

Course of Study

for

Deli & Food Production

Career and Technical Program



**Polaris Career Center
Middleburg Heights, Ohio 44130**

February, 2009

TABLE OF CONTENTS
Deli and Food Production Program
Polaris Career Center

District Mission, Belief, and Goals	1
School Board Resolution	2
Recommendation by Career-Technical Advisory Council	3
Course of Study Structure and Format	4
Deli and Food Production Course of Study	7
2008-2009 Course Syllabus (Subject to Yearly Revision)	29



M I S S I O N

Polaris,

a premier educational center, promotes lifelong learning and prepares high school and adult students for meaningful employment and further education through authentic learning experiences.

B E L I E F S

We believe

all people possess unique strengths and have the potential to learn and grow.

We believe

learning is a continuous process.

We believe

mutual respect forms the foundation of relationships and contributes to the growth of individuals and organizations.

We believe

we each create our own future by making responsible choices.

**Quality
Education
Lifelong
Success**

SCHOOL BOARD RESOLUTION
Deli and Food Production Program
Polaris Career Center

WHEREAS, the Deli and Food Production Advisory Council of the Polaris Joint Vocational School District has reviewed the Deli and Food Production Course of Study; and

WHEREAS, this Course of Study is based upon the Ohio Department of Education's Hospitality Career Field Technical Content Standards; and

WHEREAS, the Deli and Food Production Advisory Council has reviewed these state competencies and added competencies to address local labor market needs, and acknowledged the school district's ability to offer specialized programs;

NOW, THEREFORE, BE IT RESOLVED, in accordance with the superintendent's recommendation, that the Polaris Joint Vocational School District adopt the Deli and Food Production Course of Study.

Approval Date: April 14, 2009



Robert G. Timmons
Superintendent
Polaris Career Center



Marcy Starks
President
Polaris Board of Education

RECOMMENDATION BY CAREER-TECHNICAL ADVISORY COUNCIL
Deli and Food Production Program
Polaris Career Center

The Career Technical Advisory Council of the Deli and Food Production Program, Polaris Career Center, has reviewed this course of study and recommends it for use as the foundation for instruction in classroom, laboratory, and cooperative occupational experiences.

The developers of the course of study have considered local labor market needs and the school district's ability to offer specialized programs. The competencies found in the Technical Content Standards for this program have been reviewed and accepted as being congruent with our school district's philosophy and student outcome measures. Additional competencies related to the local hospitality field have been incorporated into the course of study.

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

The Deli and Food Production Advisory Council recommended this course of study on

October 28, 2008
(date)

Karl A. Anderson

Karl Anderson, Retired Teacher

Aggie Butler

Aggie Butler, Parent

Dave Jensen / By Dennis Dube
Dave Jensen, Food Service Director
Baldwin-Wallace College

Allisyn Leppla

Allisyn Leppla, R.S., Program Manager
Environmental Health Services
Cuyahoga County Board of Health

Frank A. Pinzone

Frank Pinzone, Sales Representative
A. LoPresti and Sons Produce Company

Susan Baker

Susan Baker, Sales
Shaker Valley Food

John Cipriani

John Cipriani, Manager
Dubrick Fixtures

Kris Kreiger

Kris Kreiger, Owner
Chef Choice Meats

Jim Paponetti

Jim Paponetti, Manager
Del Sangro's Restorante

Richard Whiteman

Richard Whiteman, Retired Chef

COURSE OF STUDY STRUCTURE AND FORMAT

The Deli and Food Production course of study is composed of a series of units, competencies and descriptors selected from the Hospitality Career Field Technical Content Standard. These items are defined as follows:

- *Units* are a grouping of competencies sharing a common subject or theme (a listing of units can be found in the Table of Contents);
- *Competencies* are specific statements that outline the knowledge and skills needed for career success; and
- *Descriptors* follow each competency and serve to define what is meant by the related competency.

Also included in the document are selected benchmarks from the *Ohio Academic Content Standards for English Language Arts, Mathematics and Science*, which are correlated with specific technical competencies. This incorporation of academic content standards with career field technical content standards provides an opportunity for instructional integration of content, helping to contextualize learning for students and providing the basis for collaboration across disciplines.

Competencies that are common across the career field and/or that are critical for success in the hospitality and tourism career field are referred to as core competencies. These core competencies represent the sustaining characteristics of a career field and facilitate career readiness and long-term career success by:

- Providing the basis for effective collaboration, teamwork and communication across pathways;
- Laying the groundwork for successful transfer of knowledge and skills across pathways, thereby facilitating horizontal and vertical career success; and
- Equipping students and workers with the skills needed to transition to new and emerging careers throughout a working lifetime.

