Occupational Transitions

Career Field: Hospitality and Tourism
Pathway: Food Service and Lodging
Specialization:
Subject Code #: 330005

Course of Study

Junior/Senior

Developed by:
Julie Lane

Millstream Career & Technology Center
Findlay City Schools
620 Lynn Street
419-422-6297

Fall 2009
Findlay City Schools

Mission Statement

The mission of the Findlay City Schools, a community partnership committed to educational excellence, is to instill in each student the knowledge, skills and virtues necessary to be lifelong learners who recognize their unique talents and purpose and use them in pursuit of their dreams and for service to a global society.

This is accomplished through a passion for knowledge, discovery and vision shared by students, families, staff and community.

Beliefs

Our beliefs form the ethical foundation of the Findlay City Schools.

We believe…

• every person has worth.
• every individual can learn.
• family is the most important influence on the development of personal values.
• attitude is a choice and always affects performance.
• motivation and effort are necessary to achieve full potential.
• honesty and integrity are essential for building trust.
• people are responsible for the choices they make.
• performance is directly related to expectations.
• educated citizens are essential for the survival of the democratic process.
• personal fulfillment requires the nurturing of the mind, body and spirit.
• every individual has a moral and ethical obligation to contribute to the well-being of society.
• education is a responsibility shared by students, family, staff and community.
• the entire community benefits by investing its time, resources and effort in educational excellence.
• a consistent practice of shared morals and ethics is essential for our community to thrive.
Millstream’s Mission

*Educating Students ~ Empowering Communities*

Millstream’s Goals

1. All Millstream students will achieve career and education goals.

2. All communities in the Career-Technical Planning District will perceive Millstream Career and Technology Center as a positive leader in career-technical education.

3. All communities in the Career-Technical Planning District will strengthen communication and collaboration with all stakeholders.

4. All Millstream students and staff will continually increase their career-specific skill levels.

5. All members in the Career-Technical Planning District will ensure a culture of continuous improvement and innovation to attract a broader number of students.
Program Overview

Occupational Transitions

Occupational Transitions I & II
The Occupational Transitions Program is designed to give students a combination of employability and skill training to meet the student’s individual needs. Students will receive instruction in the following employability skill areas: communication in the workplace, staying on task and completing assignments, job etiquette, time and personal management, appearance and grooming, basic monetary transactions, safety and sanitation. This program includes basic skill training including but limited to: laundry, food, retail, and custodial services. Students will develop and practice their skills in-house as well as at community-based sites as appropriate. The flexibility of this program enables achievement of each student’s potential through individualized instruction based on the student’s needs and abilities.
Approval by Advisory Committee

After reviewing this document, we recommend that the Occupational Transitions Course of Study be approved and adopted.

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Name                                                                     Name

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Business                                                                   Business

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Date                                                                       Date

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Business                                                                   Business

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Date                                                                       Date

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Name                                                                     Name

_________________________________  ______________________________________
Millstream Director                                                      Millstream Assistant Director

_________________________________  ______________________________________
Date                                                                       Date
# Curriculum Map

**Occupational Transitions I & II**

<table>
<thead>
<tr>
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<th>Unit</th>
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<td>1</td>
<td>General Safety and Sanitation</td>
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<tr>
<td>2</td>
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<tr>
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<td>3, 5</td>
<td>Security &amp; Safety/ Environmental Services: Laundry/Linens</td>
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<tr>
<td>6</td>
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<td>Security &amp; Safety/ Environmental Services: Laundry/Linens</td>
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<tr>
<td>8</td>
<td>3, 5</td>
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<tr>
<td>9</td>
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<td>15</td>
<td>4, 6</td>
<td>Community work experience/Food and Hospitality support services</td>
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<tr>
<td>16</td>
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<td>24</td>
<td>4, 5</td>
<td>Community work experience/Environmental Services: communication</td>
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<tr>
<td>25</td>
<td>4, 2</td>
<td>Community work experience/Customer Relations and Quality Services</td>
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<td>26</td>
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<td>28</td>
<td>4, 2</td>
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<td>29</td>
<td>4, 7</td>
<td>Community work experience/Employability Skills</td>
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<td>4, 7</td>
<td>Community work experience/Employability Skills</td>
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<td>4, 7</td>
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<tr>
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<td>33</td>
<td>7</td>
<td>Employability Skills</td>
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<td>34</td>
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<td>Employability Skills</td>
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<td>35</td>
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<td>Employability Skills</td>
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<tr>
<td>36</td>
<td>7</td>
<td>Employability Skills</td>
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<td></td>
<td></td>
<td>End of Year Exams</td>
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</tbody>
</table>


Instructor: Julie Lane
Grade: 9, 10, 11 & 12
Length: Full year - 3 periods a day - 2 credits lab and 1 credit related
Units of Credit: 3 credits per year
Prerequisite:
Program Location: Millstream East

Course Description:

Occupational Transitions

Level I: Lab - 110   Related – 109
Level II: Lab - 210 Related – 209

Full year – 3 periods per day – 2 credits lab, 1 credit related

This program is designed to prepare students for entry-level employment in the custodial, food service and laundry work force. Training emphasis is on providing environmental services of cleaning, laundry, and food service in hotels, motels, hospitals, nursing homes, grocery stores and restaurants. Safe work habits and employability skills are learned. An in-house lab, as well as community sites, provides students with hands-on experiences.

