Hospitality Management Evaluation Tool

2020 Curricular Materials Review

Idaho CTE Business and Marketing (BAM) Hospitality Management Program Standards[[1]](#footnote-1)

**Publisher information**

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# 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 BHM.1.0: Hospitality Business Relations Management

### Performance Standard BHM.1.1 Organizational Culture of the Hospitality Industry

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| --- | --- |
| **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 BHM.1.1.1 Demonstrate professional techniques of communication. |  |
| CTE BHM.1.1.2 Demonstrate professional, effective digital, written, verbal, and non-verbal communication skills. |  |
| CTE BHM.1.1.3 Demonstrate professional presentation and public speaking skills. |  |
| CTE BHM.1.1.4 Demonstrate positive communication in the workplace. |  |
| CTE BHM.1.1.5 Demonstrate effective listening skills. |  |
| CTE BHM.1.1.6 Model effective conflict prevention and resolution skills. |  |
| CTE BHM.1.1.7 Identify types of organizational culture. |  |

### Performance Standard BHM.1.2 Internal Operations Communication

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| **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 BHM.1.2.1 Demonstrate knowledge of the concepts, strategies, and systems used to obtain and convey ideas and information using occupational terminology. |  |
| CTE BHM.1.2.2 Demonstrate professional communication between employee, supervisor, and coworkers. |  |
| CTE BMH.1.2.3 Identify culture and social awareness. |  |

### Performance Standard BHM.1.3 Hospitality Law and Ethics

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| **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 BHM.1.3.1 Recognize the community impact of unethical behavior. |  |
| CTE BHM.1.3.2 Identify benefits of community-minded whistleblowers. |  |
| CTE BHM.1.3.3 Demonstrate an understanding of guest privacy and information protection. |  |
| CTE BHM.1.3.4 Identify ethical behavior within an organizational culture. |  |

### Performance Standard BHM.1.4 Current Trends

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| **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 BHM.1.4.1 Investigate current trends in the hospitality industry. |  |
| CTE BHM.1.4.2 Evaluate the effects of current trends in the hospitality industry. |  |
| CTE BHM.1.4.3 Recognize the impact of technology trends in the hospitality industry. |  |
| CTE BHM.1.4.4 Describe the impact of globalization and diversity on the hospitality industry. |  |
| CTE BHM.1.4.5 Investigate current legal and political trends in the hospitality industry. |  |
| CTE BHM.1.4.6 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, and so forth). |  |

## Standard BHM.2.0: Hospitality Business Structure and Characteristics

### Performance Standard BHM.2.1 Operations Management

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| **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 BHM.2.1.1 Create safety and security procedures. |  |
| CTE BHM.2.1.2 Define and describe logistics within operations management. |  |
| CTE BHM.2.1.3 Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of human resources, equipment, and logistics. |  |
| CTE BHM.2.1.4 Monitor, plan, and control day-to-day activities. |  |
| CTE BHM.2.1.5 Assess asset management and inventory control. |  |

### Performance Standard BHM.2.2 Project Management

| **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 BHM.2.2.1 Identify Project Management Institute (PMI) terminology. |  |
| CTE BHM.2.2.2 Understand contract management deliverables within scope of given project. |  |
| CTE BHM.2.2.3 Describe a project manager’s role. |  |
| CTE BHM.2.2.4 Define the phases of project management. |  |
| CTE BHM.2.2.5 Evaluate phases of project management from concept to completion. |  |

### Performance Standard BHM.2.3 Facilities Management

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| **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 BHM.2.3.1 Demonstrate knowledge of and locate compliance and regulations at local, state, and national levels. |  |
| CTE BHM.2.3.2 Describe the structure and duties of housekeeping, maintenance, and construction. |  |
| CTE BHM.2.3.3 Explain asset condition assessment. |  |
| CTE BHM.2.3.4 Create a preventative maintenance program for facilities. |  |

### Performance Standard BHM.2.4 Events Management

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| **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 BHM.2.4.1 Recognize and explain the planning of a variety of events. |  |
| CTE BHM.2.4.2 Create a pre-through-post event logistics plan. |  |

