

TFJ3C1 GRADE 11: HOSPITALITY AND TOURISM

Dr. G.W. Williams Secondary School - TECHNOLOGY DEPARTMENT

Subject Head: Mr. P. Manson

Teacher: Mr. Cluff

Course Code: TFJ3C1

Credit Value: 1 credit

Prerequisite(s): None

Ministry of Education Curriculum Document: Technological Education, Grades 11 & 12, Revised 2009
 Curriculum Document: <https://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf>
 Ontario Ministry of Education: <http://www.edu.gov.on.ca/>
 Class website: <https://sites.google.com/a/gapps.yrdsb.ca/eatwilliams/home>

Courseware developed by Antal, Cluff, Fornazar, Shillum and Van Coller
 Course reviewed by Cluff (Sept 2013, 2014, 2015)

Text resources

Culinary Essentials - Johnson & Wales University. New York : Glencoe / McGraw Hill, ©2006. Secondary (senior high) school : English : 2nd ed

COURSE DESCRIPTION

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.

OVERALL EXPECTATIONS

A. Hospitality and Tourism Fundamentals

- A1. demonstrate an understanding of hospitality and tourism as represented by the various sectors of the tourism industry;
- A2. demonstrate an understanding of health and wellness issues and concerns as they relate to the tourism industry;
- A3. demonstrate an understanding of fundamental culinary knowledge;
- A4. demonstrate an understanding of tools, equipment, and facilities used in the various sectors of the tourism industry.

B. Hospitality and Tourism Skills

- B1. prepare and present food products in a variety of ways, following accepted industry procedures;
- B2. demonstrate the ability to follow the best practices of administration and management as they relate to the tourism industry;
- B3. design effective marketing initiatives to promote an event or activity;
- B4. apply appropriate management principles and practices to plan and execute an event or activity.

C. Industry Practices, the Environment, and Society

- C1. demonstrate an understanding of factors that affect the relationship between the tourism industry and the environment;
- C2. demonstrate an understanding of factors that affect the relationship between the tourism industry and society.

D. Professional Practice and Career Opportunities

- D1. demonstrate an understanding of and compliance with health and safety standards in the various sectors of the tourism industry;
- D2. demonstrate an understanding of the importance of customer service;
- D3. identify career opportunities in the tourism industry and the individual personality traits and skills important for success in these careers.

UNITS OF STUDY

Unit 1 - Health, wellness, safety and sanitation

This unit introduces students to health, safety, and sanitation standards used in the hospitality industry. Students identify and apply these standards as they relate to the individual, clientele, workplace, and environment. Through the understanding of these standards, students demonstrate a positive sense of self, respect for the welfare of others and the environment, and the wise use of resources.

Summative Tasks

Safety and Sanitation Certification Tests (Ongoing throughout the course)

Kitchen Lab Readiness Tests (Ongoing throughout the course)

Flow of Food Analysis Task

Unit 2 - Culinary knowledge, tools, equipment and Food Preparation

Students are introduced to the basic principles and culinary techniques of food preparation and management of resources while using proper sanitation principles. Employing standard techniques with special attention to commercial and quantity preparation, students learn to prepare stocks, soups, and sauces, as well as meat, fish, seafood, poultry, and dessert dishes. Tool and equipment use, weights and measures, and recipe conversions are discussed and practiced. Students develop presentation skills by practicing garnish preparation and creating appealing table and plate designs. Students participate in class discussion and collaborative group work, and research to learn about and prepare a buffet menu. Practical application of learned skills, take place in food preparation labs.

Summative Tasks

Kitchen Lab Evaluations (Ongoing throughout the course)

Kitchen Equipment and Cooking Methods Test

Recipe Costing Test

Unit 3 - The Tourism Industry, Customer Service and Career Opportunities

Students research and investigate culinary trends and demographics. Using both media and computer resources, students describe and explain the impact of cultural diversity on the industry. Student focus moves to the principles of customer service, where the student explores and applies various customer service principles. Students explore education, training and career possibilities pertaining to the hospitality and tourism industry. Students learn the intrinsic value of work and realize their potential for dignity, self-respect, respect for others, and success.