The hospitality and tourism career field core competencies include those focusing on:

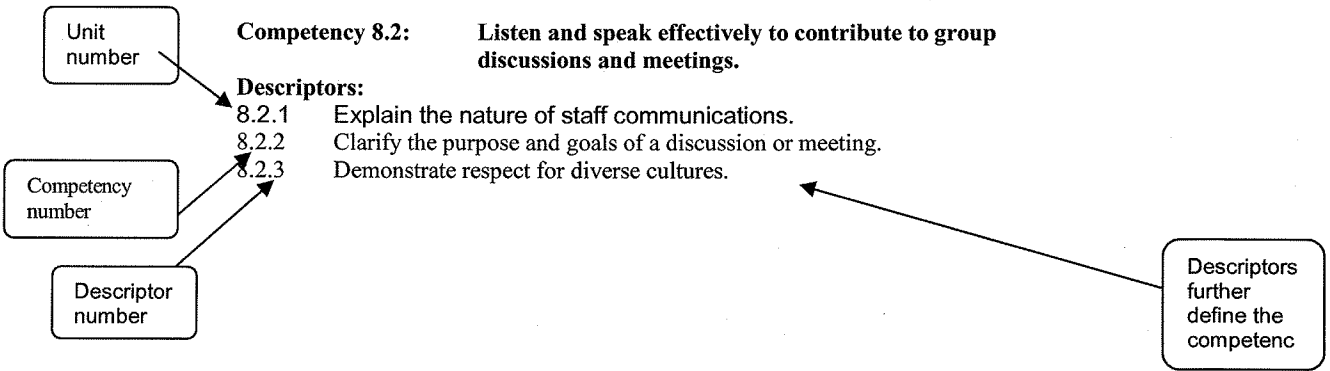
- Career Exploration and development;
- Business processes;
- Communications;
- Ethics and legal responsibilities;
- Safety, health and environment;
- Cultural diversity;
- Fiscal management;
- Entrepreneurship;
- Project management;
- Marketing function;
- Promotion;
- Sales; and
- Consumer behavior and customer service.

Pathway competencies are specific to one or several pathways within a larger career field. They differentiate the academic, technical and workplace knowledge and skills that are more specific from those that are relevant to the entire career field, yet they prepare students for multiple occupational specialties. *Hospitality and Tourism Career Field Technical Content Standards* is built around the following three pathways:

- Culinary and foodservice operations;
- Lodging; and
- Travel and tourism.

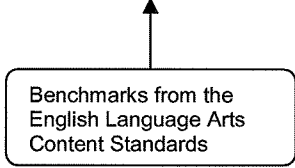
Core and pathway competencies form the basis for developing secondary and postsecondary programs, facilitating transition from one educational level to the next and to the workplace.

SAMPLE COMPETENCY:



Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.* (Communication: Oral and Visual D, 8-10)



HOSPITALITY AND TOURISM CORE BODY OF KNOWLEDGE

Unit 1: Career Exploration and Development

Competency 1.1: Examine the numerous career pathways within hospitality and tourism.

Descriptors:

- 1.1.1 Identify current and future career options in hospitality and tourism.
- 1.1.2 Identify education and training needed for entry-level, skilled level and supervisory level careers in hospitality and tourism.
- 1.1.3 Identify personal characteristics required for individuals working in this field.
- 1.1.4 Examine the advantages and disadvantages of working in independently-owned facilities, non-profit associations or chain-affiliated facilities.
- 1.1.5 Match individual interests, abilities and preferences to career preferences.
- 1.1.6 Identify key terms and principles associated with the hospitality and tourism industry.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Competency 1.2: Explore professional development opportunities.

Descriptors:

- 1.2.1 Research continuing education and professional development courses to advance skills or remain current in the profession.
- 1.2.2 Identify licenses, certifications and credentials applicable to specific careers.
- 1.2.3 Maintain a résumé, a list of references, resource files, and a portfolio of work experience, licenses and certifications.
- 1.2.4 Identify professional associations available in this industry.
- 1.2.5 Identify professional journals and publications.
- 1.2.6 Interact with hospitality and tourism professionals by building internal and external mentor relationships.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)

Competency 1.3: Examine the benefits and costs of the hospitality and tourism industry at the local, regional, state, national and international levels.

Descriptors:

- 1.3.1 Examine economic benefits and costs.
- 1.3.2 Examine social benefits and costs.
- 1.3.3 Examine cultural benefits and costs.
- 1.3.4 Examine environmental benefits and costs.

Unit 2: Business Processes

Competency 2.2: Manage human resources.

Descriptors:

- 2.2.1 Explain human resources functions and strategies (e.g., recruiting, training, managing, evaluating, motivating).
- 2.2.2 Follow personnel and human resource policies.
- 2.2.3 Manage an employee performance development and improvement plan.
- 2.2.4 Summarize wage and hour, discrimination, harassment, and access, based on federal, state and local laws.
- 2.2.5 Recognize signs of addiction, substance abuse and mental illness, and comply with appropriate laws and company policies.
- 2.2.6 Identify factors contributing to stress (i.e., distress and eustress).
- 2.2.7 Analyze human resources functions with organized labor.
- 2.2.8 Identify techniques to recruit, hire, train, appraise, discipline and terminate employees.
- 2.2.9 Conduct orientation and training sessions.

