This lesson will provide you with a brief overview of this course.
Has anyone ever heard of Career and Technical Education?
Have students brainstorm: What do you think it is?
Career and Technical Education (CTE)

Definition #1:
Career and Technical Education (CTE) instruction aims at developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas.

Definition #2:
Career and Technical Education (CTE) prepares young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.

Allow a student to read the definitions for Career and Technical Education. Provide students with an index card and have them write a definition for CTE in their own words. Share responses.

If you choose to further explore the topic of Career and Technical Education, please see About CTE Presentation http://cte.unt.edu/home/about.html
Internships, practicum courses, career preparation courses, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.

Allow student a few moments to read the information on the slide and on the back of their index card write down all unfamiliar terms. Lead a brief class discussion on the contents of the slide. Define and provide examples of all unfamiliar terms. Inform students of CTE venues available in your district, your campus and your program.
Historical Side Notes:

In the past, Career and Technical Education (CTE) was organized by program areas, but is now organized by career clusters.

Example:

Family and Consumer Sciences (program area) courses are now located in five career clusters:

- Architecture and Construction (Interior Design courses)
- Arts, AV Technology and Communication (Fashion Design courses)
- Education and Training
- Hospitality and Tourism
- Human Services

Architecture and Construction (Interior Design courses) and Arts, AV Technology and Communication (Fashion Design courses) cluster information can be found at http://cte.unt.edu/
Career and Technical Education (CTE)

• You are currently enrolled in the course Restaurant Management
• Restaurant Management is a CTE course
• You are a CTE student
• I am a CTE instructor
Provide a copy of this slide to the students.

The 16 clusters identified by the U.S. Department of Education, classify workforce preparation programs that are obtained through career and technical education.

What cluster do you think Restaurant Management falls under? Have students read the descriptors for each cluster?
The course **Restaurant Management** is in the Hospitality and Tourism Clusters.

If time permits, allow students to discuss other CTE courses available at your campus and determine their career clusters.
Restaurant Management is in the Hospitality and Tourism Cluster.
The Texas Education Agency has approved 9 high school courses in Hospitality and Tourism. Not all high schools offer all courses.

What is a sequence?

The goal of CTE in high school is to progress through a sequence of courses that lead to the attainment of academic and technical skills.

Discuss the sequence for Hospitality and Tourism on your campus/district.

If applicable, discuss other courses/sequences offered at your campus and in your district.

Inform students that it is possible to incorporate courses from other sequences or clusters into their personal program of study.

Example:
Sandra wants to be a high school coach. In addition to her education and training courses, she asks her counselor to enroll her in the course DOLLARS and SENSE (Human Services cluster) so that she can learn about handling finances.

In the future, Juan would like to become an elementary school principal. In addition to his education and training courses, Juan asked his counselor to enroll him in CHILD DEVELOPMENT, (Human Services cluster) so he can learn as much as he can about children.
Encourage students to speak to their counselors.

Recommended sequences for all cluster courses can be found at:
http://www.tea.state.tx.us/index2.aspx?id=5415
Review the sequence available for your course.

If time permits, allow students to determine the sequences available for other CTE courses on their campus/district.
Each cluster has various Programs of Study. We have already established that Restaurant Management is in the Hospitality and Tourism career cluster. There are four Programs of Study in Hospitality and Tourism:

- Restaurants and Food/Beverage Services
- Lodging
- Travel and Tourism
- Recreation, Amusements, and Attractions

What Program of Study interests you?
Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.
Presentation Notes
Introductory Lesson: Restaurant Management

Review the contents of this chart with students, helping them make a connection between the cluster, selected program of study/pathway and possible career/occupations available to them.

This chart and frames for all career clusters can be found at:
http://www.careertech.org/career-clusters/resources/career-frames.html
Click on logo to link to AchieveTexas Hospitality and Tourism component.
Possible Program of Study
Food and Beverage Manager
Introductory Lesson: Restaurant Management

### Career Planning:

#### Postsecondary:
- Bachelor Degrees
- Associate Degrees
- Certificates

#### High School:
- 11th Grade: Career and Technical Education
- 10th Grade: Information Technology
- 9th Grade: Transportation Services (Local districts may list high school credit courses here)

#### College Credit Opportunities:

- Introductory Lesson: Restaurant Management
- Mathematical Models with Applications
- Environmental Systems
- Fine Arts
- World Geography
- World History
- Mathematical Models with Applications
- Environmental Systems
- Fine Arts
- World Geography
- World History

#### Core Courses:
- English I
- English II
- English III
- English IV
- English
- Algebra I
- Algebra II
- Geometry
- Physics
- Chemistry
- Mathematical Models with Applications
- Introductory Lesson: Restaurant Management

#### Related Electives:
- ProStart©
- ServSafe©
- Certified Food Manager
- Banquet Server
- Kitchen Helper
- Cook Trainee
- Busperson
- Food Server
- Host
- Short Order

#### Cluster Overview:

**Cluster: Restaurants & Food/Beverage Services**

Encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events, and travel related services.