Summative Tasks

WHIMS and MSDS Certification Test

Promoting Cluff Co. Presentation

Unit 4 - Administration and Management Practices

Students investigate codes and regulations required to meet industry standards by looking at local, municipal, and provincial legislation. Students design a physical layout of a proposed facility that meets industry standards while providing an inviting physical atmosphere. Students learn about industry practices and the impact they have on the environment and society.

Summative Tasks

Restaurant Design Idea Board Task

The Pitch Presentation

Unit 5 - Marketing, Promoting and Managing an Event or Activity

Students analyze market opportunities and learn how to develop competitive marketing and advertising strategies to capitalize on opportunities in the hospitality industry. Students investigate the relationship between the economy and the hospitality sectors, specifically looking at the impact of cultural diversity and the environment. Throughout this unit, students acquire the necessary knowledge and skills to successfully plan, organize, manage, promote and evaluate a special event and then put this into practice as a culminating activity.

Course Culminating Tasks

Cafe 208 ReDesign [15%] - due in the second to last week of semester

Cafe 208 Lab [5%] - occurs in last week of class

Final Exam [10%] - occurs at end of course

ASSESSMENT AND EVALUATION

Assessment is the ongoing process of collecting information about the student's achievement. A variety of assessment tools will be used. Assessment may be diagnostic (for), formative (as) or summative (of). Diagnostic and formative assessments (in class activities and homework) do not carry a mark weight. Summative assessments count toward the final mark. Formative assessment is the gathering of information about student learning during the progression of a course and usually repeatedly, to improve student learning. 70% of the final grade will be based on evaluations conducted through the course, while 30% of the final mark will be based on final evaluation administered towards the end of the course.

Grading will be calculated according to the Achievement Chart categories. Each of the 4 categories will be represented equally throughout the course. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are described as follows:

Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking - The use of critical and creative thinking skills and/or processes, as follows:

- planning skills (e.g., identifying the problem, selecting strategies and resources, scheduling)
- processing skills (e.g., analysing and interpreting information, reasoning, generating and evaluating solutions, forming conclusions)
- critical/creative thinking processes (e.g., problem-solving, design, and decision-making processes)

Communication - The conveying of meaning through various forms, as follows:

- oral (e.g., role play, discussion, presentation)
- written (e.g., design briefs, work orders, technical reports)
- visual (e.g., technical drawings, flow charts, graphics)
- Practical (e.g., showing what you know)

Application - The use of knowledge and skills to make connections within and between various contexts.

LEARNING OPPORTUNITIES

- Safety Awareness (Kitchen Safety, Food Safety, Accident Prevention)
- Technological Literacy (Internet Research, PowerPoint Presentations, use of Appliances)
- Career Exploration (Culinary, Nutrition, Dietetics, Food Science, Product Development)
- Cooperative Learning (Group Food Labs, Oral Presentations, Demonstrations) /
- Note-Taking Skills (Organizers, Lab Reports, Research Notes)
- Media Analysis (Videos, Magazines, Advertisements, Product Packaging)
- Numeracy (Measurements, Recipe Conversions, Temperatures)
- Connecting Ideas and Concepts (Mind Mapping, Time Planning Charts)
- Making Connections to other Subject Areas (Food & Nutrition, Health, Science, Social Science, Technology, Art, Business)
- Literacy (Journal Writing, Social Science Research, Documenting Sources in APA Format)
- Authentic Tasks (Menu Planning, Food Budgeting, Food Preparation)
- Environmental Awareness (Local Food Supply, Organic Foods, Institutional & Household Product Safety & Disposal)
- Global Understanding (Culture, Food Customs, Food Security)

LEARNING SKILLS

The assessment and development of Learning Skills will occur throughout the course. Students will find concentrating on these skills will result in a high a level of success in meeting the course expectations.

Additionally, successful mastery of Learning Skills is a key indicator of job readiness in the world of work. The Learning Skills can easily be transferred into any job scenario. The skills are as follows:

Responsibility - Does the student...

- complete and submit class work, homework, and assignments according to agreed-upon timelines; and
- take responsibility for and manage own behaviour?

In class this looks like...

- actively using class time to take notes, participate in conversations, and organize resources

Organization - Does the student...

- devise and follow a plan and process for completing work and tasks; and
- establish priorities and manage time to complete tasks and achieve goals?