Competency 2.3: Explore budgeting skills to determine staffing levels.

Descriptors:

- 2.3.1 Calculate labor hours for each level of customer traffic.
- 2.3.2 Calculate the number of employees to schedule at each level.

Competency 2.6: Explain basic accounting concepts and principles.

Descriptors:

- 2.6.1 Describe basic accounting principles and applications.
- 2.6.2 Explain accounting terminology.
- 2.6.3 Describe record keeping procedures.
- 2.6.4 Explain periodic reporting procedures.
- 2.6.5 Interpret balance sheets, income statements, cash flow statements and break-even analyses.
- 2.6.6 Prepare budgets, break-even analyses, cost and revenue analyses, and forecasts.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Competency 2.7: Establish criteria for purchasing products and services.

Descriptors:

- 2.7.1 Explain nature and scope of purchasing.
- 2.7.2 Develop buying and purchasing policies.
- 2.7.3 Establish criteria for managing the buying process.
- 2.7.4 Establish criteria for qualifying vendors.

- 2.7.5 Develop cooperative relationships with vendors.
- 2.7.6 Explain the bidding process and select vendors.
- 2.7.7 Describe negotiation of contracts with vendors.
- 2.7.8 Review vendor performance.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Competency 2.8: Explain material control and product inventories necessary to meet customer and business requirements.

Descriptors:

- 2.8.1 Explain the relationship between quality control and supply of materials.
- 2.8.2 Describe and utilize inventory control systems used in hospitality and tourism.
- 2.8.3 Explain the impact of inventory control systems on productivity and profit.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Competency 2.9: Explain economic conditions that impact the hospitality and tourism industry.

Descriptors:

- 2.9.1 Compare and contrast various forms of competition (e.g., pure, monopoly, oligopoly).
- 2.9.2 Describe the cyclical nature of the economy (e.g., unemployment, recession, inflation, depression, recovery).
- 2.9.3 Describe the relationship between business and government.
- 2.9.4 Describe the impact of global economic changes on the U.S. economy.
- 2.9.5 Discuss the impact of economic change on marketing mix strategies.

2.9.6 Describe relationships among total revenue, marginal revenue, output and profit.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Competency 2.12: Evaluate pricing fundamentals and stages.

Descriptors:

- 2.12.1 Explain pricing functions, objectives and the role of business ethics in pricing.
- 2.12.2 Discuss the price setting process (e.g., price sensitivity, price elasticity, competitor pricing research).
- 2.12.3 Identify how pricing is affected by stages of the product life cycle.
- 2.12.4 Evaluate features, purposes, advantages and disadvantages of cost-based, demand-based and competition-based pricing strategies.
- 2.12.6 Evaluate the impact of e-commerce on pricing strategies.
- 2.12.7 Evaluate pricing techniques (e.g., psychological, discount, promotional).

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Competency 2.13: Use computer-based technology.

Descriptors:

- 2.13.1 Access a Web site using the Internet.
- 2.13.2 Use e-mail to send and receive messages.
- 2.13.3 Collect data from the environment, people and instruments.
- 2.13.4 Use electronic sources to determine the quality, relevance or usefulness of a product.
- 2.13.5 Use electronic sources to generate and access client and customer information for evaluation.
- 2.13.6 Use a database to summarize, compare and contrast information.
- 2.13.7 Perform calculations and analyses on data.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Unit 3: Communications

Competency 3.1: Apply active listening skills to obtain and clarify information provided in oral communication.

Descriptors:

- 3.1.1 Differentiate between hearing and listening.
- 3.1.2 Identify the effects of physical, social and psychological factors on the ability to listen.
- 3.1.3 Paraphrase and repeat information to confirm understanding.
- 3.1.4 Ask questions to seek or confirm understanding.
- 3.1.5 Record and summarize information in written notes.
- 3.1.6 Follow directions and/or respond in a positive way with clear, concise comments.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)

Competency 3.3: Interpret nonverbal behaviors to enhance communication.

Descriptors:

- 3.3.1 Identify nonverbal cues.
- 3.3.2 Observe eye contact, facial expressions, posture, gestures and other body language.
- 3.3.3 Describe the message conveyed by nonverbal behaviors.

Competency 3.6: Communicate written information.

Descriptors:

- 3.6.1 Locate a variety of resources (e.g., books, journals, magazines, electronic information).
- 3.6.2 Write specific steps for applying information learned to a task or a new situation.
- 3.6.3 Interpret recipes, operational manuals, inventory control sheets, menus, correspondence, training manuals and other written documentation.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use precise mathematical language and notations to represent problem situations and mathematical ideas.* (Mathematical Processes F, 8-10)

Competency 3.7: Utilize communication technology.