Course Goals: Students will learn how to operate and maintain an in house laundry business. Cleaning duties of lab and related rooms will be learned and regularly practiced. They will learn basic cooking techniques, various restaurant job descriptions and terminology related to the food service industry. Employability skills for acquiring and securing a job position will be learned and practiced through daily classroom and lab work.

Student Expectations/Responsibilities/Requirements: Students will be expected to be on time and prepared for class. Attendance on a regular basis is mandatory. This program is designed with participation as its core. Students will be provided with a pencil, blank paper, and notebook which are to be kept in the classroom. Lab situations will require for shoulder length and longer hair to be pulled back, and closed toe, rubber sole shoes to be worn. Aprons, gloves and goggles will be provided and must be worn during appropriate lab situations. Classroom fees of $16.00 will be used for goggles, gloves, notebooks, paper and cooking supplies. $13.00 for FCCLA dues and $9.00 tech fee. These dues are due at the beginning of the school year.
**Student Behavior Management Plan:**
Students will be required to follow all rules assigned by Findlay High School. Each student will receive a handbook which states all policies and regulations. The students will also be expected to follow classroom rules set up at the beginning of the year by each new class. Failure to oblige with these policies will result in detention after school and a parent contact. Father discipline infractions will result in administrative referral.

**Grading Procedures:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100-92</td>
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<tr>
<td>B</td>
<td>91-82</td>
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<tr>
<td>C</td>
<td>81-72</td>
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<tr>
<td>D</td>
<td>71-62</td>
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<tr>
<td>F</td>
<td>Below 62</td>
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</tbody>
</table>

**Student Youth Organizations:**

Each student will become a member of Family, Career and Community Leaders of America. (FCCLA) The class will elect its own officers and hold meetings during class time. Individuals will be encouraged to participate in FCCLA competitions. These competitions will encourage individual and teamwork learning. Awards and merits can be won to enhance senior passports.

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Please acknowledge that you have fully read the requirements of the Occupational Transitions Program syllabus and understand the expectations related to this course.

I have read and understand the requirements of the Occupational Transitions course syllabus.

Name________________________________________________
Date___________________________
Unit 1-General Safety and Sanitation

Suggested Projects/Activities

The following projects/activities represent various ways to assess student mastery of the competencies in this unit. These activities enable a student to demonstrate what they have learned while providing teachers the flexibility to change strategies as the tools and resources change in the classroom.

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Resources</th>
<th>Assessment</th>
<th>Other Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>List personal hygiene practices</td>
<td>Teacher-made handouts and activities</td>
<td>Test and quizzes</td>
<td>Health</td>
</tr>
<tr>
<td>Practice sanitation and safety procedures in the lab</td>
<td>Videos Workbooks</td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Verbal</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>communication</td>
</tr>
</tbody>
</table>

Unit 1: General Safety and Sanitation

Competency 1.0.1: Personal Protective Equipment

Student will use personal safety equipment according to Occupational Safety and Health Administration (OSHO) standards in the laboratory.

Competency Builders:

1.0.1.1 Identify personal protective equipment
1.0.1.2 Maintain personal protective equipment
1.0.1.3 Wear ear protection during lab situations where noise levels are substantial
1.0.1.4 Wear latex gloves during lab situations handling chemicals 100% of the time
1.0.1.5 Wear approved footwear during lab situations as required
1.0.1.6 Wear appropriate clothing during lab situations
1.0.1.7 Secure long hair in lab situation 100% of the time
1.0.1.8 Wear appropriate head covering in kitchen lab situations

Competency 1.0.2: Practice personal hygiene

Given information and resources on personal hygiene, the student will maintain clean hands and nails, maintain body cleanliness and personal health.

Competency Builders:

1.0.2.1 Maintain clean hands and nails
1.0.2.2 Wear clean clothes
1.0.2.3 Wear appropriate shoes
Competency 1.0.3: Hand Washing
Perform correct hand washing procedures. The performance assessment must receive an acceptable rating.

Competency Builders:
1.0.3.1 Dispense paper towel and let paper towel hang from dispenser
1.0.3.2 Turn hot and cold water to a comfortable temperature
1.0.3.3 Remove all jewelry
1.0.3.4 Using soap scrub for 15 seconds washing the following area: palm, back of hand, wrist, between fingers and under fingernails
1.0.3.5 Rinse hands under stream of water keeping fingers pointed down for 20 seconds
1.0.3.6 Using paper towel hanging from the dispenser completely dry hands
1.0.3.7 Use paper towel to turn off water facets
1.0.3.8 Throw paper towel in trash receptacle

Competency 1.0.4: Perform sanitation procedures
Given a laboratory situation, contrast sanitation and cleaning procedures, analyze ways to ensure sanitation, identify types of sanitation solutions, use sanitizing solutions, and follow sanitation cleaning procedures according to the criteria outlined in class or provided by employer.

Competency Builders:
1.0.4.1 Contrast sanitation and cleaning procedures
1.0.4.2 Analyze ways to ensure sanitation
1.0.4.3 Identify types of sanitation solutions
1.0.4.4 Use sanitizing solutions
1.0.4.5 Follow sanitation cleaning procedures

Competency 1.0.5: Follow infection control procedures
Follow infection control procedures in a simulated classroom or laboratory situation without the use of references, textbooks, or class notes. All items on the performance assessment must receive an acceptable rating.