In class this looks like...

- using an agenda to track due dates and deadlines
- actively managing course load and course materials to set priorities and achieve goals

Independent Work - Does the student...

- use class time appropriately to complete tasks; and
- follow instructions with minimal supervision?

Collaboration - Does the student...

- respond positively to the ideas, opinions, values, and traditions of others; and
- share information, resources, and expertise and promotes critical thinking to solve problems and make decisions?

In class this looks like...

- using positive and equitable language
- demonstrating an open mindset and a curiosity about the world inside and outside the school
- celebrating the cultural differences within the GW Williams community

Initiative - Does the student...

- demonstrate the capacity for innovation and a willingness to take risks; and
- demonstrate curiosity and interest in learning?

Self-regulation - Does the student...

- set their own individual goals and monitor progress towards achieving them; and
- seek clarification or assistance when needed?

POLICIES

All school policies can be found at <http://www.yrdsb.ca/schools/drgwwilliams.ss/info/Pages/Policies-and-Procedures.aspx>

Class Dress Code

In addition to dress code policy of Dr. G.W. Williams there are also Personal Protective Equipment(PPE) requirements for working in a classroom lab environment.

During hands-on lab time where a student is engaged in the kitchen lab several additional requirements must be met in order to fully engage in the classroom activities.

1. All shoulder length hair will be pulled back and held with a hair tie.
2. No tank top or scoop neck shirts are permitted.
3. Closed toe shoes must be worn.
4. No earbuds or headphones are permitted.
5. No long baggy sleeves are permitted.
6. All students will wear either an apron or chef's jacket.
7. Head coverings are permitted for use during kitchen labs to restrain hair and perspiration. All head coverings must be clean and in good condition. Students are responsible for the maintenance of their personal head covering.

Class use of photo, video, and audio media captures

There will be several occasions within the semester when media will be captured from class activities. In most cases the media capture will be a part of the cooking labs and will be used within the class time to review technique.

Additionally, media capture will also allow for classroom critique and quality assessment of final products. The instructor uses a Twitter account [@eatwilliams](#) to update, present, and engage students and guardians in the classroom experience.

Students are encouraged to capture and share their own experiences for future portfolio use or personal reflection on learning pathway.

- At no time will a student be forced to participate in media capture.
- Students are permitted to media capture their own work and will not media capture any other student or student works without explicit permissions from the student, the students guardians and instructor.
- Students are not permitted to post/share media without explicit permissions from the student, the students guardians and instructor.
- No photos or videos with student faces will be posted to the class website. Only images of workstation technique and final products may be posted on the class website.

Additional attendance and punctuality considerations

In addition to the attendance policy of Dr. G.W. Williams there are also several other factors to consider that are a part of working in a kitchen/lab/classroom.

- Safety and sanitation training is embedded in classroom lessons on a daily basis.
- A student that has not satisfactorily demonstrated their knowledge of requisite safety and sanitation codes, will not be permitted to engage in a lab lesson until they have completed the lesson and subsequent teacher assessment.
- Regular attendance is essential due to the cumulative nature of this course.
- Students who are absent are expected to contact their learning partners [brigade] and catch up on the missed work before returning to class.
- After a number of missed classes you may be required to complete an additional assignment to make up missed work.

Late or missed assignments

Students are expected to submit all assignments promptly on the due date. Please talk to your teacher before the due date if you anticipate that you will not be able to submit an assignment on time.

- All handouts, lessons, and activity resources will be provided in class time.
- Extra hard copies will be stored in class.
- Alternative resources will be provided via Google Apps for Education.
- Class resources can also be found at: <https://sites.google.com/a/gapps.yrdsb.ca/eatwilliams/dailies>
- There are due dates for every assignment. Due dates are assigned to provide opportunity for demonstration of knowledge and teacher feedback.
- Chronic missed or late assignments will be addressed through
 - 1 to 1 conferences / planning sessions
 - Student, Parent, Teacher conferences / planning sessions
 - Academic Completion Contracts

Safety in the kitchen lab

The food lab can be a hazardous place – follow the safety rules and the teacher's instructions at all times.