Descriptors:

- 3.7.1 Communicate using electronic equipment (e.g., computer, fax, pagers, copier, Internet, phone, print, PDA, e-mail).
- 3.7.2 Access information using electronic equipment.
- 3.7.3 Identify typical use and documentation policies regarding the use of telecommunications tools.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Unit 4: Ethics and Legal Responsibilities

Note: Throughout the “Ethics and Legal Responsibilities” unit, students are expected to learn and use vocabulary specific to the topic. Correlations to the English Language Arts Acquisition of Vocabulary standard include the following benchmarks:

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Competency 4.1: Practice ethical and legal guidelines.

Descriptors:

- 4.1.1 Differentiate between legal and ethical issues and situations.
- 4.1.2 Respond to situations based on legal and ethical responsibilities and employer policies.
- 4.1.3 Describe legal responsibilities, limitations and implications of actions.
- 4.1.4 Comply with legal responsibilities specified by state practice act(s) and other pertinent legislation.
- 4.1.5 Identify the various regulatory agencies (e.g., content of laws, regulation of jurisdictions).
- 4.1.7 Describe regulations (e.g., personnel, workplace).
- 4.1.8 Complete reporting requirements.

Competency 4.2: Comply with legal policies and laws regarding hiring, harassment and safety issues.

Descriptors:

- 4.2.1 Describe harassment and stereotyping as they apply to the work environment.
- 4.2.2 Explain the fundamentals of legal interviewing processes.
- 4.2.3 Discuss workers’ compensation requirements and forms.
- 4.2.4 Explain the standards of confidentiality and privacy.
- 4.2.5 Adhere to company and governmental policies, procedures, rules and regulations.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Competency 4.3: Discuss the implications of ethical and unethical behavior.

Descriptors:

- 4.3.1 Recognize personal, professional and organizational ethics.
- 4.3.2 Demonstrate respect for the property of customers, other professionals and coworkers.
- 4.3.3 Resolve issues relating to any potential conflicts of interest between personal, professional and organizational ethics.
- 4.3.4 Identify strategies for responding to the unethical actions of individuals and organizations.
- 4.3.5 Identify the ramifications of unethical actions.

Competency 4.4: Assess legal standards.

Descriptors:

- 4.4.1 Describe standards for labor and employment laws.
- 4.4.2 Identify the consequences of non-compliance for both employees and employers.

- 4.4.3 Describe the interrelationships between state and federal statutes.
- 4.4.4 Identify legal responsibilities regarding substance abuse.
- 4.4.5 Identify legal responsibilities regarding union and/or non-union practices.

Competency 4.5: Explain employment liability.

Descriptors:

- 4.5.1 Define liability and negligence.
- 4.5.2 Discuss protections against liability.
- 4.5.3 Explain the role of the Bureau of Workers' Compensation in workplace injuries.

Unit 5: Safety, Health and Environment

Note: Throughout the “Safety, Health and Environmental” unit, students are expected to learn and use vocabulary specific to the topic. Correlations to the English Language Arts Acquisition of Vocabulary standard include the following benchmarks:

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Competency 5.1: Follow safety procedures.

Descriptors:

- 5.1.1 Identify electrical and mechanical hazards.
- 5.1.2 Classify different types of fires and how to contain them.
- 5.1.3 Identify and follow proper fire evacuation procedures.
- 5.1.4 Outline proper response to emergency situations.
- 5.1.5 Apply basic first aid and CPR procedures in compliance with established procedures.
- 5.1.6 Follow safety and security procedures.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Competency 5.2: Apply sanitation procedures.

Descriptors:

- 5.2.1 Outline the compliance requirements of sanitation, safety and health inspections.
- 5.2.2 Use appropriate safety equipment and clothing.
- 5.2.3 Identify and describe OSHA standards.
- 5.2.4 Contrast sanitizing and cleaning procedures.
- 5.2.5 Follow sanitizing procedures.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Competency 5.3: Examine the impacts of life choices on careers.

Descriptors:

- 5.3.1 List the effects of exercise on job performance.
- 5.3.2 Discuss the effects of nutrition and dietary habits on job performance.
- 5.3.3 Interpret the effects of stress, fatigue and anxiety on job performance.

Competency 5.4: Apply government and health regulations standards for hazardous materials handling and storage.

Descriptors:

- 5.4.1 Identify types of hazardous materials.
- 5.4.2 Interpret container label precautions.
- 5.4.3 Interpret material safety data sheets (MSDS) and use materials accordingly.
- 5.4.4 Explain storage procedures for hazardous materials that are in accordance with government regulations.
- 5.4.5 Describe disposal procedures for hazardous materials that are in accordance with government regulations.
- 5.4.6 Examine a hazardous materials safety plan.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Competency 5.6: Process safety documentation.

