Hospitality Services Evaluation Tool

2020 Curricular Materials Review

Idaho Family and Consumer Sciences & Human Resources (FACS&HR) Hospitality Services Program Standards[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* ISBN #:
* Author:
* Copyright:

# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard FHSP.1.0: Hospitality and Tourism Industry

### Performance Standard FHSP.1.1 Careers in Hospitality and Tourism

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.1.1.1 List advantages and challenges of a hospitality and tourism career. |  |
| CTE FHSP.1.1.2 Identify and describe career paths, employment and entrepreneurial opportunities within the hospitality and tourism industries. |  |
| CTE FHSP.1.1.3 Explain the interdependence of all jobs to success of the industry. |  |
| CTE FHSP.1.1.4 Explain education and training experiences to meet career goals in the hospitality and tourism industry. |  |
| CTE FHSP.1.1.5 Develop industry related transferable skills required for employment and advancement. |  |
| CTE FHSP.1.1.6 Explore the role of professional organizations in the hospitality and tourism industries. |  |

### Performance Standard FHSP.1.2 Job Application Skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.1.2.1 Identify the steps involved in applying for a job. |  |
| CTE FHSP.1.2.2 Complete a job application. |  |
| CTE FHSP.1.2.3 Create a professional portfolio, including a resume and cover letter. |  |
| CTE FHSP.1.2.4 Prepare for an interview. |  |
| CTE FHSP.1.2.5 Demonstrate the interview process. |  |

### Performance Standard FHSP.1.3 Current Trends

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.1.3.1 Investigate current trends. |  |
| CTE FHSP.1.3.2 Evaluate the effects of current trends. |  |
| CTE FHSP.1.3.3 Recognize the personal needs of all guests, employees and stakeholders, including those needing special accommodations (e.g., language, health, Americans with Disabilities Act [ADA] requirements, etc.). |  |
| CTE FHSP.1.3.4 Describe the impact of globalization and diversity. |  |
| CTE FHSP.1.3.5 Recognize the impact of technology trends. |  |
| CTE FHSP.1.3.6 Recognize the impact of technology trends. |  |

### Performance Standard FHSP.1.4 Guest Services

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.1.4.1 Define “moments of truth.” |  |
| CTE FHSP.1.4.2 Define exceptional guest service. |  |
| CTE FHSP.1.4.3 Evaluate the importance of guests. |  |
| CTE FHSP.1.4.4 Articulate the needs of guests. |  |
| CTE FHSP.1.4.5 Demonstrate means of anticipating and exceeding guests’ needs. |  |
| CTE FHSP.1.4.6 Demonstrate methods of conflict resolution and guest recovery. |  |

## Standard FHSP.2.0: Business Essentials

### Performance Standard FHSP.2.1 Business Structures

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.2.1.1 Describe the role of franchising, independently operated companies, and management companies. |  |
| CTE FHSP.2.1.2 Differentiate between corporate-level and property specific structure. |  |
| CTE FHSP.2.1.3 Explain the organizational structure of a hospitality and tourism business. |  |
| CTE FHSP.2.1.4 Explain the roles and responsibilities of the divisions within the organizational structure. |  |

### Performance Standard FHSP.2.2 Economic Impact

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.2.2.1 Examine how the industry contributes to economic development. |  |
| CTE FHSP.2.2.2 Examine the diverse segments in the industry. |  |
| CTE FHSP.2.2.3 Analyze the relationship between the industry and local, national, and international economies. |  |
| CTE FHSP.2.2.4 Explain economic factors that impact the industry. |  |

### Performance Standard FHSP.2.3 Human Resources

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.2.3.1 Identify the responsibilities of human resource management. |  |
| CTE FHSP.2.3.2 Discuss employee compensation, benefits, and payroll processes. |  |
| CTE FHSP.2.3.3 Understand and apply general policies, procedures and record keeping tasks. |  |
| CTE FHSP.2.3.4 Examine issues that affect human resources management. |  |
| CTE FHSP.2.3.5 Understand local, state, and federal regulations and laws, e.g. Title IX, ADA, EEOC, OSHA, required employment documentation, etc. |  |
| CTE FHSP.2.3.6 Describe human resource record keeping procedures. |  |
| CTE FHSP.2.3.7 Explain scheduling, staffing levels, training and evaluation procedures. |  |

### Performance Standard FHSP.2.4 Sales, Marketing, and Accounting Concepts

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.2.4.1 Demonstrate the main areas of marketing (e.g. Product, Price, Place, Promotion) in the industry. |  |
| CTE FHSP.2.4.2 Define target markets and market segmentation. |  |
| CTE FHSP.2.4.3 Explore and describe the methods of marketing. |  |
| CTE FHSP.2.4.4 Describe the types of selling utilized in the industry. |  |
| CTE FHSP.2.4.5 Describe the functions within the accounting department. |  |
| CTE FHSP.2.4.6 Explain the interrelationship of operating systems between the various departments. |  |

### Performance Standard FHSP.2.5 Safety and Security

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.2.5.1 Explain the importance of safety and health as they relate to risk management and liability. |  |
| CTE FHSP.2.5.2 Evaluate the purpose of the Occupational Safety & Health Administration (OSHA), Hazard Analysis Critical Control Points (HACCP). |  |
| CTE FHSP.2.5.3 Identify causes of accidents and outline the responsibilities of employees for safety and accident prevention. |  |
| CTE FHSP.2.5.4 Demonstrate procedures that prevent injuries and the spread of infection, illness or disease. |  |
| CTE FHSP.2.5.5 Determine the importance of an emergency plan and review an emergency plan. |  |
| CTE FHSP.2.5.6 Discuss the importance of proper documentation of incident/injury. |  |
| CTE FHSP.2.5.7 Explain the role of all employees in maintaining safety and security. |  |
| CTE FHSP.2.5.8 Describe the scope of the engineering department, room maintenance, kitchen equipment, groundskeepers, pools, etc. |  |