Any student who continually disregards the safety precautions and the teacher's instructions may forfeit the privilege of participating in the food lab for a period of time for his or her personal safety and the safety of others.

GENERAL PROCEDURES

The student will:

- NOT be allowed to use electrical equipment or knives unless a teacher is present in the room.
- Be familiar with the location and use of the safety equipment in the room.
- Report all accidents, broken equipment, frayed cords, damaged or defective equipment to the teacher.
- Follow the teacher's instructions for the use of appliances and disposal of broken glass.

- Wipe up spills immediately to prevent slipping.
- Work efficiently, quietly and carefully without disturbing others in the lab situation. Even if in a hurry, there shall be no running in the classroom.

SAFE USE OF ELECTRICAL EQUIPMENT

The student will:

- Ask the teacher for assistance if the safe procedure for using any appliance or equipment is not known.
- Unplug stationary or hand-held mixers before removing the beaters. The mixer should not be plugged in until the beaters are securely in place.
- Plug in or unplug an electrical appliance with dry hands.
- Pull out electrical appliances by the plug, not the cord.
- Use microwave containers rather than metal containers or aluminum foil in the microwave oven. Always follow the instructions for the use of the microwave.

SAFE USE OF OVENS, COOKTOPS AND RANGES

The student will:

- Always use a potholder or oven mitts when handling hot dishes or containers. An apron or towel should never be used for this purpose.
- Pull out the oven rack first when placing dishes or containers into the oven and removing them from the oven. Do not reach into the oven.
- Make sure there is a clear space before carrying a hot container to another spot.
- Lift the cover of the saucepan or casserole dish away from themselves to avoid steam burns.
- Turn the pot handles so that they do not extend over a hot burner or over the edge of the cook top or range.
- Always turn off the burner when it is not in use.
- Fry foods at medium heat so that the fat does not splash. Classroom instructions should always be followed when frying and disposing of the fat.
- In case of a fire, immediately turn off the heat and pour baking soda onto the flames.

USE OF KNIVES AND SHARP EQUIPMENT

The student will:

- Slice and chop foods on a cutting board - keeping fingers away from the blade.
- Always cut away from themselves.
- Knives and blades should be carried with the sharp edges down.
- Lay sharp knives, peelers and choppers aside after use.
- Sharp edged knives and blades should be washed and wiped separately. Never place a sharp utensil in the water with other items.
- Replace cutting knives and blades in the designated area after use.
- Fully remove the lids from cans of food or drink. Immediately place the lid into the appropriate disposal area.

PERSONAL HYGIENE

The student will:

- Tie back or secure long hair when working with food.
- Remove outer wear and wear an apron when working with food.
- Wash their hands with liquid soap and hot water and dry hands with paper towels before working with food or equipment.

FOOD HANDLING AND SANITATION

The student will:

- Handle food products as instructed by the teacher.
- NOT sample food products from the common class container.
- Remove foods from the common class container with a ladle, tongs or a spoon rather than with uncovered hands.
- Use a clean spoon when testing a product being made in the lab. Unwashed utensils or fingers should never be used for testing.
- Be provided with an alternate activity if coughing or sneezing excessively.
- Be provided with an alternate activity (or disposable gloves) if they have open cuts, sores or a rash on

their hands.

- Report to the teacher if cut and/or bleeding and will not continue in the lab until first aid treatment has been provided.

SANITATION PROCEDURES

The student will:

- Wash all utensils and equipment removed from the cupboards.
- The three step procedure for hand washing dishes will be used when an automatic dishwasher is not used.
- The three step method:
 - dishes are washed in hot sudsy water,
 - rinsed first in clean hot (43°C) water,
 - followed by a second rinse in hot water with a small amount of disinfecting liquid (2 mL chlorine bleach per litre of water) for at least 45 seconds.
- Use clean laundry to wash and dry dishes and place dirty laundry in the designated area.
- Follow classroom procedures for clean-up of cutting boards, sinks and counters when using various food products.
- Make sure all garbage has been placed in the appropriate place. The lid of the garbage can should be replaced when finished.
- Leave the lab area organized, clean, and sanitized - ready for use.

I HAVE READ THIS POLICY AND I WILL SUPPORT THIS POLICY.

Student Signature: _____

Guardian Signature: _____