Descriptors:

- 5.6.1 Identify the forms required to document accidents and emergency events.
- 5.6.2 Complete and file accident reports in accordance with required standards.
- 5.6.3 Describe the impacts of accidents on workers' compensation and insurance bonding.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

Competency 5.7: Comply with emergency procedures.

Descriptors:

- 5.7.1 Maintain emergency exits.
- 5.7.2 Identify the location of power sources controls and communication equipment.
- 5.7.3 Demonstrate procedures for extinguishing class A, B and D fires.
- 5.7.4 Identify the location of fire suppression equipment.
- 5.7.5 Identify the procedures for weather emergencies.
- 5.7.6 Identify procedures to be followed in the event of a robbery.
- 5.7.7 Comply with the emergency medical plan in medical emergencies.
- 5.7.8 Specify procedures necessary based on the national threat level.
- 5.7.9 Examine and disseminate information to help customers deal with potential safety hazards and security issues.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

Competency 5.8: Explain safety and security policies and procedures.

Descriptors:

- 5.8.1 Formulate methods of resolution and/or alternatives for eliminating potential safety hazards.
- 5.8.2 Describe sources to utilize in various emergency situations for self, co-workers, and customers and/or guests.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text. (Reading Process A, 8-10; Reading Process A, 11-12)*

Competency 5.11: Assess strategies for handling emergency evacuations.

Descriptors:

- 5.11.1 Identify situations that would require evacuation.
- 5.11.2 Explain the fire and environmental safety policies and evacuation procedures.
- 5.11.3 Explain the bomb threat policies and evacuation procedures.
- 5.11.4 Explain the emergency weather related policies and procedures.
- 5.11.5 Explain the procedures for dealing with unauthorized persons who pose a threat.

Competency 6.4: Describe the impact of the cultural environment on business.

Descriptors:

- 6.4.1 Describe how culture influences business operations.
- 6.4.2 Identify social and cultural issues that affect the conduct of business.
- 6.4.3 Describe business practices in different cultures.
- 6.4.4 Describe the steps used to receive business visitors in different countries.
- 6.4.5 Describe the negotiation tactics and decision-making processes used in various cultures.
- 6.4.6 Describe types of business relationships maintained in various cultures.
- 6.4.7 Compare and contrast business entertainment practices in various parts of the world.
- 6.4.8 Identify cultural attitudes and practices in the U.S. that could inhibit successful business operations in another country.
- 6.4.9 Describe modifications to American business practices required for success in the global marketplace.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Unit 7: Fiscal Management

Note: Throughout the “Fiscal Management” unit, students are expected to learn and use vocabulary specific to the topic. Correlations to the English Language Arts Acquisition of Vocabulary standard include the following benchmarks:

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Competency 7.1: Summarize the importance of well-organized and efficient budgeting and fiscal management.

Descriptors:

- 7.1.1 Describe the advantages of well-organized and efficient budgeting and fiscal management.
- 7.1.2 Explain the impact a well-organized budget has on supplier and vendor negotiations.
- 7.1.3 Describe the effect efficient tracking of income, expenses and cash flow have on decision making and cost controls.

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)

Competency 7.2: Identify factors that impact developing a budget.

Descriptors:

- 7.2.1 Describe the financial goals of the event (e.g., profit, break-even, loss).
- 7.2.2 Identify the various factors that will affect the budget (e.g., tax status, staffing requirements, available volunteers, registration fees).

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)

Competency 7.3: Explain strategies for fiscal accounting.

Descriptors:

- 7.3.2 Describe the documents that are essential for managing the budget.
- 7.3.3 Identify payment systems (e.g., cash, invoice, credit cards).

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)

Competency 7.4: Assess strategies for building a budget.

Descriptors:

- 7.4.1 Define zero-based budgeting.
- 7.4.2 Explain indirect, fixed and variable costs.
- 7.4.3 Describe the procedure for creating estimates and respective line items.
- 7.4.4 Calculate a break-even analysis.

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*

Unit 8: Entrepreneurship

Competency 8.1: Examine entrepreneurship.

Descriptors:

- 8.1.1 Compare personal interests and skills with those needed by an entrepreneur.
- 8.1.2 Assess the abilities and aptitudes needed to become a successful entrepreneur.
- 8.1.3 Determine motives for becoming an entrepreneur.
- 8.1.4 Examine the characteristics of entrepreneurs.
- 8.1.5 Compare business ownership to working for others.
- 8.1.6 Explain the risks and rewards of business ownership.
- 8.1.7 Examine the relationships of small business to the state, national and global economies.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Competency 8.2: Explain the role of small business in the economy.

Descriptors:

- 8.2.1 Explain the need for entrepreneurial discovery.
- 8.2.2 Determine opportunities for venture creation.
- 8.2.3 Assess opportunities for venture creation.
- 8.2.4 Describe idea-generation methods.
- 8.2.5 Generate venture ideas.
- 8.2.6 Determine the feasibility of ideas.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Unit 10: Marketing Functions

Competency 10.1: Manage marketing functions.

