plan appropriate table settings and service.	LAFS.910.W.1.2		9.4.3; 9.6.1; 14.1.2
07.04 Plan, prepare, and serve creative cuisine such as ethnic, regional, and foods for special occasions.	LAFS.910.SL.1.1		8.4.1; 8.4.2; 8.4.3
07.05 Assess the implementation of a meal management plan for meal preparation and service.	MAFS.912.A-CED.1.1; MAFS.912.A-CED.1.2; MAFS.912.A-REI.1.1; MAFS.912.A-REI.2.3 LAFS.910.RI.4.10		9.3.1; 9.3.6; 9.6.3; 14.2.4; 14.3.3

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	NS
08.0	Demonstrate leadership skills in the family, workplace, and community. The student will be able to:			8.1.2
08.01	Identify purposes, roles and responsibilities of members of professional and youth organizations including Career and Technical student organizations.	LAFS.910.L.3.6		8.1.5
08.02	Work cooperatively as a group member to demonstrate leadership in achieving organizational goals.	LAFS.910.SL.1.1		8.1.5
08.03	Demonstrate leadership roles and organizational responsibilities.	LAFS.910.SL.1.1		8.1.5
08.04	Identify and utilize the FCCLA planning process.			
08.05	Discuss the establishment and history of the FCCLA organization.			

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

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Family, Career and Community Leaders of America (FCCLA) is the inter-curricular career and technical student organization 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.

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. 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

Secondary – Career Preparatory

Program Number	8524100
CIP Number	0419069911
Grade Level	9-12, 30, 31
Standard Length	2 credits
Teacher Certification	FAM CON SCI BLDG MAINT @7 7 G CUSTODIAL SRV @7 7 G HME EC OCC 7 HOMEMAKING 7 @2 %7 %G
CTSO	FCCLA
SOC Codes	37-2011 – Janitors and Cleaners, Except Maids and Housekeeping Cleaners 37-1011 – First-Line Supervisors of Housekeeping and Janitorial Workers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 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	Graduation Requirement
A	8524110	Environmental Services	1 credit	37-2011	2	VO
B	8524120	Environmental Services Technology	1 credit	37-1011	2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8524110	3/87 3%	2/80 3%	22/83 27%	2/69 3%	20/67 30%	1/70 1%	2/69 3%	21/82 26%	2/66 3%	21/74 28%	2/72 3%
8524120	**	**	19/83 23%	**	19/67 28%	**	**	19/82 23%	**	19/74 26%	**

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8524110	14/67 21%	8/75 11%	14/54 26%	**	**	**	**
8524120	14/67 21%	8/75 11%	14/54 26%	**	**	**	**

** 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. 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.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

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 the author seeks to address.	

Florida Standards		Correlation to CTE Program Standard #
	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	
02.02	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	
02.02.3	Use technology, including the Internet, to produce, publish, and update	

Florida Standards		Correlation to CTE Program Standard #
	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	
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.	

Florida Standards	Correlation to CTE Program Standard #	
	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 Identify job and career opportunities in the environmental services profession. 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.		
04.06 Explain the advantages and disadvantages of working for self; working for others; being an employee of a large organization and being an employee of a small organization.		
05.0 Explain the importance of employability skill and entrepreneurship skills. 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.		
05.07 Identify opportunities and research requirements for career advancement.		
05.08 Research the benefits of ongoing professional development.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.09 Examine and describe entrepreneurship opportunities as a career planning option.		
06.0 Demonstrate language arts knowledge and skills. 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 Demonstrate mathematics knowledge and skills. 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 Demonstrate science knowledge and skills. 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 Select, use, and store equipment and supplies. 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.		
09.08 Use and care for equipment, supplies, and tools according to manufacturer's instructions.		
09.09 Report faulty equipment and needed repairs.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
10.0	Demonstrate safety, sanitation, and security skills. 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	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. 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	Demonstrate environmental services procedures. 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.		
12.03	Clean and care for a variety of wall and ceiling surfaces.		
12.04	Clean and care for fixtures, moldings, and special surfaces.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
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 Use home and commercial laundry equipment and supplies.		
13.0 Use information technology tools. 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.		
13.05 Improve and design systems by offering suggestions to modify existing system in order to improve the quality of products or services and develop new or alternative systems.		
14.0 Demonstrate positive customer-relations skills. The student will be able to:		
14.01 Exercise self-control.		
14.02 Identify and demonstrate appropriate responses to criticism.		
14.03 Demonstrate customer service skills in an appropriate setting by listening, suggesting solutions, and communicating the issues at hand.		
14.04 Demonstrate respect for customer property.		
15.0 Solve problems using critical thinking skills, creativity and innovation. 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.		
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.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
15.05	Monitor and correct performance by distinguishing trends and predicting impacts of actions on system operations; diagnosing deviations in the functioning system; and taking necessary action to correct the performance.		
16.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas. 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	Demonstrate institutional housekeeping procedures. 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	Identify hazardous materials and situations, and procedures for reporting. 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 the author seeks to address.	

Florida Standards		Correlation to CTE Program Standard #
	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	
02.02	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	
02.02.3	Use technology, including the Internet, to produce, publish, and update	

Florida Standards		Correlation to CTE Program Standard #
	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	
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.	

Florida Standards	Correlation to CTE Program Standard #
	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
19.0 Identify the federal, state, and local laws and agencies that affect the environmental services area. The student will be able to:		
19.01 Identify the federal, state, and local laws that affect environmental services.		
19.02 Identify the federal, state, and local agencies that affect environmental services practices.		
20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. The student will be able to:		
20.01 Describe the nature and types of business organizations.		
20.02 Explain the effect of key organizational systems on performance and quality.		
20.03 List and describe quality control systems and/or practices common to the workplace.		
20.04 Explain the impact of the global economy on business organizations.		
21.0 Apply the principles of leadership and management. The student will be able to:		
21.01 Apply the principles of the management of time, money, energy, and space.		
21.02 Estimate the types of work and the required work hours for a specific situation.		
21.03 Develop instructions for environmental services providers to follow to satisfy the client's needs.		
21.04 Resolve customer complaints in a positive, professional manner.		
22.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:		
22.01 Employ leadership skills to accomplish organizational goals and objectives.		
22.02 Establish and maintain effective working relationships with others in order to accomplish		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
objectives and tasks.		
22.03 Conduct and participate in meetings to accomplish work tasks.		
22.04 Employ mentoring skills to inspire and teach others.		
23.0 Demonstrate personal money-management concepts, procedures, and strategies. The student will be able to:		
23.01 Identify and describe the services and legal responsibilities of financial institutions.		
23.02 Describe the effect of money management on personal and career goals.		
23.03 Develop a personal budget and financial goals.		
23.04 Complete financial instruments for making deposits and withdrawals.		
23.05 Maintain financial records.		
23.06 Read and reconcile financial statements.		
23.07 Research, compare and contrast investment opportunities.		
24.0 Describe the importance of professional ethics and legal responsibilities. The student will be able to:		
24.01 Evaluate and justify decisions based on ethical reasoning.		
24.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
24.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students. 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 inter-curricular career and technical student organization 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.

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. 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

**Florida Department of Education
Curriculum Framework**

Program Title: Hospitality and Tourism Management
Program Type: Career Preparatory
Career Cluster: Hospitality & Tourism

Secondary – Career Preparatory

Program Number	8703100
CIP Number	0252090101
Grade Level	9-12, 30-31
Standard Length	5 credits
Teacher Certification	FAM CON SCI HOTEL TRNG 7 G MKTG MGMT @7 7 G TRANSPORT @7 7 G TC COOP ED @7 BUS ED 1 @2 MKTG 1 @2
CTSO	DECA FBLA FCCLA
SOC Codes	43-4081 – Hotel, Motel, and Resort Desk Clerks 43-4051 - Customer Service Representative 13-1121 – Meeting Convention and Event Planners 11-9081 – Lodging Managers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
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 & 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 coursework that prepares students for employment in the hospitality & 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 four occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
A	8850110	Introduction to Hospitality & Tourism	1 credit	43-4081	2	VO
B	8703110	Technology for Hospitality & Tourism	1 credit	43-4051	2	VO
C	8703120	Hospitality & Tourism Marketing Management	1 credit	13-1121	3	VO
	8845130	Hospitality & Tourism Internship	1 credit	43-4081	2	VO
	or 8800420	OR Hospitality & Tourism Cooperative Education - OJT	1 credit	43-4081	2	VO
D	8703130	Hospitality & Tourism Entrepreneurship	1 credit	11-9081	3	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8850110	4/87 5%	6/80 8%	28/83 34%	5/69 7%	27/67 40%	4/70 6%	4/69 6%	29/82 35%	6/66 9%	29/74 39%	4/72 6%
8845140	2/87 2%	3/80 4%	25/83 30%	2/69 3%	26/67 39%	4/70 6%	3/69 4%	24/82 29%	5/66 8%	24/74 32%	2/72 3%
8845130	19/87 22%	19/80 24%	**	19/69 28%	**	19/70 27%	19/69 28%	**	14/66 21%	**	19/72 26%
8800420	**	**	**	**	**	**	**	**	**	**	**
8845120	23/87 26%	25/80 31%	3/83 4%	23/69 33%	#	31/70 44%	23/69 33%	1/66 1%	24/66 36%	2/74 3%	23/72 32%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8850110	20/67 30%	10/75 13%	17/54 31%	18/46 39%	18/45 40%	**	**
8845140	19/67 28%	10/75 13%	16/54 30%	16/46 35%	16/45 36%	**	**
8845130	8/67 12%	14/75 19%	8/54 15%	**	**	14/45 31%	14/45 31%
8800420	**	**	**	**	**	**	**
8845120	15/67 22%	23/75 31%	8/54 15%	**	**	12/45 27%	12/45 27%

** 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 English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

National Standards (NS)

This program has been aligned to the [National Standards for Family and Consumer Sciences Education](#) developed by the National Association of State Administrators of Family and Consumer Science (NASAFACS). The NASAFACS is an affiliate of the Family and Consumer Science division of the Association for Career and Technical Education (ACTE). The NASAFACS and ACTE are members of the American Association of Family & Consumer Science’s (AAFCS) FCS Alliance.

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 Examine communication and technology skills in the hospitality and tourism industry.
- 08.0 Examine the guest cycle process.
- 09.0 Examine economic principles relating to the hospitality and tourism industry.
- 10.0 Examine marketing and business fundamentals as they relate to the hospitality and tourism industry.
- 11.0 Recognize mathematical operations related to hospitality and tourism operations.
- 12.0 Identify and describe the organization structures and operations within various industry properties.
- 13.0 Research conservation and Green initiatives in the hospitality industry.
- 14.0 Identify functions of computer reservations systems utilized in the hospitality & tourism industry.
- 15.0 Exhibit the ability to utilize computer reservation system records.
- 16.0 Assess the impact of technology and automation on the travel reservation industry.
- 17.0 Summarize technology-related industry standards in the various segments of the hospitality and tourism industry.
- 18.0 Operate computer systems and the Internet.
- 19.0 Demonstrate an understanding of the guest cycle as it relates to technology.
- 20.0 Apply employability skills necessary for success in the hospitality & tourism industry.
- 21.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Hospitality and Tourism.
- 22.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Hospitality and Tourism.
- 23.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Hospitality and Tourism.
- 24.0 Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.
- 25.0 Demonstrate sales and customer service skills and techniques in the selling of hospitality & tourism products.
- 26.0 Identify and demonstrate personal and business ethics related to management and marketing.
- 27.0 Apply higher level mathematical skills unique to hospitality & tourism marketing and management plans.
- 28.0 Summarize the value and uses of the Internet for hospitality & tourism marketing, including communication and evolving technology.
- 29.0 Compare and contrast the needs of a business vs. leisure traveler.
- 30.0 Demonstrate knowledge and organizational skills related to meetings, conventions, conference travel, and event planning.
- 31.0 Identify and analyze marketing and business fundamentals related to the different industries within the hospitality & tourism industry (i.e.: cruise/air travel/ ground travel/lodging industry/leisure travel/tour packages).

- 32.0 Explain strategies for selling hospitality & tourism products.
- 33.0 Develop a marketing plan and sales promotion tool for hospitality & tourism
- 34.0 Identify and demonstrate management skills needed to succeed in hospitality & tourism.
- 35.0 Demonstrate effective Guest Services Management (GSM) skills.
- 36.0 Identify the financial goal of a hotel or lodging property.
- 37.0 Examine facts and principles related to the branding process.
- 38.0 Explain the value and importance of marketing research.
- 39.0 Compare and contrast franchise vs. corporate owned vs. private market segments.
- 40.0 Compare and contrast marketing concepts, advertising and public relations.
- 41.0 Discuss the value, importance and trends related to Internet marketing and social media.
- 42.0 Illustrate effects of climate and geographic locations that affect the marketplace.
- 43.0 Demonstrate communication and human relations skills necessary for success in hospitality and tourism occupations.
- 44.0 Identify federal laws, legislation and regulations related to the hospitality & tourism industry.
- 45.0 Research conservation and Green initiatives and practices in the hospitality industry.
- 46.0 Exhibit the ability to follow state mandated guidelines for food service.
- 47.0 Apply safety and sanitation procedures in the handling, processing and storing of food products.
- 48.0 Demonstrate worker safety procedures with food product and processing equipment and facilities.
- 49.0 Summarize the procedures for food service operations.
- 50.0 Explain the daily sanitation operations of a food service facility.
- 51.0 Perform critical job skills.
- 52.0 Display professional work habits.
- 53.0 Demonstrate ethical behavior.
- 54.0 Perform designated job skills.
- 55.0 Demonstrate work ethics.
- 56.0 Apply entrepreneurship skills.
- 57.0 Demonstrate management skills.
- 58.0 Analyze federal, state and local tax regulations and laws in relation to hospitality and tourism entities.
- 59.0 Apply effective verbal and non-verbal communication skills (e.g. written, electronic, conflict resolution).
- 60.0 Demonstrate proficiency with technology and equipment use.
- 61.0 Demonstrate employability skills necessary for success.
- 62.0 Apply customer service skills.
- 63.0 Display ethical work behavior.
- 64.0 Describe and demonstrate personnel supervision techniques.

**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 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	
02.02 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	
02.02.3	Use technology, including the Internet, to produce, publish, and update	

Florida Standards		Correlation to CTE Program Standard #
	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	
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	

Florida Standards	Correlation to CTE Program Standard #
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

NS = National Standards for Family & Consumer Sciences Education

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
04.0 Identify careers in the hospitality and tourism industry. The student will be able to:			
04.01 List career positions in a variety of hospitality and tourism-related industry components (i.e., ground transportation, cruise, air travel, accommodations, food service, retail, corporate travel, leisure and recreation travel, conventions and special events, i.e., sports venues).	LAFS.910.W.1 .1		10.1.2
04.02 Explain duties and responsibilities for the identified hospitality and tourism positions.	LAFS.910.W.1 .1	SC.912.N.1.1	10.1.1; 10.1.3
04.03 Identify skills and knowledge needed by hospitality and tourism professionals.	LAFS.910.W.1 .1	SC.912.N.1.1	10.1.1; 10.1.3
04.04 Identify requirements for entry and career advancement in the hospitality and tourism industry.	LAFS.910.W.1 .1		10.1.2; 10.1.3
04.05 Identify advantages and disadvantages of working in the hospitality and tourism industry.	MAFS.912.S- IC.2.6 LAFS.910.W.1 .3		10.1.2; 10.1.5
04.06 Complete a self-assessment and analysis of lifestyle goals and aspirations to evaluate for employment suitability in the hospitality and tourism industry.	MAFS.912.S- IC.2.6 LAFS.910.W.4 .10		10.1.2; 10.1.5
04.07 Develop an individualized education and career plan related to the hospitality and tourism industry.	LAFS.910.W.4 .10		10.1.3; 10.1.5
04.08 Develop an understanding of terminology and acronyms used the Hospitality & Tourism industry.			
04.09 Understand the differences between international, domestic and local hospitality and tourism.			
04.10 Identify business, professional, student industry associations and available industry certifications.			
05.0 Research the various aspects of the hospitality and tourism industry. The student will be able to:			
05.01 Summarize the history and development of the hospitality and tourism industry (i.e., airline deregulation, highway system, and globalization) as well as the changes and	LAFS.910.SL. 2.5		10.1.4

	growth the lodging industry has experienced.			
05.02	Identify the travel documents needed by travelers for both international and domestic travel and recognize the impact of improper documentation.			
05.03	Identify factors that influence a traveler to select a travel destination (e.g., weather, culture, climate, cost, natural resources, and medical factors).			
05.04	Distinguish features of different travel websites.			
05.05	Identify current trends in the hospitality and tourism industry (e.g. staycations, daycations, ecotourism, medical tourism).			
05.06	Identify modes and uses of transportation and discuss advantages and disadvantages of each (i.e., ground, air and sea transportation, and cruise).			
05.07	Identify types of lodging properties and ownership structures.			
05.08	Explain factors that affect room rates and package plans (such as seasonality).			
05.09	Discuss and identify aspects of the cruise industry and types of cruise ships (luxury, mega, adventure, and river).			
05.10	Identify types of food service operations, segments, and ownership structures.			
05.11	Identify components of leisure and business travel in the hospitality and tourism industry, including the role of conventions, sporting events and special events.			
05.12	Explain economic factors that affect the hospitality and tourism industry (i.e., fuel costs, airline industry consolidations, availability of consumer's discretionary money, state tax).			
05.13	Research the Florida tourism website (www.visitflorida.com) as well as your local tourism website and compare it to other state tourism sites and/or state vs. the local site.			
06.0	Demonstrate employability skills necessary for success in hospitality and tourism occupations. 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 with professional organizations, social media, Internet).			
06.02	Participate in a discussion on ways social media may negatively impact job search and career.			
06.03	Identify steps in the application process and documents required when applying for employment (e.g., application, references, W-4, I-9).	LAFS.910.SL.1.1; LAFS.910.W.1.2		10.1.5
06.04	Create a customized resume, follow-up letter, cover letter and thank you letter.			

06.05	Generate and organize a professional portfolio of student work and projects.			
06.06	Identify and demonstrate appropriate dress and grooming for employment.			
06.07	Identify and demonstrate effective interviewing skills (e.g., behavioral), including effective responses to common interview questions.			
06.08	Identify strategies for handling illegal interview and application questions.			
06.09	Discuss importance of drug tests and criminal background checks in the application process and how it may impact job securement.			
06.10	Demonstrate the use of software products as they pertain to the industry (i.e. \word processing, spreadsheet, and industry-related products).			
06.11	Demonstrate time management skills with on-task behavior and self-pacing in accomplishing work assignments.			
06.12	Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).			
06.13	List qualities necessary to be an effective team player (e.g., respect).	LAFS.910.SL.1.1		
06.14	Demonstrate ability to work cooperatively with team members, supervisors, and guests from diverse cultural backgrounds.			
06.15	Identify sensitive workplace issues and the laws that regulate them (e.g., gender equity, cultural diversity, professional ethics, sexual harassment, disability, age discrimination).	LAFS.910.RI.3.9		
06.16	Identify, define, and demonstrate professional interpersonal skills and personality traits.	LAFS.910.SL.1.1		10.3.2
06.17	Demonstrate ability to use creative problem-solving, decision-making, and critical-thinking strategies.	LAFS.910.SL.1.1		10.3.5
06.18	Compare & contrast appropriate/inappropriate workplace social behavior and work ethics.	LAFS.910.SL.1.1		
06.19	Listen to others with respect and accept feedback/constructive criticism.	LAFS.910.W.1.2		
06.20	Explain importance of maintaining confidentiality of business matters	LAFS.910.RI.1.1; LAFS.910.W.1.1		
06.21	Express importance of supporting and following company policies and procedures (e.g., attendance, tardiness).	LAFS.910.L.3.6		10.1.1

07.0	Examine communication and technology skills in the hospitality and tourism industry. The student will be able to:			
07.01	Describe effective staff communication and its uses (i.e., interpersonal, departmental, interdepartmental, company).	LAFS.910.L.1.1; LAFS.910.L.3.4		
07.02	Identify, read, and comprehend written communications and forms utilized in the workplace.	LAFS.910.L.2.3; LAFS.910.L.3.4		
07.03	Prepare a business letter, memo, e-mail, and company social media communications, such as a press release.	LAFS.910.W.1.2; LAFS.910.W.2.6		
07.04	Research social and professional networking websites (Twitter, Facebook, LinkedIn, etc.), and explain how these sites affect the hospitality industry and its employees.	LAFS.910.W.3.7; LAFS.910.W.3.9	SC.912.N.1.4	
07.05	Describe positive guest/client relations and identify circumstances that lead to negative customer experiences.			
07.06	Identify and demonstrate conflict resolution techniques related to customer service (i.e., resolving complaints, disputes, and negotiations).			
07.07	Identify techniques of appropriate phone etiquette (i.e. answering, placing on hold, recording messages, transferring and complaint telephone calls).			
07.08	Demonstrate effective etiquette/netiquette in a business situation.			
07.09	Discuss importance of developing networking skills to expand contacts within the industry.			
07.10	Discuss importance of providing clear directions, interpretations, descriptions, and explanations.	LAFS.910.W.1.2		
07.11	Create and deliver an oral presentation using appropriate software.			
07.12	Locate and explain information found in trade journals, manuals, graphs, schedules, charts, diagrams, maps, and Internet to prepare an itinerary.			
08.0	Examine the guest cycle process. The student will be able to:			
08.01	Identify the stages of the guest experience cycle and the activities associated with each stage.			
08.02	Recognize the impact social media has on the guest cycle process.			

08.03	Discuss the value of customer feedback in surveys on the guest cycle process.			
08.04	Explain the importance and impact of sensitivity to cultural diversities in relation to the guest cycle process.			
08.05	Recognize the effect communication (body language, foreign phrases) has on the guest cycle process.			
08.06	Explain the objective of providing seamless guest experiences.			
08.07	Identify the role of guest recovery during the handling of guest complaints, issues, or problems.			
08.08	Explain how and why guest satisfaction measurements help a business run smoothly and profitably.			
09.0	Examine economic principles relating to the hospitality and tourism industry. The student will be able to:			
09.01	Identify economic opportunities in the industry from both entrepreneurship and employment perspectives.	LAFS.910.W.1 .2	both	
09.02	Explain the impact of tourism on local, state, national, and international economies.	MAFS.912.S- IC.2.6 LAFS.910.W.1 .2		10.1.4
09.03	Identify advantages and disadvantages of primary forms of business ownership.	LAFS.910.SL. 2.4; LAFS.910.W.1 .1	SC.912.N.1.1	
09.04	Discuss role of employee productivity in contributing to profit margin (bottom line).	LAFS.910.W.1 .2		
10.0	Examine marketing and business fundamentals as they relate to the hospitality and tourism industry. The student will be able to:			
10.01	Explain marketing and its role in the industry and the free enterprise system.	LAFS.910.RI.1 .1; LAFS.910.W.1 .2		10.6.5
10.02	Identify elements in the marketing mix (price, product, promotion, place, and people).	LAFS.910.SL. 1.1; LAFS.910.W.1 .2		10.6.5
10.03	Identify functions of the business and marketing plan.	LAFS.910.SL. 1.1; LAFS.910.W.1		10.6.5

		.2		
10.04	Distinguish between concepts of service vs. product marketing strategies.	LAFS.910.SL.1.1; LAFS.910.W.1.2		10.6.5
10.05	Recognize concept of target markets and market identification (e.g., market segmentation).	LAFS.910.SL.1.1; LAFS.910.W.1.2		10.6.5
10.06	Recognize various marketing channels used to promote destinations and products.	LAFS.910.SL.1.1		10.6.5
10.07	Identify niche markets (customer segmentation) and specialty markets (product segmentation, sports, shopping, religion, etc.).	LAFS.910.L.3.6		10.6.5
10.08	Recognize cultural customs and taboos.	LAFS.910.L.3.6		10.6.5
10.09	Discuss the role of federal, state and local regulatory agencies related to the hospitality and tourism industry.	LAFS.910.L.3.6		10.6.5
10.10	Identify methods of gathering customer feedback.	LAFS.910.SL.1.1		
10.11	Recognize purpose, principles, and importance of selling.			
10.12	Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences).			
10.13	Identify effective sales techniques (e.g., steps in sales process, cross-selling, upselling and alternative options).			
10.14	Explain motivation, needs, and expectations of the hospitality and tourism consumer and how it affects their lodging selection.			
11.0	Recognize mathematical operations related to hospitality and tourism occupations. The student will be able to:			
11.01	Recall universal terminology used in hospitality and tourism sales-related transactions (e.g., cash, checks, debit cards, credit cards, discounts, etc.).			
11.02	Recognize problem-solving techniques utilized in Hospitality & Tourism ledger statements.	LAFS.910.W.1.1	SC.912.N.1.1	
11.03	List different payment options (e.g., cash, personal checks, traveler's checks, credit cards, debit cards, incentive program points).	LAFS.910.W.1.3		
11.04	Understand the value and impact of calculation of hotel occupancy, average daily rate (ADR) and revenue available room (RevPAR).			
12.0	Identify and describe the organizational structures and operations within various industry properties. The student will be able to:			
01.01	Identify the organizational structure of security departments including: facilities and engineering departments, food and beverage departments, human resource			

	departments, controller/finance departments, sales and marketing departments and rooms/housekeeping departments.			
01.02	Describe the importance of a safety plan for all departments accounting for various emergency situations (e.g. hurricane, evacuation, tornado, homeland security threat, and fire).			
01.03	Describe front desk functions of various industry properties making distinguishes between property types (i.e.: cruise ship vs. resort vs. hotel vs. restaurant).			
13.0	Research conservation and Green initiatives in the hospitality industry. The student will be able to:			10.2
11.01	Identify common green practices of facilities management departments, food and beverage departments, and housekeeping departments.			10.2.5
11.02	Identify common green practices used to reduce a property's carbon footprint and reduce operating costs.			10.2.4
11.03	Explore the State of Florida "palm tree" initiative for hotels and their level of "greenness".			

**Florida Department of Education
Student Performance Standards**

Course Title: Technology for Hospitality & Tourism
Course Number: 8703110
Course Credit: 1

Course Description:

This course is designed to provide an introduction to computer technology and to develop entry-level skills for computer-related careers in the hospitality & tourism 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 procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	

Florida Standards		Correlation to CTE Program Standard #
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	
02.02 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	
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	

Florida Standards		Correlation to CTE Program Standard #
	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	
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.	

Abbreviations:

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

NGSSS-Sci = Next Generation Sunshine State Standards for Science

NS = National Standards for Family & Consumer Sciences Education

CTE Standards and Benchmarks		FS-M/LA	NGSSS -Sci	NS
14.0	Identify functions of computer reservation systems utilized in the hospitality & tourism industry. The student will be able to:			10.5
14.01	Identify major travel computerized reservation systems.			
14.02	Demonstrate an awareness of emerging technologies and how it relates to the hospitality and tourism industry.			
14.03	Identify ethical issues resulting from technological advances (e.g., computer snooping, hacking) and how it relates to the hospitality and tourism industry.			
14.04	Identify and perform routine tasks of computer reservations agents (e.g., creating Passenger Name Records [PNRs], retrieving/maintaining/modifying PNRs, airspace, quoting airfares, pricing itineraries, rental cars, hotel accommodations).			10.5.6
14.05	Understand and create itineraries.			10.5.4
14.06	Identify and cite sources of major travel documents needed by travelers.			10.5.5
14.07	Describe components of each of the different industry areas within the H&T industry: ground transportation, cruise, air, lodging, food & beverage, retail and corporate travel, leisure and recreation, conventions, special events, sports venues.			
14.08	Identify the tasks performed by computer reservations agents.			
14.09	Create a CRS itinerary.	LAFS.910. W.2.4		
14.10	Explain the ticketing process.	LAFS.910. W.4.10		
14.11	Identify the agencies that set standards and monitor ticketing processes such as issuance, payment, and refunds.	LAFS.910. W.2.5		
14.12	Demonstrate a functional understanding of how to handle a segment status change.	LAFS.910.S L.2.4		
15.0	Exhibit the ability to utilize computer reservation system records. The student will be able to:			
15.01	Identify, define explain, and create a Passenger Name Record (PNR), including optional components (e.g., Special Services Requests [SSR], Other Service Information [OSI],	LAFS.910.L. 3.4		

	remarks).			
	15.02 Retrieve and modify a PNR.			
16.0	Assess the impact of technology and automation on the travel reservation industry. The student will be able to:			
16.01	Research current trends in the use of computers in the travel reservation industry.	LAFS.910.L.3.4		
16.02	Analyze major uses and effects of the Internet on the travel reservation industry.	LAFS.910.L.3.4		
16.03	Contrast the value-added services offered by a travel consultant vs. online services.	LAFS.910.S L.2.4		
17.0	Summarize technology-related industry standards in the various segments of the hospitality and tourism industry. The student will be able to:			10.6
17.01	Describe components/procedures and standards of air travel and ground transportation; food/beverage services; event planning; cruise industry; and lodging/accommodations industry.			
17.02	Describe state and federal labor laws related to the hospitality and tourism industry.			
17.03	Compare and contrast functions associated with reservations related to cruises, lodging, ground and air travel.			
18.0	Operate computer systems and the Internet. The student will be able to:			
18.01	Use information technology tools specific to hospitality service careers to access, manage and create information.			
18.02	Describe types of technology used to manage hospitality service operations.			
18.03	Explain how availability, room status, and other standard operating guidelines are used to assign rooms to arriving guests.			
18.04	Explain how methods of payment are established with arriving guests to clarify payment procedures.			
18.05	Explain how a hotel's computer system is used to create guest accounts.			
18.06	Utilize Internet fundamentals (e.g., E-mail, portals/search engines).			
18.07	Identify and describe the function of office technology equipment.			
18.08	Utilize a desktop publishing program to design a webpage for the schools hospitality & tourism program.			
18.09	Compare the uses of the Internet, including electronic mail, as used to communicate quickly with suppliers, customers, and other agencies.			

18.10	Manipulate the Internet as a research tool to answer client questions (such as weather, sightseeing, transportation, restaurants, documentation requirements, entertainment).			
18.11	Analyze past, present, and future impact of technology on the hospitality & tourism industry (i.e., liquor portion control system, hospitality information systems, food and beverage information systems, club management software).			
18.12	Describe security concerns related to information control, electronic key systems and technology use,			
18.13	Use personal technological devices appropriately (e.g. cell phones, mobile devices, and computers).			
18.14	Practice telephone techniques for placing, answering, placing on hold, transferring telephone calls and cording and relaying accurate messages.			
18.15	Create an itinerary.			
18.16	Summarize basic computer knowledge (e.g., hardware, software, operating systems, terminology, etc.) and demonstrate proper keyboarding techniques.			
18.17	Utilize common office production software to create presentations (such as spreadsheet, database, presentation and word-processing).			
19.0	Demonstrate an understanding of the guest cycle as it relates to technology. The student will be able to:			
19.01	Perform routine computer tasks associated with the guest cycle from registration process to check out.			
19.02	Practice positive, quality and effective customer service skills.			
19.03	Analyze how guests are affected by employee attitude, appearance and actions.			10.3 section
19.04	Demonstrate verbal, nonverbal, written, and electronic communication skills.			10.3
19.05	Explain how social media impacts guest relations.			10.3
19.06	Explain procedures to meet guest needs, including guest registration, rate assignment, room assignment, and determination of payment methods.			10.3
19.07	Evaluate current and emerging technologies to improve guest services.			10.3
19.08	Summarize the importance of check-out procedures to ensure guest satisfaction and verify account settlement.			10.3
19.09	Describe the necessary information collected during the registration process to correctly register guests.			10.3
20.0	Apply employability skills necessary for success in the hospitality & tourism industry. The student will be able to:			
20.01	Investigate key career skills necessary to be successful in the hospitality & tourism industry (e.g., geography, sales, customer service, telephone, computer, foreign language, and math, written and oral communication).	MAFS.912. N-Q.1.1; MAFS.912.		10.1.3

		N-Q.1.2; MAFS.912. N-Q.1.3 LAFS.910. W.3.8		
20.02	Research currently available job opportunities and/or post-secondary programs.	LAFS.910. W.3.8		10.1.2
20.03	Understand required elements of and create a resume and cover letter.	LAFS.910. W.4.10		10.1.5
20.04	Evaluate and update career portfolio (e.g., resume, letters of recommendation, awards, and evidence of participation in service and work-based learning activities, employer evaluations).	LAFS.910. W.4.10		10.1.5
20.05	Assess skills needed for a successful interview (research company, anticipate questions, prepare questions).	LAFS.910. W.3.7		10.1.6
20.06	Participate in community leadership and teamwork opportunities to enhance professional skills; display positive attitudes and good work habits.			
20.07	Demonstrate a proactive understanding of self-responsibility and self-management.			
20.08	Identify and demonstrate appropriate attire for interviews and workplace.			
20.09	Understand the importance of personal hygiene.			
20.10	Identify and demonstrate positive work behaviors and personal qualities for employability.			
20.11	Identify the rules of written and electronic communication (i.e.: positive first impressions, recording accurate message, etc.).			

**Florida Department of Education
Student Performance Standards**

Course Title: Hospitality & Tourism Marketing Management
Course Number: 8703120
Course Credit: 1

Course Description:

The purpose of this course is to provide students necessary career specific instruction in hospitality and tourism marketing management. Students will learn sales and management techniques, marketing principles, and entrepreneurship skills necessary to succeed in the hospitality and tourism industry. This course incorporates marketing and management principles and procedures of the hospitality and tourism industry as well as employment qualifications and opportunities.

Florida Standards	Correlation to CTE Program Standard #
21.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Hospitality and Tourism.	
21.01 Key Ideas and Details	
21.01.1 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	
21.01.2 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	
21.01.3 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	
21.02 Craft and Structure	
21.02.1 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	
21.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
21.02.3 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	
21.03 Integration of Knowledge and Ideas		
21.03.1	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	
21.03.2	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	
21.03.3	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	
21.04 Range of Reading and Level of Text Complexity		
21.04.1	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.	
21.04.2	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	
22.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Hospitality and Tourism.		
22.01 Text Types and Purposes		
22.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
22.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
22.02 Production and Distribution of Writing		
22.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
22.02.2	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	

Florida Standards		Correlation to CTE Program Standard #
22.02.3	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	
22.03	Research to Build and Present Knowledge	
22.03.1	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	
22.03.2	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	
22.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
22.04	Range of Writing	
22.04.1	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	
23.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Hospitality and Tourism.	
23.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
23.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
23.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
23.04	Model with mathematics. MAFS.K12.MP.4.1	
23.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	
23.06	Attend to precision. MAFS.K12.MP.6.1	
23.07	Look for and make use of structure.	

Florida Standards	Correlation to CTE Program Standard #	
	MAFS.K12.MP.7.1	
23.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

FS-M/LA = Florida Standards for Math/Language Arts
 NGSSS-Sci = Next Generation Sunshine State Standards for Science
 NS = National Standards for Family & Consumer Sciences Education

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
24.0 Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry. The student will be able to:			
24.01 Explain purpose, principles, and the components of Supply and Demand, the importance of selling and how it relates to the hospitality and tourism industry.			
24.02 Describe the differences between a product-based business and a service-based business and how it relates to the hospitality and tourism industry.			
24.03 Identify effective sales techniques (e.g., steps in sales process, cross-selling, upselling and alternative options).			
24.04 Explain motivation, needs, and expectations of the hospitality and tourism consumer and how it affects their lodging selection.			
24.05 Discuss importance of the five (5) P's of the marketing mix: product, place, price, promotion, and people and how it impacts the hospitality and tourism industry.			
24.06 Outline an effective sales presentation (e.g., feature-benefit analysis) including the importance of promoting products and services (e.g., publicity, public relations, press release, community events, advertising, Internet).			
24.07 Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences, physically and/or mentally challenged).			
24.08 Explain the pros and cons of using the Internet as a sales tool.			
25.0 Demonstrate sales and customer service skills and techniques in the selling of hospitality & tourism products. The student will be able to:			
25.01 Discuss profit motive and its impact on business.			
25.02 Define different aspects of guest communication.			
25.03 Identify the different types of competition and explain its impact on business (e.g., direct, indirect, price, non-price, competitive position) within the hospitality and tourism industry.			
25.04 Describe how managers can lead employees to meet the needs of global guest audiences.			