Competency Builders:
1.0.5.1 Identify types of transmittable infections
1.0.5.2 Wear protective clothing
1.0.5.3 Follow governmental regulations
1.0.5.4 Follow company infection control procedures
Competency 1.0.6: Dispose of trash
Dispose of trash while on a field experience or lab setting according to the procedures outlined by the business/industry.

Competency Builders:
1.0.6.1 Practice safe and sanitary handling and disposal of trash and recyclables
1.0.6.2 Identify types of trash
1.0.6.3 Identify disposal procedures for hazardous trash
1.0.6.4 Recycle trash
1.0.6.5 Follow disposal procedures for hazardous trash
1.0.6.6 Follow disposal procedures for infectious trash
1.0.6.7 Operate trash disposal

Competency 1.0.7 Non-Latex Glove Removal
Perform safe and sanitary non-latex glove removal procedure. Performance assessment must receive an approval rating.

Competency Builders:
1.0.7.1 Pull glove away from palm of first hand
1.0.7.2 Turn first glove inside out without touching the skin
1.0.7.3 Crumple first glove into ball in the other hand
1.0.7.4 Use one to two fingers under the second glove at the wrist
1.0.7.5 Do not touch the outside of second glove
1.0.7.6 Turn second glove inside out enclosing crumpled glove
1.0.7.7 Dispose of gloves properly

Competency 1.0.8: Handle chemicals
Handle chemicals safely in a lab or on a field experience according to manufacturer’s specifications as stated on the material safety data sheets (MSDS).

Competency Builders:
1.0.8.1 Identify chemical hazards
1.0.8.2 Follow manufacturers’ material safety data sheets (MSDSs)
1.0.8.3 Follow safety procedures
1.0.8.4 Prevent chemical accidents
**Unit 2-Customer Relations and Quality Services**

**Suggested Projects/Activities**

The following projects/activities represent various ways to assess student mastery of the competencies in this unit. These activities enable a student to demonstrate what they have learned while providing teachers the flexibility to change strategies as the tools and resources change in the classroom.

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<tr>
<th>Activity Description</th>
<th>Resources</th>
<th>Assessment</th>
<th>Other Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion of types of customers in service oriented industries</td>
<td>Textbook</td>
<td>Quizzes and tests</td>
<td>Writing</td>
</tr>
<tr>
<td>Practice telephone manners and handling messages</td>
<td>Teacher information/handouts</td>
<td>Teacher assessment of student performance</td>
<td>Communication</td>
</tr>
<tr>
<td>Practice handling customer complaints</td>
<td>Video</td>
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<td>Reading</td>
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<td></td>
<td>Message pads</td>
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<td>Workbooks</td>
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</tbody>
</table>

**Unit 2: Customer Relations and Quality Services**

**Competency 2.0.1:** Analyze customer services

Analyze customer service by identifying customers in various facilities, service expectations, importance of customer relations, teamwork, and quality of service in the service oriented industry. All items on the performance assessment must receive an acceptable rating.

Competency Builders:

2.0.1.1 Identify customers in various service oriented industries
2.0.1.2 Identify service expectations of customers
2.0.1.3 Identify importance of customer relations and quality services
2.0.1.4 Identify importance of teamwork in customer relations and quality services
2.0.1.5 Identify importance of quality service provided to members within the organization
Competency 2.0.2: Use effective customer relations techniques
By using effective customer relations techniques, demonstrate giving directions, providing information, handling inquiries, solving problems, and handling irate customers and complaints according to guidelines provided.

Competency Builders:
2.0.2.1 Demonstrate effective customer service and courtesy
2.0.2.2 Give verbal or written directions
2.0.2.3 Provide information to guests
2.0.2.4 Handle guest inquiries
2.0.2.5 Handle telephone inquiries
2.0.2.6 Handle emergency inquiries
2.0.2.7 Solve customer problems
2.0.2.8 Handle guest complaints
2.0.2.9 Handle irate customers

Unit 3-Security and Emergency Services

Suggested Projects/Activities

The following projects/activities represent various ways to assess student mastery of the competencies in this unit. These activities enable a student to demonstrate what they have learned while providing teachers the flexibility to change strategies as the tools and resources change in the classroom.

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<tr>
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<th>Resources</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Identify first aid procedures</td>
<td>Teacher-made handouts</td>
<td>Teacher assessment of student performance</td>
<td>Health</td>
</tr>
<tr>
<td>Discuss and identify fire safety practices</td>
<td>Fire Department personnel</td>
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<td>Writing</td>
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<tr>
<td>Practice safety procedures</td>
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<td>Safety</td>
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<td>Role play</td>
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</table>
Unit 3: Security and Emergency Procedures

Competency 3.0.1: Discuss and identify fire safety procedures and terminology of an employee of an establishment.
Given specified fire safety regulations procedures for the company, explain the importance of regulations and safety procedures of the company according to information provided.

Competency Builders:
3.0.1.1 Identify company fire safety procedures
3.0.1.2 Identify the importance of fire safety procedures
3.0.1.3 Identify fire extinguish methods

Competency 3.0.2: Handle emergencies
Using available resources and given a situation, handle emergencies which may occur on the job according to guidelines provided.

Competency Builders:
3.0.2.1 Identify types of emergencies
3.0.2.2 Follow company emergency policies and procedures
3.0.2.3 Identify first aid procedures
3.0.2.4 Report emergencies
3.0.2.5 Identify emergency exit procedure

Competency 3.0.3: Discuss and identify the security procedure needed for a specified security situation.
Given specified security situation, discuss and identify the security procedure for a given establishment.