Descriptors:

- 10.1.1 Explain the importance of marketing to hospitality and tourism success.
- 10.1.2 Explain the concept of marketing strategies.
- 10.1.3 Identify considerations for implementing global marketing strategies.
- 10.1.4 Analyze market segmentation and its role in the marketing plan.
- 10.1.5 Define customer profile.
- 10.1.6 Conduct a strengths, weaknesses, opportunities, and threats (SWOT) analysis for use in marketing planning.
- 10.1.7 Monitor marketing conditions.
- 10.1.8 Describe measures used to control marketing planning.
- 10.1.9 Evaluate the performance of a marketing plan.
- 10.1.10 Explain the role of ethics in marketing information management.

Competency 10.2: Examine marketing and its role in the hospitality and tourism industry.

Descriptors:

- 10.2.1 Identify the primary functions of marketing and their roles in the hospitality and tourism industry.
- 10.2.2 Identify the ways in which organizational functions and marketing are interdependent.
- 10.2.3 Define stakeholder relationships (e.g., customers, employees, shareholders, suppliers).
- 10.2.4 Explain the importance of business and marketing partnerships and relationships.
- 10.2.5 Describe current marketing trends.
- 10.2.6 Describe the differences between products and services.
- 10.2.7 Describe the wide scope of marketing (e.g., business-to-customer, business-to-business, industrial, nonprofit, electronic).
- 10.2.8 Define marketing mix and the importance of product and service decisions in the marketing mix.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Competency 10.3: Explain basic e-commerce concepts.

Descriptors:

- 10.3.1 Define and describe e-commerce concepts (e.g., front end, back end).
- 10.3.2 Explain how e-commerce is similar to, yet different from, traditional commerce.
- 10.3.3 Discuss the global impact of e-commerce on society, business, and the hospitality and tourism industry.

- 10.3.4 Explain the scope of e-commerce and how it relates to business practices.
- 10.3.5 Describe the impact of wireless e-commerce.
- 10.3.6 Describe the impact of emerging technologies.
- 10.3.7 Explain business-to-business and business-to-consumer e-commerce.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Competency 10.8: Develop new products and/or services

Descriptors:

- 10.8.1 Identify sources of ideas for new products and/or services.
- 10.8.2 Identify strategic opportunities for partnerships jointly providing service.
- 10.8.3 Identify types of potential products and/or services.
- 10.8.4 Identify methods for evaluating a new product and/or service idea.
- 10.8.5 Test market the new product and/or service.
- 10.8.6 Develop a product and/or service launch plan.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

Competency 10.11: Evaluate and use a Web site as a marketing tool.

Descriptors:

- 10.11.1 Identify the purpose and importance of a web presence.
- 10.11.2 Develop Web site design, components and strategies.
- 10.11.3 Create interactive opportunities on a Web site.
- 10.11.4 Complete marketing research on a Web site.
- 10.11.5 Develop customer relationship management strategies for a Web site.
- 10.11.6 Evaluate and update a Web site.
- 10.11.7 Identify the global and legal implications of Web site marketing.
- 10.11.8 Explain the role of the Web site as a promotional tool and distribution channel.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate writing ideas and identify a topic appropriate to the purpose and audience.* (Writing Process A, 8-10; Writing Process A, 11-12)
- *Apply editing strategies to eliminate slang and improve conventions.* (Writing Process D, 11-12)

- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (Research C, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Design and perform a statistical experiment, simulation or study; collect and interpret data; and use descriptive statistics to communicate and support predictions and conclusions. (Data Analysis and Probability C, 11-12)*

Unit 11: Promotion

Note: Throughout the “Promotion” unit, students are expected to learn and use vocabulary specific to the topic. Correlations to the English Language Arts Acquisition of Vocabulary standard include the following benchmarks:

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Competency 11.1: Analyze promotion fundamentals.

Descriptors:

- 11.1.1 Explain the nature and scope of promotion.
- 11.1.2 Explain the communication process used in promotion.
- 11.1.3 Explain the role of promotion in marketing.
- 11.1.4 Identify the elements of the promotional mix.
- 11.1.5 Describe the use of business ethics in promotion.
- 11.1.6 Describe the regulation of promotion.
- 11.1.7 Explain the uses of databases in promotion.
- 11.1.8 Identify sources and costs of databases.

Competency 11.3: Evaluate the role of advertising in business promotions.

Descriptors:

- 11.3.1 Describe the types, advantages and disadvantages of broadcast media, print media, specialty advertising, Internet advertising and other forms of advertising.
- 11.3.2 Discuss the nature of direct advertising strategies (e.g., direct mail, e-mail, automated callers, faxes, catalogs).
- 11.3.3 Identify the differences between business-to-business and business-to-consumer advertising.
- 11.3.4 Explain opt-in, opt-out and permission marketing as it relates to advertising.
- 11.3.5 Identify types of direct mail promotions, out-of-home media and examples of “other media.”
- 11.3.6 Describe advertising outsourcing and services offered by each type of advertising agency.
- 11.3.7 Analyze the impact and value of the various advertising options (e.g., radio, television, Internet, print).