25.05	Analyze the challenges and opportunities in welcoming diverse cultures to your property.			
25.06	Identify the leadership skills and processes that lead to a seamless guest cycle.			
25.07	Describe how employee empowerment contributes to effective guest recovery.			
25.08	Describe proper workplace etiquette for listening, speaking, and writing.			
25.09	Propose a marketing plan in response to customer survey results.			
25.10	Recognize importance of sequence and language in developing customer survey questions without leading or influencing customer responses.			
26.0	Identify and demonstrate personal and business ethics related to management and marketing. The student will be able to:			
26.01	Explain the need for respect and value for diversity in the hospitality and tourism industry.			
26.02	List characteristics related to personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).			
26.03	Describe why modeling inclusive behavior is an important skill for hospitality and tourism managers.			
26.04	Explain the concept of corporate social responsibility, and describe examples of how hospitality and tourism companies are including CSR initiatives in their organization.			
27.0	Apply higher level mathematical skills unique to hospitality & tourism marketing and management plans. The student will be able to:			
27.01	Create a business plan based on survey results that identify holes in current plan or standard operating procedures.			
27.02	Analyze/evaluate survey results, produce a plan and provide both an executive summary and detailed report.			
27.03	Determine sales trends and benchmarks and predict future growth/decline based on sales momentum and trend.			
27.04	Determine year over year change in revenue/profit/EBITDA.			
27.05	Determine statistical significance of data results.			
27.06	Gather and present data from overall business segments and determine percentage of business from specific segment.			
27.07	Apply problem-solving techniques to hospitality and tourism sales-related transactions (e.g., cash, checks, debit cards, credit cards, discounts, etc.).	MAFS.912.A -CED.1.1; MAFS.912.A -CED.1.2; MAFS.912.A -REI.2.3 LAFS.1112.L.		

		3.6		
27.08	Explain quantitative information from tables, charts, and graphs relating to the hospitality & tourism related workplace.			
27.09	Using standard industry formulas relative to discount date and due date, compute amount of payment on an invoice.			
27.10	Calculate commissions, gratuities, taxes, and miscellaneous charges.			
27.11	Calculate refunds and exchange transactions for hospitality and tourism related services.			
27.12	Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences).			
28.0	Summarize the value and uses of the Internet for hospitality & tourism marketing, including communication and evolving technology. The student will be able to:			
28.01	Identify viable, credible and applicable Internet sources that offer solutions to specific business questions.			
28.02	Describe cloud-based data storage, the threats and how to protect data.			
28.03	Identify laws pertaining to data collection, email marketing and personal information usage.			
28.04	Be able to identify productive uses of CRM systems; understand the basic framework of use; and make connections between CRM and the sales process.			
28.05	Compare and contrast marketing activities that engage customers (such as blogs and giveaways).			
28.06	Define the use of current social media channels, comparing and contrasting each venue, as to culture, purpose, and target audience.			
28.07	Write posts for current social media channels (such as Twitter, Facebook, Instagram, Snapchat).			
28.08	Summarize effective use of live streaming on current social media (such as Periscope and Facebook Mentions).			
29.0	Compare and contrast the needs of a business vs. leisure traveler. The student will be able to:			
29.01	Define business traveler and identify the needs of a business traveler.	LAFS.1112 .SL.1.1; LAFS.1112 .SL.2.4		
29.02	Define leisure traveler and identify the recreational wants of a leisure traveler.			
29.03	Define educational and editorial travelers and identify their needs.			

29.04	Identify features vs benefits of hotel and airline offerings for each market.			
29.05	Develop a ROI analysis for travel on a business trip; including all travel expenses and potential business opportunity gains.			
29.06	Understand and explain the different planning processes and timeframes that lead up to travel for business vs leisure.			
30.0	Demonstrate knowledge and organizational skills related to meetings, conventions, conference travel and event planning. The student will be able to:			
30.01	Outline positions available to event planners and describe the benefits of meetings and conventions to food and beverage operations.			
30.02	Explain how meetings and conventions are booked and planned.			
30.03	Summarize how meeting and conventions prepare to provide service to clients during an event (i.e.: setting up function rooms, scheduling staff, and food preparation and storage).			
30.04	List challenges that managers and staff members face during meetings and conventions and list examples of protocol issues.			
30.05	Create a budget including all elements of event (e.g. catering, décor, supplies, entertainment, and admission).			
31.0	Identify and analyze marketing and business fundamentals related to the different industries within hospitality & tourism (i.e.: cruise/air travel/ ground travel/lodging industry/leisure travel/tour packages). The student will be able to:			
31.01	Explain the benefits of packaging for travelers, vendors, hotels, travel planners, tour operators and airlines.			
31.02	Communicate related financial benefits to travelers of selling packages from a travel planner salesperson perspective.			
31.03	Analyze the savings and profit increases related to packaging for travelers, planners and destinations.			
31.04	Compare and contrast the experience and finances of separate vendors in various locations as a component of a package (hotel in one area, activities on a different property, and restaurants at a different location) vs. an all-inclusive resort.			
31.05	Effectively communicate the benefits of packaging a travel experience to consumers.			
32.0	Explain strategies for selling hospitality & tourism products. The student will be able to:			
32.01	Describe training techniques managers can use to build an effective sales team.			
32.02	Identify methods used to motivate an effective sales team.			
32.03	List tools and processes used to sell to global audiences.			

32.04	Outline the needs of special market segments and the sales strategies used to reach those segments.			
32.05	Summarize strategies for selling to the digital traveler.			
33.0	Develop a marketing plan and sales promotion tool for hospitality & tourism. The student will be able to:			
33.01	Describe the organization of the marketing department, and explain management's role in marketing.			
33.02	Summarize the marketing mix: the five P's (Price, Promotion, Product, Place, People); and the four C's (Client, Cost, Communication, Convenience).			
33.03	Identify the steps of a marketing plan.			
33.04	Describe the channels of distribution within the hospitality and tourism industry.			
33.05	Explain how to prepare a marketing budget.			
33.06	Maintain brand consistency throughout your marketing plan.			
34.0	Identify and demonstrate management skills needed to succeed in hospitality & tourism. The student will be able to:			
34.01	Identify the types of leadership positions available in the hospitality and tourism industry.			
34.02	Identify why leaders must create leadership development goals and a path for meeting those goals.			
34.03	Define power and empowerment and summarize how these concepts transpire in centralized and decentralized organizations.			
34.04	Identify the leadership skills and processes that lead to a seamless guest cycle.			
34.05	Create an IDP (Individual Development Plan) based on your strengths and opportunities for improvement.			
34.06	Be able to honestly and objectively conduct a self-evaluation of strengths and weaknesses.			
34.07	Define traditional management styles.			
34.08	Explain the importance of varying your leadership style in response to organization and employee styles and needs.			
34.09	Identify 21 st century leadership styles.			
34.10	Explain how problem solving contributes to leadership processes in hospitality and tourism.			
35.0	Demonstrate effective Guest Services Management (GSM) skills. The student will be able to:			

35.01	Identify how managers apply property standards to the guest experience.			
35.02	Identify the role of Guest Service Measurement (GSM) in managing the guest experience.			
35.03	Develop a process for resolving guest service issues.			
36.0	Identify the financial goal of a hotel or lodging property. The student will be able to:			
36.01	Discuss how revenue centers and cost centers are managed to ensure a property's profitability.			
36.02	Identify the components of income statements and balance sheets.			
36.03	Explain the purpose of revenue management in the hospitality and tourism industry.			
36.04	Identify the tax responsibilities a hospitality and tourism leader must manage.			
37.0	Examine facts and principles related to the branding process. The student will be able to:			
37.01	Tell the story of their product/destination in a way that effectively speaks to the target market.			
37.02	Summarize the effect colors, sounds, music and visual cues have on developing a brand.			
37.03	Explain and cite examples of consistency in communication to market; both visually and in language.			
37.04	Develop a brand (i.e.: logo, tag line, blog, email marketing templates, sample images, videos, music, etc.).			
37.05	Communicate a brand promise to the target market through the proper communication channels of the target market.			
38.0	Explain the value and importance of marketing research. The student will be able to:			
38.01	Identify trends that affect marketing in the hospitality and tourism industry.			
38.02	Cite marketing challenges (shifts or changes in travel trends) and respond to their potential occurrence.			
38.03	Determine the difference between a credible source and non-credible source of data or information.			
38.04	Set a knowledge-based goal; present research applicable to that goal.			
39.0	Compare and contrast franchise vs. corporate owned vs. private market segments. The student will be able to:			

39.01	Recognize the obligations of a franchise to the corporation.			
39.02	Communicate the financial (ROI or annual profits) differences among the organization types and to whom the rewards go (individual, corporation, franchise owner, etc.).			
40.0	Compare and contrast marketing concepts, advertising and public relations. The student will be able to:			
40.01	Author a press release in the proper format including all applicable elements.			
40.02	Differentiate between editorial and advertorial content and writing techniques.			
41.0	Discuss the value, importance and trends related to Internet marketing and social media. The student will be able to:			
41.01	Identify like-minded groups that fit in the target audience and/or market of their brand or business.			
41.02	Demonstrate ethical behavior in personal and work-related social media communications.			
42.0	Illustrate effects of climate and geographic locations that affect the marketplace. The student will be able to:			
42.01	Explain how season change affects peak times and consistency in business and planning for related business shifts.			
42.02	Summarize effects of population migration as it relates to business location selection and general business operations.			
43.0	Demonstrate communication and human relations skills necessary for success in hospitality and tourism occupations. The student will be able to:			
43.01	Summarize effects of population migration as it relates to business location selection and general business operations.			
43.02	Demonstrate the ability to use problem-solving, decision-making and critical thinking strategies.			
43.03	Offer and accept constructive feedback.			
43.04	Explain importance of maintaining confidentiality relating to business matters.			
43.05	Demonstrate legal and ethical behavior within the scope of job responsibilities.			
43.06	Demonstrate effective etiquette/netiquette in a business situations (such as cell phone use, general courtesy, manners).			
43.07	Demonstrate appropriate and effective oral presentation skills.			
43.08	Identify and demonstrate conflict resolution strategies related to customer service and with co-workers, vendors (i.e., resolving complaints, disputes, and negotiations).			
43.09	Plan and participate in a meeting/conference.			
43.10	Apply leadership skills through involvement in community and/or school activities.			

43.11	Demonstrate techniques for making and maintaining a positive first impression.			
43.12	Explain business policies to customers/vendors.			
43.13	Propose techniques to resolve complaints.			
43.14	Apply networking skills.			
43.15	Evaluate team performance.			
43.16	Differentiate between appropriate and inappropriate business attire and grooming.			
43.17	Debate current issues impacting the industry.			
43.18	Explain verbal and nonverbal communication.			
43.19	Recognize and respond to guest needs			
44.0	Identify federal laws, legislation and regulations related to the hospitality & tourism industry. The student will be able to:			
44.01	Identify the employment laws that impact the hospitality and tourism industry and the role of human resources managers in applying these laws.			
44.02	Identify the laws, legislation, and regulations that affect the hospitality & tourism industry.			
44.03	Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, Sexual Harassment, EEOC, ADA, FMLA, and OSHA).			
44.04	Discuss the role of federal, state and local regulatory agencies as it relates to hospitality and tourism.			
44.05	Identify ways to follow OSHA requirements.			
45.0	Research conservation and Green initiatives and practices in the hospitality industry. The student will be able to:			
45.01	Describe the benefits of green practices and the role hospitality and tourism managers play implementing them.	LAFS.1112.W.3.7	SC.912.L.17.16; SC.912.L.17.17; SC.912.L.17.18; SC.912.L.17.19; SC.912.L.17.20	
44.01	Identify green practices that can be initiated and implemented by the front office.	LAFS.1112.W.2.4	SC.912.L.17.16; SC.912.L.17.17; SC.912.L.17.18; SC.912.L.17.19; SC.912.L.17.20	
44.02	Discuss housekeeping management's role in promoting sustainable green practices.			
44.03	Explain the benefits of using green building materials.			
44.04	Identify ways the facilities management team can reduce a property's carbon footprint.			

44.05	Explain how food and beverage operations address guest requests (such as healthier food options, sustainable foods, and food allergy issues).			
46.0	Exhibit the ability to follow state mandated guidelines for food service. The student will be able to:			
46.01	Demonstrate and utilize proper techniques for transporting, cooking and holding food (proper ways to cool/reheat food; holding temperatures).			
46.02	Demonstrate and utilize proper cleaning, sanitizing, and disinfecting techniques (cleaning vs. sanitizing; storing cleaning supplies; proper procedures for cleaning equipment).			
46.03	Describe symptoms of food borne illness and how it can be prevented.			
46.04	Describe cross contamination and incorporate strategies to prevent this from occurring.			
46.05	Demonstrate and utilize proper pest control procedures.			
46.06	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)			
46.07	Demonstrate knowledge of food safety manager training/certification programs that are accredited in Florida (http://www.myfloridalicense.com/dbpr/hr/food-lodging/ManagerCertification.html).			
46.08	Demonstrate proper knowledge and technique to sanitarily set and clear a table in a dining room.			
47.0	Apply safety and sanitation procedures in the handling, processing and storing of food products. The student will be able to:			
47.01	Explain techniques and procedures for the safe handling of food products.			
47.02	Evaluate food product handling procedures.			
47.03	Demonstrate approved food product handling techniques.			
47.04	Describe the importance of performing quality-assurance tests on food products.			
47.05	Perform quality-assurance tests on food products.			
47.06	Describe the effects food-borne pathogens have on food products and humans.			
47.07	Explain the importance of microbiological tests in food product preparation, listing common spoilage and pathogenic microorganisms.			
47.08	Conduct and interpret microbiological tests for food-borne pathogens and implement corrective procedures.			
47.09	Explain the importance of record keeping in a food products and processing system.			
47.10	Discuss documentation procedures in a food products and processing system.			

47.11	Demonstrate proper record keeping in a food products and processing system.			
48.0	Demonstrate worker safety procedures with food product and processing equipment and facilities. The student will be able to:			
48.01	Explain safety standards that must be observed in facility design and equipment use.			
48.02	Outline guidelines for personnel safety in the food products and processing industry.			
48.03	Evaluate a facility to determine the implementation of safety procedures.			
49.0	Summarize the procedures for food service operations. The student will be able to:			
49.01	Facilitate proper use of current general inspection guidelines.			
49.02	Explain general storage guidelines.			
49.03	Compare storage guidelines for specific types of food.			
49.04	Explain proper procedures for cook food. (See current Food Code for temperature information).			
49.05	Recommend proper cooling and reheating procedures for various food items. (See current Food Code for temperatures).			
49.06	Explain procedures for holding food for service.			
49.07	Demonstrate proper techniques in serving food.			
49.08	Develop a plan for offsite service handling of food.			
50.0	Explain the daily sanitation operations of a food service facility. The student will be able to:			
50.01	Develop a cleaning program that includes proper procedures for cleaning, sanitizing, dish washing and facility.			
50.02	Explain the importance of (IPM) Integrated Pest Management programs.			

**Florida Department of Education
Student Performance Standards**

Course Title: Hospitality and Tourism Operations 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 hospitality & tourism industry. Additionally, it will enhance the instruction and competencies developed through classroom instruction.

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.
 NS = National Standards for Family & Consumer Sciences Education

51.0	Perform critical job skills. The student will be able to:		
51.01	Apply literacy skills in technical reading, computing and calculating.		
51.02	Perform tasks as outlined in the individualized job performance skills plan.		
51.03	Maintain relevant employment documents.		
51.04	Sustain mentoring relationships in the workplace.		
51.05	Communicate in business settings by listening, writing, speaking and presenting with professional demeanor.		
51.06	Collaborate, communicate and interact utilizing technology.		
51.07	Offer alternative suggestions or solutions rather than simply rejecting others ideas.		
51.08	Contribute to team efforts by fulfilling responsibilities and valuing diversity.		
51.09	Explore networking opportunities through professional associations.		
51.10	Exercise proper judgment in decision making.		
51.11	Adapt to changing organizational environments with flexibility.		
51.12	Build a portfolio reflecting experiences and skills gained during the internship (i.e. research paper, etc.)		
52.0	Display professional work habits. The student will be able to:		

52.01	Report as expected, on time, appropriately dressed and groomed and ready to work.		
52.02	Create a positive professional image through proper introductions, eye contact, and a firm handshake.		
52.03	Model acceptable work habits and conduct in the workplace as defined by company policy.		
52.04	Complete and follow through on tasks and take initiative as warranted.		
52.05	Respond to internal and external customers' needs and concerns.		
52.06	Practice business etiquette and social sensitivity in face to face interaction, on the telephone and the Internet.		
52.07	Build bridges between conflicting attitudes and ways of thinking.		
53.0	Demonstrate ethical behavior. The student will be able to:		
53.01	Compare business activities to professional standards.		
53.02	Show empathy, respect and support for others.		
53.03	Value confidentiality and privacy.		
53.04	Recognize gender and culturally inappropriate behaviors.		

Florida Department of Education
 Student Performance Standards

Course Title: Hospitality and Tourism Cooperative Education - OJT
 Secondary Course Number: 8800420
 Course Credit: 1

Standards and Benchmarks	
54.0	Perform designated job skills. The student will be able to:
54.01	Perform tasks as outlined in the training plan.
54.02	Demonstrate job performance skills.
54.03	Demonstrate safety procedures on the job.
54.04	Maintain appropriate records.
54.05	Attain an acceptable level of productivity.
54.06	Demonstrate appropriate dress and grooming habits.
55.0	Demonstrate work ethics. The student will be able to:
55.01	Follow directions.
55.02	Demonstrate good human relations skills on the job.
55.03	Demonstrate good work habits.
55.04	Demonstrate acceptable business ethics.

**Florida Department of Education
Student Performance Standards**

Course Title: Hospitality & Tourism Entrepreneurship
Course Number: 8703130
Course Credit: 1

Course Description:

The purpose of this course is to provide with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. In addition, this course is designed so that performance standards meet employer expectations, enhancing the employability of students.

Florida Standards		Correlation to CTE Program Standard #
21.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Hospitality and Tourism.	
21.01	Key Ideas and Details	
21.01.1	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	
21.01.2	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	
21.01.3	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	
21.02	Craft and Structure	
21.02.1	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	
21.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
21.02.3	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. LAFS.1112.RST.2.6	

Florida Standards		Correlation to CTE Program Standard #
21.03 Integration of Knowledge and Ideas		
21.03.1	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	
21.03.2	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	
21.03.3	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	
21.04 Range of Reading and Level of Text Complexity		
21.04.1	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. 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	
21.04.2		
22.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Hospitality and Tourism.	
22.01 Text Types and Purposes		
22.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
22.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
22.02 Production and Distribution of Writing		
22.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
22.02.2	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	
22.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback,	

Florida Standards		Correlation to CTE Program Standard #
	including new arguments or information. LAFS.1112.WHST.2.6	
22.03	Research to Build and Present Knowledge	
22.03.1	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	
22.03.2	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	
22.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
22.04	Range of Writing	
22.04.1	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	
23.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Hospitality and Tourism.	
23.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
23.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
23.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
23.04	Model with mathematics. MAFS.K12.MP.4.1	
23.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	
23.06	Attend to precision. MAFS.K12.MP.6.1	
23.07	Look for and make use of structure. MAFS.K12.MP.7.1	

Florida Standards	Correlation to CTE Program Standard #
23.08 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
 NS = National Standards for Family & Consumer Sciences Education

Course Number: TBD Occupational Completion Point: D TBD – 300 Hours – SOC Code TBD
56.0 Apply entrepreneurship skills. The student will be able to:
56.01 Analyze industry trends in the food service and hospitality industry.
56.02 Identify the elements of a business plan to include vision, goals, strategies, and action plans
56.03 Display an understanding of the marketing channels used in promoting destinations and products.
56.04 Identify “niche market” marketing strategies.
56.05 Identify and summarize common lodging industry references (e.g., Official Hotel Guide, Hotel and Travel Index, OAG Business Travel Planner, CRS display).
56.06 Compare and contrast benefits of joining or starting a new business.
56.07 Summarize profit and loss statements.
56.08 Examine loss prevention factors (such as safety, sanitation, food handling, ware handling, maintenance, insurance, and environmental effects).
56.09 Explain the Florida Green Lodging program and the requirements to receive the Green Certification. (http://www.dep.state.fl.us/greenlodging).
56.10 Explain LEED and how it affects the hospitality& tourism industry.
56.11 Participate in a competitive event or project related to the hospitality & tourism industry (e.g. FCCLA, FBLA, DECA).
56.12 Plan and execute themed special event (such as a student showcase or party) including event production costs.
56.13 Understand the difference between having franchised property vs. starting a business from scratch.
57.0 Demonstrate management skills. The student will be able to:

57.01	Identify characteristics of an effective manager.
57.02	Identify the roles and responsibilities of the general manager and assistant manager(s).and recognize the effectiveness of delegation techniques.
57.03	Recognize the needs of diverse populations.
57.04	Identify, demonstrate, and utilize fundamentals of customer service and addressing difficult customers.
57.05	Develop employee guidelines and standard operating procedures (such as job descriptions, training, and scheduling).
57.06	Identify and explain techniques of front-of-the-house and back-of-the-house responsibilities (including dining room setup, greeting, order-taking, serving, clearing, check presentation, bussing, and cashiering) resulting in the performance of duties to meet customer needs.
57.07	Summarize characteristics of successful teams (i.e., mission statement, code of conduct, effective leadership).
57.08	Identify and discuss stages of team development (i.e., forming, storming, norming, performing, transforming).
57.09	Compare and contrast positive and negative roles individuals play in a team situation, including team building strategies.
57.10	Apply dispute resolution skills to staff grievances, conflicts, disputes, and/or complaint and recognize employee incentive programs.
57.11	Describe corporate hospitality roles within lodging operations, housekeeping, engineering, food & beverage, and culinary departments.
57.12	Understand what defines excellent service and attributes of exceptional guest service.
57.13	Define “moments of truth,” and explain the role you play.
58.0	Analyze federal, state and local tax regulations and laws in relation to hospitality and tourism entities. The student will be able to:
58.01	Follow federal, state, and local sanitation and safety codes.
58.02	Analyze laws, legislation, and regulations that affect the lodging industry.
58.03	Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, and OSHA).
58.04	Discuss the role of federal, state and local regulatory agencies as it relates to hospitality and tourism.
59.0	Apply effective verbal and non-verbal communication skills (e.g. written, electronic, conflict resolution). The student will be able to:
59.01	Demonstrate making eye contact with every guest and smile in face to face conversations.

59.02	Demonstrate proper telephone etiquette techniques (including answering a telephone call, enunciating, call holds, and transfers).
59.03	Demonstrate an understanding of acceptable personal email addresses and acceptable personal references on social media.
59.04	Demonstrate an understanding of acceptable personal cell phone etiquette (i.e.: appropriate voice mail messages on their cell phone and proper answering techniques).
59.05	Demonstrate effective listening skills and awareness of “service failures”, timely “service recovery” and personal responsibility.
59.06	Respond effectively with appropriate form of communication (Example: when to use email vs. text message vs. phone call).
59.07	Delegate/assign tasks to employee and/or leave information for next shift or manager when appropriate.
59.08	Respond appropriately to social media comments about venue or property on travel sites (such as Trip Advisor and/or other media outlet).
60.0	Demonstrate proficiency with technology and equipment use. The student will be able to:
60.01	Identify computer software available for food service and hospitality management.
60.02	Use appropriate software to develop an accounting and record-keeping system that includes purchasing, receiving, storing and inventory.
60.03	Describe various media and marketing tools utilized to promote lodging establishments.
60.04	Create and deliver an oral presentation using technology.
60.05	Locate and explain information found in trade journals, manuals, graphs, schedules, charts, diagrams, maps, and Internet resources.
60.06	Identify technology used in social media marketing and software used to communicate between guest and the venue.
60.07	Demonstrate the ability to understand types of AV equipment needed in events and lodging to support operations.
60.08	Demonstrate the ability to understand and know what CRM is and what tools are used to communicate within the property and/or venue.
61.0	Demonstrate employability skills necessary for success. The student will be able to:
61.01	Assess characteristics of successful teams (i.e., mission statement, code of conduct, effective leadership).
61.02	Identify and demonstrate appropriate dress and grooming for employment.
61.03	Identify and demonstrate effective interviewing skills (e.g., behavioral), including effective responses to common interview questions.
61.04	Maintain hygiene, professional appearance, and a positive attitude.

61.05	Identify and demonstrate how to request and fill out an application using appropriate professional language.
61.06	Demonstrate the ability to understand phone etiquette when receiving a call back for an interview and how to leave voicemails.
61.07	Understand the importance of the first 90 days of being new on the job.
61.08	The importance of networking and how to network into job opportunities.
61.09	Fill out an application.
61.10	Understand the importance of volunteering and how to turn that into a job opportunity.
62.0	Apply customer service skills. The student will be able to:
62.01	Demonstrate accurately taking a guest's hotel reservation via the phone.
62.02	Demonstrate proper communication skills and questioning techniques in order to identify the needs of customers and guest services.
62.03	Analyze and apply the steps to conflict resolution using assertiveness and stress management techniques during customer interactions.
62.04	Analyze individual traits related to teamwork, self-improvement, and professional growth within hospitality careers.
62.05	Analyze guest services by focusing on the guest's perspective, and common tools used to provide exceptional service.
62.06	Role play effective mirroring techniques to handle guest service complaints and/or employee disagreements.
62.07	Apply appropriate customer service techniques for various guest interactions, including verbal and non-verbal communication (i.e. telephone etiquette, written correspondence, etc.).
63.0	Display ethical work behavior. The student will be able to:
63.01	Demonstrate acceptable work habits and conduct in the workplace as defined by company policy.
63.02	Demonstrate legal and ethical behavior within the scope of job responsibilities, including use of social media within and outside job responsibilities.
64.0	Describe and demonstrate personnel supervision techniques. The student will be able to:
64.01	Provide delegation skills to subordinates with clear, understandable objectives, including time management and performance expectations.
64.02	Summarize the concept of "Management by Wandering Around" (MBWA) while setting positive examples of professional behavior.
64.03	Demonstrate the art of "catching employees doing things correctly" and positively reinforce when appropriate.
64.04	Understand the concept of thorough training on specific job duties; documentation; group training and personal training files.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 & Tourism, Technology for Hospitality & Tourism and Hospitality & Tourism Marketing Management 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 & Tourism Internship may provide paid or non-paid work experience based on the needs of the student and availability of positions.

The Certified Hospitality Instructor (CHI) is a training and designation offered through the American Hotel and Lodging Educational Institute. For information - <https://www.ahlei.org/CHI/>
For CHI application - <https://www.ahlei.org/uploadedFiles/MainSite/Content/Certification/chiApplication.pdf>

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA); Future Business Leaders of America (FBLA) and Florida DECA are the intercurricular career and technical student organizations 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.

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. 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Course Title: Hospitality and Tourism Cooperative Education - OJT
 Course Type: Career Preparatory
 Career Cluster: Hospitality & 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 SCI CULINARY 7 G HOTEL TRNG 7 G SC FOOD SV 7 G MKTG MGMT @7 7 G 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 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 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.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

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 **Cooperative Education Manual** is available on-line and 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/core/fileparse.php/3/urllt/steps-manual.pdf>.

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

Career and Technical Student Organization (CTSO)

Family, Career and Community Leadership of America (FCCLA) is the intercurricular career and technical student organization 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.

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. 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.

Note: postsecondary curriculum and regulated secondary programs 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Culinary Arts
Program Type: Career Preparatory
Career Cluster: Hospitality & Tourism

Secondary – Career Preparatory

Program Number	8800500
CIP Number	0420040210
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification	FAM CON SCI CULINARY 7 G
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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 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	Graduation Requirement
A	8800510	Culinary Arts 1	1 credit	35-2021	2	VO
B	8800520	Culinary Arts 2	1 credit	35-3021	2	PA
C	8800530	Culinary Arts 3	1 credit	35-2014	3	PA
D	8800540	Culinary Arts 4	1 credit	11-9051	3	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8800510	6/87 7%	5/80 6%	29/83 35%	3/69 4%	26/67 39%	2/70 3%	5/69 7%	27/82 33%	6/66 9%	26/74 35%	4/72 6%
8800520	8/87 9%	2/80 3%	27/83 33%	4/69 6%	24/67 36%	3/70 4%	3/69 4%	26/82 32%	8/66 8%	27/74 36%	3/72 4%
8800530	26/87 30%	28/80 35%	5/83 6%	29/69 42%	5/67 7%	25/70 36%	26/69 38%	7/82 9%	23/66 35%	7/74 9%	27/72 38%
8800540	27/87 31%	22/80 28%	3/83 4%	23/69 33%	#	23/70 33%	25/69 36%	2/82 2%	19/66 29%	1/74 1%	22/72 31%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8800510	24/67 36%	14/75 19%	20/54 37%	16/46 35%	16/45 36%	**	**
8800520	17/67 25%	8/75 11%	17/54 31%	12/46 26%	12/45 27%	**	**

8800530	11/67 16%	20/75 27%	8/54 15%	**	**	14/45 31%	14/45 31%
8800540	13/67 19%	22/75 29%	8/54 15%	**	**	10/45 22%	10/45 22%

** 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 English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

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 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 Culinary Arts.	
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	
02.02 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 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. 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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
04.0 Identify career and employment opportunities. – The student will be able to:			
04.01 Discuss history and trends of the food service industry.	LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.2.6 LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.3.9		
04.02 Identify occupations in the food service and hospitality industry and their impact on the economy.	LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.2.6; LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.3.9		
04.03 Identify levels of training required for food service and hospitality occupations.	LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.2.6 LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.3.9		
04.04 Identify professional organizations related to hospitality/food service.	LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.2.6 LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.3.9		
05.0 Demonstrate and incorporate workplace safety procedures. – The student will be able to:			
05.01 Follow standard procedures for physical hazard control.	LAFS.910.RI.2.4	SC.912.N.1.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
05.02 Identify and utilize first-aid procedures for accidents and injuries common to the food service industry.	LAFS.910.RI.2.4	SC.912.N.1.1	
05.03 Follow the standards for infectious disease control.	LAFS.910.RI.2.4	SC.912.L.14.52; SC.912.L.14.6	
05.04 Identify and apply sanitary procedures in maintaining the facility including proper waste disposal methods and recycling.	LAFS.910.RI.2.4	SC.912.L.14.52; SC.912.L.14.6	
05.05 Maintain an MSDS (Material Safety Data Sheet) for each product and keep in a three ring binder in the kitchen area.	LAFS.910.RI.2.4; LAFS.910.W.3.8	SC.912.N.1.1	
05.06 Explain the Right to Know Law as recorded in (29 CFR-1910.1200) – OSHA Law.	LAFS.910.RI.1.1; LAFS.910.SL.1.1		
05.07 Demonstrate and utilize safety procedures related to prevention of slips, falls, burns, and fire; proper lifting and chemical use.	LAFS.910.SL.2.4; LAFS.910.SL.2.6	SC.912.N.1.1	
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).	LAFS.910.SL.2.4; LAFS.910.SL.2.6	SC.912.L.14.52; SC.912.L.14.6; SC.912.N.1.1	
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.	MAFS.912.G-MG.1.1 MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3 MAFS.912.N-Q.1.2 LAFS.910.SL.2.4; LAFS.910.SL.2.6	SC.912.L.14.52; SC.912.L.14.6; SC.912.N.1.1	
05.10 Identify the HACCP (Hazard Analysis Critical Control Point) procedure during all food handling processes.	LAFS.910.SL.2.4; LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.3.9	SC.912.N.1.1	
06.0 Demonstrate personal productivity. – The student will be able to:			
06.01 Identify and exhibit employability skills (punctuality, dependability, appropriate appearance.)	LAFS.910.SL.2.6		
06.02 Identify and exhibit work ethics and integrity (employee theft and consequences)	LAFS.910.RI.1.2; LAFS.910.RI.2.4		
06.03 Maintain positive personal relationships including acceptance of constructive criticism.	LAFS.910.SL.1.1; LAFS.910.SL.2.6		
06.04 Develop and demonstrate personal and professional etiquette.	LAFS.910.SL.1.1; LAFS.910.SL.2.6		
06.05 Demonstrate the ability to function as a team member in a diverse environment.	LAFS.910.SL.1.1; LAFS.910.SL.2.6		
06.06 Explain the importance of a portfolio.	LAFS.910.SL.1.1; LAFS.910.SL.2.6		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
06.07 Create a resume'.	LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.2.6		
06.08 Identify procedures and documents required when applying for employment.	LAFS.910.RI.1.1		
07.0 Utilize operational systems. – 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).	MAFS.912.A-CED.1.3; MAFS.912.A-CED.1.4; MAFS.912.A-SSE.1.1 LAFS.910.RI.1.2; LAFS.910.RI.2.4	SC.912.N.4.2	
07.02 Identify and follow local and state rules, regulations, and laws relative to area of operation.	LAFS.910.RI.1.2; LAFS.910.RI.2.4		
07.03 Identify and utilize security procedures necessary to prevent liability and loss.	LAFS.910.RI.1.2; LAFS.910.RI.2.4	SC.912.N.4.2	
07.04 Describe current computerized systems for purchasing and inventory control.	LAFS.910.SL.1.1		
08.0 Use and care for commercial tools and equipment. – The student will be able to:			
08.01 Identify commercial tools and equipment.	LAFS.910.SL.1.1	SC.912.N.1.1	
08.02 Demonstrate mastery of standard weights and measures used in the food service industry.	MAFS.912.G-MG.1.1; MAFS.912.G-MG.1.2; MAFS.912.G-MG.1.3; MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.3 LAFS.910.SL.2.4		
08.03 Use and maintain commercial tools.	LAFS.910.SL.2.4	SC.912.N.1.1	
08.04 Use and maintain commercial equipment.	LAFS.910.SL.2.4	SC.912.N.1.1	
09.0 Describe the principles of basic food science. – The student will be able to:			
09.01 Explain how taste and aroma combine to give foods their flavors.	LAFS.910.SL.1.1	SC.912.L.14.21; SC.912.L.14.50	
09.02 List physical, psychological, cultural, and environmental influences on food likes and dislikes.	LAFS.910.W.1.2; LAFS.910.W.2.4; LAFS.910.W.2.5;		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
	LAFS.910.W.2.6		
09.03 Compare and analyze reasons for evaluating food products subjectively and objectively.	LAFS.910.RI.3.8	SC.912.N.1.1	
10.0 Demonstrate how to read, follow, and prepare recipes. – The student will be able to:			
10.01 Demonstrate an understanding of the purpose of standardized recipes.	LAFS.910.RI.1.2; LAFS.910.RI.2.4		
10.02 Define mise en place and the relationship of organizational skills to productivity in the workplace.	LAFS.910.RI.1.2; LAFS.910.RI.2.4		
10.03 Use, follow, prepare and plate standardized recipes creatively.	MAFS.912.A-APR.4.6; MAFS.912.F-IF.3.9; MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.3 LAFS.910.RI.1.2; LAFS.910.RI.2.4; LAFS.910.SL.2.4		
10.04 Define portion size and recipe yield.	MAFS.912.A-APR.4.6; MAFS.912.F-IF.3.9; MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.3 LAFS.910.SL.2.4		
10.05 Identify herbs, spices, oils, and vinegars and their appropriate use in preparing food products that exhibit and enhance creativity, taste, and appearance.	LAFS.910.SL.2.4; LAFS.910.W.1.2		
11.0 Describe the basic principles of nutrition. – The student will be able to:			
11.01 List the essential nutrients and their functions.	LAFS.910.W.1.2	SC.912.L.18.1	
11.02 Interpret food labels.	LAFS.910.RI.2.4		
11.03 Identify different dietary needs.	LAFS.910.SL.1.2		
11.04 Explain your district's wellness policy.	LAFS.910.SL.1.1; LAFS.910.SL.1.2		
11.05 Relate nutrition to health and wellness.	LAFS.910.SL.1.1; LAFS.910.SL.1.2	SC.912.L.18.1	
11.06 Apply knowledge in creating menus that utilize nutritional principles.	LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.3.9		

**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 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 Culinary Arts.	
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	
02.02 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 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. 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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
12.0 Exhibit the ability to follow state mandated guidelines for food service. – The student will be able to:			64E-11.001
12.01 Demonstrate and utilize proper techniques for lifting, receiving, and storing food supplies.	LAFS.910.SL.1.1; LAFS.910.SL.1.2;	SC.912.L.14.52; SC.912.L.14.6; SC.912.N.1.1	
12.02 Demonstrate and utilize proper techniques for transporting, cooking and holding food (proper ways to cool/reheat food; holding temperatures).	LAFS.910.SL.1.1; LAFS.910.SL.1.2	SC.912.L.14.52; SC.912.L.14.6; SC.912.N.1.1; SC.912.P.10.4	
12.03 Demonstrate and utilize proper cleaning, sanitizing, and disinfecting techniques (cleaning vs. sanitizing; storing cleaning supplies; proper procedures for cleaning equipment).	LAFS.910.SL.1.1; LAFS.910.SL.1.2	SC.912.L.14.52; SC.912.L.14.6; SC.912.N.1.1	
12.04 Demonstrate and utilize proper pest control procedures.	LAFS.910.SL.1.1; LAFS.910.SL.1.2		
12.05 Classify all causes of food borne illnesses (e.g., biological, physical and chemical).	LAFS.910.SL.1.2; LAFS.910.W.1.2	SC.912.L.14.52; SC.912.L.14.6	
12.06 Describe symptoms of food borne illness and how it can be prevented.	LAFS.910.SL.1.2; LAFS.910.W.1.2	SC.912.L.14.52; SC.912.L.14.6	
12.07 Describe cross contamination and incorporate strategies to prevent this from occurring.	LAFS.910.SL.1.2; LAFS.910.W.1.2	SC.912.L.14.52; SC.912.L.14.6	
12.08 Research top allergens and how to control allergy cross-contamination.	LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.3.9		
12.09 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)	LAFS.910.SL.2.4	SC.912.L.14.52; SC.912.L.14.6; SC.912.P.10.4	509.049, F.S. 61C-4.023, F.A.C