## Standard BHM.3.0: Digital Literacy in Hospitality

### Performance Standard BHM.3.1 Hospitality Technology Tools

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| **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 BHM.3.1.1 Demonstrate the use of financial accounting software. |  |
| CTE BHM.3.1.2 Demonstrate the use of word processing, spreadsheet and presentation applications. |  |
| CTE BHM.3.1.3 Demonstrate the use of cloud-based technologies. |  |
| CTE BHM.3.1.4 Demonstrate the use of graphic design applications. |  |
| CTE BHM.3.1.5 Demonstrate the use of project management software. |  |

## Standard BHM.4.0: Hospitality Finance and Economic Impact

### Performance Standard BHM.4.1 Finance

| **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 BHM.4.1.1 Explain a depreciation schedule. |  |
| CTE BHM.4.1.2 Read and interpret financial statements. |  |
| CTE BHM.4.1.3 Explain revenue management including forecasts. |  |
| CTE BHM.4.1.4 Identify revenue and cost centers. |  |
| CTE BHM.4.1.5 Explain economic factors that impact the hospitality industry. |  |

### Performance Standard BHM.4.2 Sales

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| **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 BHM.4.2.1 Implement sales process, solicitation, and creation of a request for proposal (RFP). |  |
| CTE BHM.4.2.2 Differentiate different types of hospitality sales. |  |
| CTE BHM.4.2.3 Compare and contrast pricing strategies and structures for comparable industries. |  |
| CTE BHM.4.2.4 Analyze external economic benefit to the community. |  |

## Standard BHM.5.0: Hospitality Business Strategies

### Performance Standard BHM.5.1 Food and Beverage (F&B)

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| **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 BHM.5.1.1 Examine food and beverage operations in various contexts. |  |
| CTE BHM.5.1.2 Compare and contrast the classification of food services operations. |  |
| CTE BHM.5.1.3 Explain the importance of proper sanitation in food and beverage operations. |  |
| CTE BHM.5.1.4 Examine the equipment and supplies used in food and beverage operations. |  |
| CTE BHM.5.1.5 Explain front- and back-of-the-house operations and positions. |  |

### Performance Standard BHM.5.2 Amenity Management

| **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 BHM.5.2.1 Compare and contrast different kinds of events (e.g., meetings, conventions, weddings, expositions, farmers’ markets, birthday parties, and so forth). |  |
| CTE BHM.5.2.2 Define trends within outdoor recreation management. |  |
| CTE BHM.5.2.3 Create and develop an amenities list to offer guests. |  |
| CTE BHM.5.2.4 Identify amenities/services across multiple property outlets. |  |
| CTE BHM.5.2.5 Define and describe hospitality amenity trends. |  |

**Performance Standard BHM.5.3 Lodging Management**

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| **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 BHM.5.3.1 Discuss the nature of concierge services. |  |
| CTE BHM.5.3.2 Determine complementary services and programs to provide guests. |  |
| CTE BHM.5.3.3 Describe the purpose of guest relations. |  |
| CTE BHM.5.3.4 Explain the role of guest services. |  |

**Performance Standard BHM.5.4 Hospitality Marketing**

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| --- | --- |
| **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 BHM.5.4.1 Evaluate the impact of brand management strategies. |  |
| CTE BHM.5.4.2 Create and develop a social media platform and campaign. |  |
| CTE BHM.5.4.3 Identify factors that influence guest experiences throughout the guest life cycle. |  |
| CTE BHM.5.4.4 Develop a marketing plan for a sector of the hospitality industry. |  |

## Standard BHM.6.0: Professional Development

### Performance Standard BHM.6.1 Career Advancement and Networking

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| **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 BHM.6.1.1 Participate in career advancement activities and career planning to enhance professional development within the hospitality industry. |  |
| CTE BHM.6.1.2 Review and understand industry specific associations and certifications related to the hospitality industry. |  |

# 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.
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| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
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| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

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1. [Idaho BAM Hospitality Management Program Standards](https://cte.idaho.gov/wp-content/uploads/2019/11/Hospitality-Management-Program-Standards-2018.pdf) [↑](#footnote-ref-1)