Competency Builders:
3.0.3.1 Identify types of security situation
3.0.3.2 Identify company security policies and procedures
3.0.3.3 Report security situation
Unit 4 – Community work experience

Suggested Projects/Activities

The following projects/activities represent various ways to assess student mastery of the competencies in this unit. These activities enable a student to demonstrate what they have learned while providing teachers the flexibility to change strategies as the tools and resources change in the classroom.

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</thead>
<tbody>
<tr>
<td>Perform duties at a food service establishment</td>
<td>Teacher demonstration</td>
<td>Teacher assessment of student performance</td>
<td>Hands on performance</td>
</tr>
<tr>
<td>Perform duties at a grocery store establishment</td>
<td>On site supervisor demonstration</td>
<td>On site evaluation of student performance</td>
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<tr>
<td>Perform duties at a lodging establishment</td>
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<tr>
<td>Perform duties at a facility care establishment</td>
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UNIT: 4 COMMUNITY WORK EXPERIENCE

Competency 4.0.1  Participate in work experience

Given the establishment the student will perform various duties of the associated job position as directed by the on site supervisor and instructor.

4.0.1.1 Student will perform various duties at a food service establishment
4.0.1.2 Student will perform various duties at a facility care establishment
4.0.1.3 Student will perform various duties at a grocery store establishment
4.0.1.4 Student will perform various duties at a lodging establishment
Competency 4.0.2  Discuss, identify, and demonstrate behavior and appearance appropriate for work experience at the establishments

Analyze appropriate behavior and appearance for the work experience by discussion, oral and written responses, and actual performance as instructed and evaluated by instructor.

Unit 5-Environmental Services: Communication

Suggested Projects/Activities

The following projects/activities represent various ways to assess student mastery of the competencies in this unit. These activities enable a student to demonstrate what they have learned while providing teachers the flexibility to change strategies as the tools and resources change in the classroom.

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</tr>
</thead>
<tbody>
<tr>
<td>Communicate with supervisor</td>
<td>Teacher demonstration</td>
<td>Teacher assessment of student performance</td>
<td>Communication</td>
</tr>
<tr>
<td>Use effective customer service techniques</td>
<td>Video</td>
<td></td>
<td>Role play</td>
</tr>
<tr>
<td>Communicate with fellow employees</td>
<td>Teacher made handouts</td>
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</tr>
</tbody>
</table>

Unit 5: Environmental Services

Subunit 5.1: Administrative Functions

Competency 5.1.1: Analyze housekeeping and laundry departments
Recognize housekeeping and laundry department functions, policies, and organizational structures through participation in classroom and site-based activities. All items on the performance assessment must receive an acceptable rating.
Competency Builders:
5.1.1.1 Analyze departmental organizational structure
5.1.1.2 Identify departmental functions
5.1.1.3 Use company policy for specified department

Competency 5.1.2: Use professional telephone techniques
Given a situation, answer telephones and record messages.

Competency Builders:
5.1.2.1 Answer telephone according to company policy
5.1.2.2 Record messages according to company policy

Competency 5.1.3: Communicate with supervisor and co-workers
Communicate with co-workers and supervisors by following sign-in and sign-out procedures, reporting problems, using industry terminology, and communicating effectively at the work site and in class according to guidelines provided.

Competency Builders:
5.1.3.1 Follow sign-in procedures
5.1.3.2 Report supplies needed
5.1.3.3 Report cleaning problems
5.1.3.4 Report maintenance problems
5.1.3.5 Report sightings of rodents and insects
5.1.3.6 Report safety problems
5.1.3.7 Report potentially hazardous conditions
5.1.3.8 Report emergencies
5.1.3.9 Report security problems
5.1.3.10 Report suspicious situations
5.1.3.11 Report valuables or other items found
5.1.3.12 Report items missing from rooms
5.1.3.13 Follow sign-out procedures
5.1.3.14 Use writing skills
5.1.3.15 Use industry terminology
5.1.3.16 Use oral communication skills

Competency 5.1.4: Control cleaning supplies and equipment
Demonstrate the ability to control cleaning supplies and equipment by completing activities in recognizing when product is needed to be replaced or refilled, replacing cleaning supplies and equipment to their proper storage according to guidelines provided. All items on the performance assessment must receive and acceptable rating.

Competency Builders:
5.1.4.1 Notify instructor or supervisor of needed cleaning supplies
5.1.4.2 Replace cleaning supplies to proper storage after use
5.1.4.3 Replace equipment to proper storage after use
Competency 5.1.8: Communicate with customers
Given a situation, communicate effectively and positively with customers. All items on the performance must receive an acceptable rating.

Competency Builders:
5.1.8.1 Acknowledge customers with courtesy
5.1.8.2 Handle customer requests
5.1.8.3 Handle customer complaints

Unit 5-Environmental Services: Laundry and Linens

Suggested Projects/Activities

The following projects/activities represent various ways to assess student mastery of the competencies in this unit. These activities enable a student to demonstrate what they have learned while providing teachers the flexibility to change strategies as the tools and resources change in the classroom.