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
13.0 Identify and explain front-of-the house and back of the house duties. – The student will be able to:			
13.01 Identify, demonstrate, and utilize fundamentals of customer service and addressing difficult customers.	LAFS.910.RI.2.4; LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.2.6		
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.	LAFS.910.RI.2.4; LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.2.6		
13.03 Identify and describe types of meal services.	LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.2.6; LAFS.910.W.1.2		
13.04 Describe the types of work stations in the commercial kitchen.	LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.2.6; LAFS.910.W.1.2		
13.05 Identify, explain and illustrate basic knife cuts and skills.	LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.2.6; LAFS.910.W.1.2;	SC.912.N.1.1	
13.06 Explain common cooking methods (roasting, baking, broiling, sautéing, frying, deep-frying, braising, and steaming).	LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.2.6; LAFS.910.W.1.2	SC.912.P.10.4; SC.912.P.8.2	
13.07 Define common baking terms and identify common baking ingredients.	LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.2.6; LAFS.910.W.1.2		
14.0 Prepare and present food and beverage items to meet creativity aspects as well as quality standards. – The student will be able to:			
14.01 Explain the role of the five senses in cooking, presenting, and eating food.	LAFS.910.SL.2.4	SC.912.L.14.50	
14.02 Describe how the five basic tastes (salty, sweet, sour, bitter and savory/Umami) can affect the appeal of food.	LAFS.910.SL.2.4; LAFS.910.W.1.2	SC.912.L.14.50	
14.03 Explain how color, texture, temperature, and balance affect the visual appeal of plated food.	LAFS.910.SL.2.4		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
14.04 Demonstrate platter presentation principles, effective platter layout, and techniques for enhancing food presentation.	LAFS.910.SL.2.4		
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.	LAFS.910.SL.2.4		
15.0 Exhibit and utilize safe, secure, and sanitary work procedures. – The student will be able to:			
15.01 Follow federal, state, and local sanitation and safety codes.	LAFS.910.RI.2.4; LAFS.910.SL.2.4; LAFS.910.W.1.2	SC.912.N.1.1	
16.0 Apply principles of food science in cooking and baking techniques. – The student will be able to:			
16.01 Identify food products that are a result of fermentation.	LAFS.910.SL.2.4	SC.912.L.18.6; SC.912.P.8.2	
16.02 Identify and explain the various leavening agents used in baking.	LAFS.910.SL.2.4	SC.912.L.18.11; SC.912.L.18.6; SC.912.P.8.2	
16.03 Explain the leavening process in baking.	LAFS.910.SL.2.4	SC.912.L.18.11; SC.912.L.18.6; SC.912.P.8.2	
16.04 Identify and explain the principles of thickening agents used in food preparation.	LAFS.910.SL.2.4	SC.912.L.18.11; SC.912.L.18.6; SC.912.P.8.2	
16.05 Distinguish between and demonstrate the physical properties of thickening agents.	LAFS.910.SL.2.4	SC.912.L.18.11; SC.912.L.18.12; SC.912.L.18.6; SC.912.P.8.2	
16.06 Identify the differences between a permanent and temporary emulsion.	LAFS.910.SL.2.4	SC.912.P.8.2	
16.07 Explain the role of pH in food preservation and baking applications.	LAFS.910.SL.2.4	SC.912.P.8.11; SC.912.P.8.2;	
16.08 Distinguish between the characteristics of acids and bases.	LAFS.910.SL.2.4	SC.912.P.8.11 SC.912.P.8.2;	
16.09 Demonstrate and analyze the different functions of sugar in food preparation.	LAFS.910.SL.2.4	SC.912.L.18.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
16.10 Demonstrate and analyze the difference between moist, dry, and combination cooking methods.	LAFS.910.SL.2.4	SC.912.L.18.12; SC.912.P.8.2; SC.912.P.10.4;	
16.11 Apply basic principles of the chemistry of protein to cooking eggs, dairy, and meat products.	LAFS.910.SL.2.4	SC.912.L.18.12; SC.912.P.8.2; SC.912.L.18.4 SC.912.P.8.11; SC.912.P.10.4	
16.12 Apply basic principles of the chemistry of food preparation to fruits and vegetables.	LAFS.910.SL.2.4	SC.912.L.18.2; SC.912.P.8.11; SC.912.P.8.2; SC.912.P.10.4	
16.13 List categories of lipids (fats and oils) based on physical state and dietary sources.	LAFS.910.SL.2.4; LAFS.910.W.1.2	SC.912.L.18.3; SC.912.P.8.2	
16.14 Examine the functions of lipids (fats and oils) in food preparation.	LAFS.910.SL.2.4	SC.912.L.18.3; SC.912.P.8.2	
16.15 Analyze the nutritional impact of lipids (fats and oils) in the diet.	LAFS.910.SL.2.4	SC.912.L.18.3; SC.912.P.8.2	
17.0 Apply principles of nutrition in menu planning, cooking, and baking. – 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.	LAFS.910.SL.2.4; LAFS.910.W.1.2;		
17.02 Apply the new MyPlate food guide to analyze diets to include special needs www.choosemyplate.gov).	LAFS.910.RI.1.1		
18.0 Perform front-of-the-house duties. – The student will be able to:			
18.01 Recognize the needs of diverse populations.	LAFS.910.SL.2.4	SC.912.L.17.1	
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.)	LAFS.910.SL.2.4		
18.03 Handle customer complaints.	LAFS.910.SL.2.4		
18.04 Use merchandising techniques.	LAFS.910.SL.2.4		
18.05 Analyze industry trends.	LAFS.910.RI.1.1; LAFS.910.RI.1.2; LAFS.910.RI.1.3		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
19.0 Perform back-of-the-house and inventory duties. – The student will be able to:			
19.01 Receive, store, and issue supplies.	LAFS.910.W.1.2	SC.912.N.1.1	
19.02 Practice environmentally sound procedures.	LAFS.910.SL.1.2	SC.912.L.17.17; SC.912.N.1.1;	
19.03 Demonstrate and follow operational procedures between the front-of-the-house and back-of-the-house.	LAFS.910.SL.2.4	SC.912.N.1.1	
19.04 Demonstrate efficient time and motion techniques.	LAFS.910.SL.2.4	SC.912.N.1.1	
19.05 Coordinate responsibilities with those of other workstations.	LAFS.910.SL.1.1	SC.912.N.1.1	
19.06 Select appropriate tools and equipment for specific tasks.	LAFS.910.SL.2.4		

**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 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	
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	
21.02 Production and Distribution of Writing		
21.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
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.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.1112.WHST.2.5	
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	
21.03	Research to Build and Present Knowledge	
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	
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	
21.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
	LAFS.1112.WHST.3.9	
21.04	Range of Writing	
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	
22.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Culinary Arts.	
22.01	Make sense of problems and persevere in solving them.	MAFS.K12.MP.1.1
22.02	Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
22.03	Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1
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.	

Florida Standards	Correlation to CTE Program Standard #
	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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
23.0 Research college and career advancement opportunities in professional cooking and baking. – The student will be able to:			
23.01 Describe the elements of a job search as it relates to advancement opportunities.	LAFS.1112.W.1.2 LAFS.1112.W.3.8		
23.02 Develop a personal career plan.	LAFS.1112.W.2.4 LAFS.1112.W.2.5 LAFS.1112.W.2.6		
23.03 Demonstrate an understanding of entrepreneurship and the economic impact of food and hospitality enterprises on the industry.	LAFS.1112.W.3.7		
23.04 Explain the benefits of membership in professional associations, including student organizations.	LAFS.1112.SL.1.1		
24.0 Follow food identification, selection, purchasing, receiving, storing, and inventory guidelines. – The student will be able to:			
24.01 Identify basic food items.	LAFS.1112.SL.1.1		
24.02 Select basic food items according to standard qualities.	LAFS.1112.SL.1.1		
24.03 Practice portion control and utilize costing procedures.	LAFS.1112.SL.1.2; LAFS.1112.SL.2.4; LAFS.1112.W.1.2		
25.0 Practice advanced cooking and baking techniques. – The student will be able to:	MAFS.912.A-APR.4.6; MAFS.912.F-IF.3.9; MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.3;		
25.01 Recognize standards of quality as well as prepare and creatively present: advanced bake station items; advanced pantry station	LAFS.1112.SL.2.4		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
items; advanced fry station items; and advanced hot station items.			
26.0 Apply scientific principles in cooking and baking. – 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.	LAFS.1112.SL.1.1	SC.912.P.8.2; SC.912.P.10.4	
26.02 Identify the effect of various levels of moisture on food.	LAFS.1112.SL.1.1	SC.912.L.18.12	
27.0 Prepare and present food products to meet creativity aspects as well as quality standards. – 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).	LAFS.1112.SL.1.2; LAFS.1112.SL.2.5		
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.	LAFS.1112.SL.2.4; LAFS.1112.SL.2.6		
28.0 Demonstrate management skills. – The student will be able to:			
28.01 Identify characteristics of an effective manager.	LAFS.1112.SL.1.1		
28.02 Examine management skills.	LAFS.1112.SL.1.1		
28.03 Demonstrate effective communication skills.	LAFS.1112.SL.1.1		
28.04 Use positive reinforcement techniques to increase productivity.	LAFS.1112.SL.1.1; LAFS.1112.SL.2.4		
29.0 Comply with laws and regulations specific to the food service and hospitality industry. – 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).	LAFS.1112.RI.1.3; LAFS.1112.RI.3.7; LAFS.1112.SL.1.1	SC.912.N.1.1	
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).	LAFS.1112.RI.1.1; LAFS.1112.W.1.2; LAFS.1112.SL.1.1	SC.912.N.1.1	509.039, F.S. 61C-4.023, F.A.C. 64E-11.012, F.A.C.

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci	Regulatory Compliance
30.0 Develop a business plan. – The student will be able to:			
30.01 Identify the elements of a business plan to include vision, goals, strategies, and action plans.	LAFS.1112.SL.1.1		
30.02 Identify basic economic and marketing strategies.	LAFS.1112.SL.1.1		
30.03 Analyze trends in the food service and hospitality industry.	LAFS.1112.RI.1.3	SC.912.N.1.4	
30.04 FCCLA Hospitality Competition (as a project or competition).	LAFS.1112.SL.2.4; LAFS.1112.SL.2.5; LAFS.1112.SL.2.6; LAFS.1112.W.3.8		

**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 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	
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. 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	
20.04.2		
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	
21.02 Production and Distribution of Writing		
21.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
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	

Florida Standards		Correlation to CTE Program Standard #
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	
21.03	Research to Build and Present Knowledge	
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	
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	
21.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
21.04	Range of Writing	
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	
22.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Culinary Arts.	
22.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
22.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
22.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
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	

Florida Standards		Correlation to CTE Program Standard #
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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
31.0 Create and prepare menus for various nutritional needs. – The student will be able to:			
31.01 Examine pricing strategies.	MAFS.912.A-CED.1.3 MAFS.912.F-IF.3.8; MAFS.912.F-IF.3.9 LAFS.1112.RI.1.3		
31.02 Examine menu formats.	LAFS.1112.RI.1.3		
31.03 Analyze menus for profitability.	MAFS.912.A-CED.1.3; MAFS.912.F-IF.3.8; MAFS.912.F-IF.3.9 LAFS.1112.RI.1.3; LAFS.1112.W.1.2		
32.0 Utilize cost-control techniques to maximize profitability. – The student will be able to:			
32.01 Examine and utilize cost out procedures to minimize food waste.	MAFS.912.A-CED.1.4; MAFS.912.A-SSE.1.1 LAFS.1112.RI.1.3; LAFS.1112.SL.2.4		
32.02 Identify computer software available for food service and hospitality management.	LAFS.1112.RI.3.7		
32.03 Develop an accounting and record-keeping system using selected software.	LAFS.1112.RI.3.7; LAFS.1112.W.2.4		
32.04 Develop a purchasing, receiving, storing, and inventory system.	LAFS.1112.W.2.4		
32.05 Examine loss prevention factors such as safety, sanitation, food handling, ware handling, maintenance, insurance, and environmental effects.	LAFS.1112.RI.3.7; LAFS.1112.SL.1.1		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
32.06 Interpret profit and loss statements.	LAFS.1112.RI.3.7; LAFS.1112.SL.1.1; LAFS.1112.W.2.4		
32.07 Identify the responsibility of each individual to be held accountable for profitability.	LAFS.1112.RI.1.1; LAFS.1112.SL.1.1; LAFS.1112.SL.1.2;		
33.0 Interpret and incorporate guidelines and policies for food service establishments. – The student will be able to:			
33.01 Develop employee guidelines such as job descriptions, training, and scheduling.	LAFS.1112.RI.3.7; LAFS.1112.W.3.7		
33.02 Describe the characteristics of an efficient purchasing, receiving, storing, and inventory system.	LAFS.1112.RI.3.7; LAFS.1112.W.3.7		
34.0 Compare and analyze the relationship of nutrition to wellness. – The student will be able to:			
34.01 Describe the functions and sources of the 6 classifications of nutrients.	LAFS.1112.RI.3.7; LAFS.1112.SL.2.4; LAFS.1112.W.3.7;	SC.912.L.18.1; SC.912.L.18.12; SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4	
34.02 Identify the effects of nutrient deficiencies and excesses.	LAFS.1112.SL.1.1	SC.912.L.14.46; SC.912.L.18.1; SC.912.L.18.12; SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4	
34.03 Apply guidelines for using the MyPlate food guide to plan daily food choices for customers with special diets.	LAFS.1112.RI.3.7; LAFS.1112.W.3.7; LAFS.1112.W.3.8		
34.04 Describe the ABC's of the Dietary Guidelines for Americans from the United State Department of Agriculture (www.choosemyplate.gov).	LAFS.1112.RI.3.7; LAFS.1112.W.3.7; LAFS.1112.W.3.8		
34.05 Determine the relationship between food choices, eating and wellness vs. profit/loss margins.	LAFS.1112.RI.3.7; LAFS.1112.W.3.7;		
34.06 Explain how to encourage healthful eating habits for people in every stage of the life cycle.	LAFS.1112.RI.3.7; LAFS.1112.W.3.7		
34.07 List the types of food additives and explain their purpose.	LAFS.1112.W.1.2	SC.912.L.18.11	
35.0 Create and prepare menus for customers on special diets. – The student will be able to:			
35.01 Create a menu for customers with dietary limitations.	LAFS.1112.W.1.2	SC.912.L.14.46; SC.912.L.17.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
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.)	LAFS.1112.W.1.2	SC.912.L.14.46; SC.912.L.17.1	
35.03 Identify common food allergies and determine appropriate substitutions.	LAFS.1112.SL.1.1	SC.912.L.14.46	
35.04 Prepare meals that are visually appealing and that meet customers' special dietary needs.	LAFS.1112.SL.1.1	SC.912.L.17.1	
35.05 List the serving sizes for an average adult.	LAFS.1112.W.2.4		
35.06 Develop a modification plan for existing menus that will meet special dietary needs.	LAFS.1112.W.2.4	SC.912.L.14.46; SC.912.L.17.1	
36.0 Compare and analyze menus of food establishments. – 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.	LAFS.1112.RI.3.7		
36.02 Create a menu meeting the "Truth-in-Menu Guidelines".	LAFS.1112.RI.3.7; LAFS.1112.W.2.4		
36.03 Modify the menu of an establishment to meet the requirements of a customer with a special dietary need.	LAFS.1112.RI.3.7; LAFS.1112.W.2.4	SC.912.L.14.46; SC.912.L.17.1	

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 SkillsUSA are the intercurricular career and technical student organizations 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.

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. 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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>.

Florida Department of Education
Curriculum Framework

Program Title: Culinary and Hospitality Specialties
Program Type: Career Preparatory
Career Cluster: Hospitality & Tourism

Secondary – Career Preparatory

Program Number	8800600
CIP Number	0420040108
Grade Level	9-12, 30, 31
Standard Length	2 credits
Teacher Certification	FAM CON SCI CULINARY 7 G
CTSO	FCCLA SkillsUSA
SOC Codes (all applicable)	11-9051 – Food Service Managers 35-1011 – Chefs and Head Cooks
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 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	Graduation Requirements
A	8800610	Culinary and Hospitality Specialties 1	1 credit	11-9051	3	VO
B	8800620	Culinary and Hospitality Specialties 2	1 credit	35-1011	2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Note: It is recommended that students complete Culinary Arts 1-4 (program #8800500) prior to enrolling in this program.

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8800610	32/87 37%	25/80 31%	5/83 6%	28/69 41%	2/67 3%	25/70 36%	25/69 36%	5/82 6%	21/66 32%	5/74 7%	25/72 35%
8800620	37/87 43%	25/80 31%	9/83 11%	26/69 38%	2/67 3%	30/70 43%	26/69 38%	8/82 10%	27/66 41%	4/74 5%	25/72 35%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8800610	15/67 22%	24/75 32%	8/54 15%	**	**	15/45 33%	15/45 33%
8800620	8/67 12%	16/75 21%	8/54 15%	**	**	10/45 22%	10/45 22%

** 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 grades 11-12 reading and writing literacy standards. 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.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

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.

**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 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	
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	
02.02	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.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	

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 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. 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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
04.0 Exhibit the ability to follow state mandated guidelines for food service. – The student will be able to:			64E-11.001
04.01 Demonstrate proper personal hygiene (hand washing; use of gloves; grooming; proper hair restraints, closed-toe shoes, aprons, uniforms).	LAFS.1112.SL.1.1	SC.912.L.14.52; SC.912.L.14.6	
04.02 Demonstrate proper food handling techniques (thermometer use; thawing and freezing methods; internal cooking temperatures) utilizing HACCP industry safety and sanitation procedures.	LAFS.1112.SL.1.1	SC.912.L.14.52; SC.912.L.14.6	
04.03 Demonstrate and utilize proper techniques for receiving and storing food supplies.	LAFS.1112.SL.1.1	SC.912.L.14.52; SC.912.L.14.6	
04.04 Demonstrate and utilize proper techniques for transporting food.	LAFS.1112.SL.1.1	SC.912.L.14.52; SC.912.L.14.6	
04.05 Demonstrate and utilize proper cleaning and sanitizing techniques (cleaning vs. sanitizing; storing cleaning supplies; proper procedures for cleaning equipment).	LAFS.1112.SL.1.1	SC.912.L.14.52; SC.912.L.14.6	
04.06 Demonstrate and utilize proper licensed pest control procedures including maintaining a clean facility.	LAFS.1112.SL.1.1		
04.07 Classify all causes of food borne illnesses (e.g., physical particles, chemicals and bacteria).	LAFS.1112.SL.1.1; LAFS.1112.W.1.2	SC.912.L.14.52; SC.912.L.14.6	
04.08 Describe symptoms of food borne illness and how food borne illness can be prevented.	LAFS.1112.SL.2.4	SC.912.L.14.52; SC.912.L.14.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
04.09 Describe cross contamination and incorporate ways to prevent this from occurring.	LAFS.1112.SL.2.4	SC.912.L.14.52; SC.912.L.14.6	
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).	LAFS.1112.RI.1.1; LAFS.1112.W.1.2; LAFS.1112.SL.1.1	SC.912.L.14.52; SC.912.L.14.6	509.049, F.S. 61C-4.023
05.0 Demonstrate language arts knowledge and skills. – The student will be able to:			
05.01 Locate, comprehend and evaluate key elements of oral and written information.	LAFS.1112.L.2.3		
05.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.	LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.2.6		
05.03 Present information formally and informally for specific purposes and audiences.	LAFS.1112.SL.2.4		
06.0 Demonstrate science knowledge and skills. – The student will be able to:			
06.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.	LAFS.1112.SL.1.1		
06.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.	LAFS.1112.W.3.7		
07.0 Demonstrate and incorporate workplace safety procedures. – The student will be able to:			
07.01 Follow standard procedures for physical hazard control.	LAFS.1112.SL.1.1	SC.912.N.1.1	
07.02 Identify and utilize first-aid procedures for accidents and injuries.	LAFS.1112.SL.1.1	SC.912.N.1.1	
07.03 Follow the standards for infectious disease control	LAFS.1112.SL.1.1	SC.912.L.14.52; SC.912.L.14.6; SC.912.N.1.1	
07.04 Apply sanitary procedures in maintaining the facility including proper waste disposal methods.	LAFS.1112.SL.1.1	SC.912.L.14.52; SC.912.L.14.6; SC.912.N.1.1	

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci	Regulatory Compliance
07.05 Maintain an MSDS (Materials Safety Data Sheet) for each product and keep in a three ring binder in the kitchen area.	LAFS.1112.W.1.2	SC.912.N.1.1	
07.06 Explain the Right to Know Law.	LAFS.1112.SL.2.4		
07.07 Demonstrate and utilize safety procedures related to prevention of slips, falls, fire, proper lifting and chemical use.	LAFS.1112.SL.2.4	SC.912.N.1.1	
07.08 Identify the HACCP (Hazard Analysis Critical Control Point) during all food handling processes.	LAFS.1112.SL.2.4	SC.912.L.14.52; SC.912.L.14.6; SC.912.N.1.1	
07.09 Demonstrate proper knife handling skills.	LAFS.1112.SL.2.4		
08.0 Utilize social networking to market a culinary/foodservice establishment. – The student will be able to:			
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.	LAFS.1112.SL.2.5		
08.02 Use technology to become aware of the academic and professional networking opportunities sites provide.	LAFS.1112.SL.2.5		
08.03 Identify and describe social media marketing practices such as phishing and explain how these practices are used in the culinary/hospitality fields.	LAFS.1112.SL.2.5		
08.04 Create and participate in blogs for purposes of culinary/hospitality communication or marketing.	LAFS.1112.SL.2.5		
08.05 Participate, communicate and use the online activities to generate a market idea.	LAFS.1112.SL.2.5		
08.06 Demonstrate the ability to use networking tools collaboratively, creatively, and with market project outcomes.	LAFS.1112.SL.2.5		
08.07 Describe how social media and demographic data can be used to define and analyze target audience.	LAFS.1112.SL.2.5		
09.0 Describe the requirements to be a successful entrepreneur and small business owner in the hospitality industry. – The student will be able to:			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
09.01 Describe the importance of entrepreneurship to the American Economy.	LAFS.1112.SL.1.2		
09.02 Distinguish between the advantages and disadvantages of business ownership.	LAFS.1112.SL.2.4		
09.03 Evaluate the risks involved in ownership of a business.	LAFS.1112.SL.2.4; LAFS.1112.W.2.4		
09.04 Identify the business skills needed to operate a small business efficiently and effectively.	LAFS.1112.SL.2.4		
09.05 Research the start-up process for a small business (including regulatory issues, corporate structure, financing and insurance needs).	LAFS.1112.W.2.4		
09.06 Create a business model for a food operation.	LAFS.1112.W.3.7		
10.0 Demonstrate mathematics knowledge and skills. – The student will be able to:			
10.01 Demonstrate knowledge of arithmetic operations.	MAFS.912.A-SSE.1.1		
10.02 Analyze and apply data and measurements to solve problems and interpret documents.	MAFS.912.A-CED.1.3; MAFS.912.A-SSE.1.1 LAFS.1112.RI.2.5		
10.03 Construct charts/tables/graphs using functions and data.	MAFS.912.A-CED.1.2; MAFS.912.A-CED.1.1; MAFS.912.A-REI.3.6; MAFS.912.F-IF.2.4; MAFS.912.F-IF.3.9 LAFS.1112.W.3.8		
11.0 Demonstrate standard preparation skills for various proteins. – The student will be able to:			
11.01 Identify primal, sub-primal, and fabricated cuts of meats (beef, veal, pork, lamb, poultry).	LAFS.1112.SL.2.4		
11.02 Explain the structure and composition of meats.	LAFS.1112.SL.2.4	SC.912.L.18.4	
11.03 Compare and contrast the different components of each type of meat (beef, pork, veal, lamb, poultry).	LAFS.1112.SL.2.4		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci	Regulatory Compliance
11.04 Identify and describe the quality grades of meats.	LAFS.1112.SL.2.4		
11.05 Research various cooking methods for meats.	LAFS.1112.RI.2.4	SC.912.L.18.11; SC.912.L.18.12; SC.912.L.18.4; SC.912.P.8.2; SC.912.P.10.4	
11.06 Prepare meats using a variety of cooking methods.	LAFS.1112.SL.2.4	SC.912.L.18.11; SC.912.L.18.12; SC.912.L.18.4; SC.912.P.8.2; SC.912.P.10.4	
12.0 Demonstrate standard preparation skills for baked goods. – The student will be able to:			
12.01 Identify and select baking and dessert ingredients.	LAFS.1112.SL.2.4	SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4;	
12.02 Store and handle baking and dessert products.	LAFS.1112.SL.2.4	SC.912.P.10.4	
12.03 Prepare baked products using mixes.	LAFS.1112.SL.2.4	SC.912.P.8.2; SC.912.P.10.4	
12.04 Make and bake pies.	LAFS.1112.SL.2.4	SC.912.L.18.11; SC.912.L.18.2; SC.912.L.18.3 SC.912.L.18.4; SC.912.P.8.2; SC.912.P.10.4	
12.05 Prepare and bake quick breads.	LAFS.1112.SL.2.4	SC.912.L.18.11; SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4; SC.912.L.18.6; SC.912.P.8.2; SC.912.P.10.4	
12.06 Prepare and bake yeast breads.	LAFS.1112.SL.2.4	SC.912.L.18.11; SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4; SC.912.L.18.6; SC.912.P.8.2; SC.912.P.10.4	

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci	Regulatory Compliance
12.07 Prepare, bake and present assorted cakes.	LAFS.1112.SL.2.4	SC.912.L.18.11; SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4; SC.912.L.18.6; SC.912.P.8.2; SC.912.P.10.4	
12.08 Prepare syrups, sweet sauces, and gelatins.	LAFS.1112.SL.2.4	SC.912.L.18.11; SC.912.L.18.12; SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4; SC.912.L.18.6; SC.912.P.8.2; SC.912.P.10.4	
12.09 Prepare and apply butter creams and icings.	LAFS.1112.SL.2.4	SC.912.L.18.11; SC.912.L.18.12; SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4; SC.912.L.18.6; SC.912.P.8.2; SC.912.P.10.4	
12.10 Prepare baked products that are “healthy” through the use of alternative ingredients.	LAFS.1112.SL.2.4	SC.912.L.18.11; SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4; SC.912.L.18.6; SC.912.P.8.2; SC.912.P.10.4	
12.11 Define gluten sensitivity and the resulting physical conditions.	LAFS.1112.RI.2.4	SC.912.L.18.2	
12.12 Identify foods that contain gluten and foods that are gluten-free.	LAFS.1112.SL.2.4	SC.912.L.18.2	
12.13 Identify and select basic ingredients used for gluten-free baking (including organic ingredients and non-gluten flours).	LAFS.1112.SL.2.4	SC.912.L.18.11; SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4; SC.912.L.18.6; SC.912.P.8.2;	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
		SC.912.P.10.4	
13.0 Explain the interconnections and interdependency of food and science. – The student will be able to:			
13.01 Define culinology and research the origin of the term.	LAFS.1112.RI.2.4		
13.02 Describe the impact of culinology on global society as a subject/discipline	LAFS.1112.SL.2.4		
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.).	LAFS.1112.RI.2.4		
13.04 Compare and contrast the reactions of different chemicals on foods.	LAFS.1112.SL.2.4	SC.912.L.18.11; SC.912.P.8.2	
13.05 Evaluate how the eventual flavor and texture of food ingredients is affected by the cooking method used.	LAFS.1112.RI.2.4; LAFS.1112.SL.2.4	SC.912.P.10.4	
13.06 Create a chart to do a food sensory analysis.	LAFS.1112.W.3.8		
13.07 Define molecular gastronomy and research the origin of the term.	LAFS.1112.RI.2.4	SC.912.L.14.45; SC.912.P.8.6; SC.912.P.8.7	
13.08 Distinguish between culinary definitions and culinary precisions.	LAFS.1112.RI.2.4; LAFS.1112.SL.2.4		
13.09 Using the basic concepts of molecular gastronomy, blend traditional or ethnic foods into a processed food that can be easily reproduced.	LAFS.1112.SL.2.4	SC.912.L.14.45; SC.912.P.8.6; SC.912.P.8.7	
13.10 Create, prepare, and present an original recipe using the concepts of molecular gastronomy.	LAFS.1112.SL.2.4	SC.912.L.14.45; SC.912.P.8.6; SC.912.P.8.7	
13.11 Research top allergens, analyze their effect on persons with food allergies, and how to control allergy contamination in the kitchen.	LAFS.1112.RI.2.4	SC.912.L.14.46; SC.912.L.14.6; SC.912.N.1.1	
14.0 Demonstrate the skills necessary for planning and catering an event. – The student will be able to:			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
14.01 Define catering and describe the type of events that are usually catered.	LAFS.1112.SL.2.4		
14.02 Describe and illustrate how common themes are found across catering operations.	LAFS.1112.SL.2.4		
14.03 Differentiate between low cost and elaborate events.	LAFS.1112.RI.2.4; LAFS.1112.SL.2.4		
14.04 Describe the regulatory restrictions for an approved kitchen and state mandated Food Safety Training requirements for a catering job.	LAFS.1112.SL.2.4		
14.05 Research the rule language in Florida Administrative Code related to catering (https://www.flrules.org/gateway/ChapterHome.asp?Chapter=64E-11).	LAFS.1112.RI.2.4		64E-11.001, F.A.C.
14.06 Develop a menu for various events and determine food preparation steps based on the venue.	LAFS.1112.W.3.7		
14.07 Plan and prepare a variety of hors d'oeuvres.	LAFS.1112.SL.2.4		
14.08 Demonstrate beverage preparation skills.	LAFS.1112.SL.2.4		
14.09 Plan and prepare dishes that lend themselves to various types of events.	LAFS.1112.SL.2.4		
14.10 Plan and organize an actual event using acquired skills.	LAFS.1112.SL.2.4		
15.0 Develop and implement a capstone project. – The student will be able to:			
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.	LAFS.1112.W.3.7; LAFS.1112.RI.3.7		
15.02 Plan for use of appropriate tableware, linens and decorations.	LAFS.1112.SL.1.1		
15.03 Develop purchase orders for all food items, supplies, tools and equipment including vendors and prices.	MAFS.912.A-SSE.1.1 LAFS.1112.W.1.2		

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.	LAFS.1112.W.1.2		
15.05 Prepare a cost analysis for the event – cost per person and per menu item.	MAFS.912.A-CED.1.3; MAFS.912.A-SSE.1.1 LAFS.1112.W.1.2		
15.06 Determine nutritional values for all food items being served.	LAFS.1112.RI.2.4; LAFS.1112.SL.2.4		
15.07 Describe how foods align with the MyPlate food guide and make recommendations for restricted diets (sodium, fat, calories).	LAFS.1112.RI.2.4; LAFS.1112.SL.2.4		
15.08 Photograph or videotape all skills being demonstrated.	LAFS.1112.SL.2.5		
15.09 Create a meal and present it to a panel of industry professionals.	LAFS.1112.RI.3.7; LAFS.1112.SL.2.4; LAFS.1112.W.3.7		
15.10 Deliver a 5-10 minute oral presentation on this project utilizing at least one form of multi-media technology.	LAFS.1112.SL.2.5		

**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 issues that remain unresolved.	

Florida Standards		Correlation to CTE Program Standard #
	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	
02.02	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.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	

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 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. 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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
16.0 Utilize technology to enhance the development of a business in the hospitality industry. – The student will be able to:			
16.01 Create and present a selection of designs for development of a hospitality business using appropriate software applications.	LAFS.1112.SL.2.5		
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.	LAFS.1112.RI.2.4		
16.03 Develop various restaurant menus using appropriate software applications.	LAFS.1112.W.2.6		
16.04 Design advertisements for hospitality services for different media using a variety of software applications.	LAFS.1112.W.2.6		
16.05 Design a website that would enhance a new restaurant or hospitality business.	LAFS.1112.W.2.6		
16.06 Use technology to operate a restaurant including inventory, costing, budgeting, and tracking number of guests and profit.	LAFS.1112.W.2.6		
17.0 Examine the interconnections and interdependency of ecological, social, and economic systems. – The student will be able to:			
17.01 Explain sustainability as it relates to food production and consumption.	LAFS.1112.SL.2.4	SC.912.L.17.11; SC.912.L.17.12; SC.912.L.17.16; SC.912.L.17.17; SC.912.L.17.18; SC.912.L.17.19; SC.912.L.17.20	

CTE Standards and Benchmarks	FS-M/LA	NGSS-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.	LAFS.1112.SL.2.4	SC.912.L.17.11; SC.912.L.17.12; SC.912.L.17.16; SC.912.L.17.17; SC.912.L.17.18; SC.912.L.17.19; SC.912.L.17.20	
17.03 Explain how materials are formed by various natural processes and can be used in different ways.	LAFS.1112.SL.2.4		
17.04 Create a career plan that reflects personal and professional goals dealing with sustainability and the influence you can have.	LAFS.1112.W.2.4	SC.912.L.17.11; SC.912.L.17.12; SC.912.L.17.16; SC.912.L.17.17; SC.912.L.17.18; SC.912.L.17.19; SC.912.L.17.20	
17.05 Describe reasonable stewardship regarding best practices for Green programs including energy efficiency through energy-saving equipment, wastewater controls, product purchasing and recycling.	LAFS.1112.SL.2.4	SC.912.L.17.11; SC.912.L.17.12; SC.912.L.17.14; SC.912.L.17.16; SC.912.L.17.17; SC.912.L.17.18; SC.912.L.17.19; SC.912.L.17.20	
17.06 Explain how energy saving measures increase profitability of a food service establishment.	LAFS.1112.SL.2.4		
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).	LAFS.1112.SL.2.4	SC.912.L.17.11; SC.912.L.17.12; SC.912.L.17.14; SC.912.L.17.16; SC.912.L.17.17; SC.912.L.17.18; SC.912.L.17.19; SC.912.L.17.2; SC.912.L.17.3; SC.912.L.17.20	
17.08 Describe current trends related to sustainability (local, slow food movement, etc.).	LAFS.1112.SL.2.4	SC.912.L.17.11; SC.912.L.17.12; SC.912.L.17.16; SC.912.L.17.17; SC.912.L.17.18; SC.912.L.17.19;	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
		SC.912.L.17.20	
18.0 Prepare nutritious food for individuals with special dietary needs. – The student will be able to:			
18.01 Identify the needs of an aging culture and identify foods specific to those suffering from certain medical conditions.	LAFS.1112.SL.2.4		
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).	LAFS.1112.SL.2.4	SC.912.L.14.12; SC.912.L.14.16; SC.912.L.14.32; SC.912.L.14.36; SC.912.L.14.39; SC.912.L.14.46; SC.912.L.14.42; SC.912.L.14.6	
18.03 Identify psychosocial changes that can affect the consumption of food by seniors (depression, dementia, Alzheimer’s disease, alcohol abuse, social isolation)	LAFS.1112.SL.2.4	SC.912.L.14.21	
18.04 Develop menus and prepare foods for seniors with: diabetes, heart disease, weight issues (underweight and overweight)	LAFS.1112.W.2.4	SC.912.L.14.12; SC.912.L.14.16; SC.912.L.14.32; SC.912.L.14.36; SC.912.L.14.39; SC.912.L.14.46; SC.912.L.14.42; SC.912.L.14.6	
18.05 Define malnutrition and how it can affect seniors	LAFS.1112.W.1.2	SC.912.L.14.52; SC.912.L.14.6	
18.06 Identify potentially hazardous foods that cause susceptible individuals to be more at risk for foodborne illness.	LAFS.1112.SL.2.4	SC.912.L.14.52; SC.912.L.14.6	
18.07 List the essential nutrients and their food sources and explain their function in the body	LAFS.1112.W.1.2	SC.912.L.18.1; SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4	
18.08 Examine the use of nutritional supplements by athletes and explain any advantages or disadvantages	LAFS.1112.RI.2.4	SC.912.L.18.1; SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4	
18.09 Develop a balanced meal plan that maximizes an athlete’s level of endurance and strength via controlled caloric intake.	LAFS.1112.W.3.7	SC.912.L.18.1; SC.912.L.18.2; SC.912.L.18.3;	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
		SC.912.L.18.4	
18.10 Prepare a meal for student athletes	LAFS.1112.SL.2.4		
19.0 Demonstrate advanced preparation skills for various proteins. – The student will be able to:			
19.01 Research and report on the quality grading process for meats.	LAFS.1112.RI.3.7		
19.02 Identify and prepare cuts of meat that would be suitable for moist/dry/combo cooking techniques.	LAFS.1112.SL.2.4	SC.912.L.18.11; SC.912.L.18.12; SC.912.L.18.4; SC.912.L.18.6 SC.912.P.8.2; SC.912.P.10.4	
19.03 Describe the characteristics of organic meats.	LAFS.1112.SL.2.4		
19.04 Identify Game/Exotic meats.	LAFS.1112.SL.2.4		
19.05 Describe the process of aging meats.	LAFS.1112.SL.2.4	SC.912.L.18.11; SC.912.L.18.12; SC.912.L.18.4; SC.912.L.18.6; SC.912.P.8.2	
19.06 Prepare steaks, chops, and roasts.	LAFS.1112.SL.2.4		
19.07 Prepare proteins using FDA Food Code: http://www.fda.gov/food/guidanceregulation/retailfoodprotection/foodcode/default.htm .	LAFS.1112.SL.2.4		61C-1, F.A.C
20.0 Demonstrate advanced preparation skills for baked goods. – The student will be able to:			
20.01 Identify and select advanced baking and dessert ingredients.	LAFS.1112.SL.2.4		
20.02 Store and handle advanced baking and dessert products.	LAFS.1112.SL.2.4		
20.03 Prepare advanced baked products (pies, breads, pastries, etc.)	LAFS.1112.SL.2.4	SC.912.L.18.11; SC.912.P.8.2; SC.912.P.10.4	
20.04 Prepare, bake and present specialty cakes.	LAFS.1112.SL.2.4	SC.912.L.18.11; SC.912.P.8.2; SC.912.P.10.4	

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci	Regulatory Compliance
20.05 Demonstrate advanced decorating techniques using various frostings/icings.	LAFS.1112.SL.2.4		
20.06 Prepare gluten-free products using appropriate blending and mixing techniques to achieve high-quality taste, texture, and appearance.	LAFS.1112.SL.2.4	SC.912.N.1.1; SC.912.P.8.2	
20.07 Demonstrate strategies used in communicating with customers who have allergies.	LAFS.1112.SL.2.4		
21.0 Apply the knowledge and skills necessary to successfully cater an event. – The student will be able to:			
21.01 Recognize an RFP (Request for Proposal) and how to send one out.	LAFS.1112.RI.1.1		
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.	MAFS.912.A-SSE.1.1 LAFS.1112.W.3.7		
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).	LAFS.1112.RI.1.1; LAFS.1112.SL.1.1; LAFS.1112.W.1.2		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.	LAFS.1112.RI.2.4; LAFS.1112.SL.2.4		
21.05 Develop a menu and pricing, cost controls and consumer advisories applicable to a catering job.	MAFS.912.A-SSE.1.1; MAFS.912.F-IF.2.4; MAFS.912.F-IF.3.9 LAFS.1112.W.3.7		
21.06 Plan and prepare dishes used in different catering styles demonstrating ease in transportation and service.	LAFS.1112.SL.2.4		
21.07 Describe how to staff an event.	LAFS.1112.W.1.2		
21.08 Illustrate various room set-ups for different catering functions, including proper tools, motion techniques, and staff needed.	LAFS.1112.SL.2.5		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
21.09 Create a plan for floral arrangements, rental equipment requirements, what to do with leftovers, and target marketing for a catering job.	LAFS.1112.W.2.4		
21.10 Plan, organize, and cater an actual event using acquired skills.	LAFS.1112.SL.2.4		
22.0 Develop and implement a capstone project. – The student will be able to:			
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	LAFS.1112.W.3.7		
22.02 Plan for use of appropriate tableware, linens and decorations.	LAFS.1112.SL.1.1		
22.03 Develop purchase orders for all food items, supplies, tools and equipment including vendors and prices.	MAFS.912.A-SSE.1.1 LAFS.1112.W.2.4		
22.04 Create a timeline allowing sufficient time for preparation, service, clean up and include notated HACCP control points.	LAFS.1112.W.3.7		
22.05 Prepare a cost analysis for the event – cost per person and per menu item.	MAFS.912.A-SSE.1.1 LAFS.1112.W.3.7		
22.06 Determine nutritional values for all food items being served.	LAFS.1112.RI.2.4; LAFS.1112.SL.2.4	SC.912.L.18.1; SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4	
22.07 Describe how foods align with the MyPlate food guide and make recommendations for restricted diets (sodium, fat, calories)	LAFS.1112.RI.2.4; LAFS.1112.SL.2.4		
22.08 Photograph or videotape all skills being demonstrated.	LAFS.1112.SL.2.5		
22.09 Create a meal and present it to a panel of industry professionals.	LAFS.1112.RI.3.7; LAFS.1112.SL.2.4; LAFS.1112.W.3.7		
22.10 Deliver a 5-10 minute oral presentation on this project utilizing at least one form of multi-media technology.	LAFS.1112.SL.2.5		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

It is recommended that students complete Culinary Arts 1-4 (program #8800500) prior to enrolling in this program.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the intercurricular career and technical student organization 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.

