



# Cardinal Leger Secondary School

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*We believe that each one, created in the image and likeness of God, is called by name into the Dufferin-Peel community to realize the Ontario Catholic School Graduate Expectations to the fullest extent possible as we all journey from the early years to vocation.*

## COURSE OUTLINE

<b>Department:</b>	Technology Department
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<b>Course:</b>	Hospitality and Tourism
<b>Course Code:</b>	TFJ 4C1

### Course Description:

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry.

**Prerequisite:** Hospitality and Tourism, Grade 11, College Preparation

### Units of Study:

Unit	Major Evaluations	Timelines
Unit 1: Safety Passport	Self Directed Module- Daily Evaluation, Quizzes, Tests and Reflection Paper	8 hours
Unit 2: Industry Certifications	Smart serve, Safe food handlers-Basic, Service excellence and First aid. Standardized tests for each certification	35 hours
Unit 3: Kitchen Operations	Practical Skills Observation, Inventory/Food Costing Project, Group Work, Test, Quizzes.	42 hours
Unit 4: Management and Planning	Event Administration & Management Project	15 hours
Unit 6: Summative	Practical and Written Evaluations	10 hours

### Assessment and Evaluation Guidelines

**The purpose of student assessment is to improve student learning**

Assessment and evaluation are based on the provincial expectations and levels of achievement outlined in the provincial curriculum document for each subject in secondary school. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. Achievement (reflected in a final mark) will be calculated using the following categories:

Communication	Knowledge/Understanding	Thinking and Inquiry	Application/Making Connections
(20%)	(20%)	(30%)	(30%)

<ul style="list-style-type: none"> <li>▪ Oral Presentations</li> <li>▪ Group Work</li> <li>▪ Debates</li> <li>▪ Discussion</li> <li>▪ Reflective Writing</li> <li>▪ Communication Labs</li> <li>▪ Notemaking</li> <li>▪ Visual Displays</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tests</li> <li>▪ Quizzes</li> <li>▪ Assignment Sheets</li> <li>▪ Cross Word Puzzles</li> <li>▪ Dictionary of Key Words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brainstorming</li> <li>▪ Categorize</li> <li>▪ Mind mapping</li> <li>▪ Response Journals</li> <li>▪ Research</li> <li>▪ Case Studies</li> <li>▪ Project Planning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Projects</li> <li>▪ Reports</li> <li>▪ Demonstrations</li> <li>▪ Interviews</li> <li>▪ Simulations</li> </ul>
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## Assessment and Evaluation:

Category Weightings	Weight %
Knowledge/Understanding	20
Thinking	30
Application	30
Communication	20

Final Summative Assessments	Overall Weighting
Term Work	70 %
Course Culminating	15%
Exam	15%

## Learning Skills and Work Habits

E= excellent G= good S=satisfactory N= needs improvement

Responsibility	<input type="checkbox"/> takes responsibility for and manages own behavior <input type="checkbox"/> completes and submits class work, homework, and assignments according to agreed-upon timelines
Organization	<input type="checkbox"/> establishes priorities and manages time <input type="checkbox"/> identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks
Independent Work	<input type="checkbox"/> independently monitors, assesses, and revises plans to complete and meet goals <input type="checkbox"/> uses class time appropriately to complete tasks
Collaboration	<input type="checkbox"/> accepts various roles and an equitable share work in a group <input type="checkbox"/> builds healthy peer-to-peer relationships
Initiative	<input type="checkbox"/> Looks for and acts on new ideas and opportunities <input type="checkbox"/> Approaches new tasks with a positive attitude
Self-Regulation	<input type="checkbox"/> Sets own goals and monitors progress towards achieving them <input type="checkbox"/> Seeks clarification or assistance when needed