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Resources</th>
<th>Assessment</th>
<th>Other Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operate washers and dryers</td>
<td>Teacher demonstration</td>
<td>Teacher assessment of student performance</td>
<td>Communication</td>
</tr>
<tr>
<td>Prepare items for washing</td>
<td>Video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care for items properly after drying</td>
<td>Teacher made handouts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit 5: Environmental Services
Subunit 5.2: Laundry and Linens

Competency 5.2.1: Operate commercial laundry
Operate commercial laundry equipment in a laundry department according to business/industry standards.

Competency Builders:
5.2.1.1 Operate washers
5.2.1.2 Operate dryer
5.2.1.4 Operate flatwork ironer
Competency 5.2.2: Launder linens
Sort and launder linens according to the guidelines established in class. All items on the performance must receive an acceptable rating.

Competency Builders:
5.2.2.1 Collect soiled linens
5.2.2.2 Sort soiled linens
5.2.2.3 Identify stains
5.2.2.4 Treat stains
5.2.2.5 Select type of detergent
5.2.2.6 Select water temperature
5.2.2.7 Select wash cycle

Competency 5.2.3: Maintain laundry equipment
Given a situation, clean laundry equipment as demonstrated by the instructor without error.

Competency Builders:
5.2.3.1 Clean laundry equipment
5.2.3.2 Clean lint from small dryers
   Clean lint from industrial size dryer
   Notify instructor or supervisor of any laundry equipment malfunctions

Competency 5.2.5: Control clean linens
Control clean linens by gathering clean linens from dryers in designated carts. Fold linens to industry standards, gather folded linens and distribute linens to designated storage area. Performance must achieve an acceptable rating by instructor.

Competency Builders:
5.2.5.1 Gather clean linens from dryers
5.2.5.2 Use correct cart for linens
5.2.5.3 Fold items to industry standard
5.2.5.4 Gather folded items
5.2.5.5 Distribute lines designated storage area
**Unit 5: General Cleaning and Environmental Services**

**Suggested Projects/Activities**

The following projects/activities represent various ways to assess student mastery of the competencies in this unit. These activities enable a student to demonstrate what they have learned while providing teachers the flexibility to change strategies as the tools and resources change in the classroom.

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<thead>
<tr>
<th>Activity Description</th>
<th>Resources</th>
<th>Assessment</th>
<th>Other Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operate cleaning equipment to care for floors</td>
<td>Textbooks, Videos</td>
<td>Teacher assessment of student performance</td>
<td>Reading</td>
</tr>
<tr>
<td>Clean classrooms, laundry and kitchen labs, restrooms, and other public areas</td>
<td>Teacher-made handouts, Demonstrations</td>
<td></td>
<td>Communication</td>
</tr>
</tbody>
</table>

**Unit 5: Environmental Services**

**Subunit 5.3: General cleaning**

**Competency 5.3.1:** Maintain uncarpeted areas by dust mopping  
Given a situation, dust mop uncarpeted floor and stair areas using industry procedure as directed by instructor leaving floors dust and streak free.

Competency Builders:
5.3.1.1 Identify and gather tools  
5.3.1.2 Remove gum and foreign substances from the floor  
5.3.1.3 Dust mop designated areas leaving it dirt free  
5.3.1.4 Lightly shake dust mop over dirt pile  
5.3.1.5 Pick up dirt pile using bench broom and dustpan, leaving no dirt on floor  
5.3.1.6 Brush dirt completely out of dustpan in to trash can  
5.3.1.7 Return tools to storage

**Competency 5.3.2:** Maintain uncarpeted areas by wet mopping  
Given a situation, wet mop uncarpeted floor using correct tools and industry procedures as directed by instructor leaving floors dirt, smear and water puddle free.
Competency Builders:
5.3.2.1 Identify and gather tools
5.3.2.2 Prepare the correct chemical solutions to mop floor
5.3.2.3 Wet mop floor leaving it dirt free with no smears or water puddles
5.3.2.4 Dispose of cleaning solution
5.3.2.5 Rinse out mop and bucket and return to storage

Competency 5.3.3: Maintain carpeted areas by vacuuming
Given a situation, vacuum a carpeted area using industry procedure as directed by instructor.

Competency Builders:
5.3.3.1 Identify and gather equipment
5.3.3.2 Remove foreign substances from carpet
5.3.3.3 Vacuum carpet maintaining control of cord and leaving no visible dirt
5.3.3.4 Wind cord properly on vacuum
5.3.3.5 Return vacuum to proper storage

Competency 5.3.4: Dusting
Using the correct tools and procedures to leave a room dust free according to industry standards as directed by instructor

Competency Builders:
5.3.4.1 Identify and gather dusting tools
5.3.4.2 Dust file cabinets, desks, tables, selves and chairs
5.3.4.3 Dust window shades, blinds and/or curtains
5.3.4.4 Use feather duster for hard to reach areas
5.3.4.5 Shake out feather duster in bag to clean
5.3.4.6 Return tools to proper storage

Competency 5.3.5: Window and glass cleaning
Given the situation, wash windows and glass using correct tools and procedure according to Industry standard leaving windows streak free as directed by instructor

Competency builders:
5.3.5.1 Identify and gather tools
5.3.5.2 Wash window or glass leaving them streak free
5.3.5.3 Clean and return tools to proper storage

Competency 5.3.6: Chalkboard/white board cleaning
Wash a chalk or white board using correct tools and procedures leaving board smear free as directed by instructor

Competency builders:
5.3.6.1 Identify and gather tools
5.3.6.2 Wash chalk or white board leaving it clean and smear free
5.3.6.3 Return tools to proper storage
Competency 5.3.7: Wastepaper and trash removal

Empty paper and trash from trash receptacles, tie can liner, dump in dumpster and replace clean liner into receptacle as directed by instructor

Competency builders:
5.3.7.1. Identify and gather tools
5.3.7.2. Empty trash into one receptacle filling up can liner
5.3.7.3. Tie full can liner at top of bag and remove from receptacle
5.3.7.4. Dispose full, tied bag of trash into dumpster
5.3.7.5. Wash trash receptacles as needed
5.3.7.6. Replace clean can liner in receptacle

Competency 5.3.5: Service guest rooms
Perform the tasks required to service guest rooms for entry-level jobs according to industry standards.