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. 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Course Title: Hospitality and Tourism Directed Study
Career Cluster: Hospitality & 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 SCI CULINARY 7 G SC FOOD SV 7 G HOTEL TRNG 7 G PK PRIMARY H PRIMARY ED @B MKTG 1 @2 MKTG MGMT @7 7 G TC COOP ED @7
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Hospitality & Tourism cluster that will enhance opportunities for employment in the career field chosen by the student.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary

for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

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

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leadership of America (FCCLA) is the intercurricular career and technical student organization 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.

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. 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

**Florida Department of Education
Curriculum Framework**

Course Title: Fundamentals of Culinary Careers
Course Type: Orientation/Exploratory
Career Cluster: Hospitality & Tourism

Secondary – Middle School

Program Number	8809200
CIP Number	0420040106
Grade Level	6-8
Standard Length	Semester
Teacher Certification	FAM CON SCI CULINARY 7g
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 field; the importance of health and safety in the culinary environment; and the use of technology in culinary-related careers.

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.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

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

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 Demonstrate the skills involved in self-sustainability as it relates to food.

**Florida Department of Education
Student Performance Standards**

Course Title: Exploring Hospitality and Tourism Careers
Course Number: 8850350
Course Credit: Semester

Course Description:

This middle school course covers leadership, employability, communication, and resource management skills. Students will research careers in the culinary field. Students will learn the importance of health and safety in the learning environment, all stages of the developing child, appropriate learning activities, and techniques for observing children.

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 FCCLA planning process.
01.05	Develop a personal portfolio project.
02.0	Demonstrate employability skills as they relate to the culinary industry. The student will be able to:
02.01	Practice teamwork skills.
02.02	Practice employability skills.
02.03	Demonstrate positive work ethics and identify negative work ethics that can contribute to success in the workplace.
02.04	Exhibit work expectations of the food service employer.
02.05	Apply math, reading, science, and critical thinking skills as they relate to the culinary industry.
03.0	Demonstrate effective communication skills. The student will be able to:
03.01	Describe why communication is the basis for all relationships.

CTE Standards and Benchmarks

03.02 Demonstrate the ability to function as a team member in a diverse environment.

03.03 Develop and demonstrate personal and professional etiquette.

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. (i.e. FCCLA STAR event "Life Event Planning")

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 hygiene.

05.02 Identify common food borne illnesses, their causes and symptoms.

05.03 Demonstrate ways to prevent food borne illnesses.

05.04 Identify and practice food service safety, storage 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 proper and safe use and care of culinary tools.

06.03 Identify and demonstrate the proper and safe use and care of culinary equipment.

07.0 Read and interpret a recipe accurately. The student will be able to:

07.01 Demonstrate an understanding of the purpose and preparation of standardized recipes.

07.02 Define mise en place and the relationship of organizational skills to productivity.

07.03 Define and demonstrate common culinary terms used in recipes.

07.04 Apply common abbreviations and equivalents used in recipes.

07.05 Demonstrate recipe conversions.

CTE Standards and Benchmarks

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 USDA Dietary Guideline and the nutrients contained within each group.

08.03 Explain your District's Wellness Policy.

08.04 Interpret the components of food labels and relationship to wellness.

08.05 Identify fad diets and how they affect overall nutrition.

08.06 Develop menus using various dietary guidelines.

08.07 Develop menus that meet the special dietary needs of culinary customers.

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, and technology.

09.02 Analyze food costs and the impact on menu development. i.e. unit pricing

09.03 Create a variety of menus for various types of culinary establishments.

09.04 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 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.

11.03 Demonstrate the culinary duties and responsibilities of the back-of-the-house staff.

CTE Standards and Benchmarks

11.04 Follow industry guidelines for appropriate dress for back of the house staff.

11.05 Identify technology utilized in the back of house culinary industry. (ie. thermocirculator, point-of-sale, etc.).

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 for front of the house staff.

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.

12.06 Identify technology utilized in the culinary industry. (ie. point of sale, inventory controls, etc.).

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 Demonstrated plated presentations.

13.04 Practice various garnishing techniques utilizing a variety of garnishing tools to achieve an edible centerpiece

14.0 Demonstrate the skills involved in self-sustainability as it relates to food. The student will be able to:

14.01 Identify the importance of seasonality of foods.

14.02 Distinguish seasonal food pricing in relation to menu planning.

14.03 Identify ways to preserve food (i.e. canning, frozen, dehydrated, etc.).

14.04 Develop a food budget, distinguishing between processed and scratch-made foods.

14.05 Establish and care for a seasonal garden.

14.06 Analyze the relationship between resources and attainment of lifestyle.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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)

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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. 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

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**Florida Department of Education
Curriculum Framework**

Course Title: Fundamentals of Culinary Careers and Career Planning
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Hospitality & Tourism

Secondary – Middle School

Program Number	8809300
CIP Number	0420040107
Grade Level	6-8
Standard Length	Semester
Teacher Certification	FAM CON SCI CULINARY 7G
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 field; the importance of health and safety in the culinary environment; and the use of technology in culinary-related careers.

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English Language Development (ELD) Standards Special Notes:

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

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 Demonstrate the skills involved in self-sustainability as it relates to food.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

- 15.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 16.0 Develop skills to locate, evaluate, and interpret career information.
- 17.0 Identify and demonstrate processes for making short and long term goals.
- 18.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 19.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 20.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 21.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 22.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Florida Department of Education
Student Performance Standards**

Course Title: Exploring Hospitality and Tourism Careers
Course Number: 8850350
Course Credit: Semester

Course Description:

This middle school course covers leadership, employability, communication, and resource management skills. Students will research careers in the culinary field. Students will learn the importance of health and safety in the learning environment, all stages of the developing child, appropriate learning activities, and techniques for observing children.

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 FCCLA planning process.
01.05	Develop a personal portfolio 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	Demonstrate positive work ethics and identify negative work ethics that can contribute to success in the workplace.
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.
03.0	Demonstrate effective communication skills. The student will be able to:

CTE Standards and Benchmarks

03.01 Develop and demonstrate personal and professional etiquette.

03.02 Describe why communication is the basis for all relationships.

03.03 Demonstrate the ability to function as a team member in a diverse environment.

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. (i.e. FCCLA STAR event "Life Event Planning").

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 hygiene.

05.02 Identify common food borne illnesses, their causes and symptoms.

05.03 Demonstrate ways to prevent food borne illnesses.

05.04 Identify and practice food service safety, storage 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 proper and safe use and care of culinary tools.

06.03 Identify and demonstrate the proper and safe use and care of culinary equipment.

07.0 Read and interpret a recipe accurately. The student will be able to:

07.01 Demonstrate an understanding of the purpose and preparation of standardized recipes.

07.02 Define mise en place and the relationship of organizational skills to productivity.

07.03 Define and demonstrate common culinary terms used in recipes.

07.04 Apply common abbreviations and equivalents used in recipes.

CTE Standards and Benchmarks

07.05 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 USDA Dietary Guideline and the nutrients contained within each group.

08.03 Explain your District's Wellness Policy.

08.04 Interpret the components of food labels and relationship to wellness.

08.05 Identify fad diets and how they affect overall nutrition.

08.06 Develop menus using various dietary guidelines.

08.07 Develop menus that meet the special dietary needs of culinary customers.

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, and technology.

09.02 Analyze food costs and the impact on menu development. i.e. unit pricing

09.03 Create a variety of menus for various types of culinary establishments.

09.04 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 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 for back of the house staff.

11.05 Identify technology utilized in the back of house culinary industry. (i.e. thermocirculator, point-of-sale, etc.).

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.

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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.

12.06 Identify technology utilized in the culinary industry. (i.e. point of sale, inventory controls, etc.).

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 Demonstrated plated presentations.

13.04 Practice various garnishing techniques utilizing a variety of garnishing tools to achieve an edible centerpiece

14.0 Demonstrate the skills involved in self-sustainability as it relates to food. The student will be able to:

14.01 Identify the importance of seasonality of foods.

14.02 Distinguish seasonal food pricing in relation to menu planning.

14.03 Identify ways to preserve food (i.e. canning, frozen, dehydrated, etc.).

14.04 Develop a food budget, distinguishing between processed and scratch-made foods.

14.05 Establish and care for a seasonal garden.

14.06 Analyze the relationship between resources and attainment of lifestyle.

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:

15.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

16.0 Develop skills to locate, evaluate, and interpret career information.

17.0 Identify and demonstrate processes for making short and long term goals.

18.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

19.0 Understand the relationship between educational achievement and career choices/postsecondary options.

20.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

21.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

22.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

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Career and Technical Student Organization (CTSO)

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Additional Resources

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<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Introduction to Nutrition
Program Type: Non Career Preparatory
Career Cluster: Hospitality & Tourism

Secondary – Non Career Preparatory

Program Number	8809400
CIP Number	0351310404
Grade Level	11-12, 30, 31
Standard Length	.5 credit
Teacher Certification	FAM CON SCI SC FOOD SV 7 G
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 basic nutrition concepts, information technology in dietetics/nutrition, food preparation and service, and food safety and sanitation.

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 .5 credits.

The following table illustrates the secondary program structure:

Course Number	Course Title	Length	Level	Graduation Requirement
8809400	Introduction to Nutrition	.5 credit	2	VO

(Graduation Requirement Abbreviations - EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Note: It is suggested that teachers coordinate with their school's foodservice managers to allow students to demonstrate nutritional knowledge and foodservices skills through lab experiences in the school cafeteria.

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8809400	19/87 22%	19/80 24%	**	19/69 28%	**	19/70 27%	19/69 28%	**	14/66 21%	**	19/72 27%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8809400	8/67 12%	14/75 19%	8/54 15%	**	**	**	**

** 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 11-12 reading and writing literacy standards. 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 also incorporates the appropriate mathematical practices.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org

Regulated Programs

Healthy School Teams are required by the Florida Department of Agriculture and Consumer Services in compliance with and support of regulations proposed by the United State Department of Agriculture. Healthy School Teams are comprised of parents, students, school food service program representatives, school administrators, school health professionals, physical education teachers, and the public to monitor foods and beverages available on a school campus and to participate in the development and implementation of the *Local School Wellness Policy*. It is recommended that students enrolled in this course participate in their school's Healthy School Team.

It is strongly recommended that teachers obtain the food safety manager training/certification. A list of approved/accredited examination programs can be found at: (<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 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Introduction to Nutrition.
- 02.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Introduction to Nutrition.
- 03.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Introduction to Nutrition.
- 04.0 Assist with food production activities and preparation of nutritionally balanced meals and snacks.
- 05.0 Demonstrate knowledge and application of principles of sanitation and safety.
- 06.0 Practice optimum personal hygiene and grooming.
- 07.0 Demonstrate personal accountability, cooperation, and hospitality.
- 08.0 Demonstrate proficiency with information technology used in the dietetics/nutrition and food service industry.
- 09.0 Demonstrate knowledge of basic nutrition concepts.

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Nutrition
Course Number: 8809400
Course Credit: .5

Course Description:

This course is designed for students to understand the basics concepts of nutrition, including food groups and vital nutrients. Students will also learn food preparation and services skills as well as food safety and sanitation procedures.

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 Introduction to Nutrition.	
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 issues that remain unresolved. LAFS.1112.RST.2.6	

Florida Standards		Correlation to CTE Program Standard #
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. 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	
01.04.2		
02.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Introduction to Nutrition.	
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	
02.02 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.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	

Florida Standards		Correlation to CTE Program Standard #
	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 Introduction to Nutrition.	
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	
03.07	Look for and make use of structure.	

Florida Standards	Correlation to CTE Program Standard #	
	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 Assist with food production activities and preparation of nutritionally balanced meals and snacks. – The student will be able to:		
04.01 Assist cook in food preparation and service.		
04.02 Read recipes, demonstrate knowledge of terminology and follow instructions.		
04.03 Identify common ingredients used in food preparation.		
04.04 Implement principles and techniques of quantity food preparation and portion control following standardized recipes.		
04.05 Operate industrial kitchen equipment under supervision to prepare and serve food.		
04.06 Apply work simplification methods in performance of duties.		
04.07 Evaluate quality of food prepared.		
05.0 Demonstrate knowledge and application of principles of sanitation and safety. – The student will be able to:		
05.01 Identify and practice appropriate sanitation and infection control procedures.		
05.02 Identify potential hazards and follow safety practices.		
05.03 Follow emergency procedures regarding sanitation and safety in food service.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.04 Use sanitary procedures in handling food.		
05.05 Keep work area clean, neat and orderly at all times.		
05.06 Use precautions necessary to avoid accidents in food service area.		
05.07 Follow federal, state, and local sanitation guidelines and regulations.		
05.08 Identify roles and responsibilities of an emergency disaster plan.		
06.0 Practice optimum personal hygiene and grooming. – The student will be able to:		
06.01 Demonstrate optimum employee work, health, and personal hygiene habits.		
06.02 Identify federal, state, and local laws, policies and procedures governing dietetic personnel.		
07.0 Demonstrate personal accountability, cooperation, and hospitality. --The student will be able to:		
07.01 Assist in evaluating one's own progress in meeting job responsibilities.		
07.02 Work as a member of the dietary team, rotating job responsibilities as assigned.		
07.03 Observe policies and procedures of the establishment.		
07.04 Understand the philosophy that "client comes first".		
07.05 Observe client's rights and treat the client with dignity and respect.		
08.0 Demonstrate proficiency with information technology used in the dietetics/nutrition and food service industry. – The student will be able to:		
08.01 Identify types of information technology tools used in a dietetic/nutrition and food service workplace.		
08.02 Understand state and federal regulations and procedures for electronic health records.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.03 Utilize computers and software programs to assess and record data related to dietetics/nutrition and food service.		
08.04 Explain the impact and uses of the Internet in the dietetics/ nutrition and food service industry.		
09.0 Demonstrate knowledge of basic nutrition concepts. – The student will be able to:		
09.01 Research diet-related diseases and disorders.		
09.02 Determine the importance of a healthy lifestyle in the prevention and management of chronic disease.		
09.03 Identify goals of nutrition education for the public.		
09.04 Calculate caloric needs and interpret results.		
09.05 Interpret different diets and apply to menus.		
09.06 Interpret the nutrition information found on food labels.		
09.07 Describe the food groups on the United States Department of Agriculture's ChooseMyPlate.gov and the nutrients contained within each group.		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

It is suggested that teachers coordinate with their school's foodservice managers to allow students to demonstrate nutritional knowledge and foodservices skills through lab experiences in the school cafeteria.

Career and Technical Student Organization (CTSO)

Family Career and Community Leaders of America (FCCLA) is the appropriate intercurricular career and technical student organization 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.

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. 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Lodging Operations
 Program Type: Career Preparatory
 Career Cluster: Hospitality & Tourism

NOTE: This program has been **daggered for deletion** with 2015-2016 being the last cohort of students permitted to enroll in the program. After 2015-2016, no new students may be enrolled in this program. Students already enrolled in the program may, at the District’s discretion, continue taking courses in the program until completion.

Secondary – Career Preparatory	
Program Number	8830300
CIP Number	0252090400
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification	FAM CON SCI HOTEL TRNG 7 G MKTG 1@2 MKTG MGMT @7 7 G 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	43-4081 – Hotel, Motel, and Resort Desk Clerks 43-1011 – First Line Supervisors of Office and Administrative Support Workers 11-9081 – Lodging Managers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 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	Graduation Requirement
A	8850110	Introduction to Hospitality and Tourism	1 credit	43-4081	2	VO
B	8830320	Lodging Principles	1 credit	43-1011	2	VO
B	8845130	Hospitality and Tourism Internship OR	1 credit	43-1011	2	VO
B	8800420	Hospitality and Tourism Cooperative Education-OJT	1 credit	43-1011	2	VO
C	8830330	Lodging Applications	1 credit	11-9081	3	VO

(Graduation Requirement Abbreviations - EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8850110	4/87 5%	6/80 8%	28/83 34%	5/69 7%	27/67 40%	4/70 6%	4/69 6%	29/82 35%	6/66 9%	29/74 39%	4/72 6%
8830320	2/87 2%	3/80 4%	25/83 30%	2/69 3%	27/67 40%	7/70 10%	2/69 3%	25/82 30%	8/66 12%	24/74 32%	1/72 1%
8845130	19/87 22%	19/80 24%	**	19/69 28%	**	19/70 27%	19/69 28%	**	14/66 21%	**	19/72 26%
8800420	**	**	**	**	**	**	**	**	**	**	**
8830330	23/87 26%	23/80 29%	2/83 2%	22/69 32%	1/67 1%	27/70 39%	24/69 35%	1/82 1%	20/66 30%	1/74 1%	22/72 31%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8850110	24/67 36%	14/75 19%	20/54 37%	16/46 35%	16/45 36%	**	**
8830320	16/67 24%	9/75 12%	16/54 30%	17/46 37%	17/45 38%	**	**
8845130	8/67 12%	14/75 19%	8/54 15%	**	**	14/45 31%	14/45 31%
8800420	**	**	**	**	**	**	**
8830330	8/67 12%	20/75 27%	8/54 15%	**	**	17/45 38%	17/45 38%

** 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 English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org

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

NOTE: This course has been **daggered for deletion** with 2015-2016 being the last cohort of students permitted to enroll in the program. After 2015-2016, no new students may be enrolled in this program. Students already enrolled in the program may, at the District’s discretion, continue taking courses in the program until completion.

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,	

Florida Standards		Correlation to CTE Program Standard #
	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 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	
02.02 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 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.	

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Identify careers in the hospitality and tourism industry. – 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).	LAFS.910.W.1.1	
04.02 Explain duties and responsibilities for the identified hospitality and tourism positions using current sources of information.	LAFS.910.W.1.1	SC.912.N.1.1
04.03 Identify skills and knowledge needed by hospitality and tourism professionals.	LAFS.910.W.1.1	SC.912.N.1.1
04.04 Identify requirements for entry and advancement, career ladders, and employment opportunities.	LAFS.910.W.1.1	
04.05 Identify advantages and disadvantages of working in the hospitality and tourism industry.	MAFS.912.S-IC.2.6 LAFS.910.W.1.3	
04.06 Complete self-assessment and analysis of life style goals and aspirations to evaluate for suitability in the hospitality and tourism industry.	MAFS.912.S-IC.2.6 LAFS.910.W.4.10	
04.07 Develop an individualized education and career plan related to the hospitality and tourism industry.	LAFS.910.W.4.10	
05.0 Research the various aspects of the hospitality and tourism industry. – 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).	LAFS.910.SL.2.5	
05.02 Define commonly used terms in the hospitality and tourism industry.	LAFS.910.L.3.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.03 Identify major components of the hospitality and tourism industry.	LAFS.910.L.3.6	
05.04 Identify and describe organizational structures and divisions within the hospitality and tourism industry.	MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3 LAFS.910.L.3.6	
05.05 Identify technological advancement within the hospitality and tourism industry.	LAFS.910.SL.1.1	
05.06 Describe importance of quality customer service and its continuous improvement.	LAFS.910.SL.1.1	
05.07 Understand concept of perishability and seasonality of hospitality and tourism products.	LAFS.910.SL.1.1	
05.08 Recognize the need for quality assurance in the hospitality and tourism industry.	LAFS.910.SL.2.4	
05.09 Identify business and professional associations and certifications.	LAFS.910.L.3.6	
05.10 Compare and contrast international, domestic, and local hospitality and tourism.	LAFS.910.RI.1.1; LAFS.910.W.1.1	
05.11 Identify and cite sources of major travel documents needed by travelers.	LAFS.910.L.3.4; LAFS.910.RI.1.1	
05.12 Recognize the problems caused by improper documentation.	LAFS.910.W.1.3	
05.13 Describe the necessary requirements/documentation for travelers due to increased security.	LAFS.910.SL.1.1	
05.14 Identify and understand the use of industry specific resources.	LAFS.910.W.3.8	
05.15 Identify current trends in the hospitality and tourism industry (staycations, daycations, medical tourism).	MAFS.912.S-IC.2.6 LAFS.910.W.1.1	
05.16 Research a major Florida city and its attractions, target markets, and cost.	MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3 LAFS.910.W.2.6; LAFS.910.W.3.7	SC.912.N.1.1
05.17 Demonstrate a functional understanding of domestic and international procedures throughout the hospitality and tourism industry.	LAFS.910.SL.1.1 LAFS.910.W.1.2	
05.18 Identify factors influencing travelers to choose a particular location (e.g., weather, culture, climate, cost, natural resources, medical factors).	LAFS.910.W.2.6; LAFS.910.W.3.7	SC.912.N.1.1; SC.912.N.1.4
05.19 Describe components of an itinerary and a tour package.	LAFS.910.SL.1.1; LAFS.910.W.1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.20 Identify modes and uses of ground transportation and discuss advantages and disadvantages of each.	LAFS.910.RI.3.8; LAFS.910.W.1.2	SC.912.N.1.1; SC.912.N.1.3; SC.912.N.1.4
05.21 Demonstrate a functional understanding of flight schedules.	LAFS.910.SL.1.1	
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.	LAFS.910.W.2.6; LAFS.910.W.3.8	SC.912.N.1.1
05.23 Identify, compare, and contrast types of lodging facilities and ownership.	LAFS.910.L.3.6; LAFS.910.RI.1.1	SC.912.N.1.1
05.24 Explain factors that determine room rates and package plans.	LAFS.910.W.1.2	
05.25 Describe the differences among the types of cruises that are popular today.	LAFS.910.W.3.9	
05.26 Demonstrate a functional understanding of a cruise ship including the deck plan, public spaces, and stateroom accommodations.	LAFS.910.W.1.2	
05.27 Compare and contrast a cruise ship and a hotel as a destination.	LAFS.910.RI.1.1	SC.912.N.1.1 SC.912.N.1.2
05.28 Identify types of food service operations, segments, and ownership.	LAFS.910.L.3.6; LAFS.910.RI.1.1	
05.29 Identify role of conventions and special events in the hospitality and tourism industry.	LAFS.910.W.1.2	
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.	LAFS.910.SL.1.1; LAFS.910.W.3.9	SC.912.N.1.1
05.31 Identify components of leisure and recreation industry and provide examples of each.	LAFS.910.RI.1.1; LAFS.910.W.1.2	
05.32 Explain differences between public and commercial leisure and recreational systems.	LAFS.910.SL.1.2	
05.33 Explain economic factors that affect the tourism/hospitality industry (fuel costs, airline industry consolidations, availability of consumer's discretionary money).	MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3 LAFS.910.RI.1.1; LAFS.910.W.1.2	
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.	LAFS.910.W.3.8; LAFS.910.W.3.9	SC.912.N.1.4
05.35 Summarize the characteristics that make a particular venue a good choice based on the type of event.	MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3 LAFS.910.W.1.1; LAFS.910.W.3.7	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.36 Compare and contrast features of different travel websites.	LAFS.910.W.3.8	SC.912.N.1.1
06.0 Demonstrate employability skills necessary for success in hospitality and tourism occupations. – 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).	LAFS.910.SL.1.1; LAFS.910.W.3.7	SC.912.N.1.4
06.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.	LAFS.910.SL.1.1	
06.03 Identify steps in the application process and documents required when applying for employment (e.g., application, references, W-4, I-9).	LAFS.910.W.1.3	SC.912.N.1.1
06.04 Create a customized resume, follow-up letter, acceptance/rejection letter, letter of resignation, thank you letter, and letter of recommendation.	LAFS.910.SL.1.1; LAFS.910.W.1.2	
06.05 Identify and demonstrate appropriate dress and grooming for employment.	LAFS.910.SL.1.1; LAFS.910.SL.1.2	
06.06 Identify and demonstrate effective interviewing skills (e.g., behavioral), including effective responses to common interview questions.	LAFS.910.SL.1.1	
06.07 Describe methods for handling illegal interview and application questions.	LAFS.910.SL.2.4	
06.08 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, and OSHA).	LAFS.910.SL.2.4	SC.912.N.1.4
06.09 Identify ways to assist with diverse populations and the physically challenged as employees and guests in the workplace.	LAFS.910.SL.1.1	
06.10 Describe importance of producing quality work and meeting performance standards.	LAFS.910.SL.1.1	
06.11 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).	LAFS.910.L.3.6	
06.12 Demonstrate orderly and systematic behavior by creating and maintaining an electronic calendar.	LAFS.910.W.1.3	
06.13 Demonstrate time management skills with on-task behavior and self-pacing in accomplishing work assignments.	LAFS.910.SL.1.1	
06.14 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).	LAFS.910.L.3.4	
06.15 Identify how to prepare for job separation and re-employment.	LAFS.910.W.3.7	
06.16 Generate and organize a professional portfolio of student work and projects.	LAFS.910.W.1.2; LAFS.910.W.3.7	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
06.17	Identify and practice stress management and relaxation techniques.	LAFS.910.SL.1.1	
06.18	Explain the importance of positive customer service skills.	LAFS.910.W.1.2	
06.19	Practice positive customer service skills.	LAFS.910.SL.1.1	
07.0	Demonstrate human relations skills necessary for success in hospitality and tourism occupations. – The student will be able to:		
07.01	Develop a list of qualities necessary to be an effective team player (e.g., respect).	LAFS.910.W.1.1	
07.02	Design and participate in a team building activity for the workplace.	LAFS.910.W.1.3	
07.03	Demonstrate ability to work cooperatively with team members, supervisors, and guests from diverse cultural backgrounds.	LAFS.910.SL.1.1	
07.04	Identify sensitive workplace issues and the laws that impact them (i.e., gender equity, cultural diversity, professional ethics, sexual harassment, disability, age).	LAFS.910.RI.3.9	
07.05	Identify, define, and demonstrate professional interpersonal skills and personality traits.	LAFS.910.L.3.6	
07.06	Maintain hygiene, professional appearance, and a positive attitude.	LAFS.910.SL.1.1	
07.07	Demonstrate ability to use creative problem-solving, decision-making, and critical-thinking strategies.	LAFS.910.SL.1.1	
07.08	Demonstrate self-management, initiative, and multi-tasking.	LAFS.910.SL.1.1	
07.09	Devise a rubric to evaluate appropriate workplace social behavior and work ethics.	LAFS.910.W.1.2	SC.912.N.1.1
07.10	Set personal and career goals and develop a plan of action to achieve those goals.	LAFS.910.W.1.3; LAFS.910.W.4.10	SC.912.N.1.1
07.11	Demonstrate ability to offer and accept feedback.	LAFS.910.SL.1.1	
07.12	Identify and practice stress management and relaxation techniques.	LAFS.910.L.3.4; LAFS.910.SL.1.1	
07.13	Explain importance of maintaining confidentiality of business matters.	LAFS.910.W.1.2	
07.14	Express importance of supporting and following company policies and procedures (e.g., attendance, tardiness).	LAFS.910.RI.1.1; LAFS.910.W.1.1	
07.15	Identify customer service skills needed for successful entry and progress in the hospitality and tourism industry.	LAFS.910.L.3.6	
08.0	Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry. – The student will be able to:		
08.01	Describe effective staff communication and its uses (e.g., interpersonal, departmental, interdepartmental, company).	LAFS.910.L.1.1; LAFS.910.L.3.4	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
08.02	Identify, read, and comprehend a variety of forms of written communications utilized in the workplace.	LAFS.910.L.2.3; LAFS.910.L.3.4	
08.03	Prepare a business letter, memo, fax, and e-mail.	LAFS.910.W.1.2; LAFS.910.W.2.6	
08.04	Describe positive guest/client relations.	LAFS.910.SL.1.1	
08.05	Demonstrate ability to speak effectively to guests, co-workers, supervisors, and vendors using grammar and terminology appropriate to the industry.	LAFS.910.SL.1.1	
08.06	Identify techniques of placing, answering, placing on hold, recording messages, and referring telephone calls.	LAFS.910.L.3.4; LAFS.910.SL.1.1	
08.07	Identify techniques of dealing with inappropriate telephone calls (i.e., bomb threats, obscene, abusive).	LAFS.910.L.3.4; LAFS.910.SL.1.1	
08.08	Demonstrate effective etiquette/netiquette in a business situation such as meals and general courtesy.	LAFS.910.SL.1.1	
08.09	Discuss importance of developing networking skills to expand contacts within the industry.	LAFS.910.SL.1.1	
08.10	Research social and professional networking websites (Twitter, Facebook, LinkedIn, etc.) and explain how these sites affect the hospitality industry and its employees.	LAFS.910.W.3.7; LAFS.910.W.3.9	SC.912.N.1.4
08.11	Discuss importance of providing clear directions, interpretations, descriptions, and explanations.	LAFS.910.W.1.2	
08.12	Create and deliver an oral presentation.	LAFS.910.SL.2.4	
08.13	Use presentation software to create a professional presentation that can be used for employee training.	LAFS.910.SL.2.5	
08.14	Identify and demonstrate conflict resolution techniques related to customer service (i.e., resolving complaints, disputes, and negotiations).	LAFS.910.L.3.4; LAFS.910.SL.1.1	
08.15	Identify components of and prepare an itinerary.	LAFS.910.W.1.2	
08.16	Demonstrate ability to locate and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, maps, and Internet resources.	MAFS.912.S-IC.2.6 LAFS.910.SL.1.1; LAFS.910.W.2.6	
08.17	Identify types of technology/equipment used in a hospitality/tourism-related workplace (i.e., cash register, computer, scanner, time clock, and fax).	LAFS.910.SL.1.1	
09.0	Explain economic principles as related to the hospitality and tourism industry. – The student will be able to:		
09.01	Explain concept of supply and demand (e.g., overbooking, yield management).	LAFS.910.W.1.2	
09.02	Explain role of employee productivity in contributing to profit margin (bottom line).	LAFS.910.W.1.2	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
09.03	Identify economic opportunities in the industry.	LAFS.910.W.1.2	
09.04	Explain impact of tourism on local, state, national, and international economies.	MAFS.912.S-IC.2.6 LAFS.910.W.1.2	
09.05	Identify advantages and disadvantages of the primary forms of business ownership.	LAFS.910.SL.2.4; LAFS.910.W.1.1	SC.912.N.1.1
10.0	Identify marketing and business fundamentals related to the hospitality and tourism industry. – The student will be able to:		
10.01	Explain marketing and its role in the industry and the free enterprise system.	LAFS.910.RI.1.1; LAFS.910.W.1.2	
10.02	Explain elements in the marketing mix (price, product, promotion, place, and people).	LAFS.910.SL.1.1; LAFS.910.W.1.2	
10.03	Explain functions of the business and marketing plan.	LAFS.910.SL.1.1; LAFS.910.W.1.2	
10.04	Explain concept of service vs. product marketing strategies.	LAFS.910.SL.1.1; LAFS.910.W.1.2	
10.05	Explain concept of target markets and market identification (e.g., market segmentation).	LAFS.910.SL.1.1; LAFS.910.W.1.2	
10.06	Display an understanding of the different marketing channels used to promote destinations and products.	LAFS.910.SL.1.1	
10.07	Identify niche markets (customer segmentation).	LAFS.910.L.3.6	
10.08	Identify specialty markets (product segmentation, e.g., sports, shopping, religion).	LAFS.910.L.3.6	
10.09	Recognize cultural customs and taboos.	LAFS.910.L.2.3	
10.10	Discuss the role of federal, state and local regulatory agencies as it relates to hospitality and tourism.	LAFS.910.SL.1.1	
10.11	Identify methods of gathering customer feedback.	LAFS.910.W.3.7	
11.0	Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry. – The student will be able to:		
11.01	Explain purpose, principles, and importance of selling.	LAFS.910.SL.1.1	
11.02	Identify effective sales techniques (e.g., steps in sales process, cross-selling, upselling and alternative options).	LAFS.910.L.3.6	
11.03	Explain motivation, needs, and expectations of the hospitality and tourism consumer and how it affects their lodging selection.	LAFS.910.L.3.6	
11.04	Identify an effective sales presentation (e.g., feature-benefit analysis).	LAFS.910.SL.1.1; LAFS.910.W.1.2	
11.05	Discuss the importance of meeting specialized sales needs (e.g., business travel,	LAFS.910.SL.1.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
conventions and meetings, conferences, physically and/or mentally challenged).		
11.06 Identify pros and cons of using the Internet as a sales tool.	LAFS.910.W.1.1; LAFS.910.W.1.3	
11.07 Identify an effective sales presentation (e.g., feature-benefit analysis).	LAFS.910.L.3.4; LAFS.910.SL.1.1	
11.08 Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences, physically and/or mentally challenged).	LAFS.910.SL.1.1	
12.0 Perform mathematical operations related to hospitality and tourism occupations. – 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).	LAFS.910.W.1.1	SC.912.N.1.1
12.03 Interpret quantitative information from tables, charts, and graphs as related to the hospitality/tourism related workplace.	LAFS.910.W.1.2	SC.912.N.1.1
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.	LAFS.910.L.3.6; LAFS.910.SL.1.1	
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.	LAFS.910.W.3.7; LAFS.910.W.4.10	
12.10 Classify different payment options (e.g., cash, personal checks, traveler’s checks, credit cards, debit cards, incentive program points).	LAFS.910.W.1.3	
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.	LAFS.910.SL.1.1; LAFS.910.W.1.2	

Florida Department of Education
Student Performance Standards

Course Title: Lodging Principles
Course Number: 8830320
Course Credit: 1

NOTE: This course has been **daggered for deletion** with 2015-2016 being the last cohort of students permitted to enroll in the program. After 2015-2016, no new students may be enrolled in this program. Students already enrolled in the program may, at the District’s discretion, continue taking courses in the program until completion.