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)

Competency 11.4: Determine advertising needs and utilize advertising.

Descriptors:

- 11.4.1 Explain the nature of advertising strategies.
- 11.4.2 Develop strategies for utilizing appropriate media.
- 11.4.3 Write promotional messages that appeal to targeted markets.
- 11.4.4 Compare and contrast the various costs associated with each advertising media.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate writing ideas and identify a topic appropriate to the purpose and audience. (Writing Process A, 8-10; Writing Process A, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions. (Number, Number Sense and Operations G, 8-10)*
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions. (Measurement F, 8-10)*

Competency 11.7: Develop sales promotion activities.

Descriptors:

- 11.7.1 Identify types of sales promotion (e.g., coupons, premiums, sweepstakes, discounts).
- 11.7.2 Identify how sales promotion can be used.
- 11.7.3 Calculate the costs of sales promotion activities.
- 11.7.4 Determine when sales promotion activities are the best promotional tool.
- 11.7.5 Generate a sales promotion plan.
- 11.7.6 Coordinate activities in a promotional mix.
- 11.7.7 Identify the return on investment (ROI) of sales promotion activities.
- 11.7.8 Devise tracking instruments to determine the effectiveness of sales promotion activities.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (Research C, 11-12)*
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. (Research E, 8-10; Research E, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions. (Number, Number Sense and Operations G, 8-10)*
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions. (Measurement F, 8-10)*

Unit 12: Sales

Competency 12.1: Explain the role of customer service as a component of selling relationships.

Descriptors:

- 12.1.1 Distinguish between customer service as a process.
- 12.1.2 Explain how customer service facilitates sales relationships.
- 12.1.3 Identify occasions when customer service can be used to facilitate sales relationships.
- 12.1.4 Identify obvious or apparent benefits.
- 12.1.5 Identify unique or exclusive benefits.
- 12.1.6 Build relationships.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Competency 13.5: Examine customer service skills to ensure satisfaction.

Descriptors:

- 13.5.1 Define customer service.
- 13.5.2 Explain the importance of positive customer and/or client relations.
- 13.5.3 Review customer service scenarios.
- 13.5.4 Explain the concept of service recovery.
- 13.5.5 Describe how customer service affects a company's bottom line.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Competency 13.6: Deliver quality customer service.

Descriptors:

- 13.6.1 Determine how to exceed customer expectation to maintain the relationship.
- 13.6.2 Describe the organization and the types of customers.
- 13.6.3 Describe the chain of command when dealing with customer service issues.
- 13.6.4 Explain why company service standards and procedures are important to good customer service.
- 13.6.5 Keep up to date on new products and services.
- 13.6.6 Demonstrate customer service attitude and behaviors.
- 13.6.7 Demonstrate empathy and listen effectively to customers who are difficult.
- 13.6.8 Handle customer enquiries with appropriate written responses (e.g., e-mail).
- 13.6.9 Respond to requests for facilities, services and community information.
- 13.6.10 Communicate effectively with colleagues.
- 13.6.11 Work flexibly to help individual customers when they need it.
- 13.6.12 Organize the work to provide the best customer service.
- 13.6.13 Attempt to identify problems before they become critical issues.
- 13.6.14 Demonstrate customer service recovery strategies.
- 13.6.15 Give customers a positive impression of oneself and one's organization.
- 13.6.16 Implement customer service changes in a positive manner.

Correlated English Language Arts Academic Content Benchmarks

- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies. (Writing Applications C, 8-10)*
- *Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)*

Polaris Career Center Course Syllabus

Deli & Food Production Junior/Senior

Course Information

Instructor:	Don Werner	Phone:	440.891.7726
		Fax:	440.243.3952
		Email:	dwerner@polaris.edu
		Room:	102
		Meeting Time:	Juniors 7:50-11:50, Seniors 11:50-2:20
		Availability:	2:20-3:00 pm

Course Description

Deli and Food Production is a two-year course designed to offer experience in an actual food preparation and retail business at Polaris Career Center. While operating the Old Oak Deli, students have an opportunity to demonstrate skills that include food preparation and presentation, cash handling procedures, customer relations, and sanitation. The state-of-the-art equipment and individualized approach to learning help students prepare for entry-level employment in the industry. Small classes allow for maximum teacher-to-student contact. The program is designed for, but not limited to, students who require special educational services.

Major Course Goals

The major goals of the Junior/Senior Deli & Food Production program/course will ask students to:

1. Develop positive work attitudes and social skills to secure meaningful employment.
2. Develop teamwork skills for the food service industry.
3. Develop high standards of personal hygiene and proper methods of maintaining food safety.
4. Learn to balance work and family obligations.
5. Develop leadership qualities and ways to contribute to their community.
6. Develop the practices necessary to assure quality food production.