Competency Builders:
5.3.5.1 Prepare cart for day’s work
5.3.5.2 Prepare equipment for day’s work
5.3.5.3 Follow recommended procedures for entering and leaving guest rooms
5.3.5.4 Make preliminary check
5.3.5.5 Follow sequence of cleaning
5.3.5.6 Use aseptic cleaning techniques
5.3.5.7 Follow safety procedures
5.3.5.8 Replace light bulbs
5.3.5.9 Replenish guest supplies, brochures, and amenities
5.3.5.10 Clean bathrooms
5.3.5.11 Clean furnishings
5.3.5.12 Spot-clean upholstered furnishings
5.3.5.13 Clean draperies and upholstery
5.3.5.14 Strip bed
5.3.5.15 Disinfect bed
5.3.5.16 Make bed
5.3.5.17 Collect soiled laundry
5.3.5.18 Clean drawers, shelves, and closets
5.3.5.19 Clean uncarpeted areas
5.3.5.20 Clean carpeted areas
5.3.5.21 Complete final room check
**Competency 5.3.6:** Clean public areas and offices
Without references apply the techniques used to clean public areas and offices according to guidelines established in class.

Competency Builders:
- 5.3.6.1 Prepare cart for day’s work
- 5.3.6.2 Prepare cleaning equipment for day’s work
- 5.3.6.3 Follow recommended procedures for entering and leaving public areas and offices
- 5.3.6.4 Make preliminary check
- 5.3.6.5 Follow sequence of cleaning
- 5.3.6.6 Use aseptic cleaning techniques
- 5.3.6.7 Follow safety procedures
- 5.3.6.8 Clean light fixtures
- 5.3.6.9 Clean windows
- 5.3.6.10 Clean vents
- 5.3.6.11 Clean drinking fountains
- 5.3.6.12 Disinfect telephones
- 5.3.6.13 Clean ash receptacles
- 5.3.6.14 Clean trash containers
- 5.3.6.15 Clean elevators
- 5.3.6.16 Clean stairways
- 5.3.6.17 Clean baseboards, doors, and frames
- 5.3.6.18 Report insects and pests
- 5.3.6.19 Dust horizontal and vertical surfaces
- 5.3.6.20 Clean furnishings
- 5.3.6.21 Clean draperies and upholstery
- 5.3.6.22 Spot-clean upholstered furnishings
- 5.3.6.23 Clean uncarpeted areas
- 5.3.6.24 Clean carpeted areas
- 5.3.6.25 Complete final inspection

**Competency 5.3.7:** Clean employee areas
Given a situation, clean employee areas according to industry standards.

Competency Builders:
- 5.3.7.1 Follow recommended procedures for entering and leaving employees’ areas
- 5.3.7.2 Make preliminary check
- 5.3.7.3 Follow sequence of cleaning
- 5.3.7.4 Use aseptic cleaning techniques
- 5.3.7.5 Follow safety procedures
- 5.3.7.6 Clean rest rooms and showers
- 5.3.7.7 Clean carpeted areas
- 5.3.7.8 Clean uncarpeted areas
- 5.3.7.9 Clean draperies and upholstery
- 5.3.7.10 Clean furnishings
- 5.3.7.11 Clean appliances
Competency 5.3.8: **Clean rest rooms**
Apply techniques for cleaning restrooms according to guidelines provided.

Competency: Builders:
5.3.8.1 Follow recommended procedures for entering and leaving rest rooms
5.3.8.2 Make preliminary check
5.3.8.3 Follow sequence of cleaning
5.3.8.4 Use aseptic cleaning techniques
5.3.8.5 Follow safety procedures
5.3.8.6 Clean rest room partitions and accessories
5.3.8.7 Empty and clean sanitary napkin receptacle
5.3.8.8 Fill sanitary napkin dispensers
5.3.8.9 Empty and clean trash containers
5.3.8.10 Fill paper towel dispenser
5.3.8.11 Fill toilet paper holder
5.3.8.12 Fill hand soap dispenser
5.3.8.13 Clean and disinfect sink area
5.3.8.14 Clean and disinfect tub and shower
5.3.8.15 Clean and disinfect toilets and urinals
5.3.8.16 Clean furnishings
5.3.8.17 Wash walls
5.3.8.18 Clean mirrors
5.3.8.19 Clean plumbing traps and valves
5.3.8.20 Clean floors
5.3.8.21 Complete final inspection

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**Unit 6-Food and Hospitality Services**

**Suggested Projects/Activities**

The following projects/activities represent various ways to assess student mastery of the competencies in this unit. These activities enable a student to demonstrate what they have learned while providing teachers the flexibility to change strategies as the tools and resources change in the classroom.