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,	

Florida Standards		Correlation to CTE Program Standard #
	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 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	
02.02 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 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.	

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.0 Describe the organizational structure of lodging organizations. – The student will be able to:		
13.01 Identify the different departments within a lodging organization (e.g., housekeeping, room service, catering).	LAFS.910.L.3.6; LAFS.910.SL.1.1	
13.02 Describe and analyze various organizational structures within the lodging industry.	LAFS.910.SL.1.1	
13.03 Create an organization chart of a lodging organization.	LAFS.910.W.1.2	SC.912.N.1.1
14.0 Identify the roles of management and administrative personnel. – The student will be able to:		
14.01 Identify the roles and responsibilities of the general manager and assistant manager(s).	LAFS.910.L.3.6	
14.02 Identify the various divisions of lodging organizations (e.g., rooms, front office, engineering, administration).	LAFS.910.W.1.2	
14.03 Identify relationship between general manager and hotel owners.	LAFS.910.L.3.6; LAFS.910.SL.1.1	
14.04 Identify support personnel found in the administrative office of a lodging organization and their duties.	LAFS.910.L.3.6; LAFS.910.SL.1.1	
14.05 Identify management functions as they relate to different types of ownership (i.e., franchise, independent, chain).	LAFS.910.L.3.6; LAFS.910.SL.1.1	
15.0 Identify housekeeping operations and management functions. – The student will be able to:		
15.01 List the jobs and duties in the housekeeping department.	LAFS.910.W.1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
15.02 Describe importance of the housekeeping team and relationship to overall functions of lodging establishment.	LAFS.910.W.1.3	
15.03 Discuss relevance of quality control to housekeeping operation.	LAFS.910.SL.2.4	
15.04 Discuss the financial impact of inventory control.	LAFS.910.RI.3.8; LAFS.910.SL.1.1	
15.05 Identify state and federal laws and guidelines relating to job performance and housekeeping operations (i.e., hospitality laws).	LAFS.910.RI.3.9; LAFS.910.SL.1.1	
15.06 Identify sanitation regulations and standards (i.e., OSHA).	LAFS.910.L.3.6	
15.07 Identify safety regulations and standards (i.e., MSDS, OSHA) as they apply to housekeeping.	LAFS.910.L.3.6	SC.912.L.17.1; SC.912.L.17.14; SC.912.L.17.16; SC.912.N.1.4
15.08 Identify documents that flow through the housekeeping department (i.e., inspection sheets).	LAFS.910.RI.3.9	SC.912.L.17.1; SC.912.L.17.14; SC.912.L.17.16; SC.912.N.1.4
15.09 Identify vocabulary and acronyms unique to the housekeeping department.	LAFS.910.L.3.6	
15.10 Identify supplies necessary to equip a supply cart.	LAFS.910.L.3.4; LAFS.910.SL.1.1	
15.11 Explain and demonstrate proper techniques for maintaining room cleanliness.	LAFS.910.SL.1.1; LAFS.910.W.1.2	
15.12 Explain need for communication between housekeeping department and front desk (i.e., room availability, customer complaints).	LAFS.910.SL.1.1; LAFS.910.W.1.2	
16.0 Research conservation and Green initiatives in the hospitality industry. – The student will be able to:		
16.01 Explain the Florida Green Lodging program (http://www.dep.state.fl.us/greenlodging).	LAFS.910.W.1.2	SC.912.L.17.16; SC.912.L.17.17
16.02 List the requirements that must be met for a property to receive the Green certification.	LAFS.910.W.1.3	SC.912.L.17.11; SC.912.L.17.12
16.03 List the requirements for maintaining the Green certification.	LAFS.910.W.1.3	SC.912.L.17.11; SC.912.L.17.12
16.04 Research legislation regarding the Florida Green Lodging program and explain how state agencies are affected by this legislation.	LAFS.910.RI.1.1; LAFS.910.W.1.2	
16.05 Explain LEED and how it affects the hospitality industry.	LAFS.910.W.1.2	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
17.0	Identify sales/marketing and reservations function. – The student will be able to:		
17.01	List jobs and duties in the sales and marketing department (i.e., reservationist).	LAFS.910.W.1.3	
17.02	Describe importance of the sales and marketing team and relationship to overall functions of lodging establishment.	LAFS.910.W.1.2	
17.03	Analyze lodging market segments and target markets.	MAFS.912.S-IC.2.6 LAFS.910.W.1.1; LAFS.910.W.3.8	
17.04	Identify the documents that flow through the sales and marketing department (i.e., cashier report, arrival report, credit report, departure report, contract).	LAFS.910.L.3.4; LAFS.910.RI.3.9	
17.05	Describe various media and marketing tools utilized to promote lodging establishments, such as Web 2.0.	LAFS.910.SL.1.1; LAFS.910.W.3.8	
17.06	Interpret parts of a marketing plan to be used in the sales department of a lodging establishment.	LAFS.910.W.1.1	
17.07	Identify vocabulary and acronyms unique to the sales and marketing department.	LAFS.910.L.3.6	
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).	LAFS.910.L.3.6	
17.09	Compare a sample listing for a lodging establishment in each of the references identified above.	LAFS.910.W.3.8; LAFS.910.W.3.9	
17.10	Recognize and identify hotel property and room codes.	LAFS.910.L.3.4	
17.11	Compare the information found on a hotel's website vs. a CRS availability display.	LAFS.910.W.3.8; LAFS.910.W.2.6	
17.12	Determine information needed to book a hotel reservation.	LAFS.910.W.1.3	
17.13	Describe relationship between reservations and the sales and marketing department.	LAFS.910.SL.1.1	
17.14	Explain need for communication between sales and marketing department and front desk (i.e., sales records, function book).	LAFS.910.W.1.2	
18.0	Identify food and beverage functions. – The student will be able to:		
18.01	List jobs and duties in the food and beverage department.	LAFS.910.W.1.2	
18.02	Describe importance of the food and beverage team and relationship to overall functions of lodging establishment.	LAFS.910.SL.1.1	
18.03	Analyze food and beverage segments and target markets.	MAFS.912.S-IC.2.6 LAFS.910.W.3.8; LAFS.910.W.3.9	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.04 Identify the documents that flow through the food and beverage department.	LAFS.910.W.1.3	
18.05 Describe various media utilized to promote food and beverage services.	LAFS.910.SL.1.1	
18.06 Identify vocabulary and acronyms unique to the food and beverage department.	LAFS.910.L.3.6	
18.07 Discuss how safety and sanitation apply to food and beverage services.	LAFS.910.SL.1.1	
18.08 Describe importance of being familiar with a lodging establishments meeting space availability, capacity, and capability.	LAFS.910.RI.1.1; LAFS.910.W.1.1	SC.912.L.17.14
18.09 Explain need for communication between food and beverage department and front desk.	LAFS.910.W.1.3	SC.912.L.17.1
19.0 Identify human resources functions. – The student will be able to:		
19.01 List jobs and duties in the human resources department.	LAFS.910.W.1.2	
19.02 Describe importance of the human resources team and relationship to overall functions of lodging establishment.	LAFS.910.SL.1.1	
19.03 Identify the documents that flow through the human resources department.	LAFS.910.W.1.3	
19.04 Identify vocabulary and acronyms unique to the human resources department.	LAFS.910.L.3.6	
19.05 Identify application procedures.	LAFS.910.L.3.6	
19.06 Explain the orientation process.	LAFS.910.W.1.2	
19.07 Explain the company policies/guidelines concerning applications.	LAFS.910.W.1.2	
19.08 Summarize incentive programs and benefits offered by lodging establishments.	LAFS.910.W.4.10	
19.09 Interpret labor laws governing the lodging industry.	LAFS.910.RI.3.8	
19.10 Explain need for communication between human resources department and front desk.	LAFS.910.W.1.2	
20.0 Identify controller/finance functions. – The student will be able to:		
20.01 List jobs and duties in the controller/finance department.	LAFS.910.W.1.2	
20.02 Describe importance of the controller/finance team and relationship to overall functions of lodging establishment.	LAFS.910.SL.1.1	
20.03 Identify the documents that flow through the controller/finance department.	LAFS.910.W.1.3	
20.04 Identify vocabulary and acronyms unique to the controller/ finance department.	LAFS.910.L.3.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
20.05 Examine the role of employee productivity in contributing to profit margin (bottom line).	LAFS.910.RI.1.1; LAFS.910.W.3.9	
20.06 Interpret and evaluate a budget of a lodging establishment.	LAFS.910.W.1.2; LAFS.910.W.3.9	
20.07 Identify differences between revenue centers and cost centers.	LAFS.910.L.3.6	
20.08 Explain need for communication between controller/finance department and front desk.	LAFS.910.W.1.2	
21.0 Identify safety/security functions. – The student will be able to:		
21.01 List jobs and duties in the safety/security department.	LAFS.910.W.1.2	
21.02 Describe importance of the safety/security team and relationship to overall functions of lodging establishment.	LAFS.910.SL.1.1	
21.03 Identify the documents that flow through the safety/security department.	LAFS.910.W.1.3	
21.04 Identify vocabulary and acronyms unique to the safety/ security department.	LAFS.910.L.3.6	
21.05 Discuss importance of key control and safety deposit boxes.	LAFS.910.SL.1.1	
21.06 Recognize guest safety and security issues (i.e., peepholes, smoke alarms, fire extinguishers).	LAFS.910.L.3.6	SC.912.N.1.1
21.07 Investigate laws pertaining to safety and security (i.e., ADA and OSHA).	LAFS.910.RI.3.8	SC.912.N.1.4
21.08 Identify safety issues pertaining to lodging organizations' public areas (i.e., pool, stairwells, parking lots/garage, and exercise facilities).	LAFS.910.W.1.1	
21.09 Develop a severe weather/hurricane preparedness plan.	LAFS.910.W.1.2	SC.912.E.7.4; SC.912.E.7.5; SC.912.E.7.6
21.10 Diagram evacuation plan to include location of fire exit routes, emergency alarm locations, and stairwells.	LAFS.910.W.1.3	SC.912.E.7.4; SC.912.E.7.5; SC.912.E.7.6
21.11 Explain functions of the public broadcasting system, emergency contact telephone numbers, and chain of command.	LAFS.910.SL.1.1; LAFS.910.W.1.2	
21.12 Demonstrate lost and found procedures.	LAFS.910.SL.1.1	
21.13 Simulate the use of walkie-talkies and other communication devices.	LAFS.910.SL.1.1	
21.14 Explain need for communication between safety/security and front desk.	LAFS.910.W.1.2	
22.0 Identify engineering/maintenance functions. – The student will be able to:		
22.01 List jobs and duties in the engineering department.	LAFS.910.W.1.2	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
22.02	Describe importance of the engineering team and relationship to overall functions of lodging establishment.	LAFS.910.W.1.3	
22.03	Identify documents that flow through the engineering department.	LAFS.910.L.3.4; LAFS.910.RI.3.9	
22.04	Identify vocabulary and acronyms unique to the engineering department.	LAFS.910.L.3.4	
22.05	Communicate importance of follow-up actions and procedures between engineering and the front desk department.	LAFS.910.SL.1.1	
22.06	Identify different types of maintenance (i.e., routine, emergency, scheduled).	LAFS.910.L.3.4	SC.912.N.1.1; SC.912.N.1.4
22.07	Identify regulations and standards as they apply to the engineering department (e.g., innkeepers law (509), OSHA, ADA, etc.).	LAFS.910.L.3.6	
22.08	Illustrate and label facility layout.	LAFS.910.W.1.3	
22.09	Explain need for communication between engineering/ maintenance and front desk.	LAFS.910.W.1.2	
23.0	Identify front desk functions. – 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.	LAFS.910.W.1.2; LAFS.910.W.1.3	SC.912.N.1.1
23.02	Describe importance of the front desk team and relationship to overall functions of lodging establishment.	LAFS.910.SL.1.1	
23.03	Identify documents that flow through the front desk department.	LAFS.910.W.1.3	
23.04	Identify vocabulary and acronyms unique to the front desk department.	LAFS.910.L.3.6	
23.05	Demonstrate ability to generate and distribute front desk reports.	LAFS.910.SL.1.1	
23.06	Identify laws, regulations, and standards as they pertain to front desk operations.	LAFS.910.RI.3.9	
23.07	Explain need for interdepartmental communication.	LAFS.910.W.1.2	
24.0	Examine the guest cycle process. – The student will be able to:		
24.01	Explain and demonstrate pre-arrival procedures.	LAFS.910.W.1.3	
24.02	Demonstrate process of greeting guest (body language, facial expression, guest acknowledgment).	LAFS.910.SL.1.1	
24.03	Simulate guest registration process.	LAFS.910.SL.1.1	
24.04	Prepare and complete the guest departure process.	LAFS.910.W.1.3	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
24.05 Simulate the four stages of the guest cycle by writing scripts, acting out, and making a video of each stage.	LAFS.910.SL.1.1	
25.0 Practice responding to guest needs, requests, and concerns. – The student will be able to:		
25.01 Identify and classify guest requests. Examine appropriate follow-up procedures.	LAFS.910.RI.3.8; LAFS.910.W.1.3	
25.02 Recognize, compare, and contrast cultural differences.	LAFS.910.W.2.6; LAFS.910.W.3.8	
25.03 Research and practice common phrases in various foreign languages that would be useful in the hospitality environment.	LAFS.910.W.3.7; LAFS.910.W.4.10	
25.04 Distinguish among types of guest complaints (i.e., attitudinal, mechanical, service related, unusual).	LAFS.910.SL.1.1; LAFS.910.SL.2.4	
25.05 Predict outcomes and practice mediation techniques.	MAFS.912.S-IC.2.6 LAFS.910.RI.2.6; LAFS.910.RI.3.8	
25.06 Demonstrate ability to convey hotel features, services, amenities, and special events to guests.	LAFS.910.SL.1.1	
26.0 Operate front desk computer/office technology. – The student will be able to:		
26.01 Demonstrate computer knowledge (e.g., hardware, software, operating systems, and terminology).	LAFS.910.SL.1.1	
26.02 Demonstrate proper keyboarding techniques.	LAFS.910.SL.1.1	
26.03 Utilize word processing software to create career and industry related documents.	LAFS.910.W.2.6	
26.04 Utilize spreadsheet software to enhance decision-making skills.	LAFS.910.W.2.6	
26.05 Utilize database software to create a basic database. Utilize presentation software to create a multimedia presentation.	LAFS.910.SL.2.5	
26.06 Explain and utilize Internet fundamentals (e.g., e-mail, portals/search engines).	LAFS.910.W.1.2	
26.07 Identify and describe the function of technology based office equipment.	LAFS.910.L.3.6; LAFS.910.W.1.2	

**Florida Department of Education
Student Performance Standards**

Course Title: Hospitality and Tourism Internship
Course Number: 8845130
Course Credit: 1

NOTE: This course has been **daggered for deletion** with 2015-2016 being the last cohort of students permitted to enroll in the program. After 2015-2016, no new students may be enrolled in this program. Students already enrolled in the program may, at the District’s discretion, continue taking courses in the program until completion.

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	

Florida Standards		Correlation to CTE Program Standard #
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. 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. 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	
27.04.2		
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	
28.02 Production and Distribution of Writing		
28.02.1	Produce clear and coherent writing in which the development,	

Florida Standards		Correlation to CTE Program Standard #
	organization, and style are appropriate to task, purpose, and audience. 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	

Florida Standards		Correlation to CTE Program Standard #
29.04 Model with mathematics.	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 Perform designated job skills. – 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 Demonstrate work ethics. – 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.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
31.06 Exhibit behavior supporting and promoting cultural and ethnic diversity.		
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

NOTE: This course has been **daggered for deletion** with 2015-2016 being the last cohort of students permitted to enroll in the program. After 2015-2016, no new students may be enrolled in this program. Students already enrolled in the program may, at the District’s discretion, continue taking courses in the program until completion.

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	

Florida Standards		Correlation to CTE Program Standard #
	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. 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	
28.02	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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
32.0 Define and apply various management styles and leadership techniques. – The student will be able to:		
32.01 Compare and contrast autocratic, bureaucratic, democratic, and laissez-faire management styles.	LAFS.1112.L.3.6; LAFS.1112.RI.1.1	
32.02 Apply the different management styles to a variety of front desk situations (i.e., financial transactions, personnel issues, guest relations).	LAFS.1112.L.2.3	
32.03 Define empowerment; centralization and decentralization; Theory X, Theory Y, and Theory Z; transactional; and transformational as they apply to leadership.	LAFS.1112.L.3.6	
32.04 Distinguish between management and leadership.	LAFS.1112.L.3.4	
33.0 Define and evaluate role of effective team building. – The student will be able to:		
33.01 Assess characteristics of successful teams (i.e., mission statement, code of conduct, effective leadership).	LAFS.1112.W.3.9; LAFS.1112.W.4.10	
33.02 Identify and discuss stages of team development (i.e., forming, storming, norming, performing, transforming).	LAFS.1112.L.2.3; LAFS.1112.SL.1.1	
33.03 Discuss, apply, and evaluate brainstorming techniques.	LAFS.1112.L.2.3; LAFS.1112.SL.1.1	
33.04 Compare and contrast positive and negative roles individuals play in a team situation.	LAFS.1112.L.3.6; LAFS.1112.RI.1.1	
33.05 Explain how to work with individuals and specific behaviors to encourage team building.	LAFS.1112.W.1.2	
33.06 Apply different team building techniques to front desk operations.	LAFS.1112.L.2.3	

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.	LAFS.1112.SL.1.1; LAFS.1112.W.1.3	
34.0	Analyze the laws, legislation, and regulations that affect the lodging industry. – The student will be able to:		
34.01	Identify, interpret, and apply applicable wage and hour laws.	LAFS.1112.RI.3.8; LAFS.1112.SL.2.4	SC.912.N.1.1
34.02	Identify, interpret, and apply laws affecting hiring practices.	LAFS.1112.RI.3.8; LAFS.1112.SL.2.4	SC.912.N.1.1
34.03	Identify, interpret, and apply labor relations laws.	LAFS.1112.RI.3.8; LAFS.1112.SL.2.4	SC.912.N.1.1
34.04	Identify, interpret, and apply public health and safety laws.	LAFS.1112.RI.3.8; LAFS.1112.SL.2.4	SC.912.N.1.1
34.05	Identify, interpret, and apply workers' compensation laws.	LAFS.1112.RI.3.8; LAFS.1112.SL.2.4	SC.912.N.1.1
34.06	Identify, interpret, and apply the Innkeeper's Act.	LAFS.1112.RI.3.8; LAFS.1112.SL.2.4	SC.912.N.1.1
34.07	Identify, interpret, and apply the Civil Rights Act.	LAFS.1112.RI.3.8; LAFS.1112.SL.2.4	SC.912.N.1.1
34.08	Identify, interpret, and apply company and/or franchise regulations.	LAFS.1112.RI.3.8; LAFS.1112.SL.2.4	SC.912.N.1.1
34.09	Identify licenses and permits required to operate a lodging establishment.	LAFS.1112.L.3.6	SC.912.N.1.1
34.10	Discuss insurance requirements of a lodging establishment.	LAFS.1112.SL.1.1	SC.912.N.1.1
34.11	Investigate taxes affecting the lodging industry.	MAFS.912.S-IC.2.6 LAFS.1112.RI.1.1	
34.12	Interpret laws affecting contractual agreements (i.e., sales receipt, voucher, vendors).	LAFS.1112.RI.3.8	
34.13	Research conservation and Green Initiatives in the hospitality industry (such as LEED, Leadership in Energy and Environmental Design).	LAFS.1112.W.3.8; LAFS.1112.W.3.9	SC.912.L.17.1; SC.912.L.17.13; SC.912.L.17.14; SC.912.L.17.16
35.0	Describe and demonstrate personnel supervision techniques. – The student will be able to:		
35.01	Prepare a job description and task analysis for front desk agent position.	LAFS.1112.W.1.2	
35.02	Conduct a job application interview.	LAFS.1112.SL.1.1	
35.03	Establish recruiting and selection procedures to match applicants with job descriptions.	MAFS.912.S-IC.2.6 LAFS.1112.W.1.3	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
35.04 Prepare and maintain an employee work schedule.	LAFS.1112.W.4.10	
35.05 Apply dispute resolution skills to the handling of staff grievances, conflicts, disputes, and/or complaints.	LAFS.1112.L.2.3	
35.06 Recognize the need for and types of employee incentive programs.	LAFS.1112.RI.1.1; LAFS.1112.W.1.1	
35.07 Design ways to appreciate/recognize outstanding employee behavior.	LAFS.1112.W.1.2	
35.08 Demonstrate techniques for delegating responsibility and authority.	LAFS.1112.SL.1.1	
35.09 Assess effectiveness of delegation techniques.	MAFS.912.S-IC.2.6 LAFS.1112.RI.1.1; LAFS.1112.RI.2.5	
35.10 Conduct management-employee group discussions.	LAFS.1112.SL.1.1	
36.0 Manage guest services. – The student will be able to:		
36.01 Prepare responses to typical guest requests.	MAFS.912.S-IC.2.3; MAFS.912.S-IC.2.4; MAFS.912.S-IC.2.5; MAFS.912.S-IC.2.6 LAFS.1112.W.1.3	
36.02 Create appropriate follow-up procedures.	MAFS.912.S-IC.2.3; MAFS.912.S-IC.2.4; MAFS.912.S-IC.2.5; MAFS.912.S-IC.2.6 LAFS.1112.W.1.3	SC.912.N.1.1
36.03 Research and assemble information concerning the surrounding community.	MAFS.912.S-IC.2.3; MAFS.912.S-IC.2.4; MAFS.912.S-IC.2.5; MAFS.912.S-IC.2.6 LAFS.1112.W.3.9	
36.04 Design a guest service policy.	MAFS.912.S-IC.2.3; MAFS.912.S-IC.2.4; MAFS.912.S-IC.2.5; MAFS.912.S-IC.2.6 LAFS.1112.W.1.2	SC.912.L.17.1; SC.912.L.17.12; SC.912.L.17.13
36.05 Design a comment card to evaluate guest service policies.	MAFS.912.S-IC.2.3 MAFS.912.S-IC.2.4	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.S-IC.2.5 MAFS.912.S-IC.2.6 LAFS.1112.W.1.2	
36.06 Forecast guest needs based on future trends and unusual events (i.e., Super Bowl, Olympics, natural disasters).	MAFS.912.S-IC.2.3; MAFS.912.S-IC.2.4; MAFS.912.S-IC.2.5; MAFS.912.S-IC.2.6 LAFS.1112.W.1.1	
36.07 Discuss the specific needs of the business traveler.	MAFS.912.S-IC.2.3; MAFS.912.S-IC.2.4; MAFS.912.S-IC.2.5; MAFS.912.S-IC.2.6 LAFS.1112.SL.1.1	
37.0 Maintain accounting and information system. – The student will be able to:		
37.01 Define revenue, gross income, overhead, and profit.	LAFS.1112.L.3.4	
37.02 Examine the main accounting tools used by the business office of a lodging establishment, such as income statements, ledgers, etc.	LAFS.1112.W.1.1	
37.03 Explain procedures for handling Airline Reporting Corporation (ARC) traffic documents (i.e., tour orders, Miscellaneous Charge Orders [MCOs]).	LAFS.1112.W.1.2	
37.04 Define a credit transaction and credit terms.	LAFS.1112.L.3.6	
37.05 Prepare and interpret an invoice, a monthly statement, and a purchase order.	LAFS.1112.W.4.10	
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.	LAFS.1112.RI.3.8; LAFS.1112.SL.2.4	
37.09 Identify elements of budget reports and how they can be used to analyze operations.	LAFS.1112.L.3.6	
38.0 Describe the aspects of entrepreneurship. – The student will be able to:		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
38.01	Define "entrepreneurship."	LAFS.1112.L.3.6	
38.02	Describe importance of entrepreneurship as it relates to the lodging industry and the American economy.	LAFS.1112.SL.1.1	
38.03	Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).	LAFS.1112.SL.1.1	
38.04	List advantages and disadvantages of business and franchise ownership.	LAFS.1112.W.1.2	
38.05	Analyze risks and benefits involved in ownership of a lodging business.	LAFS.1112.RI.1.1; LAFS.1112.W.3.9	
38.06	Practice business skills needed to operate a lodging business efficiently and effectively.	LAFS.1112.SL.1.1	
38.07	Develop a business plan for opening a lodging property.	LAFS.1112.W.1.2; LAFS.1112.W.2.6	
38.08	Create an advertising campaign to promote your lodging property.	LAFS.1112.W.1.3; LAFS.1112.W.2.6	
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.	LAFS.1112.W.1.2; LAFS.1112.W.2.6; LAFS.1112.W.3.9	
39.0	Demonstrate the use of information technology within a lodging property. – The student will be able to:		
39.01	Explain importance and uses of information technology in the management of a lodging property.	LAFS.1112.W.1.2	
39.02	Demonstrate proficiency with information technology as used in the lodging industry.	LAFS.1112.SL.1.1	
39.03	Utilize integrated software programs to facilitate staff training.	LAFS.1112.RI.3.7; LAFS.1112.W.3.7	
39.04	Demonstrate proficiency with front office computer systems applications.	LAFS.1112.SL.1.1	

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 (secondary) marketing students, is the intercurricular career and technical student organization 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.

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. 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Hospitality and Tourism
Program Type: Career Preparatory
Career Cluster: Hospitality & Tourism

NOTE: This program has been **daggered for deletion** with 2015-2016 being the last cohort of students permitted to enroll in the program. After 2015-2016, no new students may be enrolled in this program. Students already enrolled in the program may, at the District’s discretion, continue taking courses in the program until completion. The alternative enrollment option for students is Hospitality and Tourism Management 8703100.

Secondary – Career Preparatory

Program Number	8845100
CIP Number	0252190600
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification	FAM CON SCI HOTEL TRNG 7 G MKTG MGMT @7 7 G TRANSPORT @7 7 G TC COOP ED @7 BUS ED 1 @2 MKTG 1 @2
CTSO	DECA
SOC Codes	43-4081 – Hotel, Motel, and Resort Desk Clerks 43-4181 – Reservation and Transportation Ticket Agents and Travel Clerks 41-3041 – Travel Agents
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 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	Graduation Requirement
A	8850110	Introduction to Hospitality and Tourism	1 credit	43-4081	2	VO
B	8845140	Computer Technology for Travel and Tourism	1 credit	43-4181	2	VO
B	8845130	Hospitality and Tourism Internship OR	1 credit	43-4181	2	VO
B	8800420	Hospitality & Tourism Cooperative Education-OJT	1 credit	43-4181	2	VO
C	8845120	Travel and Tourism Marketing Management	1 credit	41-3041	3	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Note: 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.

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8850110	4/87 5%	6/80 8%	28/83 34%	5/69 7%	27/67 40%	4/70 6%	4/69 6%	29/82 35%	6/66 9%	29/74 39%	4/72 6%
8845140	2/87 2%	3/80 4%	25/83 30%	2/69 3%	26/67 39%	4/70 6%	3/69 4%	24/82 29%	5/66 8%	24/74 32%	2/72 3%
8845130	19/87 22%	19/80 24%	**	19/69 28%	**	19/70 27%	19/69 28%	**	14/66 21%	**	19/72 26%
8800420	**	**	**	**	**	**	**	**	**	**	**
8845120	23/87 26%	25/80 31%	3/83 4%	23/69 33%	#	31/70 44%	23/69 33%	1/66 1%	24/66 36%	2/74 3%	23/72 32%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8850110	20/67 30%	10/75 13%	17/54 31%	18/46 39%	18/45 40%	**	**
8845140	19/67 28%	10/75 13%	16/54 30%	16/46 35%	16/45 36%	**	**
8845130	8/67 12%	14/75 19%	8/54 15%	**	**	14/45 31%	14/45 31%
8800420	**	**	**	**	**	**	**
8845120	15/67 22%	23/75 31%	8/54 15%	**	**	12/45 27%	12/45 27%

** 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 English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org

National Standards (NS)

This program has been aligned to the [National Standards for Family and Consumer Sciences Education](#) developed by the National Association of State Administrators of Family and Consumer Science (NASAFACS). The NASAFACS is an affiliate of the Family and Consumer Science division of the Association for Career and Technical Education (ACTE). The NASAFACS and ACTE are members of the American Association of Family & Consumer Science's (AAFCS) FCS Alliance.

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 Perform designated job skills.
- 30.0 Demonstrate work ethics.
- 31.0 Explain marketing principles as they relate to travel and tourism.

- 32.0 Demonstrate sales and customer service techniques in the selling of travel and tourism products.
- 33.0 Demonstrate proficiency in applying higher level mathematical skills unique to travel and tourism.
- 34.0 Discuss the Internet as a travel and tourism marketing tool.
- 35.0 Discuss the needs of the business traveler.
- 36.0 Research conservation and Green initiatives in the hospitality industry.
- 37.0 Examine the impact of meetings, conventions, conferences, and incentive travel.
- 38.0 Examine facts and principles related to the cruise industry.
- 39.0 Examine facts and principles related to the air travel industry.
- 40.0 Examine facts and principles related to the ground travel industry.
- 41.0 Examine facts and principles related to the lodging industry.
- 42.0 Examine facts and principles related to leisure travel.
- 43.0 Describe the development of the tour package.
- 44.0 Explain options for selling travel and tourism products.
- 45.0 Create a sales promotion tool for a travel and tourism product.
- 46.0 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

NOTE: This course has been **daggered for deletion** with 2015-2016 being the last cohort of students permitted to enroll in the program. After 2015-2016, no new students may be enrolled in this program. Students already enrolled in the program may, at the District’s discretion, continue taking courses in the program until completion. The alternative enrollment option for students is Hospitality and Tourism Management 8703100.