### Performance Standard FHSP.2.6 Legal and Ethical Considerations

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.2.6.1 Examine laws and enforcement of local, state, federal, and global regulations that affect hospitality and tourism businesses. |  |
| CTE FHSP.2.6.2 Outline areas where liability issues arise. |  |
| CTE FHSP.2.6.3 Explain the industry standards of guests rights e.g. privacy, safety, common law, etc. |  |
| CTE FHSP.2.6.4 Outline an employee’s personal behaviors and ethical implications in the industry. |  |
| CTE FHSP.2.6.5 Identify confidential, proprietary information of a business. |  |

## Standard FHSP.3.0: Leadership Skills

### Performance Standard FHSP.3.1 Hospitality and Tourism Management Skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.3.1.1 Exhibit critical and creative thinking skills, logical reasoning, and problem solving. |  |
| CTE FHSP.3.1.2 Analyze the different management and leadership styles. |  |
| CTE FHSP.3.1.3 Determine managerial responsibilities in hospitality and tourism. |  |
| CTE FHSP.3.1.4 Discuss the importance of delegation and employee empowerment. |  |
| CTE FHSP.3.1.5 Recognize problem situations, practicing proactive vs. reactive techniques. |  |
| CTE FHSP.3.1.6 Research methods to evaluate the guests’ and employees’ experiences. |  |

### Performance Standard FHSP.3.2 Effective communication skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.3.2.1 Demonstrate effective electronic, written, verbal, and non-verbal communication skills. |  |
| CTE FHSP.3.2.2 2 Demonstrate positive communication in the workplace. |  |
| CTE FHSP.3.2.3 Develop effective listening skills. |  |
| CTE FHSP.3.2.4 Model effective conflict prevention and resolution skills. |  |
| CTE FHSP.3.2.5 Demonstrate professional presentation and public speaking skills. |  |

### Performance Standard FHSP.3.3 Teamwork

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.3.3.1 Describe teamwork and leadership concepts and skills needed to be successful in work, family and community life. |  |
| CTE FHSP.3.3.2 Demonstrate abilities to work with others. |  |
| CTE FHSP.3.3.3 Analyze the relationship between guest satisfaction and employee attitude, appearance and actions. |  |
| CTE FHSP.3.3.4 Practice team development strategies and the importance of individual roles and responsibilities. |  |
| CTE FHSP.3.3.5 Participate in student leadership organizations and activities. |  |

## Standard FHSP.4.0: Lodging

### Performance Standard FHSP.4.1 Types of Lodging Businesses

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.4.1.1 Differentiate among the types of lodging accommodations and guest amenities. |  |
| CTE FHSP.4.1.2 Evaluate the importance of property location i.e. city center, airport, and resort and associated services. |  |
| CTE FHSP.4.1.3 Explain functions and interaction of the various departments of a lodging property. |  |

### Performance Standard FHSP.4.2 Front-Office and Rooms Division

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.4.2.1 Explain various check-in and check-out procedures and other financial transactions. |  |
| CTE FHSP.4.2.2 Demonstrate techniques to provide information, make reservations, assist guests for events and services, dining, child care, local travel and entertainment. |  |
| CTE FHSP.4.2.3 Analyze the steps in the guest cycle. |  |
| CTE FHSP.4.2.4 Explain the routine care and maintenance of rooms, public areas and offices. |  |
| CTE FHSP.4.2.5 Identify housekeeping tasks required in various locations of the property. |  |
| CTE FHSP.4.2.6 Differentiate between clean and sanitary. |  |
| CTE FHSP.4.2.7 Demonstrate the appropriate use and storage of equipment, tools and supplies. |  |
| CTE FHSP.4.2.8 Apply management skills to housekeeping and laundry tasks including PAR levels, purchasing, storage, scheduling, and sustainability. |  |
| CTE FHSP.4.2.9 Calculate Rev-PAR (revenue per available room), occupancy rate, and yield percentage. |  |

### **Standard FHSP.5.0: Food and Beverage**

### Performance Standard FHSP.5.1 Foundational Knowledge and Skills of Food and Beverage Options

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE FHSP.5.1.1 Examine food and beverage operations in various contexts. |  |
| CTE FHSP.5.1.2 Compare and contrast the classification of food services operations. |  |
| CTE FHSP.5.1.3 Explain front- and back-of-the-house operations and positions. |  |
| CTE FHSP.5.1.4 Research cultural and dietary needs in regard to menu development. |  |
| CTE FHSP.5.1.5 Evaluate components of menu design. |  |
| CTE FHSP.5.1.6 Explain the importance of proper sanitation in food and beverage operations. |  |
| CTE FHSP.5.1.7 Examine the equipment and supplies used in food and beverage operations. |  |
| CTE FHSP.5.1.8 Demonstrate proper presentation, serving skills, and proper table setup. |  |
| CTE FHSP.5.1.9 Explain the different styles of room set up options for catered events. |  |
| CTE FHSP.5.1.10 Compare and contrast different kinds of events (e.g., meetings, conventions, weddings, expositions, farmers’ markets, birthday parties, etc.). |  |
| CTE FHSP.5.1.11 Classify the forms and records necessary in event planning. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material cross-refers and integrates other content areas.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov/)

1. [Idaho FACS&HR Hospitality Services Program Standards](https://cte.idaho.gov/wp-content/uploads/2019/02/Hospitality-Services-Program-Standards.pdf) [↑](#footnote-ref-1)