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<th>Resources</th>
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<th>Other Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set table place setting</td>
<td>Videos</td>
<td>Teacher assessment of student performance</td>
<td>Role play</td>
</tr>
<tr>
<td>Set and break down banquet and meeting rooms</td>
<td>Demonstrations</td>
<td>Workbooks</td>
<td></td>
</tr>
</tbody>
</table>
Unit 6: Food and Hospitality Support Services

Competency 6.0.1: Table place setting
Given a situation, correct set a place setting to industry standard as directed by instructor

Competency builders:
6.0.1.1 Identify all utensils needed for place setting
6.0.1.2 Place plate center with fork and napkin on the left of the plate
6.0.1.3 Place knife and spoon on the right with the cutting edge of the knife facing towards the plate
6.0.1.4 Place drinking glass above right of the plate

Competency 6.0.1: Set up meeting and banquet rooms
Using references and available resources, stimulate setting up meeting and banquet rooms according to guidelines provided.

Competency Builders:
6.0.1.1 Set up meeting and banquet rooms according to diagram
6.0.1.2 Place linens on tables
6.0.1.3 Skirt tables
6.0.1.4 Set tables according to specifications

Competency 6.0.2: Break down meeting and banquet rooms
Using references and available resources, simulate how to break down meeting and banquet rooms according to industry standards.

Competency Builders:
6.0.2.2 Follow removal procedures for soiled linen
6.0.2.3 Clean tables and chairs
6.0.2.4 Store tables and chairs
6.0.2.6 Clean floors
Competency 6.0.3: Demonstrate basic food preparation tasks
Using references and available resources, prepare various food items according to recipe specifications as directed by instructor.

Competency Builders:
6.0.3.1 Accurately measure ingredients
6.0.3.2 Follow recipe instructions
6.0.3.3 Present food for serving

Competency 6.0.4: Analyze food services careers
Identify and understand the job opportunities and responsibilities of various entry-level jobs in the food industry

Competency builders:
1.0.2.1 Identify career and job opportunities
1.0.2.2 Identify roles and responsibilities

Competency 6.0.5: Bus and clean tables
Given the situation, bus tables placing dirty dishes in proper bus tubs on cart, removing all trash and wiping down tables as directed by instructor

Competency builders:
6.0.5.1 Gather bus tubs, silver ware container and utility cart
6.0.5.2 Place dirty silver ware in separate container
6.0.5.3 Gather paper trash and place in designate tub
6.0.5.4 Gather dirty plates and place in bus tub
6.0.5.5 Gather dirty glasses, coffee cups and saucers and place in tub
6.0.5.6 Wipe table clean with food friendly disinfectant
6.0.5.7 Take full bus tubs to dish washing area

Competency 6.0.6: Operate industrial dish washer
Rinse and load dirty dishes, silverware and cookware and utensils on racks to be washed by an industrial washer as directed by instructor

Competency builders:
6.0.6.1 Turn on industrial dish washer as recommended
6.0.6.2 Choose appropriate rack for the items to be washed
6.0.6.3 Rinse all food off of items to be washed
6.0.6.4 Stack items on racks in a safe and secure manner
6.0.6.5 Put rack in to industrial dish washer and turn on
6.0.6.6 Pull rack out of dish washer when cycle is completed
6.0.6.7 Allow a wait time before removing clean items
6.0.6.8 Place clean items in their proper storage
6.0.6.9 When finished washing, clean surrounding dish area
6.0.6.10 Turn off industrial dish washer

Unit 7: Employability Skills
Subunit 7.1: Career Development

Competency 7.1.1: Investigate career options
The student will investigate career options based on information provided by the guidance counselors, instructors, and career counselors according to the assessment tool.

Competency Builders:
7.1.1.1 Determine interests and aptitudes
7.1.1.2 Identify career options
7.1.1.3 Research occupations matching interests and aptitudes
7.1.1.4 Select career(s) that best match interests and aptitudes
7.1.1.5 Identify advantages and disadvantages of career options, including nontraditional careers

Unit 7: Employability Skills
Subunit 7.2: Decision Making and Problem Solving

Competency 7.2.1: Apply decision-making techniques in the workplace
Given a workplace scenario, the student will identify the problem, determine the consequences, make a decision and evaluate the decision made.

Competency Builders:
7.2.1.1 Identify the decision to be made
7.2.1.2 Determine consequences
7.2.1.3 Make decisions based on values and goals
7.2.1.4 Evaluate the decision made

Unit 7: Employability Skills
Subunit 7.3: Work Ethic

Competency 7.3.1: Evaluate the relationship of self-esteem to work ethic
Given definitions of the terms “work ethic” and “self-esteem”, the student will evaluate the relationship of self-esteem to the work ethic.

Competency Builders:
7.3.1.1 Identify special characteristics and abilities in self and others
7.3.1.2 Identify internal and external factors that affect self-esteem
Competency 7.3.2: Analyze the relationship of personal values and goals to work ethic both in and out of the workplace

Using critical thinking skills, the student will analyze the relationship of personal values and goals to the work ethic, both in and out of the workplace.

Competency Builders
7.3.2.1 Distinguish between values and goals
7.3.2.2 Determine the importance of values and goals
7.3.2.3 Evaluate how values affect goals
7.3.2.4 Identify short-term and long-term goals

Competency 7.3.3: Demonstrate work ethic

Given various situations and case studies, the student will demonstrate the work ethic through oral exercises, and onsite work experience.