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	

Florida Standards		Correlation to CTE Program Standard #
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 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. 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	
01.04.2		
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	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development,	

Florida Standards		Correlation to CTE Program Standard #
	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	
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	

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

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	NS
04.0	Identify careers in the hospitality and tourism industry. – 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).	LAFS.910.W.1.1		10.1.2
04.02	Explain duties and responsibilities for the identified hospitality and tourism positions using current sources of information.	LAFS.910.W.1.1	SC.912.N.1.1	10.1.1; 10.1.3
04.03	Identify skills and knowledge needed by hospitality and tourism professionals.	LAFS.910.W.1.1	SC.912.N.1.1	10.1.1; 10.1.3
04.04	Identify requirements for entry and advancement, career ladders, and employment opportunities.	LAFS.910.W.1.1		10.1.2; 10.1.3
04.05	Identify advantages and disadvantages of working in the hospitality and tourism industry.	MAFS.912.S-IC.2.6 LAFS.910.W.1.3		10.1.2; 10.1.5
04.06	Complete self-assessment and analysis of life style goals and aspirations to evaluate for suitability in the hospitality and tourism industry.	MAFS.912.S-IC.2.6 LAFS.910.W.4.10		10.1.2; 10.1.5
04.07	Develop an individualized education and career plan related to the hospitality and tourism industry.	LAFS.910.W.4.10		10.1.3; 10.1.5
05.0	Research the various aspects of the hospitality and tourism industry. – 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).	LAFS.910.SL.2.5		10.1.4

05.02	Define commonly used terms in the hospitality and tourism industry.	LAFS.910.L.3.6		
05.03	Identify major components of the hospitality and tourism industry.	LAFS.910.L.3.6		10.1.1; 10.5.4
05.04	Identify and describe organizational structures and divisions within the hospitality and tourism industry.	MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3 LAFS.910.L.3.6		10.1.4; 10.5.2; 10.5.3
05.05	Identify technological advancement within the hospitality and tourism industry.	LAFS.910.SL.1.1		10.1.6; 10.3.1
05.06	Describe importance of quality customer service and its continuous improvement.	LAFS.910.SL.1.1		10.3.1; 10.5.6
05.07	Understand concept of perishability and seasonality of hospitality and tourism products.	LAFS.910.SL.1.1		
05.08	Recognize the need for quality assurance in the hospitality and tourism industry.	LAFS.910.SL.2.4		
05.09	Identify business and professional associations and certifications.	LAFS.910.L.3.6		10.1.6
05.10	Compare and contrast international, domestic, and local hospitality and tourism.	LAFS.910.RI.1.1; LAFS.910.W.1.1		10.1.4
05.11	Identify and cite sources of major travel documents needed by travelers.	LAFS.910.L.3.4; LAFS.910.RI.1.1		10.2.5; 10.5.2
05.12	Recognize the problems caused by improper documentation.	LAFS.910.W.1.3		10.2.5; 10.5.4; 10.5.5
05.13	Describe the necessary requirements/documentation for travelers due to increased security.	LAFS.910.SL.1.1		10.2.5; 10.5.4; 10.5.5
05.14	Identify and understand the use of industry specific resources.	LAFS.910.W.3.8		10.5.4; 10.5.5
05.15	Identify current trends in the hospitality and tourism industry (staycations, daycations, medical tourism).	MAFS.912.S-IC.2.6 LAFS.910.W.1.1		10.4.4; 10.4.6
05.16	Research a major Florida city and its attractions, target markets, and cost.	MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3 LAFS.910.W.2.6; LAFS.910.W.3.7	SC.912.N.1.1	10.5.2 10.6.7
05.17	Demonstrate a functional understanding of domestic and international procedures throughout the hospitality and tourism industry.	LAFS.910.SL.1.1; LAFS.910.W.1.2		10.5.2
05.18	Identify factors influencing travelers to choose a particular location (e.g., weather, culture, climate, cost, natural resources, medical factors).	LAFS.910.W.2.6; LAFS.910.W.3.7	SC.912.N.1.1; SC.912.N.1.4	10.5.4; 10.5.2

05.19	Describe components of an itinerary and a tour package.	LAFS.910.SL.1.1; LAFS.910.W.1.2		10.5.1; 10.6.2
05.20	Identify modes and uses of ground transportation and discuss advantages and disadvantages of each.	LAFS.910.RI.3.8; LAFS.910.W.1.2	SC.912.N.1.1; SC.912.N.1.3; SC.912.N.1.4	10.6.2
05.21	Demonstrate a functional understanding of flight schedules.	LAFS.910.SL.1.1		
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.	LAFS.910.W.2.6; LAFS.910.W.3.8	SC.912.N.1.1	10.6.2
05.23	Identify, compare, and contrast types of lodging facilities and ownership.	LAFS.910.L.3.6; LAFS.910.RI.1.1	SC.912.N.1.1	10.6.2; 10.6.3
05.24	Explain factors that determine room rates and package plans.	LAFS.910.W.1.2		10.6.2
05.25	Describe the differences among the types of cruises that are popular today.	LAFS.910.W.3.9		10.4.8
05.26	Demonstrate a functional understanding of a cruise ship including the deck plan, public spaces, and stateroom accommodations.	LAFS.910.W.1.2		10.5.1
05.27	Compare and contrast a cruise ship and a hotel as a destination.	LAFS.910.RI.1.1	SC.912.N.1.1; SC.912.N.1.2	10.6.3
05.28	Identify types of food service operations, segments, and ownership.	LAFS.910.L.3.6; LAFS.910.RI.1.1		10.4.4; 10.6.1
05.29	Identify role of conventions and special events in the hospitality and tourism industry.	LAFS.910.W.1.2		10.4.3; 10.4.4
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.	LAFS.910.SL.1.1 LAFS.910.W.3.9	SC.912.N.1.1	10.4.3
05.31	Identify components of leisure and recreation industry and provide examples of each.	LAFS.910.RI.1.1; LAFS.910.W.1.2		10.6.1; 10.6.3
05.32	Explain differences between public and commercial leisure and recreational systems.	LAFS.910.SL.1.2		
05.33	Explain economic factors that affect the tourism/hospitality industry (fuel costs, airline industry consolidations, availability of consumer's discretionary money).	MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3 LAFS.910.RI.1.1; LAFS.910.W.1.2		
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.	LAFS.910.W.3.8; LAFS.910.W.3.9	SC.912.N.1.4	
05.35	Summarize the characteristics that make a particular venue a good choice based on the type of event.	MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3		

		LAFS.910.W.1.1; LAFS.910.W.3.7		
05.36	Compare and contrast features of different travel websites.	LAFS.910.W.3.8	SC.912.N.1.1	
06.0	Demonstrate employability skills necessary for success in hospitality and tourism occupations. – 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).	LAFS.910.SL.1.1; LAFS.910.W.3.7	SC.912.N.1.4	10.1.2
06.02	Discuss importance of drug tests and criminal background checks in identifying possible employment options.	LAFS.910.SL.1.1		
06.03	Identify steps in the application process and documents required when applying for employment (e.g., application, references, W-4, I-9).	LAFS.910.W.1.3	SC.912.N.1.1	10.1.5
06.04	Create a customized resume, follow-up letter, acceptance/rejection letter, letter of resignation, thank you letter, and letter of recommendation.	LAFS.910.SL.1.1; LAFS.910.W.1.2		10.1.5
06.05	Identify and demonstrate appropriate dress and grooming for employment.	LAFS.910.SL.1.1; LAFS.910.SL.1.2		10.1.5
06.06	Identify and demonstrate effective interviewing skills (e.g., behavioral), including effective responses to common interview questions.	LAFS.910.SL.1.1		10.3.2
06.07	Describe methods for handling illegal interview and application questions.	LAFS.910.SL.2.4		10.3.2
06.08	Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, and OSHA).	LAFS.910.SL.2.4	SC.912.N.1.4	
06.09	Identify ways to assist with diverse populations and the physically challenged as employees and guests in the workplace.	LAFS.910.SL.1.1		
06.10	Describe importance of producing quality work and meeting performance standards.	LAFS.910.SL.1.1		
06.11	Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).	LAFS.910.L.3.6		
06.12	Demonstrate orderly and systematic behavior by creating and maintaining an electronic calendar.	LAFS.910.W.1.3		10.3.3
06.13	Demonstrate time management skills with on-task behavior and self-pacing in accomplishing work assignments.	LAFS.910.SL.1.1		
06.14	Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).	LAFS.910.L.3.4		
06.15	Identify how to prepare for job separation and re-employment.	LAFS.910.W.3.7		10.4.7
06.16	Generate and organize a professional portfolio of student work and projects.	LAFS.910.W.1.2; LAFS.910.W.3.7		10.1.5
06.17	Identify and practice stress management and relaxation techniques.	LAFS.910.SL.1.1		10.1.5

06.18	Explain the importance of positive customer service skills.	LAFS.910.W.1.2		
06.19	Practice positive customer service skills.	LAFS.910.SL.1.1		10.3.1
07.0	Demonstrate human relations skills necessary for success in hospitality and tourism occupations. – The student will be able to:			
07.01	Develop a list of qualities necessary to be an effective team player (e.g., respect).	LAFS.910.W.1.1		10.3.4
07.02	Design and participate in a team building activity for the workplace.	LAFS.910.W.1.3		
07.03	Demonstrate ability to work cooperatively with team members, supervisors, and guests from diverse cultural backgrounds.	LAFS.910.SL.1.1		
07.04	Identify sensitive workplace issues and the laws that impact them (i.e., gender equity, cultural diversity, professional ethics, sexual harassment, disability, age).	LAFS.910.RI.3.9		
07.05	Identify, define, and demonstrate professional interpersonal skills and personality traits.	LAFS.910.L.3.6		10.3.2
07.06	Maintain hygiene, professional appearance, and a positive attitude.	LAFS.910.SL.1.1		10.3.2
07.07	Demonstrate ability to use creative problem-solving, decision-making, and critical-thinking strategies.	LAFS.910.SL.1.1		10.3.3
07.08	Demonstrate self-management, initiative, and multi-tasking.	LAFS.910.SL.1.1		10.3.5
07.09	Devise a rubric to evaluate appropriate workplace social behavior and work ethics.	LAFS.910.W.1.2	SC.912.N.1.1	
07.10	Set personal and career goals and develop a plan of action to achieve those goals.	LAFS.910.W.1.3; LAFS.910.W.4.10	SC.912.N.1.1	10.1.3
07.11	Demonstrate ability to offer and accept feedback.	LAFS.910.SL.1.1		
07.12	Identify and practice stress management and relaxation techniques.	LAFS.910.L.3.4; LAFS.910.SL.1.1		
07.13	Explain importance of maintaining confidentiality of business matters.	LAFS.910.W.1.2		
07.14	Express importance of supporting and following company policies and procedures (e.g., attendance, tardiness).	LAFS.910.RI.1.1; LAFS.910.W.1.1		
07.15	Identify customer service skills needed for successful entry and progress in the hospitality and tourism industry.	LAFS.910.L.3.6		10.1.1
08.0	Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry. – The student will be able to:			
08.01	Describe effective staff communication and its uses (e.g., interpersonal, departmental, interdepartmental, company).	LAFS.910.L.1.1; LAFS.910.L.3.4		

08.02	Identify, read, and comprehend a variety of forms of written communications utilized in the workplace.	LAFS.910.L.2.3; LAFS.910.L.3.4		
08.03	Prepare a business letter, memo, fax, and e-mail.	LAFS.910.W.1.2; LAFS.910.W.2.6		
08.04	Describe positive guest/client relations.	LAFS.910.SL.1.1		10.3.2
08.05	Demonstrate ability to speak effectively to guests, co-workers, supervisors, and vendors using grammar and terminology appropriate to the industry.	LAFS.910.SL.1.1		10.3.5
08.06	Identify techniques of placing, answering, placing on hold, recording messages, and referring telephone calls.	LAFS.910.L.3.4; LAFS.910.SL.1.1		
08.07	Identify techniques of dealing with inappropriate telephone calls (i.e., bomb threats, obscene, abusive).	LAFS.910.L.3.4; LAFS.910.SL.1.1		
08.08	Demonstrate effective etiquette/netiquette in a business situation such as meals and general courtesy.	LAFS.910.SL.1.1		
08.09	Discuss importance of developing networking skills to expand contacts within the industry.	LAFS.910.SL.1.1		
08.10	Research social and professional networking websites (Twitter, Facebook, LinkedIn, etc.) and explain how these sites affect the hospitality industry and its employees.	LAFS.910.W.3.7; LAFS.910.W.3.9	SC.912.N.1.4	
08.11	Discuss importance of providing clear directions, interpretations, descriptions, and explanations.	LAFS.910.W.1.2		
08.12	Create and deliver an oral presentation.	LAFS.910.SL.2.4		
08.13	Use presentation software to create a professional presentation that can be used for employee training.	LAFS.910.SL.2.5		
08.14	Identify and demonstrate conflict resolution techniques related to customer service (i.e., resolving complaints, disputes, and negotiations).	LAFS.910.L.3.4; LAFS.910.SL.1.1		
08.15	Identify components of and prepare an itinerary.	LAFS.910.W.1.2		
08.16	Demonstrate ability to locate and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, maps, and Internet resources.	MAFS.912.S-IC.2.6 LAFS.910.SL.1.1; LAFS.910.W.2.6		
08.17	Identify types of technology/equipment used in a hospitality/tourism-related workplace (i.e., cash register, computer, scanner, time clock, and fax).	LAFS.910.SL.1.1		
09.0	Explain economic principles as related to the hospitality and tourism industry. – The student will be able to:			
09.01	Explain concept of supply and demand (e.g., overbooking, yield management).	LAFS.910.W.1.2		

09.02	Explain role of employee productivity in contributing to profit margin (bottom line).	LAFS.910.W.1.2		
09.03	Identify economic opportunities in the industry.	LAFS.910.W.1.2		
09.04	Explain impact of tourism on local, state, national, and international economies.	MAFS.912.S-IC.2.6 LAFS.910.W.1.2		10.1.4
09.05	Identify advantages and disadvantages of the primary forms of business ownership.	LAFS.910.SL.2.4; LAFS.910.W.1.1	SC.912.N.1.1	
10.0	Identify marketing and business fundamentals related to the hospitality and tourism industry. – The student will be able to:			
10.01	Explain marketing and its role in the industry and the free enterprise system.	LAFS.910.RI.1.1; LAFS.910.W.1.2		10.6.5
10.02	Explain elements in the marketing mix (price, product, promotion, place, and people).	LAFS.910.SL.1.1; LAFS.910.W.1.2		10.6.5
10.03	Explain functions of the business and marketing plan.	LAFS.910.SL.1.1; LAFS.910.W.1.2		10.6.5
10.04	Explain concept of service vs. product marketing strategies.	LAFS.910.SL.1.1; LAFS.910.W.1.2		10.6.5
10.05	Explain concept of target markets and market identification (e.g., market segmentation).	LAFS.910.SL.1.1; LAFS.910.W.1.2		10.6.5
10.06	Display an understanding of the different marketing channels used to promote destinations and products.	LAFS.910.SL.1.1		10.6.5
10.07	Identify niche markets (customer segmentation).	LAFS.910.L.3.6		10.6.5
10.08	Identify specialty markets (product segmentation, e.g., sports, shopping, religion).	LAFS.910.L.3.6		10.6.6
10.09	Recognize cultural customs and taboos.	LAFS.910.L.2.3		10.6.6
10.10	Discuss the role of federal, state and local regulatory agencies as it relates to hospitality and tourism.	LAFS.910.SL.1.1		
10.11	Identify methods of gathering customer feedback.	LAFS.910.W.3.7		
11.0	Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry. – The student will be able to:			
11.01	Explain purpose, principles, and importance of selling.	LAFS.910.SL.1.1		
11.02	Identify effective sales techniques (e.g., steps in sales process, cross-selling, upselling and alternative options).	LAFS.910.L.3.6		
11.03	Explain motivation, needs, and expectations of the hospitality and tourism consumer and how it affects their lodging selection.	LAFS.910.L.3.6		
11.04	Identify an effective sales presentation (e.g., feature-benefit analysis).	LAFS.910.SL.1.1; LAFS.910.W.1.2		

11.05	Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences, physically and/or mentally challenged).	LAFS.910.SL.1.1		
11.06	Identify pros and cons of using the Internet as a sales tool.	LAFS.910.W.1.1; LAFS.910.W.1.3		
11.07	Identify an effective sales presentation (e.g., feature-benefit analysis).	LAFS.910.SL.1.1; LAFS.910.L.3.4		
11.08	Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences, physically and/or mentally challenged).	LAFS.910.SL.1.1		
12.0	Perform mathematical operations related to hospitality and tourism occupations. – 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).	LAFS.910.W.1.1	SC.912.N.1.1	
12.03	Interpret quantitative information from tables, charts, and graphs as related to the hospitality/tourism related workplace.	LAFS.910.W.1.2	SC.912.N.1.1	
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.	LAFS.910.L.3.6; LAFS.910.SL.1.1		
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.	LAFS.910.W.3.7; LAFS.910.W.4.10		
12.10	Classify different payment options (e.g., cash, personal checks, traveler's checks, credit cards, debit cards, incentive program points).	LAFS.910.W.1.3		
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.	LAFS.910.SL.1.1; LAFS.910.W.1.2		

**Florida Department of Education
Student Performance Standards**

Course Title: Computer Technology for Travel and Tourism
Course Number: 8845140
Course Credit: 1

NOTE: This course has been **daggered for deletion** with 2015-2016 being the last cohort of students permitted to enroll in the program. After 2015-2016, no new students may be enrolled in this program. Students already enrolled in the program may, at the District’s discretion, continue taking courses in the program until completion. The alternative enrollment option for students is Technology for Hospitality and Tourism Management 8703100.

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.

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,	

Florida Standards		Correlation to CTE Program Standard #
	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 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	
02.02 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 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 #
	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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
13.0 Operate technology, computer systems, and the internet. – The student will be able to:			
13.01 Demonstrate computer knowledge (e.g., hardware, software, operating systems, terminology, etc).	LAFS.910.W.3.8		
13.02 Demonstrate proper keyboarding techniques.			
13.03 Utilize word-processing software to create career/industry related documents.	LAFS.910.W.2.4		
13.04 Create a business card for networking purposes.	LAFS.910.W.2.4		
13.05 Utilize spreadsheet software to enhance decision-making skills.	LAFS.910.W.4.10		
13.06 Utilize database software to create a basic database.	LAFS.910.W.2.5		
13.07 Utilize presentation software to create a multimedia presentation.	LAFS.910.SL.2.5; LAFS.910.W.2.6		
13.08 Explain and utilize Internet fundamentals (e.g., E-mail, portals/search engines).	LAFS.910.SL.1.1; LAFS.910.SL.2.4		
13.09 Identify and describe the function of office technology equipment.	LAFS.910.SL.2.4		
13.10 Utilize a desktop publishing program to design a homepage for the schools travel program (i.e., High Wire).	LAFS.910.SL.2.5		
13.11 Compare the uses of the Internet, including electronic mail, as used to communicate quickly with suppliers, customers, and other agencies.	LAFS.910.RI.3.7		
13.12 Identify the impact of the Internet on the hospitality and tourism industry (including the trend of travelers booking their own reservations, etc.)	MAFS.912.S-IC.2.6		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	NS
		LAFS.910.W.3.8		
13.13	List some of the many web site addresses of organizations that can provide the most up-to-date information about the industry.	LAFS.910.W.4.10		10.1.6
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.	LAFS.910.SL.2.4		
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).	LAFS.910.SL.2.4; LAFS.910.SL.2.5		
14.0	Demonstrate proficiency using a computer reservation system. – The student will be able to:			
14.01	Identify the major travel computerized reservation systems (e.g., SABRE, APOLLO, System One AMADEUS, WorldSpan, etc).	LAFS.910.L.3.4		
14.02	Distinguish between hosts and co-hosts.	LAFS.910.L.3.4		
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).	LAFS.910.W.3.7		
15.0	Exhibit the ability to utilize computer reservation system records. – The student will be able to:			
15.01	Define a Passenger Name Record (PNR).	LAFS.910.L.3.4		
15.02	Identify and explain the items needed to create a PNR.	LAFS.910.W.3.7		
15.03	Identify optional parts of a PNR (e.g., Special Services Requests [SSR], Other Service Information [OSI], remarks).	LAFS.910.W.3.7		
15.04	Create a PNR by entering coded ticketing information.	LAFS.910.W.2.4		
15.05	Retrieve a PNR.			
15.06	Modify a PNR.	LAFS.910.W.2.5		
16.0	Demonstrate the importance of standardization in the airline industry. – 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).	LAFS.910.L.3.4		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	NS
16.02	Identify carrier, airport, and city codes for major domestic and international airlines.	LAFS.910.L.3.4		
16.03	Explain city/airport and airline codes.	LAFS.910.SL.2.4		
16.04	Identify hub and spoke systems utilized by major carriers.	LAFS.910.W.3.7		
16.05	Explain the use of the tables, including class of service, frequency code, and meal/snack service.	LAFS.910.W.3.7		
16.06	Interpret a flight schedule by identifying the classes of service and booking codes.	LAFS.910.L.3.4		
16.07	Calculate flight times in relation to different time zones.	MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3		
16.08	Define passenger bill of rights and rules governing air travel (e.g., delays, cancellations, acts of nature).	LAFS.910.W.2.4		
17.0	Perform functions that are associated with the computer reservation system. – The student will be able to:			
17.01	Simulate booking a flight reservation from an availability display.	LAFS.910.SL.2.4		
17.02	Create a CRS itinerary.	LAFS.910.W.2.6		
17.03	Explain airfares and the ticketing process.	LAFS.910.SL.2.4; LAFS.910.SL.2.5; LAFS.910.W.3.7		
17.04	Identify the agencies that set standards and monitor ticketing processes such as issuance, payment, and refunds.	LAFS.910.W.3.7; LAFS.910.W.3.8		
17.05	Enter data in an automated system and use the ticket information to invoice an itinerary with non-ARC segments.	LAFS.910.W.2.6		
17.06	Read and interpret an Automated Ticket and Boarding Pass (ATB).	LAFS.910.RI.3.7		
17.07	Demonstrate a functional understanding of how to handle a segment status change.	LAFS.910.SL.2.4		
18.0	Recognize functions associated with making a lodging reservation. – 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).	LAFS.910.L.3.4		
18.02	Compare a sample listing for a lodging establishment in each of the references identified above.	LAFS.910.RI.3.7	SC.912.L.17.18 SC.912.L.17.20	
18.03	Recognize and display hotel codes.	LAFS.910.L.3.4		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	NS
18.04	Compare the information found on a hotel's website vs. a CRS availability display.	LAFS.910.W.3.7		
18.05	Determine information needed to book a hotel reservation.	LAFS.910.RI.2.4	SC.912.L.17.1	
18.06	Identify types of computer generated reports used in the industry (i.e., cashier report, arrival report, credit report, departure report).	LAFS.910.W.1.2		
19.0	Recognize functions associated with making a ground transportation reservation. – The student will be able to:			
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).	LAFS.910.L.3.6		
19.02	Determine options for transferring to destination (e.g., mass transit, taxi, shuttle, car rental).	LAFS.910.L.3.6		
19.03	Determine information needed to book rail travel.	LAFS.910.RI.2.4		
19.04	Determine information needed to book a car rental.	LAFS.910.RI.2.4		
19.05	Using a CRS, read and interpret the information found in an availability display.	LAFS.910.W.3.7		
19.06	Compare and contrast policies and procedures for renting a car vs. booking a rail ticket (domestic and international).	LAFS.910.W.3.7		
20.0	Recognize functions associated with a cruise reservation. – 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).	LAFS.910.L.3.6		
20.02	Compare a sample listing for a cruise reservation in two of the references identified above.	LAFS.910.W.3.7		
20.03	Determine information needed to book a cruise reservation.	LAFS.910.L.3.6	SC.912.E.7.4; SC.912.E.7.5	
21.0	Assess the impact of technology and automation on the travel reservation industry. – The student will be able to:			
21.01	Research current trends in the use of computers in the travel reservation industry.	LAFS.910.W.3.8	SC.912.L.17.15	
21.02	Analyze major uses and effects of the Internet on the travel reservation industry.	LAFS.910.W.3.8	SC.912.L.17.15	
21.03	Contrast the value-added services offered by a travel consultant vs. online services.	LAFS.910.W.3.7	SC.912.N.4.2	
21.04	Assess possible career paths requiring the knowledge of computers in the travel reservation industry.	LAFS.910.SL.1.1; LAFS.910.SL.2.4		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	NS
22.0	Demonstrate proficiency in applying communication, leadership, and customer relations skills in the travel and tourism industry. – The student will be able to:			
22.01	Demonstrate techniques for making and maintaining a positive first impression.	LAFS.910.SL.1.1		
22.02	Practice telephone techniques for placing, answering, placing on hold, and referring telephone calls.	LAFS.910.SL.1.1		
22.03	Record and relay accurate messages.	LAFS.910.SL.1.1		
22.04	Interpret business policies to customers/vendors.	LAFS.910.SL.2.4; LAFS.910.SL.2.6		
22.05	Propose techniques to resolve complaints.	LAFS.910.SL.1.1		
22.06	Apply networking skills.	LAFS.910.SL.2.6		
22.07	Evaluate team performance.	LAFS.910.W.2.4		
22.08	Differentiate between appropriate and inappropriate business attire and grooming.	LAFS.910.SL.1.1		
22.09	Compare and contrast school and work environment.	LAFS.910.SL.1.1		
22.10	Debate current issues impacting the industry.	LAFS.910.SL.1.1		
22.11	Generate a report using industry-related resources.	LAFS.910.RI.1.1; LAFS.910.W.3.8		
22.12	Create an itinerary.	LAFS.910.W.2.4		
22.13	Plan and participate in a meeting/conference.	LAFS.910.SL.1.1; LAFS.910.SL.2.6		
22.14	Apply leadership skills through involvement in community and/or school activities.	LAFS.910.SL.1.1		
23.0	Apply employability skills necessary for success in the travel and tourism industry. – 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).	MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3 LAFS.910.W.3.8		10.1.3
23.02	Research currently available job opportunities and/or post-secondary programs.	LAFS.910.W.3.8		10.1.2
23.03	Update resume and cover letter for the purpose of applying for a travel and tourism related job or college admission.	LAFS.910.W.4.10		10.1.5
23.04	Evaluate and update career portfolio (e.g., resume, letters of	LAFS.910.W.4.10		10.1.5

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
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).	LAFS.910.W.3.7		10.1.6

2016 – 2017

**Florida Department of Education
Student Performance Standards**

Course Title: Hospitality and Tourism Internship
Course Number: 8845130
Course Credit: 1

NOTE: This course has been **daggered for deletion** with 2015-2016 being the last cohort of students permitted to enroll in the program. After 2015-2016, no new students may be enrolled in this program. Students already enrolled in the program may, at the District’s discretion, continue taking courses in the program until completion. The alternative enrollment option for students is Hospitality and Tourism Management 870310.

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	

Florida Standards		Correlation to CTE Program Standard #
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. 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. 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	
24.04.2		
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	

Florida Standards		Correlation to CTE Program Standard #
25.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
25.02 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	
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.	

Florida Standards		Correlation to CTE Program Standard #
	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	
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 Perform designated job skills. – 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 Demonstrate work ethics. – 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.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
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.		
28.07 Demonstrate interpersonal skills which enhance team productivity and foster positive work ethics.		

Florida Department of Education
Student Performance Standards

Program Title: Hospitality and Tourism Cooperative Education - OJT
Secondary Number: 8800420

NOTE: This course has been **daggered for deletion** with 2015-2016 being the last cohort of students permitted to enroll in the program. After 2015-2016, no new students may be enrolled in this program. Students already enrolled in the program may, at the District’s discretion, continue taking courses in the program until completion. The alternative enrollment option for students is Hospitality and Tourism Management 870310.

Standards and Benchmarks	
29.0	Perform designated job skills--The student will be able to:
29.01	Perform tasks as outlined in the training plan.
29.02	Demonstrate job performance skills.
29.03	Demonstrate safety procedures on the job.
29.04	Maintain appropriate records.
29.05	Attain an acceptable level of productivity.
29.06	Demonstrate appropriate dress and grooming habits.
30.0	Demonstrate work ethics--The student will be able to:
30.01	Follow directions.
30.02	Demonstrate good human relations skills on the job.
30.03	Demonstrate good work habits.
30.04	Demonstrate acceptable business ethics.

**Florida Department of Education
Student Performance Standards**

Course Title: Travel and Tourism Marketing Management
Course Number: 8845120
Course Credit: 1

NOTE: This course has been **daggered for deletion** with 2015-2016 being the last cohort of students permitted to enroll in the program. After 2015-2016, no new students may be enrolled in this program. Students already enrolled in the program may, at the District’s discretion, continue taking courses in the program until completion. The alternative enrollment option for students is Hospitality and Tourism Management 870310.

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	

Florida Standards		Correlation to CTE Program Standard #
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. 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. 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	
24.04.2		
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	
25.02 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	
25.02.2	Develop and strengthen writing as needed by planning, revising, editing,	

Florida Standards		Correlation to CTE Program Standard #
	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	
26.05	Use appropriate tools strategically.	

Florida Standards		Correlation to CTE Program Standard #
	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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
31.0 Explain marketing principles as they relate to travel and tourism. – The student will be able to:			
31.01 Identify and explain levels of travelers' needs by applying Maslow's hierarchy.	LAFS.1112.SL.1.1; LAFS.1112.SL.2.4		
31.02 Explain methods to identify and qualify the customer (e.g., time, money, interests).	LAFS.1112.SL.2.4		
31.03 Assess importance of value-added services.	MAFS.912.A-CED.1.1; MAFS.912.A-REI.2.3 LAFS.1112.W.3.7		
31.04 Research the role of travel suppliers.	LAFS.1112.W.3.7		
31.05 Explain the role of local, state, national, and international government organizations that promote travel.	LAFS.1112.SL.2.4; LAFS.1112.W.3.7	SC.912.L.17.12; SC.912.L.17.13	
31.06 Diagram and explain the various channels of distribution used in the travel and tourism industry.	MAFS.912.A-CED.1.1; MAFS.912.A-CED.1.2; MAFS.912.A-REI.3.6; MAFS.912.A-REI.4.10 LAFS.1112.W.2.6		
31.07 Compare and contrast marketing and sales.	LAFS.1112.SL.1.1		
31.08 Discuss how the product life cycle affects the prices and desirability of travel and tourism products.	MAFS.912.A-CED.1.1; MAFS.912.A-CED.1.2; MAFS.912.S-IC.2.6 LAFS.1112.SL.1.1; LAFS.1112.SL.2.4	SC.912.L.17.11; SC.912.L.17.19	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
31.09 Identify and analyze the types of marketing used in the travel and tourism industry.	LAFS.1112.W.3.8		
31.10 Describe major sales promotion techniques.	LAFS.1112.L.3.6		
31.11 Explain how public relations differ from advertising.	LAFS.1112.W.3.7		
31.12 Explain why and how travel markets are segmented.	LAFS.1112.SL.1.1; LAFS.1112.SL.2.4; LAFS.1112.SL.2.5		
31.13 Evaluate viability of a market segment.	LAFS.1112.W.3.7		
31.14 Explain methods used to segment markets (i.e., demographic, geographic, behavioristic, psychographic).	LAFS.1112.W.3.8	SC.912.N.4.1; SC.912.N.4.2	
31.15 Explain importance and methods of market research.	LAFS.1112.L.3.4; LAFS.1112.L.3.6		
32.0 Demonstrate sales and customer service techniques in the selling of travel and tourism products. – The student will be able to:			
32.01 Explain why service is a technical skill and hospitality an emotional skill.	LAFS.1112.L.3.6		
32.02 Describe and demonstrate traits needed to be an effective sales professional.	LAFS.1112.SL.1.1		
32.03 Describe the value of using emotive words in making a sale.	LAFS.1112.SL.1.1		
32.04 Describe and demonstrate methods of overcoming obstacles to a sale.	LAFS.1112.SL.1.1		
32.05 Practice problem-solving techniques for the resolution of challenges.	LAFS.1112.SL.1.1		
32.06 Evaluate importance and impact of customer service.	LAFS.1112.SL.1.1; LAFS.1112.SL.2.4		
32.07 Discuss the importance of service-minded behaviors.	LAFS.1112.SL.1.1		
32.08 Develop and demonstrate customer service skills.	LAFS.1112.SL.1.1; LAFS.1112.SL.2.4		
33.0 Demonstrate proficiency in applying higher level mathematical skills unique to travel and tourism. – The student will be able to:			
33.01 Apply standard industry formula to determine markup and markdown (i.e., occupancy, average daily rate, food cost controls, inventory).	MAFS.912.S-IC.2.6 MAFS.912.A-SSE.1.1 MAFS.912.A-SSE.2.3 MAFS.912.A-CED.1.1 LAFS.1112.L.3.6		
33.02 Recognize yield and revenue management concepts.	MAFS.912.A-CED.1.1;		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
	MAFS.912.A-SSE.2.3 LAFS.1112.L.3.6		
33.03 Explain financial concepts used in making business decisions.	LAFS.1112.L.3.6		
33.04 Explain concept of financial administration.	LAFS.1112.L.3.6		
33.05 Explain difference between income (credit) and expense (debit).	MAFS.912.A-CED.1.1; MAFS.912.A-CED.1.2; MAFS.912.A-REI.2.3 LAFS.1112.L.3.6		
33.06 Describe and prepare a cash-flow statement.	MAFS.912.A-CED.1.1; MAFS.912.A-CED.1.2; MAFS.912.A-REI.2.3 LAFS.1112.W.2.4		
33.07 Analyze industry concepts of price, profit, competition, and productivity.	MAFS.912.A-CED.1.1; MAFS.912.A-CED.1.2; MAFS.912.A-REI.2.3 LAFS.1112.L.3.6		
34.0 Discuss the internet as a travel and tourism marketing tool. – The student will be able to:			
34.01 Define Internet and industry related terms (e.g., protocol, ISP, URL, WWW, bandwidth, etc).	LAFS.1112.L.3.4; LAFS.1112.L.3.6		
34.02 Explain services the Internet provides (e.g., file transfer protocol, newsgroups, e-mail).	LAFS.1112.SL.2.4		
34.03 Research advantages and disadvantages of marketing on the Internet (e.g., cost, accessibility).	LAFS.1112.W.3.8		
34.04 Practice a variety of forms of communication (e.g., website, e-mail, newsgroups, chatrooms, etc).	LAFS.1112.SL.1.1		
34.05 Discuss political, ethical, and legal issues of using the Internet.	LAFS.1112.SL.1.1		
34.06 Discuss history and emerging trends.	LAFS.1112.SL.1.1		
34.07 Discuss security issues (e.g., firewalls, hacking, viruses, e-commerce).	LAFS.1112.SL.1.1		
34.08 Discuss social impact of the Internet (e.g., commerce, relationships, gathering personal research, validity of data).	LAFS.1112.SL.1.1		
34.09 Discuss demographics of Internet users.	LAFS.1112.SL.1.1		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
34.10 Discuss criteria for selecting an Internet Service Provider (ISP).	LAFS.1112.SL.1.1		
34.11 Describe process for securing a domain name.	LAFS.1112.SL.1.1		
34.12 Discuss copyright and registered trademark issues in securing a domain name.	LAFS.1112.SL.1.1		
35.0 Discuss the needs of the business traveler. – The student will be able to:			
35.01 Explain who the business traveler is and why they travel.	LAFS.1112.SL.1.1; LAFS.1112.SL.2.4		
35.02 Compare and contrast corporate travel policies.	LAFS.1112.SL.1.1		
35.03 Explain the role of the frequent flyer and guest programs.	LAFS.1112.SL.2.4		
35.04 Discuss the role of the business travel department and the corporate travel agency.	LAFS.1112.SL.1.1		
35.05 List the services and amenities a business traveler requires.	LAFS.1112.W.4.10		
35.06 Differentiate between the needs of the business traveler and the leisure traveler.	LAFS.1112.SL.2.4		
35.07 Discuss when the business traveler becomes a leisure traveler.	LAFS.1112.SL.1.1		
35.08 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).	LAFS.1112.W.3.8		
36.0 Research conservation and Green initiatives in the hospitality industry. – The student will be able to:			
36.01 Explain the Florida Green Lodging program (http://www.dep.state.fl.us/greenlodging).	LAFS.1112.W.3.7	SC.912.L.17.16; SC.912.L.17.17; SC.912.L.17.18; SC.912.L.17.19; SC.912.L.17.20	
36.02 List the requirements that must be met for a property to receive the Green certification.	LAFS.1112.W.3.7	SC.912.L.17.16; SC.912.L.17.17; SC.912.L.17.18; SC.912.L.17.19 SC.912.L.17.20	
36.03 List the requirements for maintaining the Green certification.	LAFS.1112.W.3.7	SC.912.L.17.16; SC.912.L.17.17; SC.912.L.17.18;	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	NS
			SC.912.L.17.19; SC.912.L.17.20	
36.04	Research legislation regarding the Florida Green Lodging program and explain how state agencies are affected by this legislation.	LAFS.1112.W.3.8	SC.912.L.17.12; SC.912.L.17.13; SC.912.L.17.14	
36.05	Explain LEED and how it affects the hospitality industry.	LAFS.1112.W.2.4	SC.912.L.17.16; SC.912.L.17.17; SC.912.L.17.18; SC.912.L.17.19; SC.912.L.17.20	
37.0	Examine the impact of meetings, conventions, conferences, and incentive travel. – The student will be able to:			
37.01	Compare and contrast different types of meetings, trade shows, conventions, and exhibitions.	LAFS.1112.W.3.8		
37.02	Discuss factors affecting site selection.	LAFS.1112.SL.1.1		
37.03	Describe the role of the meeting planner.	LAFS.1112.SL.1.1		
37.04	Compare pure incentive travel to sales incentive travel.	LAFS.1112.SL.1.1		
37.05	Differentiate between a destination selection company and a destination management company.	LAFS.1112.SL.1.1		
38.0	Examine facts and principles related to the cruise industry. – The student will be able to:			
38.01	Classify modes of water transportation.	LAFS.1112.W.3.7		
38.02	Recognize differences between the cruise industry and other forms of water transportation.	LAFS.1112.W.3.7		
38.03	Explain the role of theme cruises in the cruise industry.	LAFS.1112.SL.1.1		
38.04	Discuss issues and trends in the cruise industry.	LAFS.1112.SL.1.1		
38.05	Recognize differences between shipboard and shoreside operations.	LAFS.1112.SL.1.1		
38.06	Discuss how to explain to a client the differences between brochure pricing and guaranteed price.	MAFS.912.S-IC.1.1; MAFS.912.S-IC.2.6 LAFS.1112.SL.1.1		
39.0	Examine facts and principles related to the air travel industry. – The student will be able to:			
39.01	Classify modes of air transportation.	LAFS.1112.W.3.7		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	NS
39.02	Describe differences between types of aircraft.	LAFS.1112.W.3.7		
39.03	Classify the levels of available air service.	LAFS.1112.W.3.7		
39.04	Discuss issues and trends in the air travel industry.	LAFS.1112.SL.1.1; LAFS.1112.W.3.7		
39.05	Recognize differences between landside and airside operations.	LAFS.1112.SL.1.1		
39.06	Explain the configuration of an airplane.	LAFS.1112.RI.3.7		
39.07	Explain how the federal government retains authority to protect airline passengers and to police unfair practices.	LAFS.1112.W.3.7		
40.0	Examine facts and principles related to the ground travel industry. – The student will be able to:			
40.01	Classify modes of ground transportation here and abroad.	LAFS.1112.W.3.7		
40.02	Classify rental car categories and discuss policies and procedures of rental car agencies.	LAFS.1112.W.3.7		
40.03	Classify the levels of available ground service.	LAFS.1112.W.3.7		
40.04	Discuss issues and trends in the ground travel industry.	LAFS.1112.SL.1.1		
41.0	Examine facts and principles related to the lodging industry. – The student will be able to:			
41.01	Classify types of lodging facilities.	LAFS.1112.W.3.7		
41.02	Discuss major rating systems, codes, room types, and rates.	LAFS.1112.SL.1.1		
41.03	Recognize differences between front of the house and back of the house operations.	LAFS.1112.SL.1.1		
41.04	Discuss issues and trends in the lodging industry.	LAFS.1112.SL.1.1		
42.0	Examine facts and principles related to leisure travel. – The student will be able to:			
42.01	Describe entertainment options for leisure travel.	LAFS.1112.W.3.7		
42.02	Discuss issues and trends within the leisure travel industry.	LAFS.1112.SL.1.1		
43.0	Describe the development of the tour package. – The student will be able to:			
43.01	Differentiate between types of tour packages and their components.	LAFS.1112.W.3.7		
43.02	Compare advantages and disadvantages of types of tour packages.	LAFS.1112.W.3.7		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
43.03 Explain role of the tour operator.	LAFS.1112.SL.1.1		
43.04 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).	LAFS.1112.W.3.8		
43.05 Compare customer regulations involving articles free of U.S. Duty Tax, personal exemption, forbidden and restricted items, and duty-free ports.	LAFS.1112.W.3.8		
43.06 Identify terms and conditions that would appear on the back of a tour brochure.	LAFS.1112.L.3.6		
43.07 Create a tour package illustrating the main stages of development.	LAFS.1112.W.2.4		
44.0 Explain options for selling travel and tourism products. – The student will be able to:			
44.01 Describe primary functions of a retail travel agency.	LAFS.1112.SL.1.1; LAFS.1112.W.3.7		
44.02 Explain the role of the Airline Reporting Corporation (ARC) and International Air Transportation Network and discuss requirements for obtaining their approval.	LAFS.1112.SL.2.4		
44.03 Analyze methods agencies use to compensate travel consultants.	LAFS.1112.W.3.7		
44.04 Evaluate role of professional/trade associations that support the travel and tourism industry.	LAFS.1112.W.3.7		
44.05 Discuss the evolving role of the travel consultant.	LAFS.1112.SL.1.1		
44.06 Compare and contrast those products sold by a retail travel agency, a wholesale travel agency, and over the Internet.	LAFS.1112.W.3.8		
45.0 Create a sales promotion tool for a travel and tourism product. – The student will be able to:			
45.01 Recognize importance of using databases to identify target markets.	MAFS.912.S-IC.2.6 LAFS.1112.RI.1.1; LAFS.1112.W.2.4		
45.02 Develop a sales promotion tool for a travel and tourism product (e.g., brochure, press release, radio spot, print ad, web site).	LAFS.1112.W.2.6; LAFS.1112.W.3.8		
45.03 Develop a budget for the chosen sales promotion tool.			
46.0 Develop a plan for a career in the travel and tourism industry. – The student will be able to:			
46.01 Assess careers in a variety of travel and tourism industries.	LAFS.1112.W.3.8		10.1.2
46.02 Evaluate career opportunities available in the travel and tourism industry.	LAFS.1112.W.3.7		10.1.2

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
46.03 Explain duties, skills, and knowledge needed by each of the identified professionals.	LAFS.1112.W.3.7		10.1.3 10.1.1
46.04 Research a travel and tourism career including a job description, educational requirements and training, benefit package, responsibilities, and job advancement opportunities.	LAFS.1112.W.3.8		10.1.3
46.05 Finalize a career portfolio including a financial plan for achieving education/career goal.	LAFS.1112.W.2.6; LAFS.1112.W.3.8		10.1.5

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 intercurricular 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.