Instructional Philosophy

Both the junior and senior class have a minimum of class theory presentation. In order to obtain theoretical information, one on one instruction is used throughout the course with students. Homework is assigned on a weekly basis with tutoring supplied for those who have trouble completing their assignments. In the lab, emphasis is placed on hands-on training where groups are kept as small as possible. Students rotate through all the stations in the Old Oak Deli. The amount of time the student is assigned to each station is determined on an individual basis.

Course Units of Study

The major units of study of Deli and Food Production will include:

Junior Year - 1st Quarter

- Introduction to Food Service
- Safety
- Sanitation
- Personal Hygiene
- Equipment
- Food Storage

Junior Year - 2nd Quarter

- Sandwich Preparation
- Salad Preparation
- Fruit and Vegetable Identification
- Fresh Meat Identification

Junior Year - 3rd Quarter

- Specialty Meat Identification
- Poultry identification
- Seafood Identification
- Dairy Product Identification

Junior Year - 4th Quarter

- Soup & Sauce Production
- Cooking Methods

Senior Year - 1st Quarter

- Safety & Sanitation
- Nutrition
- Menu Planning
- Baking Basics
- Leavening

Senior Year - 2nd Quarter

- Standardization
- Purchasing
- Cash Control
- Customer Relations
- Equipment Use & Care

Senior Year - 3rd Quarter

- Meat Preparation
- Vegetable & Legume Production
- Pasta Production
- Pie & Pastry Production

Senior Year - 4th Quarter

- Dairy Products
- Cheese & Egg Production

- Nutrition
- Employability

- Inventory Control
- Record Keeping
- Employability

Primary Curriculum Materials

Exploring Professional Cooking ISBN 0-02-668489-6

Work Sheet Magic

Business and Industry Credentials, Certifications, and/or Licenses

None at this time

Course Projects and Special Activities

Students will cater projects throughout the school. They will also work the snack bar at the Kiwanis/Polaris Family Fair.

Course Policies

Code of Conduct:

The published Code of Conduct for Polaris Career Center found in the Student Handbook will be enforced at all times. Students should refer to the Handbook for discussions of due process and safety violations.

Dress and Grooming Guidelines:

The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruptions, avoid safety hazards, and teach respect and is similar to those enforced in most working environments. Students should refer to the handbook for explicit explanations.

ID:

As stated in the Handbook, students will wear their Polaris IDs and carry a hall pass at all times.

Attendance/Tardiness:

Students should particularly note the attendance/tardiness policy in the Handbook as it will be followed at all times.

Make-up Work:

Students who have been excused absent may make up the work they missed. It is the student's responsibility to check with each teacher the day the student returns from an absence to arrange specific dates for completing the work and for taking tests, if any tests have been missed. Assignments that were due and tests that were scheduled on the day of the absence will be due on the day the student returns. The student will be allowed one day for each day of an excused absence to make up the assigned work.

Computer Usage:

Access to technology is designated for the completion of class assignments only. Students must sign the Technology Acceptable Use Policy of Polaris in order to be given use of computers, software, and Internet access. The use of technology is a privilege, not a right. Any student who violates the Policy may lose their access to these items. Polaris Career Center reserves the right to monitor computer and Internet access.

Infinite Campus:

Polaris has implemented a program called Infinite Campus. This program provides students and parents with the ability to check on attendance, grades, test scores, homework assignments, and a host of other information. This information can be reviewed from any internet connection. For additional information, please contact Jean McLaughlin, Education Management Technology Specialist, at 440.891.7713.

Syllabus Changes:

The instructor/Polaris Career Center Administration reserves the right to make changes to this syllabus throughout the year.

Course Assessment Plan

If needed, assignments will be graded in accordance to IEP accommodations. Assignments will be dropped one letter grade for each day they are late. If an assignment is turned in more than four days late, it will be worth half credit.

Grades will be determined by a Total Points method using the following:

Tests and Quizzes	10%
In-Class assignments	70%
Homework/Projects	20%

Grades for the course will be based on the following levels of performance:

Grade	Description
A (90-100%)	Work is correct with only minor flaws (not having to do with the main idea of the problem). The concepts presented in class were understood and were appropriately applied to real-world examples. All assignments were completed on-time and were of a work quality.
B (80-89%)	Work was done with a few flaws. The concepts presented in class were applied with help. Almost all tasks and assignments were completed on-time and demonstrated with sufficient skills
C (70-79%)	Some difficulty was had understanding class concepts or applying concepts to real-world situations. Some assignments were late.
D (60-69%)	Only some of the work was completed for class. Work completed was frequently late or was of low quality with errors and omissions.
F (0-59%)	Did not complete a significant amount of work for the class. Work had major errors and did not meet standards.