Competency Builders:
7.3.3.1 Examine factors that influence work ethic
7.3.3.2 Exhibit characteristics that reflect an appropriate work ethic

Unit 7: Employability Skills
Subunit 7.4: Job-Seeking Skills

Competency 7.4.3: Complete and process job application forms

Given applications, scenarios, guidelines, samples and form, the student will complete job application forms.

Competency Builders:
7.4.3.1 Explain the importance of an application form
7.4.3.2 Identify ways to obtain job application forms
7.4.3.3 Demonstrate legible written communication skills using correct grammar, spelling, and concise wording

Competency 7.4.4: Demonstrate interviewing skills

The student will demonstrate interviewing skills in mock interviews, answering a set of acceptable questions.

Competency Builders:
7.4.4.2 Explain the critical importance of personal appearance, hygiene, and demeanor
7.4.4.3 Demonstrate question and answer techniques
Unit 7: Employability Skills
Subunit 7.5: Job Retention Skills

Competency 7.5.2: Maintain positive relations with others
Given resources, the student will identify characteristics of positive and negative relations with employer and co-workers.

Competency Builders:
7.5.2.1 Exhibit appropriate work habits and attitude
7.5.2.2 Identify behaviors to establish successful working relationships
7.5.2.3 Cooperate and compromise through teamwork and group participation

Unit 7: Employability Skills
Subunit 7.7: Lifelong Learning

Competency 7.7.1: Adapt to change
Given case studies, real situations, resources and guest speakers, the student will become aware of the need to develop life skills in adapting to change, including flexibility, changing goals, and continuing education/training by listing reasons why adapting to change is necessary.

Competency Builders:
7.8.2.1 Analyze the effects of change
7.8.2.2 Identify reasons why goals change
7.8.2.3 Describe the importance of flexibility when reevaluating goals
7.8.2.4 Evaluate the need for continuing education/training

Unit 7: Employability Skills
Subunit 7.9: Economic Education

Competency 7.9.1: Identify the monetary values of the different coins and bills, and demonstrate adding and subtracting between monetary values.

Competency Builders:
7.9.1.1 Identify values of a penny, nickel, dime, and quarter
7.9.1.2 Identify values of a dollar, five dollar, ten dollar, twenty dollar, fifty dollar and one hundred dollar bills
7.9.1.3 Add and subtract different monetary values
Unit 7: Employability Skills
Subunit 7.11: Citizenship in the Workplace

Competency 7.11.1: Exercise the rights and responsibilities of citizenship in the workplace
Given resources and activity sheets on citizenship, the student will list or discuss what their rights and responsibilities are in the workplace in given situations.

Competency Builders:
7.11.1.1 Identify the basic rights and responsibilities of citizenship

Competency 7.11.2: Cooperate with others in the workplace
Given resources and related activities, the student will investigate the importance of cooperating with others and will state reasons why it is important to do so on the job.

Competency Builders:
7.11.2.1 Identify situations in which compromise is necessary
7.11.2.2 Examine how individuals from various backgrounds contribute to work-related situations
7.11.2.3 Demonstrate initiative to facilitate cooperation
7.11.2.4 Give and receive constructive criticism to enhance cooperation

Unit 7: Employability Skills
Subunit 7.12: Teamwork

Competency 7.12.2: Demonstrate effective teamwork skills
Given resources and related student activities, the student will demonstrate effective teamwork skills following established teacher guidelines.

Competency Builders:
7.12.2.1 Identify the responsibilities of a valuable group member
7.12.2.2 Exhibit open-mindedness
7.12.2.3 Identify methods of involving each member of a team
7.12.2.4 Contribute to the efficiency and success of a group
7.12.2.5 Determine ways to motivate others

Competency 7.12.3: Utilize effective communication skills
Given resources and activities, the student will practice using effective communication skills following established teacher guideline.

Competency Builders:
7.12.3.1 Identify the importance of listening
7.12.3.2 Demonstrate assertive communication
7.12.3.3 Recognize the importance of verbal and nonverbal cues and messages
7.12.3.4 Analyze written material
7.12.3.5 Prepare written material
7.12.3.6 Give and receive feedback
7.12.3.7 Articulate thoughts
7.12.3.8 Use appropriate language
PUPIL ASSESSMENT POLICY

The students shall perform competencies and competency builders in a manner acceptable to the business community. The standards set for these competencies are recommended by the advisory committee members and local employers in the community and evaluated by the teachers following these guidelines.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following procedures will be used:

- Pre-tests
- Post-tests
- Teacher observation and evaluation
- Notebooks
- Class discussions
- Daily grades
- Lab performance

Measurement of learning will be an ongoing activity with emphasis on laboratory activities and competency improvement. Evaluation will be accomplished through pre-assessment of student skills, frequent formative assessment, both visual and written, and summative evaluation to determine the mastery of competencies. Formative assessments that are conducted during instruction help the teacher make necessary instructional adjustments. The instructor may decide to alter instructional material and methods if students are experiencing difficulties in learning what is being taught.

PUPIL EVALUATION POLICY

Evaluation of student performance is criterion referenced. Pupil performance objectives include the criteria that students are to achieve. The number of competencies mastered and the degree of mastery will be translated into appropriate grades consistent with the school’s grading system.

All students will be evaluated using the following grading scale:

- 93-100 A
- 83-92 B
- 73-82 C
- 63-72 D
- Below 62 F