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. 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

**Florida Department of Education
Curriculum Framework**

Course Title: Exploring Hospitality and Tourism Careers
Course Type: Orientation/Exploratory
Career Cluster: Hospitality & Tourism

Secondary – Middle School

Program Number	8850350
CIP Number	148850350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	FAM CON SCI HOTEL TRNG 7 G
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

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 Practice safety, sanitation and storage procedures in food preparation.
- 02.0 Demonstrate an understanding of the Restaurant and Food/Beverage Services career pathway.
- 03.0 Demonstrate an understanding of the Lodging career pathway.
- 04.0 Demonstrate an understanding of the Travel and Tourism career pathway.
- 05.0 Demonstrate an understanding of the Recreation, Amusements and Attractions career pathway.
- 06.0 Demonstrate an understanding of the cruise line industry career pathway.
- 07.0 Demonstrate an understanding of other countries' culture as related to the Travel/Tourism industry.
- 08.0 Apply leadership and communication skills.
- 09.0 Describe how information technology is used in the Hospitality and Tourism career cluster.
- 10.0 Use information technology tools.

National Standards (NS)

This program has been aligned to the National Standards for Family and Consumer Sciences Education developed by the National Association of State Administrators of Family and Consumer Science (NASAFACS). The NASAFACS is an affiliate of the Family and Consumer Science division of the Association for Career and Technical Education (ACTE). The NASAFACS and ACTE are members of the American Association of Family & Consumer Science's (AAFCS) FCS Alliance.

**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.

01.0	Practice safety, sanitation, and storage procedures in food preparation. The student will be able to:	8.2 Demonstrate food safety and sanitation procedures.
01.01	Demonstrate practices and procedures that assure personal and workplace health and hygiene.	
01.02	List common food borne illnesses and their causes.	
01.03	Demonstrate ways to prevent food borne illnesses.	
01.04	Identify and practice food service safety and sanitation procedures.	8.2.2 Employ food service management safety/sanitation program procedures, including CPR and first aid.
02.0	Demonstrate an understanding of the Restaurant and Food/Beverage Services career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
02.01	Define and use proper terminology associated with the Restaurant and Food/Beverage Services career pathway.	
02.02	Describe some of the careers available in the Restaurant and Food/Beverage Services career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
02.03	Identify common characteristics of the careers in the Restaurant and Food/Beverage Services career pathway.	
02.04	Research the history of the Restaurant and Food/Beverage Services career pathway and describe how the associated careers have evolved and impacted society.	
02.05	Identify skills required to successfully enter any career in the Restaurant and Food/Beverage Services career pathway.	
02.06	Describe technologies associated in careers within the Restaurant and Food/Beverage Services career pathway.	

03.0	Demonstrate an understanding of the Lodging career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
03.01	Define and use proper terminology associated with the Lodging career pathway.	
03.02	Describe some of the careers available in the Lodging career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
03.03	Identify common characteristics of the careers in the Lodging career pathway.	
03.04	Research the history of the Lodging career pathway and describe how the careers have evolved and impacted society.	
03.05	Identify skills required to successfully enter any career in the Lodging career pathway.	
03.06	Describe technologies associated in careers within the Lodging career pathway.	
04.0	Demonstrate an understanding of the Travel and Tourism career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
04.01	Define and use proper terminology associated with the Travel and Tourism career pathway.	
04.02	Describe some of the careers available in the Travel and Tourism career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
04.03	Identify common characteristics of the careers in the Travel and Tourism career pathway.	
04.04	Research the history of the Travel and Tourism career pathway and describe how the careers have evolved and impacted society.	
04.05	Identify skills required to successfully enter any career in the Travel and Tourism career pathway.	
04.06	Describe technologies associated in careers within the Travel and Tourism career pathway.	
04.07	Define the different types of tourism within the industry.	
05.0	Demonstrate an understanding of the Recreation, Amusements and Attractions career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
05.01	Define and use proper terminology associated with the Recreation, Amusements and Attractions career pathway.	
05.02	Describe some of the careers available in the Recreation, Amusements and Attractions career pathway.	
05.03	Identify common characteristics of the careers in the Recreation, Amusements and Attractions career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality,

	tourism and recreation industries.
05.04	Research the history of the Recreation, Amusements and Attractions career pathway and describe how the careers have evolved and impacted society.
05.05	Identify skills required to successfully enter any career in the Recreation, Amusements and Attractions career pathway.
05.06	Describe technologies associated in careers within the Recreation, Amusements and Attractions career pathway.
06.0	Demonstrate an understanding of the cruise line industry career pathway. The student will be able to:
06.01	Discuss the establishment and history of the Cruise Industry.
06.02	Describe some of the careers available in the Cruise Industry career pathway.
06.03	Identify skills required to successfully enter any career in the Cruise Industry career pathway.
06.04	Describe technologies associated in careers within the Cruise Industry career pathway.
06.05	Identify terminology used in the Cruise Industry
07.0	Demonstrate an understanding of other country's culture as related to the Travel/Tourism Industry. The student will be able to:
07.01	Identify major characteristics of a country's culture.
07.02	Demonstrate knowledge of the Food/Beverage service industry in other countries.
07.03	Demonstrate knowledge of the Lodging service industry in other countries.
07.04	Demonstrate knowledge of the Recreation, Amusements and Attractions industry in other countries.
07.05	Demonstrate knowledge of the Travel/Tourism industry in other countries.
08.0	Apply leadership and communication skills. The student will be able to:
08.01	Discuss the establishment and history of the FCCLA organization.
	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
	10.5 Demonstrate practices and skills for travel related services
	10.5.1 Examine geography, climate, sites and time zones of various regions and countries.
	10.5.3 Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about lodging, tourism, and recreation.
	10.5.2 Examine lodging, tourism, and recreation customs of various regions and countries.
	01.0 Demonstrate leadership skills
	01.01 Identify roles and responsibilities of members of professional and community service organizations, including career and

	technical student organizations.
08.02 Identify the characteristics and responsibilities of organizational leaders.	10.1.6 Analyze the role of professional organizations in hospitality, tourism, and recreation careers.
08.03 Demonstrate parliamentary procedure skills during a meeting.	
08.04 Participate on a committee which has an assigned task and report to the class.	01.04 Identify and utilize the FCCLA planning process
08.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.	
08.06 Use a computer to assist in the completion of a project related to the Hospitality and Tourism career cluster.	
09.0 Describe how information technology is used in the Hospitality and Tourism career cluster. The student will be able to:	
09.01 Identify information technology (IT) careers in the Hospitality and Tourism career cluster, including the responsibilities, tasks and skills they require.	
09.02 Relate information technology project management concepts and terms to careers in the Hospitality and Tourism career cluster.	
09.03 Manage information technology components typically used in professions of the Hospitality and Tourism career cluster.	
09.04 Identify security-related ethical and legal IT issues faced by professionals in the Hospitality and Tourism career cluster.	
10.0 Use information technology tools. The student will be able to:	
10.01 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.	
10.02 Use e-mail clients to send simple messages and files to other Internet users.	
10.03 Demonstrate ways to communicate effectively using Internet technology.	
10.04 Use different types of web search engines effectively to locate information relevant to the Hospitality and Tourism career cluster.	

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 inter-curricular career and technical student organization 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.

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. 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Course Title: Exploring Hospitality and Tourism Careers and Career Planning
 Course Type: Orientation/Exploratory
 Career Cluster: Hospitality & Tourism

Secondary – Middle School

Program Number	8850360
CIP Number	148850350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	FAM CON SCI HOTEL TRNG 7 G
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

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 Practice safety, sanitation and storage procedures in food preparation.
- 02.0 Demonstrate an understanding of the Restaurant and Food/Beverage Services career pathway.
- 03.0 Demonstrate an understanding of the Lodging career pathway.
- 04.0 Demonstrate an understanding of the Travel and Tourism career pathway.
- 05.0 Demonstrate an understanding of the Recreation, Amusements and Attractions career pathway.
- 06.0 Demonstrate an understanding of the Cruise Line Industry career pathway.
- 07.0 Describe how information technology is used in the Hospitality and Tourism career cluster.
- 08.0 Demonstrate an understanding of other countries' culture as related to the Travel/Tourism industry.
- 09.0 Apply leadership and communication skills.
- 10.0 Use information technology tools.

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:

- 11.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 12.0 Develop skills to locate, evaluate, and interpret career information.
- 13.0 Identify and demonstrate processes for making short and long term goals.
- 14.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 15.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 16.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 17.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 18.0 Demonstrate knowledge of technology and its application in career fields/clusters.

National Standards (NS)

This program has been aligned to the National Standards for Family and Consumer Sciences Education developed by the National Association of State Administrators of Family and Consumer Science (NASAFACS). The NASAFACS is an affiliate of the Family and Consumer Science division of the Association for Career and Technical Education (ACTE). The NASAFACS and ACTE are members of the American Association of Family & Consumer Science's (AAFCS) FCS Alliance.

**Florida Department of Education
Student Performance Standards**

Course Title: Exploring Hospitality and Tourism Careers and Career Planning
Course Number: 8850360
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	National FACS Standards Alignment
01.0 Practice safety, sanitation, and storage procedures in food preparation. The student will be able to:	8.2 Demonstrate food safety and sanitation procedures.
01.01 Demonstrate practices and procedures that assure personal and workplace health and hygiene.	
01.02 List common food borne illnesses and their causes.	
01.03 Demonstrate ways to prevent food borne illnesses.	
01.04 Identify and practice food service safety and sanitation procedures.	8.2.2 Employ food service management safety/sanitation program procedures, including CPR and first aid.
02.0 Demonstrate an understanding of the Restaurant and Food/Beverage Services career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
02.01 Define and use proper terminology associated with the Restaurant and Food/Beverage Services career pathway.	
02.02 Describe some of the careers available in the Restaurant and Food/Beverage Services career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
02.03 Identify common characteristics of the careers in the Restaurant and Food/Beverage Services career pathway.	
02.04 Research the history of the Restaurant and Food/Beverage Services career pathway and describe how the associated careers have evolved and impacted society.	

CTE Standards and Benchmarks	National FACS Standards Alignment
02.05 Identify skills required to successfully enter any career in the Restaurant and Food/Beverage Services career pathway.	
02.06 Describe technologies associated in careers within the Restaurant and Food/Beverage Services career pathway.	
03.0 Demonstrate an understanding of the Lodging career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
03.01 Define and use proper terminology associated with the Lodging career pathway.	
03.02 Describe some of the careers available in the Lodging career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
03.03 Identify common characteristics of the careers in the Lodging career pathway.	
03.04 Research the history of the Lodging career pathway and describe how the careers have evolved and impacted society.	
03.05 Identify skills required to successfully enter any career in the Lodging career pathway.	
03.06 Describe technologies associated in careers within the Lodging career pathway.	
04.0 Demonstrate an understanding of the Travel and Tourism career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
04.01 Define and use proper terminology associated with the Travel and Tourism career pathway.	
04.02 Describe some of the careers available in the Travel and Tourism career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
04.03 Identify common characteristics of the careers in the Travel and Tourism career pathway.	
04.04 Research the history of the Travel and Tourism career pathway and describe how the careers have evolved and impacted society.	
04.05 Identify skills required to successfully enter any career in the Travel and Tourism career pathway.	
04.06 Describe technologies associated in careers within the Travel and Tourism career pathway.	
04.07 Define the different types of tourism within the industry.	
05.0 Demonstrate an understanding of the Recreation, Amusements and Attractions career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.

CTE Standards and Benchmarks	National FACS Standards Alignment
05.01 Define and use proper terminology associated with the Recreation, Amusements and Attractions career pathway.	
05.02 Describe some of the careers available in the Recreation, Amusements and Attractions career pathway.	
05.03 Identify common characteristics of the careers in the Recreation, Amusements and Attractions career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
05.04 Research the history of the Recreation, Amusements and Attractions career pathway and describe how the careers have evolved and impacted society.	
05.05 Identify skills required to successfully enter any career in the Recreation, Amusements and Attractions career pathway.	
05.06 Describe technologies associated in careers within the Recreation, Amusements and Attractions career pathway.	
06.0 Demonstrate an understanding of the Cruise Line Industry career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
06.01 Discuss the establishment and history of the Cruise Industry.	
06.02 Describe some of the careers available in the Cruise Industry career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
06.03 Identify skills required to successfully enter any career in the Cruise Industry career pathway.	
06.04 Describe technologies associated in careers within the Cruise Industry career pathway.	
06.05 Identify terminology used in the Cruise Industry	
07.0 Demonstrate an understanding of other country's culture as related to the Travel/Tourism Industry. The student will be able to:	10.5 Demonstrate practices and skills for travel related services
07.01 Identify major characteristics of a country's culture.	10.5.1 Examine geography, climate, sites and time zones of various regions and countries.
07.02 Demonstrate knowledge of the Food/Beverage service industry in other countries.	10.5.3 Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about lodging, tourism, and recreation.
07.03 Demonstrate knowledge of the Lodging service industry in other countries.	10.5.2 Examine lodging, tourism, and recreation customs of various regions and countries.

CTE Standards and Benchmarks	National FACS Standards Alignment
07.04 Demonstrate knowledge of the Recreation, Amusements and Attractions industry in other countries.	
07.05 Demonstrate knowledge of the Travel/Tourism industry in other countries.	
08.0 Apply leadership and communication skills. The student will be able to:	01.0 Demonstrate leadership skills
08.01 Discuss the establishment and history of the FCCLA organization.	01.01 Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
08.02 Identify the characteristics and responsibilities of organizational leaders.	10.1.6 Analyze the role of professional organizations in hospitality, tourism, and recreation careers.
08.03 Demonstrate parliamentary procedure skills during a meeting.	
08.04 Participate on a committee which has an assigned task and report to the class.	01.04 Identify and utilize the FCCLA planning process
08.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.	
08.06 Use a computer to assist in the completion of a project related to the Hospitality and Tourism career cluster.	
09.0 Describe how information technology is used in the Hospitality and Tourism career cluster. The student will be able to:	
09.01 Identify information technology (IT) careers in the Hospitality and Tourism career cluster, including the responsibilities, tasks and skills they require.	
09.02 Relate information technology project management concepts and terms to careers in the Hospitality and Tourism career cluster.	
09.03 Manage information technology components typically used in professions of the Hospitality and Tourism career cluster.	
09.04 Identify security-related ethical and legal IT issues faced by professionals in the Hospitality and Tourism career cluster.	
10.0 Use information technology tools. The student will be able to:	
10.01 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.	
10.02 Use e-mail clients to send simple messages and files to other Internet users.	
10.03 Demonstrate ways to communicate effectively using Internet technology.	

CTE Standards and Benchmarks	National FACS Standards Alignment
10.04 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:	
11.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.	
12.0 Develop skills to locate, evaluate, and interpret career information.	
13.0 Identify and demonstrate processes for making short and long term goals.	
14.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.	
15.0 Understand the relationship between educational achievement and career choices/postsecondary options.	
16.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.	
17.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.	
18.0 Demonstrate knowledge of technology and its application in career fields/clusters.	

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

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Additional Resources

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Florida Department of Education
Curriculum Framework

Program Title: Rooms Division Operations CCC
Career Cluster: Hospitality & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 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.

02.02	Explain guest experience management.
03.0	Apply human relations skills. 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	Perform general hotel duties. 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	Manage the front office. 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.

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.

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	Demonstrate leadership and supervisory skills. 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	Demonstrate the use of computers. 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	Exhibit skills for resort/hotel management. 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.

08.10	Discuss resort investment management.
08.11	Discuss future trends in the resort/hotel industry.
09.0	Demonstrate basic computer skills. 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	Perform communication activities. 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	Identify terminology unique to the hotel/lodging industry. 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	Manage guest interactions. 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.
12.13	Perform follow-up as needed.
13.0	Participate in learning reservations procedures. 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 intercurricular career and technical student organizations 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

**Florida Department of Education
Curriculum Framework**

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

CCC	
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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 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:

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	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.
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	Demonstrate customer service skills. The student will be able to:
02.01	Demonstrate a hospitality attitude.
02.02	Explain guest experience management.
03.0	Apply human relations skills. 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.
03.17	Identify motivational techniques.
03.18	Identify team-building strategies.

03.19	Identify effective coaching and counseling techniques.
04.0	Demonstrate proficiency in communication skills. 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	Demonstrate proficiency in applying mathematics skills. 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.
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 Identify economic principles. The student will be able to:

06.01 Explain the following concepts:

- 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 Demonstrate hotel staffing operations. 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.

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	Analyze laws that affect the hospitality industry. 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.
09.0	Operate liability and risk identification program. 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	Plan and maintain purchasing and receiving procedures. 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	Demonstrate the use of computers. 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.
12.0	Exhibit skills for resort/club/marina management. 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	Set up and control maintenance and energy consumption. 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	Demonstrate food and beverage management in a full-service hotel/motel/lodge. 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

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SkillsUSA and Collegiate DECA, an association of marketing students, are the intercurricular career and technical student organizations 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Food and Beverage Specialist CCC
Career Cluster: Hospitality & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 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.

02.02	Explain guest experience management.
03.0	Apply human relations skills. 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	Demonstrate basic computer skills. 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	Perform communication activities. 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.

05.09	Demonstrate ability to communicate effectively with diverse populations.
06.0	Identify terminology unique to the food and beverage industry. 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	Participate in learning reservations procedures. 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	Demonstrate acceptable dining room service procedures. 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	Demonstrate the ability to design a menu. 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 intercurricular career and technical student organizations 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

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

CCC	
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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 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:

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.

02.02	Explain guest experience management.
03.0	Apply human relations skills. 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	Develop and control a basic sanitation program. 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	Demonstrate hotel staffing operations. The student will be able to:
05.01	Establish recruiting and selection procedures in accordance with company policy.

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	Analyze laws that affect the hospitality industry. 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.

07.0	Operate liability and risk identification program. 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	Plan and maintain purchasing and receiving procedures. 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	Demonstrate basic computer skills. 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	Perform communication activities. 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	Identify terminology unique to the food and beverage industry. 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	Manage guest interactions. - 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.

12.13	Perform follow-up as needed.
13.0	Participate in learning reservations procedures. 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	Demonstrate acceptable dining room service procedures. 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	Demonstrate the ability to design a menu. 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

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Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

CCC	
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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 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:

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	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.

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	Demonstrate customer service skills. The student will be able to:
02.01	Demonstrate a hospitality attitude.
02.02	Explain guest experience management.
03.0	Apply human relations skills. 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.

03.17	Identify motivational techniques.
03.18	Identify team-building strategies.
03.19	Identify effective coaching and counseling techniques.
04.0	Demonstrate proficiency in communication skills. 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	Demonstrate proficiency in applying mathematics skills. 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.

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	Demonstrate leadership and supervisory skills. 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	Identify economic principles. 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.

07.03	Identify components of gross national product (GNP) and gross domestic product (GDP).
08.0	Identify effective selling techniques and procedures. 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	Apply and maintain security and safety procedures. The student will be able to:
09.01	Demonstrate general safety and security practices.

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	Analyze laws that affect the hospitality industry. 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	Demonstrate hotel staffing operations. 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.

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	Operate liability and risk identification program. 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	Examine the principles of convention management and services. 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.

13.07	Compare customer services.
13.08	Identify convention-servicing requirements.
14.0	Demonstrate technology skills on computer system and the Internet. 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	Identify marketing, sales, and business promotion. 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.

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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 intercurricular career and technical student organizations 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

CCC	
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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Baking and Pastry Management (60) AS degree program (1612050102).

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 & 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 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 (60) AS degree program (1612050102). 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.

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	Demonstrate the application of mathematics commonly used in the culinary, bakery, and pastry industry. 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.

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	Identify the organization and functions of the culinary, bakery, and pastry industry. 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	Maintain an accounting and information system. The student will be able to:
07.01	Maintain accounts payable.
07.02	Check, record and pay invoices.
07.03	Maintain accounts receivable.
07.04	Calculate, analyze, and review labor costs.

07.05	Review and analyze balance sheet.
07.06	Monitor the accounting, cashiering, and billing of all guest services.
07.07	Record and maintain daily departmental records.
07.08	Compute average amount spent by guests.
07.09	Operate adding, bookkeeping, telephone, and calculating machines as well as computer terminal inputs and readouts.
07.10	Prepare and maintain payroll.
06.0	Demonstrate equipment operation and maintenance skills. 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	Analyze laws that affect the culinary, bakery, and pastry industry. 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
07.10	Understand warranties and product liabilities
07.11	Understand sanitation regulations, licenses and permits
08.0	Operate liability and risk identification program. 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	Demonstrate skills in food service and beverage sanitation and safety. 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.
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	Plan and maintain purchasing and receiving procedures. 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.
11.0	Demonstrate skills in food service and beverage management services. 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	Solve problems and make informed decisions. 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 meet new conditions using approved procedures.
12.04	Inform management personnel of policy and/or mission statement changes.
13.0	Recognize, identify and demonstrate usage of foods and equipment. 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 milk 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.
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.
13.16	Recognize and identify fruit products and their uses.
13.17	Recognize and identify chocolate products and their uses.
14.0	Demonstrate skill in various food preparation methods. 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 tempered chocolates.
14.16	Prepare egg sauces.
14.17	Prepare fruit sauces.
14.18	Prepare meringues and pastillage.
14.19	Prepare sugar for pulling and blowing.
14.20	Prepare nougat and marzipan candy.
14.21	Prepare confectionery chocolate and candies.
14.22	Prepare chocolate, sugar, pastillage, croquant, marzipan, and bread sculptures.
15.0	Demonstrate methods of cooking and baking styles. 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 tarts.
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.
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	Demonstrate cake decorating and finishing techniques.
15.20	Demonstrate plate decorating and finishing techniques.
15.21	Prepare confectionery chocolate and candies.
15.22	Demonstrate showpiece making abilities.
16.0	Apply principles of nutrition to food preparation. The student will be able to:
16.01	Use the new <i>MyPlate</i> food guide as a reference guide.
16.02	Identify food groups.
16.03	Recognize nutritional context of food groups.
16.04	Prepare balanced meals.
16.05	Control portions to achieve nutritional balance.

16.06	Define dietary allowances of: proteins, fats, carbohydrates, and vitamins/minerals.
16.07	Prepare food for special dietary needs.
16.08	Recognize dietary requirements for special population groups.
16.09	Demonstrate awareness of religious dietary requirements.
17.0	Identify the roles of management and supervisory personnel. 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.
17.03	Conduct new employee orientation to facility and to company policies.
17.04	Develop procedures for employee performance evaluation.
17.05	Establish compensation system.
17.06	Identify labor control systems and their functions.
17.07	Establish internal communication processes.
17.08	Identify motivational techniques.
17.09	Develop disciplinary process.
17.10	Demonstrate conflict resolution.
17.11	Identify employee groups.
17.12	Identify the functions and purposes of employee unions.
17.13	Identify procedures in management development.
17.14	Prepare job descriptions.
17.15	Conduct job application interviews.
17.16	Conduct staff development training.
17.17	Delegate responsibility and authority.
17.18	Prepare employee work schedules.

17.19	Reconcile staff grievances.
17.20	Reconcile employee disputes/complaints.
17.21	Lead management-employee group discussions.
17.22	Communicate policy concerning sexual harassment.
17.23	Communicate policy concerning substance abuse.
17.24	Demonstrate the principles of managing training programs.
17.25	Perform a task analysis.
17.26	Develop training objectives and plans for a training program.
17.27	Demonstrate procedures for evaluating training programs.
17.28	Identify communications concepts in training programs.
17.29	Identify team-building strategies.
17.30	Identify effective coaching and counseling techniques.
17.31	Identify management and supervisory functions.
17.32	Identify leadership styles.
17.33	Identify work improvement concepts.
17.34	Describe the supervisor's role as a change agent.
18.0	Conduct emergency procedures. The student will be able to:
18.01	Call fire, police, and emergency medical services as needed.
18.02	Provide and maintain fire extinguishers, and hood systems.
18.03	Provide and maintain emergency first aid equipment and/or supplies.
18.04	Seek out contractors to teach you and/or employees on CPR certification.
18.05	Document details of any emergency.
18.06	Follow company emergency procedures.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA is the inter-curricular career and technical student organization 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.

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Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Culinary Arts
Career Cluster: Hospitality & Tourism

CCC	
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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 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:
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	Demonstrate the application of mathematics commonly used in the culinary industry. – The student will be able to:
03.01	Compute addition, subtraction, multiplication, division, decimals, fractions and percentage problems.
03.02	Explain measures and conversions.
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	Identify the organization and functions of the culinary industry. – 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	Demonstrate equipment operation and maintenance skills. – 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.
05.08	Interpret and apply procedures from equipment manuals.

06.0	Analyze laws that affect the culinary industry. – 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	Operate liability and risk identification program. – The student will be able to:
07.01	Train employees in liability and risk identification procedures.
08.0	Demonstrate skills in food service and beverage sanitation and safety. – 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.
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	Plan and maintain purchasing and receiving procedures. – 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.
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	Demonstrate skills in food service and beverage management services. – 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	Recognize, identify and demonstrate usage of foods. – 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.
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	Demonstrate skill in preparing foods for cooking. – 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
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	Demonstrate methods of cooking. – 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.
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	Perform various types of food services. – 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	Apply principles of nutrition to food preparation. – The student will be able to:
15.01	Identify food groups.
15.02	Recognize nutritional context of food groups
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	Conduct emergency procedures. – The student will be able to:
16.01	Call fire, police, and emergency medical services as needed.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA is the intercultural career and technical student organization 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.

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.

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Chef’s Apprentice
Career Cluster: Hospitality & Tourism

CCC	
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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 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.
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	Demonstrate skills in food service and beverage sanitation and safety. 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.
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	Recognize, identify and demonstrate usage of foods. 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.
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	Demonstrate skill in preparing foods for cooking. 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
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	Demonstrate methods of cooking. 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.
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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

CCC	
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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 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.
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	Demonstrate skills in food service and beverage sanitation and safety. 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.
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	Recognize, identify, and demonstrate usage of foods. 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.
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	Demonstrate skill in preparing foods for cooking. 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.
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	Demonstrate various types of food services. 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	Demonstrate methods of cooking. 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.
08.14	Prepare simmered foods.

08.15	Prepare smoked foods.
08.16	Prepare barbecued foods.
08.17	Prepare fried foods.
08.18	Pan-fry foods.
08.19	Deep fry foods.
08.20	Prepare sautéed foods.
08.21	Prepare steamed foods.
08.22	Prepare clarified butter.
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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

AS

CIP Number	1252090100
Program Type	College Credit
Standard Length	64 credit hours
CTSO	SkillsUSA Collegiate DECA
SOC Codes (all applicable)	11-9081 – Lodging Managers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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.

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 64 credit 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>	
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	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.

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	Demonstrate customer service skills. The student will be able to:
02.01	Demonstrate a hospitality attitude.
02.02	Explain guest experience management.
03.0	Apply human relations skills. 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.
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	Demonstrate proficiency in communication skills. 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	Demonstrate proficiency in applying mathematics skills. 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.

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	Identify economic principles. 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	Identify effective selling techniques and procedures. 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.

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	Identify the organization and function of the hospitality industry. 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	Perform general hotel duties. The student will be able to:
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	Manage the front office. 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.
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.
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	Develop and control basic sanitation program. 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	Demonstrate housekeeping operations and management functions. 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.
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	Demonstrate leadership and supervisory skills. 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	Apply and maintain security and safety procedures. 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.
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	Demonstrate hotel staffing operations. 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.
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	Analyze laws that affect the hospitality industry. 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	Operate liability and risk identification program. 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	Plan and maintain purchasing and receiving procedures. The student will be able to:
18.01	Identify sources of supply.
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	Demonstrate the use of computers. 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	Exhibit skills for resort/club/marina/hotel management. 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.
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	Examine the principles of convention management and services. 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	Demonstrate technology skills on computer system and the Internet. 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.
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	Identify marketing, sales, and business promotion. 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 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	Set up and control maintenance and energy consumption. 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.
24.07	Interpret reports and maintenance records for physical plant systems and equipment.

25.0	Demonstrate food and beverage management in a full-service hotel/motel/lodge. 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	Demonstrate basic computer skills. 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	Perform communication activities. 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.
28.0	Identify terminology unique to the food and beverage industry. 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	Manage guest interactions. 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	Participate in learning reservations procedures. 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.
31.0	Demonstrate acceptable dining room service procedures. 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	Demonstrate the ability to design a menu. 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	Identify and demonstrate marketing and business fundamentals. 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.
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	Demonstrate use of the Property Management System. 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	Manage accounting and information system. The student will be able to:
35.01	Set up, maintain, and audit petty cash fund.
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	Demonstrate basic computer skills. 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	Perform communication activities. The student will be able to:
37.01	Demonstrate effective telephone usage and courtesy.
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	Identify terminology unique to the hotel/lodging industry. 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	Manage guest interactions. 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.
39.11	Resolve customer issues.

39.12	Offer additional services.
39.13	Perform follow-up as needed.
40.0	Participate in learning reservations procedures. 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 intercurricular career and technical student organizations 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>.

Florida Department of Education
Curriculum Framework

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

AS

CIP Number	1252090300
Program Type	College Credit
Standard Length	64 credit hours
CTSO	Collegiate DECA
SOC Codes (all applicable)	11-2022 – Sales Managers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 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:

01.0	Demonstrate employability skills. 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.

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	Demonstrate a proficiency in applying human relation skills. 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	Demonstrate proficiency in applying communication skills. 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 the job.
03.07	Compose unified and coherent correspondence, directions, descriptions, explanations, and reports, business letters, memos, and e-mails.

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	Demonstrate proficiency in applying mathematics skills. 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	Identify basic economic principles. 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.

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	Identify marketing, sales, and business promotion. 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.

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	Identify organization and function of travel and tourism industry. 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.

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	Perform general travel and tourism office duties. 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.

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	Provide customer service information. 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	Process reservations. 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.

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	Demonstrate proficiency in accounting and information systems. 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.

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	Demonstrate human resource planning in travel and tourism. 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	Apply management and administration skills. 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.

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 meet 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	Apply and maintain security and safety procedures. 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	Exhibit technology skills using computer systems, software, and the internet. The student will be able to:
15.01	Explain the basics of purchasing, implementing, maintaining, and affectivity of today's information systems.

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 Listservs and Usenets 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	Analyze the laws that affect the travel and tourism industry. 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.

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	Examine the principles of entrepreneurship. 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	Examine the principles of convention management and services. 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.

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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 intercurricular career and technical student organization 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Restaurant Management
Career Cluster: Hospitality & Tourism

AS

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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 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

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	Demonstrate effective financial management. 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.

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	Demonstrate human resource management techniques. 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

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	Demonstrate appropriate communications skills. 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.

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	Demonstrate effective training techniques. 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

05.02.5	Develop cross-training program
05.02.6	Emphasize impact of training costs
05.02.7	Evaluate results of training
06.0	Demonstrate knowledge and application of product and service technologies. 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	Demonstrate proficiency in customer relations. 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

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	Demonstrate effective inventory procedures. 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

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	Demonstrate essential food production skills. 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

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.

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	Demonstrate effective merchandising strategies. 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.

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	Demonstrate proficiency in planning, organizing, and controlling daily operations. 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.

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	Demonstrate proficiency in related math and accounting skills. 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

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	Describe business financial protection techniques. 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

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	Identify legal regulations that affect restaurants. 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

14.02.5	Interpret and apply civil rights acts
14.02.6	Interpret and apply the Americans with Disabilities Act
15.0	Demonstrate skills necessary for role of manager. 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

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Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

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Florida Department of Education
Curriculum Framework

Program Title: Dietetic Technician
Career Cluster: Hospitality & Tourism

AS

CIP Number	1351310301
Program Type	College Credit
Standard Length	64 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2051 – Dietetic Technicians
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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.

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:

01.0	Understand the scientific basis of dietetics, including a review of research literature and application to technical practice. – 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	Apply the basic principles and techniques of effective interviewing and education methods for diverse individuals and groups. 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.

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	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. 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	Perform quality human resource and applied management principles required to deliver food and nutrition programs and services. 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	Demonstrate employability skills. The student will be able to:

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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

This program 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 intercurricular career and technical student organization 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Baking and Pastry Management (60)
Career Cluster: Hospitality & Tourism

AS	
CIP Number	1612050102
Program Type	College Credit
Standard Length	60 credit hours
CTSO	SkillsUSA
SOC Codes (all applicable)	11-9051 – Food Service Managers 35-1012 – First Line Supervisors of Food Preparation and Serving Workers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 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. **Sample of reported job titles:** Banquet Manager, Catering Manager, Director of Food and Beverage, Food and Beverage Manager, Food Service Director, Food Service Manager, Food Service Supervisor, Kitchen Manager, Restaurant General Manager, Restaurant Manager (SOC 11-9051). The course content also includes training and directly supervising and coordinating activities of workers engaged in preparing and serving food. **Sample of reported job titles:** Assistant Manager, Cafeteria Manager, Dietary Manager, Dietary Supervisor, Executive Chef, Food Service Director, Food Service Manager, Food Service Supervisor, Kitchen Manager, Executive Pastry Chef, Restaurant Manager (SOC 35-1012).

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 60 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 culinary, 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, baking and pastry 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 (60)
CIP Number: 1612050102
Program Length: 60 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	Understand and 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.

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 and pastry 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, email, and social media etiquette techniques 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 and baking terminology, abbreviations, and acronyms.
02.21	Demonstrate ability to deal with difficult customers and employees.
03.0	Demonstrate the application of mathematics commonly used in the culinary, bakery, and pastry industry. 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.

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	Identify economic & marketing principles. 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	Identify marketing and business fundamentals. 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.

05.06	Explain concept of marketing strategies.
06.0	Identify the organization and functions of the culinary, bakery, and pastry industry. The student will be able to:
06.01	Trace inception and development of culinary industry.
06.02	Analyze functions of baking industry.
06.03	Identify staff according to functions.
06.04	Identify the "Pastry Shop 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	Develop and implement sales and marketing strategy. 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 in the culinary, baking and pastry 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	Maintain accounting and information system. 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.

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	Demonstrate equipment operation and maintenance skills. 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	Analyze laws that affect the culinary, bakery, and pastry industry. 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.

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	Operate liability and risk identification program. 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	Demonstrate skills in food service and beverage sanitation and safety. 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.

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 all baked good “products” 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	Plan and maintain purchasing and receiving procedures. 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.

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	Demonstrate skills in food service and beverage management services. 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	Describe all aspects of entrepreneurship. The student will be able to:
15.01	Define entrepreneurship in relation to running a business in pastry or culinary.
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	Solve problems and make informed decisions. 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 meet new conditions using approved procedures.
16.04	Inform management personnel of policy and/or mission statement changes.
17.0	Recognize, identify and demonstrate usage of foods and equipment. 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.
17.16	Recognize and identify fruit products and their uses.
17.17	Recognize and identify chocolate products and their uses.
18.0	Demonstrate skill in various food preparation methods. The student will be able to:
18.01	Prepare yeast made products.

