



SAMPLE

Hospitality and Tourism: Restaurants and Food/Beverage Services Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Pathway Plan of Study (based on the Restaurants and Food/Beverage Services Pathway of the Hospitality and Tourism Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Restaurants and Food/Beverage Services Pathway	SAMPLE Occupations Relating to This Pathway
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>								
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	<ul style="list-style-type: none"> • Introduction to Hospitality and Tourism • Information Technology Applications 	Management Level <ul style="list-style-type: none"> ► Caterer ► Catering and Banquets Manager ► Executive Chef ► Food and Beverage Manager ► General Manager ► Kitchen Manager ► Maitre d' ► Restaurant Owner ► Services Manager
	10	English/ Language Arts II	Geometry	Biology	U.S. History		<ul style="list-style-type: none"> • Hospitality/Restaurants and Food/Beverage Services 	
	11	English/ Language Arts III	Algebra II	Chemistry	World History Economics		<ul style="list-style-type: none"> • Restaurants and Food/Beverage Management 	
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>						<ul style="list-style-type: none"> • Marketing for Hospitality and Tourism • Hospitality and Tourism Internship 	
12	English/ Language Arts IV	Research or Statistics or Finance/ Accounting	Physics	Psychology Geography		<ul style="list-style-type: none"> • Baker • Bartender • Brewer • Pastry and Specialty Chefs • Restaurant Server • Wine Steward 		
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>								
POSTSECONDARY	Year 13	English Composition English Literature	Algebra Statistics	Nutrition Food Science	Political Science Economics	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none"> • Overview of Restaurants and Food/Beverage Services • Food/Beverage Management 	Entry Level <ul style="list-style-type: none"> ► Banquet Server ► Banquet Set-Up Employee ► Bus Person ► Cocktail Server ► Counter Server ► Host ► Kitchen Steward ► Line Cook ► Restaurant Server ► Room Service Attendant
	Year 14	Speech/ Oral Communication	Accounting	Biological Science Physical Science	Sociology Psychology		<ul style="list-style-type: none"> • Food Service Production and Operations • Food Safety and Sanitation for the Food Service Industry 	
	Year 15	Continue courses in the area of specialization.					<ul style="list-style-type: none"> • Continue Courses in the Area of Specialization 	
	Year 16						<ul style="list-style-type: none"> • Complete Restaurants and Food/Beverage Services Major (4-Year Degree Program) 	

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Creating Your Institution's Own Instructional Plan of Study

With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=90>) to the content of your existing secondary and postsecondary programs/courses.
- 2** Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=42>) to the content of your existing secondary/postsecondary programs and courses.
- 3** Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4** Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5** Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6** The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7** Below is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8** Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.

The following courses are based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=90>. These skills are reinforced through participation in student organization activities.

#1

Introduction to Hospitality and Tourism: This is a core course designed to give students an overview of careers in the hospitality and tourism industry. Areas of study include but are not limited to food service, lodging, travel and tourism, and recreation, amusements and attractions. A job-shadowing component is included, and this course gives the student a strong foundation for the hospitality and tourism career pathways. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

#2

Information Technology Applications: Students will use technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail, Internet applications and GIS to communicate, search for and access information. Students will develop skills related to word processing, database management, and spreadsheet applications.

The following course is based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=42>. These skills are reinforced through participation in student organization activities.

#3

Hospitality/Restaurants and Food/Beverage Services: Students will research and review career options and qualifications in the restaurant and food service industry. Students will integrate hospitality skills, food service etiquette and processes used by many enterprises, including individual and group settings, and food environments. Students will also practice good human relations skills.

The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=42> and should include appropriate student activities.

#4

Restaurants and Food/Beverage Management: Students will research the major duties and qualifications for managerial positions common in restaurants and food/beverage establishments. Students will examine and review ethical and legal responsibilities necessary to relate to guests and employees within the establishment to maintain high industry standards. Students will apply strong culinary and academic skills including basic reading, writing, listening, speaking and mathematic skills for food production and guest services to provide a positive guest experience. Principles of food safety and sanitation will be introduced.

#5

Marketing for Hospitality and Tourism: This course includes marketing principles and practices specifically applied to the hospitality and tourism industry, including the analysis of various marketing strategies and the implications of those strategies. Students will develop marketing tools as an integral part of the hospitality and tourism industry, learn how to use principles of entrepreneurship to start and maintain a business in this field, and consider the impact of frequent traveler programs and related discounts.

#6

Hospitality and Tourism Internship: Students will coordinate learning employability knowledge and skills of the hospitality and tourism industry with an on-site internship in a food/beverage enterprise.

#7

Overview of Restaurants and Food/Beverage Services: This course covers the history, organization and development of modern food service concepts including industry demographics, impact of the food/beverage service location, menu design, business entities, delivery systems, equipment selection, facility layout and career demands. Students will learn about the impact of working with others within and outside their food/beverage environment.

#8

Food/Beverage Management: Students will develop skills in researching costs, pricing, and understanding market demands to manage profitability and implement effective marketing strategies. Content will include managing unexpected situations to ensure continuity of quality service, examining types of computerized systems used to manage food service operations and guest services, researching and evaluating technical resources for food service and bar operations to update or enhance industry standards, and reviewing managerial skills required to make staffing decisions. Concepts of entrepreneurship and business planning will be included.

#9

Food Service Production and Operations: Students will examine standard operating procedures related to food and beverage production and guest services to measure effectiveness. Course content includes developing the ability to evaluate prepared foods for quality and presentation. Students will also use basic food knowledge to prepare nutritional quality foods using appropriate kitchen equipment, methodology and industry-specific software.

#10

Food Safety and Sanitation for the Food Service Industry: This course examines safety and sanitation procedures applicable to the work area in food and beverage establishments to ensure staff practices proper sanitation procedures. Students will examine a company's standard operating procedures to determine the criteria for food preparation.



Notes

A large area for taking notes, consisting of alternating horizontal stripes of light purple and light yellow.