18.02	Prepare rolls.
18.03	Prepare coffee cakes and Danish pastries.
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 tempered chocolates.
18.16	Prepare egg sauces.
18.17	Prepare fruit sauces.
18.18	Prepare meringues and pastillage.
18.19	Prepare sugar for pulling and blowing.
18.20	Prepare nougat and marzipan candy.
18.21	Prepare confectionery chocolate and candies.
18.22	Prepare chocolate, sugar, pastillage, croquant, marzipan, and bread sculptures.
19.0	Demonstrate methods of cooking and baking styles. 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.
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 plated 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 tartes.
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	Demonstrate cake decorating and finishing techniques.
19.20	Demonstrate plate decorating and finishing techniques.
19.21	Prepare confectionery chocolate and candies.
19.22	Demonstrate showpiece making abilities.
20.0	Perform various types of food services. The student will be able to:
20.01	Prepare regional cuisine.
20.02	Prepare international cuisine.
20.03	Prepare classical cuisine.
21.0	Apply principles of nutrition to food preparation. The student will be able to:
21.01	Use the new <i>MyPlate</i> 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
21.08	Recognize dietary requirements for special population groups
21.09	Demonstrate awareness of religious dietary requirements
22.0	Demonstrate skill using computers and software in marketing. 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 the baking career field.
22.07	Utilize the Internet for baking/pastry information.
23.0	Identify the roles of management and supervisory personnel. 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.
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	Conduct emergency procedures. The student will be able to:
24.01	Call fire, police, and emergency medical services as needed.
24.02	Provide and maintain Fire Extinguishers, and hood systems.
24.03	Provide and maintain emergency first aid equipment and/or supplies.
24.04	Seek out contractors to teach you and/or employees on CPR certification.
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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

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SkillsUSA is the inter-curricular career and technical student organization 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.

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Federal and state legislation requires the provision of accommodations for students with disabilities 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.

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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Culinary Management
Career Cluster: Hospitality & Tourism

AS

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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 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; Garden 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 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 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.

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	Demonstrate the application of mathematics commonly used in the culinary industry. – 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.

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	Identify economic and marketing principles. – 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	Identify marketing and business fundamentals. – 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.

05.06	Explain concept of marketing strategies.
06.0	Identify the organization and functions of the culinary industry. – 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	Develop and implement sales and marketing strategies. – 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	Maintain an accounting and information system. – 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.

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	Demonstrate equipment operation and maintenance skills. – 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	Analyze laws that affect the culinary industry. – 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.
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	Operate liability and risk identification program. – 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	Demonstrate skills in food service and beverage sanitation and safety. – 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.

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	Plan and maintain purchasing and receiving procedures. – The student will be able to:
13.01	Identify sources of supply.
13.02	Evaluate products.
13.03	Negotiate payment terms with suppliers.

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	Demonstrate skills in food service and beverage management services. – 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	Describe all aspects of entrepreneurship. – 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	Solve problems and make informed decisions. – 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 meet new conditions using approved procedures.
16.04	Inform management personnel of policy and/or mission statement changes.
17.0	Recognize, identify and demonstrate usage of foods. – 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.

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	Demonstrate skill in preparing foods for cooking. – 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

18.20	Skin, scale and prepare fish
18.21	Bone and prepare poultry
18.22	Tenderize meats, poultry and seafood
19.0	Demonstrate methods of cooking. – 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.

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	Perform various types of food services. – 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	Apply principles of nutrition to food preparation. – 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.

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	Demonstrate skill using computers and software used in marketing. – 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	Identify the roles of management and supervisory personnel. – 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.
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.

23.33	Identify work improvement concepts.
23.34	Describe the supervisor's role as a change agent.
24.0	Conduct emergency procedures. – 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA is the intercurricular career and technical student organization 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Lodging Operations
Program Type: Career Preparatory
Career Cluster: Hospitality & Tourism

PSAV

Program Number	M607010
CIP Number	0252090400
Grade Level	30, 31
Standard Length	600 hours
Teacher Certification	FAM CON SCI HOTEL TRNG 7 G MKTG 1 @2 MKTG MGMT @7 7 G TC COOP ED @7 BUS ED 1 @2/ CHI*
Additional Teacher Certification	*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	43-4081 – Hotel, Motel, and Resort Desk Clerks 43-1011 – First Line Supervisors of Office and Administrative Support Workers 11-9081 – Lodging Managers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
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 & 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 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: Lodging Operations
PSAV Number: M607010

Course Number: HMV0740	
Occupational Completion Point: A	
Guest Services Agent – 150 Hours – SOC Code 434081	
01.0	Identify careers in the hospitality and tourism industry. – 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	Research the various aspects of the hospitality and tourism industry. – 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.

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.

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	Demonstrate employability skills necessary for success in hospitality and tourism occupations. – 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.

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	Demonstrate human relations skills necessary for success in hospitality and tourism occupations. – 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	Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry. – 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.
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	Explain economic principles as related to the hospitality and tourism industry. – 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	Identify marketing and business fundamentals related to the hospitality and tourism industry. – 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.
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	Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry. – 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.
08.07	Identify an effective sales presentation (e.g., feature-benefit analysis).
08.08	Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences, physically and/or mentally challenged).
09.0	Perform mathematical operations related to hospitality and tourism occupations. – 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.
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.

Course Number: HMV0201

Occupational Completion Point: B

Front Desk Agent – 300 Hours – SOC Code 431011

10.0	Describe the organizational structure of lodging organizations. – 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	Identify the roles of management and administrative personnel. – 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	Identify housekeeping operations and management functions. – The student will be able to:
12.01	List the jobs and duties in the housekeeping department.
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	Research conservation and Green initiatives in the hospitality industry. – 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	Identify sales/marketing and reservations function. – 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.
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	Identify food and beverage functions. – 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	Identify human resources functions. – 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.
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	Identify controller/finance functions. – 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	Identify safety/security functions. – 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).
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	Identify engineering/maintenance functions. – 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	Identify front desk functions. – 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.
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	Examine the guest cycle process. – 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	Practice responding to guest needs, requests, and concerns. – 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	Operate front desk computer/office technology. – 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).
23.07	Identify and describe the function of technology based office equipment.

24.0	Perform designated job skills. – 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	Demonstrate work ethics. – 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

26.0	Define and apply various management styles and leadership techniques. – 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.
27.0	Define and evaluate role of effective team building. – 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	Analyze the laws, legislation, and regulations that affect the lodging industry. – 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	Describe and demonstrate personnel supervision techniques. – The student will be able to:
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	Manage guest services. – 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	Maintain accounting and information system. – 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.
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	Describe the aspects of entrepreneurship. – 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	Demonstrate the use of information technology within a lodging property. – 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA (postsecondary) is the intercurricular career and technical student organization 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.

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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Hospitality and Tourism
Program Type: Career Preparatory
Career Cluster: Hospitality & Tourism

PSAV

Program Number	M811040
CIP Number	0252190600
Grade Level	30, 31
Standard Length	600 hours
Teacher Certification	FAM CON SCI HOTEL TRNG 7 G TRANSPORT @7 7 G MKTG MGMT @7 7 G TC COOP ED @7 BUS ED 1 @2 MKTG 1 @2
CTSO	Collegiate DECA
SOC Codes	43-4081 – Hotel, Motel, and Resort Desk Clerks 43-4181 – Reservation and Transportation Ticket Agents and Travel Clerks 41-3041 – Travel Agents
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
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 & 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 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

01.0	Identify careers in the hospitality and tourism industry. – 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	Research the various aspects of the hospitality and tourism industry. – 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.

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.

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	Demonstrate employability skills necessary for success in hospitality and tourism occupations. – 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.
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	Demonstrate human relations skills necessary for success in hospitality and tourism occupations. – 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	Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry. – 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.

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	Explain economic principles as related to the hospitality and tourism industry. – 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	Identify marketing and business fundamentals related to the hospitality and tourism industry. – 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.

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	Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry. – 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.
08.07	Identify an effective sales presentation (e.g., feature-benefit analysis).
08.08	Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences, physically and/or mentally challenged).
09.0	Perform mathematical operations related to hospitality and tourism occupations. – 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.
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.

Course Number: HMV0741
Occupational Completion Point: B
Reservation & Transportation Agent – 300 Hours – SOC Code 43-4181

10.0	Operate technology, computer systems, and the internet. – 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).
11.0	Understand and demonstrate proficiency using a computer reservation system. – 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	Exhibit the ability to utilize computer reservation system records. – 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	Demonstrate the importance of standardization in the airline industry. – 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	Perform functions that are associated with the computer reservation system. – The student will be able to:
14.01	Simulate booking a flight reservation from an availability display.
14.02	Create a CRS itinerary.
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	Recognize functions associated with making a lodging reservation. – 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	Recognize functions associated with making a ground transportation reservation. – 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	Recognize functions associated with a cruise reservation. – 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.
18.0	Assess the impact of technology and automation on the travel reservation industry. – 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	Demonstrate proficiency in applying communication, leadership, and customer relations skills in the travel and tourism industry. – 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	Apply employability skills necessary for success in the travel and tourism industry. – 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.
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).
21.0	Perform designated job skills. – 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	Demonstrate work ethics. – 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 41-3041	
23.0	Explain marketing principles as they relate to travel and tourism. – 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.
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	Demonstrate sales and customer service techniques in the selling of travel and tourism products. – 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	Demonstrate proficiency in applying higher level mathematical skills unique to travel and tourism. – 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).
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	Discuss the internet as a travel and tourism marketing tool. – 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, newslists, 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	Discuss the needs of the business traveler. – 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.
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	Research conservation and Green initiatives in the hospitality industry. – 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	Examine the impact of meetings, conventions, conferences, and incentive travel. – 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	Examine facts and principles related to the cruise industry. – 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.
30.06	Discuss how to explain to a client the differences between brochure pricing and guaranteed price.
31.0	Examine facts and principles related to the air travel industry. – 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	Examine facts and principles related to the ground travel industry. – 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	Examine facts and principles related to the lodging industry. – 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	Examine facts and principles related to leisure travel. – 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	Describe the development of the tour package. – The student will be able to:
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	Explain options for selling travel and tourism products. – 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	Create a sales promotion tool for a travel and tourism product. – 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	Develop a plan for a career in the travel and tourism industry. – 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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 intercurricular career and technical student organizations 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.

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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>.

**Florida Department of Education
Curriculum Framework**

Program Title: Commercial Foods and Culinary Arts
Program Type: Career Preparatory
Career Cluster: Hospitality & Tourism

PSAV

Program Number	N100500
CIP Number	0412050312
Grade Level	30, 31
Standard Length	1200 hours
Teacher Certification	FAM CON SCI CULINARY 7 G
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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
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 & 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 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
PSAV Number: N100500

Course Number: HMV0100	
Occupational Completion Point: A	
Food Preparation – 300 clock Hours – SOC Code 35-2021	
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 the agency having jurisdiction.
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.

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	Demonstrate and incorporate workplace safety procedures. – 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.
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) procedure during all food handling processes.
03.09	Demonstrate proper knife handling skills.
04.0	Demonstrate personal productivity. – 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	Utilize operational systems. – 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.

05.05	Create the Par-Stock list for an event or weekly school restaurant/café.
06.0	Use and care for commercial tools and equipment. – 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	Describe the basic principles of food science. – 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	Demonstrate how to read, follow, and prepare recipes. – 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 35-2014

09.0	Describe the basic principles of nutrition. – 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.

10.0	Identify and explain front-of-the house and back of the house duties. – 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	Prepare and present food and beverage items to meet creativity aspects as well as quality standards. – 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	Exhibit and utilize safe, secure, and sanitary work procedures. – 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	Apply principles of food science in cooking and baking techniques. – 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.

13.08	Apply basic principles of the chemistry of food preparation to fruits and vegetables.
14.0	Apply principles of nutrition in menu planning, cooking, and baking. – 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	Perform front-of-the-house duties. – 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	Perform back-of-the-house and inventory duties. – 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	Research college and career advancement opportunities in professional cooking and baking. – 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.

18.0	Follow food identification, selection, purchasing, receiving, storing, and inventory guidelines. – 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	Practice advanced cooking and baking techniques. – 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	Apply scientific principles in cooking and baking. – 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 35-1011	
21.0	Demonstrate fruit and vegetable preparation skills. – 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	Demonstrate buffet food preparation skills. – The student will be able to:

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	Demonstrate dairy, egg, and starchy product preparation skills. – 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	Demonstrate stock, soup, and sauce preparation skills. – 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.

24.05	Recognize soups and sauces by taste and appearance.
25.0	Demonstrate meat, poultry, fish, and seafood preparation skills. – 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	Demonstrate bakery goods and dessert preparation skills. – 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 11-9051

27.0 Demonstrate management skills. – The student will be able to:

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	Comply with laws and regulations specific to the food service and hospitality industry. – 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	Develop a business plan. – 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	Create and prepare menus for various nutritional needs. – The student will be able to:
30.01	Examine pricing strategies.
30.02	Examine menu formats.
30.03	Analyze menus for profitability
31.0	Utilize cost-control techniques to maximize profitability. – 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.

31.07	Identify the responsibility of each individual to be held accountable for profitability.
32.0	Interpret and incorporate guidelines and policies for food service establishments. – 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	Compare and analyze the relationship of nutrition to wellness. – 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	Develop and prepare menus for customers on special diets. – 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	Compare and analyze menus of food establishments. – 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA is the appropriate intercurricular career and technical student organization 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.

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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Baking & Pastry Arts
Program Type: Career Preparatory
Career Cluster: Hospitality & Tourism

PSAV

Program Number	N100600
CIP Number	0612050103
Grade Level	30, 31
Standard Length	600 clock hours
Teacher Certification	FAM CON SCI CULINARY 7 G
CTSO	SkillsUSA
SOC Codes (all applicable)	51-3011 – Bakers 35-1011 – Chefs and Head Cooks
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
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 & 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 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	51-3011
B	FSS 0091	Pastry Chef/Head Baker	300 hours	35-1011

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 51-3011	
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.
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	Describe the importance of professional ethics and legal responsibilities. -- 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	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. -- 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	Demonstrate fruit preparation skills. – The student will be able to:
05.01	Prepare fruit syrups, coulis, sauces, and compotes.

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	Demonstrate bakery goods and dessert preparation skills. -- 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.

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	Demonstrate bread preparation skills. – 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).

08.0	Solve problems using critical thinking skills, creativity, and innovation.-- 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 35-1011

09.0	Research the history of the baking and pastry industry and the cultures of food styles. -- 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	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives -- 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	Use information technology tools. -- 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	Demonstrate advanced baking techniques. -- 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.

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	Demonstrate confectionary techniques. -- 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	Practice display and centerpiece creation techniques. -- 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	Demonstrate personal money-management concepts, procedures, and strategies. -- The student will be able to:

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	Develop and prepare baked goods for various nutritional needs and special diets. -- 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	Demonstrate science knowledge and skills. -- 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	Use oral and written communication skills in creating, expressing and interpreting information and ideas. -- 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA is the appropriate intercurricular career and technical student organization 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.

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.

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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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

**Florida Department of Education
Curriculum Framework**

Program Title: Nutrition and Dietetic Clerk
Program Type: Career Preparatory
Career Cluster: Hospitality & Tourism

PSAV	
Program Number	N300100
CIP Number	0351310302
Grade Level	30, 31
Standard Length	300 Hours
Teacher Certification	FAM CON SCI SC FOOD SV 7 G
CTSO	HOSA
SOC Codes (all applicable)	29-2051 – Dietetic Technician
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
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 & 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 purpose of this program is to prepare students for initial employment as a diet clerk. 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.

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 point.

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	HEV0612	Diet Clerk	300 hours	29-2051

Note: This program requires a minimum 150 hours of clinical experience, included in OCP A.

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 Demonstrate knowledge of basic nutrition concepts and provides opportunities to study food and nutrients, as it relates to food and nutrition.
- 03.0 Maintain daily records in area of responsibility.
- 04.0 Participate in tray assembly activities and monitor trays for diet accuracy.
- 05.0 Assist with food production activities and preparation of nutritional supplements.
- 06.0 Demonstrate knowledge and application of principles of sanitation and safety.
- 07.0 Perform cafeteria/dining room duties.
- 08.0 Practice optimum personal hygiene and grooming.
- 09.0 Demonstrate personal productivity.
- 10.0 Explain education and research principles.
- 11.0 Participate in a clinical experience.

Florida Department of Education
Student Performance Standards

Program Title: Nutrition and Dietetic Clerk
PSAV Number: N300100

Course Number: HEV0612	
Occupational Completion Point: A	
Diet Clerk – 300 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 knowledge of basic nutrition concepts and provide opportunities 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 diets and apply to menus.
02.06	Discuss nutritional needs of patients/clients in the presence of a health care team member.
03.0	Maintain daily records in area of responsibility. The student will be able to:
03.01	Assist in maintaining client records, diet orders and changes, census records and miscellaneous records related to nutritional care on a daily basis.

03.02	Follow federal and state regulations and procedures for record maintenance.
04.0	Participate in tray assembly activities and monitor trays for diet accuracy. The student will be able to:
04.01	Assist in setting up assembly line for serving trays to patients/clients.
04.02	Weigh and measure foods, using equivalents when necessary.
04.03	Identify and follow diet orders using nutrition information when preparing and serving food therapeutic diets.
04.04	Fill trays for completeness and conformance to menus; diet orders and food preferences of patients/ clients.
04.05	Meet deadlines and adhere to mealtime and schedules.
04.06	Accept instruction and guidance from supervisory personnel.
04.07	Deliver and pick up food carts and trays to and from patient area, nursing stations or dining rooms.
05.0	Assist with food production activities and preparation of nutritional supplements. The student will be able to:
05.01	Read recipes, demonstrate knowledge of terminology and follow instructions.
05.02	Identify common ingredients used in food preparation.
05.03	Implement principles and techniques of quantity food preparation and portion control following standardized recipes.
05.04	Assist cook in food preparation and service as needed.
05.05	Apply work simplification methods in performance of duties.
05.06	Evaluate quality of food prepared.
05.07	Prepare late trays, nutritional supplements, and snacks.
06.0	Demonstrate knowledge and application principles of sanitation and safety. The student will be able to:
06.01	Identify and practice appropriate sanitation and infection control procedures.
06.02	Identify potential hazards and follow safety practices.
06.03	Follow emergency procedures regarding sanitation and safety in food service.
06.04	Use sanitary procedures in handling food.
06.05	Keep work area clean, neat and orderly at all times.

06.06	Use precautions necessary to avoid accidents in food service area.
06.07	Follow federal, state, and local sanitation guidelines and regulations.
06.08	Identify roles and responsibilities of an emergency disaster plan.
06.09	Identify and select dietary equipment and supplies for food preparation and service.
06.10	Follow optimum procedures for using dietary equipment and supplies in a safe and sanitary manner.
06.11	Implement proper procedures for cleaning and sanitizing dietary equipment and supplies.
07.0	Perform cafeteria/dining room duties. The student will be able to:
07.01	Participate in setting up dining room and in preparation for service.
07.02	Participate in setting up the cafeteria counter according to proper procedures to maintain appropriate temperatures throughout service.
07.03	Arrange for reserve foods and supplies to be on hand at the point of service.
08.0	Practice optimum personal hygiene and grooming. 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	Demonstrate personal productivity. 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	Explain education and research principles. The student will be able to:
10.01	Provide dietetics education in supervised practice setting.
10.02	Educate patients/clients in disease prevention and health promotion and medical nutrition therapy for common conditions, e.g. hypertension, obesity, diabetes, and diverticular disease.
10.03	Develop and conduct education and training for target groups.

10.04	Assist with development and review of educational materials target populations.
10.05	Demonstrate skills in articulation and methods of teaching.
10.06	Identify extraneous influences upon nutritional care.
10.07	Discuss nutritional needs of patients/client in the presence of a registered dietitian or certified dietary manager.
10.08	Determine importance of eating right as it relates to specific diseases.
11.0	Complete a practicum in a clinical setting. The student will be able to:
11.01	Complete a minimum of 150 hours of clinical experience.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

This program requires a minimum 150 hours of clinical experience.

Career and Technical Student Organization (CTSO)

Health Occupations Students of America (HOSA) is the intercurricular career and technical student organization 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.

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 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Course Title: Hospitality and Tourism Cooperative Education - OJT
 Course Type: Career Preparatory
 Career Cluster: Hospitality & Tourism

PSAV – Cooperative Education - OJT

Course Number	N509999
CIP Number	02529999CP
Grade Level	30, 31
Standard Length	Multiple hours
Teacher Certification	FAM CON SCI HOTEL TRNG 7 G SC FOOD SV 7 G MKTG 1 @2 MKTG MGMT @7 7 G 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 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 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

The **Cooperative Education Manual** is available on-line and 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/core/fileparse.php/3/urllt/steps-manual.pdf>.

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

Career and Technical Student Organization (CTSO)

Family, Career and Community Leadership of America (FCCLA) is the intercurricular career and technical student organization 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Dietetic Management and Supervision
Program Type: Career Preparatory
Career Cluster: Hospitality & Tourism

PSAV

Program Number	N900100
CIP Number	0420040405
Grade Level	30, 31
Standard Length	300 hours
Teacher Certification	FAM CON SCI SC FOOD SV 7 G
CTSO	HOSA
SOC Codes	29-2051
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
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 & 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 facility planning for sanitation and safety; selection and supervision of equipment and supplies; application of principles of nutrition to diets and menus; cost planning and quality control; supervision of food preparation; evaluation of food quality, portion size and diet accuracy; supervision and in-service training of dietary personnel, personnel management, and employability and communication skills. Students are prepared to utilize nutritional knowledge in preparing food and in serving individuals with specific dietary needs under the supervision of a registered dietitian.

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 point.

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	FSS0095	Dietary Manager	300 hours	29-2051

Regulated Programs

This program meets the instructional hours and standards required by the accrediting agency, Association of Nutrition & Foodservice Professionals (AFNP). Visit <http://www.anfponline.org/index.php> for more information.

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 and explain sanitation and safety principles.
- 02.0 Apply principles of nutrition to diets and menus.
- 03.0 Demonstrate the ability to select, use, care for, and store equipment and supplies.
- 04.0 Demonstrate management and supervisory skills.
- 05.0 Develop cost planning and quality control procedures for food and beverage service.
- 06.0 Plan and supervise quality food preparation.
- 07.0 Demonstrate and evaluate effectiveness of food service functions.
- 08.0 Recognize professionalism and explain its importance in the industry.
- 09.0 Explain education and research principles.
- 10.0 Perform clinical activities including nutritional screening, assessment and development of nutritional career plan.
- 11.0 Participate in community based food and nutrition programs.

Florida Department of Education
Student Performance Standards

Program Title: Dietetic Management and Supervision
PSAV Number: N900100

Course Number: FSS0095	
Occupational Completion Point: A	
Dietary Manager – 300 Hours – SOC Code 29-2051	
01.0	Identify and explain sanitation and safety principles. – The student will be able to:
01.01	Keep work area clean, neat and orderly at all times.
01.02	Identify potential hazards and follow safety practices.
01.03	Follow emergency procedures regarding sanitation and safety in food service.
01.04	Use sanitation procedures in handling food.
01.05	Identify and follow local, state and federal sanitation guidelines and regulations.
01.06	Identify roles and responsibilities of an emergency disaster plan.
01.07	Implement and supervise sanitation, safety procedures, and infection control applicable to food and nutrition service occupations.
02.0	Apply principles of nutrition to diets and menus. – The student will be able to:
02.01	Identify function, source and body’s use of nutrients.
02.02	Document and retrieve client diet records.
02.03	Design menus as indicated by the patient’s/client’s health status.
02.04	Implement diet plans and menus.
02.05	Modify diet plans and menus.
02.06	Implement physician’s routine dietary orders.
02.07	Develop menus to meet optimum normal nutrition requirements of clients throughout the human life cycle with a diversity of people, culture and religions.
02.08	Apply the principles of nutrition in planning menus and coordinating menus with therapeutic diets for target populations.

02.09	Describe food and nutrition needs throughout the life cycle in health and disease.
03.0	Demonstrate the ability to select, use, care for, and store equipment and supplies. – The student will be able to:
03.01	Follow optimum procedures for using dietary equipment and supplies in a safe and sanitary manner.
03.02	Supervise daily cleaning and sanitizing procedures of equipment.
03.03	Develop procedures for storing dietary equipment and supplies.
03.04	Supervise routine maintenance inspection of equipment.
03.05	Participate in facility management including equipment selection and design/redesign of work units.
04.0	Demonstrate management and supervisory skills. – The student will be able to:
04.01	Demonstrate supervision techniques for personnel in area of responsibility.
04.02	Apply the fundamentals of human relations and group dynamics in the area of responsibility.
04.03	Demonstrate human relations and leadership skills.
04.04	Demonstrate optimum management, organizational and leadership skills in directing departmental personnel and functions including: organizational charts, job descriptions, policies and procedures, employee orientation, work schedules, evaluations, and union and labor laws.
04.05	Conduct a job interview.
04.06	Develop and write a resume.
04.07	Describe benefits of membership in state and national professional organizations and credentials from those associations.
05.0	Develop cost planning and quality control procedures for foodservice. – The student will be able to:
05.01	Participate in development, implementation and maintenance of a quality assurance program including systems and customer satisfaction for dietetics service and/or practice.
05.02	Assist in development of cost planning procedures and implementation of budget controls for food service operations and delivery systems.
05.03	Collect and process financial data to establish and maintain records and reports for food service units.
05.04	Participate in development and measurement of outcomes for food and nutrition services and practices.
05.05	Participate in development of departmental budget/operating plan.
06.0	Plan and supervise quality food preparation. – The student will be able to:

06.01	Plan and supervise procurement, distribution, and service within delivery systems.
06.02	Participate in applied sensory evaluation of food and nutrition products.
06.03	Supervise production of food that meets nutritional guidelines, cost parameters, consumer acceptance, and quality food preparation guidelines.
06.04	Develop and/or modify recipes/formulas.
07.0	Demonstrate and evaluate effectiveness of food service functions. – The student will be able to:
07.01	Utilize merchandising techniques to promote food and nutrition functions.
07.02	Research laws, regulations and standards affecting food and nutrition operations.
07.03	Assist with marketing functions.
07.04	Supervise organizational unit including financial, human, physical and material resources and services.
07.05	Establish and supervise policies and procedures for all food service functions.
07.06	Integrate administrative activities with clinical activities.
07.07	Participate in organizational change and planning and goal setting processes.
07.08	Participate in human resources functions.
08.0	Recognize professionalism and explain its importance in the industry. – The student will be able to:
08.01	Comply ethically with the standards of professional responsibility and standards of practice for the profession of dietetics in accordance with the values of the American Dietetic Association.
08.02	Plan and implement a program of self-development, self-assessment and continuing education.
08.03	Participate in professional activities.
08.04	Participate in legislative and public policy processes as they affect food, food security and nutrition.
08.05	Apply new knowledge or skills to practice.
09.0	Explain education and research principles. – The student will be able to:
09.01	Provide dietetics education in supervised practice setting.
09.02	Educate patients/clients in disease prevention and health promotion and medical nutrition therapy for common conditions, e.g., hypertension, obesity, diabetes, and diverticular disease.

09.03	Develop and conduct education and training for target groups.
09.04	Assist with development and review of educational materials target populations.
09.05	Demonstrate skills in articulation and methods of teaching.
09.06	Identify extraneous influences upon nutritional care.
10.0	Perform clinical activities including nutritional screening, assessment and development of nutritional care plan. – The student will be able to:
10.01	Refer patients/clients to other dietetics professionals or disciplines when a situation is beyond one's level of competence.
10.02	Perform nutrition screening of individual patients/clients.
10.03	Assess nutrition status of individual patients/clients with common medical conditions, i.e., health conditions addressed by health promotions/disease prevention activities or chronic diseases of the general population, e.g., hypertension, obesity, diabetes, diverticular disease.
10.04	Assist with nutrition assessment of individual patients/clients with complex medical conditions, i.e., more complicated health conditions in select populations, e.g., renal disease, multi-system organ failure, trauma.
10.05	Monitor patients/clients food and/or nutrient intake.
10.06	Participate in the selection, monitoring and evaluation of standard internal nutrition regimens, i.e., in a medically stable patient to meet nutritional requirements where recommendations/adjustments involve primarily macronutrients.
10.07	Implement transition-feeding plans.
10.08	Assist with development, implementation and documentation of nutrition care plans as indicated by the patients/clients health status.
10.09	Participate in interdisciplinary team conferences to discuss patient/client treatment and discharge planning.
10.10	Apply principles of biochemistry, anatomy and physiology in relation to health and disease.
10.11	Define "problem oriented medical records" (POMR).
10.12	Participate in health team functions.
10.13	Coordinate clinical activities with administrative activities.
10.14	Demonstrate ability to computerize nutrition care activities.
10.15	Assist in implementation and maintenance of a cost-effective nutrition-care system.
11.0	Participate in community based food and nutrition programs. – The student will be able to:

11.01	Participate in community based food and nutrition program.
11.02	Conduct general health assessment.
11.03	Conduct screening of the nutrition status of the population and/or community groups.
11.04	Assist with assessment of the nutrition status of the population and/or community groups.
11.05	Participate in nutrition care for population groups across the lifespan, i.e., infants through generations and a diversity of people, cultures, and religions.
11.06	Participate in community based or worksite health promotion/disease prevention programs.
11.07	Participate in development and evaluation of community-based food and nutrition programs.
11.08	Implement and maintain community based food and nutrition programs.
11.09	Identify resources available and functions of the food and nutrition programs in the community.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Students are encouraged to join the Association of Nutrition & Foodservice Professionals. Additionally, 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 (HOSA) is the intercurricular career and technical student organization 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.

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 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Nutrition and Dietetic Services
Program Type: Career Preparatory
Career Cluster: Hospitality & Tourism

NOTE: This program has been **daggered for deletion** with 2015-2016 being the last cohort of students permitted to enroll in the program. After 2015-2016, no new students may be enrolled in this program. Students already enrolled in the program may, at the District’s discretion, continue taking courses in the program until completion. The alternative enrollment option for students is Nutrition and Dietetic Clerk N300100.

PSAV	
Program Number	V200404
CIP Number	0351310402
Grade Level	30, 31
Standard Length	150 Hours
Teacher Certification	FAM CON SCI SC FOOD SV 7 G QUAN FOOD 7 %7 %G HME EC OCC 7 %7 %G HOMEMAKING 7 @2 %7 %G
CTSO	HOSA
SOC Codes (all applicable)	29-2051 – Dietetic Technician
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
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 & 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 purpose of this program is to prepare students for initial employment as a diet clerk. 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.

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 point.

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

Note: This program requires a minimum 150 hours of clinical experience.

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 Demonstrate knowledge of basic nutrition concepts and provides opportunities to study food and nutrients, as it relates to food and nutrition.
- 03.0 Maintain daily records in area of responsibility.
- 04.0 Participate in tray assembly activities and monitor trays for diet accuracy.
- 05.0 Assist with food production activities and preparation of nutritional supplements.
- 06.0 Demonstrate knowledge and application of principles of sanitation and safety.
- 07.0 Perform cafeteria/dining room duties.
- 08.0 Practice optimum personal hygiene and grooming.
- 09.0 Demonstrate personal productivity.
- 10.0 Explain education and research principles.
- 11.0 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 knowledge of basic nutrition concepts and provide opportunities 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 diets and apply to menus.
02.06	Discuss nutritional needs of patients/clients in the presence of a health care team member.
03.0	Maintain daily records in area of responsibility – The student will be able to:
03.01	Assist in maintaining client records, diet orders and changes, census records and miscellaneous records related to nutritional care on a daily basis.

03.02	Follow federal and state regulations and procedures for record maintenance.
04.0	Participate in tray assembly activities and monitor trays for diet accuracy. – The student will be able to:
04.01	Assist in setting up assembly line for serving trays to patients/clients.
04.02	Weigh and measure foods, using equivalents when necessary.
04.03	Identify and follow diet orders using nutrition information when preparing and serving food therapeutic diets.
04.04	Fill trays for completeness and conformance to menus; diet orders and food preferences of patients/ clients.
04.05	Meet deadlines and adhere to mealtime and schedules.
04.06	Accept instruction and guidance from supervisory personnel.
04.07	Deliver and pick up food carts and trays to and from patient area, nursing stations or dining rooms.
05.0	Assist with food production activities and preparation of nutritional supplements. – The student will be able to:
05.01	Read recipes, demonstrate knowledge of terminology and follow instructions.
05.02	Identify common ingredients used in food preparation.
05.03	Implement principles and techniques of quantity food preparation and portion control following standardized recipes.
05.04	Assist cook in food preparation and service as needed.
05.05	Apply work simplification methods in performance of duties.
05.06	Evaluate quality of food prepared.
05.07	Prepare late trays, nutritional supplements, and snacks.
06.0	Demonstrate knowledge and application principles of sanitation and safety. – The student will be able to:
06.01	Identify and practice appropriate sanitation and infection control procedures.
06.02	Identify potential hazards and follow safety practices.
06.03	Follow emergency procedures regarding sanitation and safety in food service.
06.04	Use sanitary procedures in handling food.
06.05	Keep work area clean, neat and orderly at all times.

06.06	Use precautions necessary to avoid accidents in food service area.
06.07	Follow federal, state, and local sanitation guidelines and regulations.
06.08	Identify roles and responsibilities of an emergency disaster plan.
06.09	Identify and select dietary equipment and supplies for food preparation and service.
06.10	Follow optimum procedures for using dietary equipment and supplies in a safe and sanitary manner.
06.11	Implement proper procedures for cleaning and sanitizing dietary equipment and supplies.
07.0	Perform cafeteria/dining room duties. – The student will be able to:
07.01	Participate in setting up dining room and in preparation for service.
07.02	Participate in setting up the cafeteria counter according to proper procedures to maintain appropriate temperatures throughout service.
07.03	Arrange for reserve foods and supplies to be on hand at the point of service.
08.0	Practice optimum personal hygiene and grooming. – 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	Demonstrate personal productivity. – 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	Explain education and research principles. – The student will be able to:
10.01	Provide dietetics education in supervised practice setting.
10.02	Educate patients/clients in disease prevention and health promotion and medical nutrition therapy for common conditions, e.g. hypertension, obesity, diabetes, and diverticular disease.
10.03	Develop and conduct education and training for target groups.

10.04	Assist with development and review of educational materials target populations.
10.05	Demonstrate skills in articulation and methods of teaching.
10.06	Identify extraneous influences upon nutritional care.
10.07	Discuss nutritional needs of patients/client in the presence of a registered dietitian or certified dietary manager.
10.08	Determine importance of eating right as it relates to specific diseases.
11.0	Complete a practicum in a clinical setting. – The student will be able to:
11.01	Complete a minimum of 150 hours of clinical experience.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

This program requires a minimum 150 hours of clinical experience.

Career and Technical Student Organization (CTSO)

Health Occupations Students of America (HOSA) is the intercurricular career and technical student organization 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.

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 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

PSAV	
Program Number	V200610
CIP Number	0419069911
Grade Level	30, 31
Standard Length	300 hours
Teacher Certification	FAM CON SCI BLDG MAINT @7 7 G CUSTODIAL SRV @7 7 G HME EC OCC 7 HOMEMAKING 7 @2 %7 %G
CTSO	N/A
SOC Codes	37-2011 – Janitors and Cleaners, Except Maids and Housekeeping Cleaners 37-1011 – First-Line Supervisors of Housekeeping and Janitorial Workers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
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 & 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 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.
01.06	Explain the advantages and disadvantages of working for self; working for others; being an employee of a large organization and being an employee of a small organization.
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:
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	Demonstrate mathematics knowledge and skills. 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	Demonstrate science knowledge and skills. 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	Select, use, and store equipment and supplies. 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	Demonstrate safety, sanitation, and security skills. 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.
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	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student will be able to:
08.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
08.02	Explain emergency procedures to follow in response to workplace accidents.
08.03	Create a disaster and/or emergency response plan.
09.0	Demonstrate environmental services procedures. 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	Use home and commercial laundry equipment and supplies.

10.0	Use information technology tools. 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.
10.05	Improve and design systems by offering suggestions to modify existing system in order to improve the quality of products or services and develop new or alternative systems.
11.0	Demonstrate positive customer-relations skills. The student will be able to:
11.01	Exercise self-control.
11.02	Identify and demonstrate appropriate responses to criticism.
11.03	Demonstrate customer service skills in an appropriate setting by listening, suggesting solutions, and communicating the issues at hand.
11.04	Demonstrate respect for customer property.
12.0	Solve problems using critical thinking skills, creativity and innovation. 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.
12.05	Monitor and correct performance by distinguishing trends and predicting impacts of actions on system operations; diagnosing deviations in the functioning system; and taking necessary action to correct the performance.
13.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas. 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. CM6.0

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.
14.0	Demonstrate institutional housekeeping procedures. 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.
15.0	Identify hazardous materials and situations, and procedures for reporting. 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	
16.0	Identify the federal, state, and local laws and agencies that affect the environmental services area. 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	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. The student will be able to:
17.01	
17.02	Describe the nature and types of business organizations.
17.03	Explain the effect of key organizational systems on performance and quality.
17.04	List and describe quality control systems and/or practices common to the workplace.
17.05	Explain the impact of the global economy on business organizations.
18.0	Apply the principles of leadership and management. 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	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. 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	Demonstrate personal money-management concepts, procedures, and strategies. 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.