#### Certification Opportunities:

- Food and Beverage Manager
- Fast Food Manager
- Catering and Banquet Director
- Food and Beverage Director
- Food Service Specialist
- Food Preparation Worker
- Up Server
- Banquet Server
- Busperson
- Food Server
- Host
- Short Order

#### Professional Associations:

- Texas Hotel and Lodging Association
- Society for Foodservice Management
- International Food Service Executives Association
- Texas Restaurant Association

#### Service Learning Experiences:

- Peer Tutoring/Peer Mentoring
- Dynamic Leadership
- Community Service Volunteer
- Campus Service Organizations
- Internship
- Career Preparation
- Job Shadowing
- Service Learning Experiences:
- Language Immersion Programs
- H Youth Development
- Youth Development

#### Career Options:

- Food Service Specialist
- Food Preparation Worker
- Food Server
- Host
- Short Order
- Food Preparation Worker
- Food Server
- Host
- Short Order

#### Proposed Coursework:

Students have the option to select electives that count for college credit on their campus.

- Listed courses that count for college credit on your campus.
- Students should take Advanced Placement (AP), International Baccalaureate (IB), dual credit, Advanced Technical Credit (ATC), and courses that count for college credit on campuses.

#### SUGGESTED COURSEWORK:

<table>
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<th>Grade</th>
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<td>8th</td>
<td>Career</td>
<td>1104</td>
<td>Career</td>
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#### NOTE:

Students may earn all or part of these certificates as part of the high school experience.
Sample Bachelor Degrees

- Hospitality Administration
- Hospitality Management
- Hotel and Restaurant Management
- Restaurant, Hotel, and Institutional Management
Sample Graduate Degrees

- Hospitality Administration
- Hospitality Management
- Hotel and Restaurant Management
- Restaurant, Hotel, and Institutional Management
### Sample Career Options

- Banquet Set-Up Server
- Fast-Food Assistant Manager
- Food Preparation Worker
- Host
- Restaurant Server
- Fast Food Manager
- Food and Beverage Manager
- Food Service Specialist
- Maitre’d
- Restaurant Assistant Manager
- Catering and Banquet Director
- Food and Beverage Director
- Kitchen Manager
- Restaurant/Food Service Owner
- Restaurant Manager
- Food and Beverage Adm.
- Food and Beverage Director
- Operations Administrator
- Vice-President Operations
(3) The student identifies the importance of a well-written business plan. The student is expected to:
(A) categorize a business plan and the need for a well-orchestrated business plan;
(B) research business plan outlines, resources, and templates using web search engines;
(C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting.
Provide students with a copy of the course TEKS. Inform students that they will be referring to this document throughout the school year. Stress that all TEKS listed will be addressed.
Provide students with activities that correspond to the TEKS.
(2) The student uses verbal and nonverbal communication skills to create, express, and interpret information for providing a positive experience for guests and employees. The student is expected to:

- (A) develop, deliver, and critique presentations;
- (B) analyze various marketing strategies for a restaurant or food venue;
- (C) demonstrate proper techniques for answering restaurant phones;
- (D) interpret verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients; and
- (E) apply active listening skills to obtain and clarify information.

Provide students with activities that correspond to the TEKS.
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Provide students with activities that correspond to the TEKS.
(5) The student understands roles within teams, work units, departments, organizations, and the larger environment of the restaurant industry. The student is expected to:

(A) explain the different types and functions of departments;
(B) investigate quality-control standards and practices;
(C) differentiate between various styles of restaurant services such as table, buffet, and fast food;
(D) illustrate various place settings using proper placement of dining utensils; and
(E) demonstrate the proper service techniques in food service operations.

Provide students with activities that correspond to the TEKS.
The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:

(A) assess workplace conditions with regard to safety and health;
(B) analyze potential effects caused by common chemicals and hazardous materials;
(C) demonstrate first aid and cardiopulmonary resuscitation skills;
(D) apply safety and sanitation standards common to the workplace;
(E) research sources of food-borne illness and determine ways to prevent them; and
(F) determine professional attire and personal hygiene for restaurant employees.

Provide students with activities that correspond to the TEKS.
(7) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:

(A) apply team-building skills;
(B) apply decision-making and problem-solving skills;
(C) determine leadership and teamwork qualities to aid in creating a pleasant working atmosphere; and
(D) participate in community leadership and teamwork opportunities to enhance professional skills.

Provide students with activities that correspond to the TEKS.
TEKS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Restaurant Management

(8) The student knows and understands the importance of professional ethics and legal responsibilities within the restaurant industry. The student is expected to:

(A) demonstrate ethical reasoning in a variety of workplace situations in order to make decisions;

(B) interpret and explain written organizational policies and procedures to help employees perform their jobs; and

(C) develop guidelines for professional conduct.

Provide students with activities that correspond to the TEKS.
(9) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:

(A) demonstrate a proactive understanding of self-responsibility and self-management;
(B) identify behaviors needed to be employable and maintain employment such as positive work ethics and positive personal qualities;
(C) analyze the effects of health and wellness on employee performance;
(D) implement stress-management techniques; and
(E) follow directions and procedures independently.

Provide students with activities that correspond to the TEKS.
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Provide students with activities that correspond to the TEKS.
End of Course Project Options – Restaurant Management instructional lesson can be found on the SIRDC website.
Title on slide is hyperlinked to slide presentation for said lesson.
Overview of Culinary Arts course topics.
Are there any questions?
Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, travel related services, and recreation, attractions, and events.

Instruct students to create their interpretation of the information on this slide. It may be used as the coversheet for their class binder, folder or journal. Students may draw or use a computer to complete the task.

Criteria used for assessment of project:
- Must include all five components
- Creativity
- Neatness
- Spelling and grammar
Websites:

- AchieveTexas
  A college and career initiative designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine rigorous academics and relevant career education.  
  [http://www.achievetexas.org](http://www.achievetexas.org)

- Learning that Works for America CTE™
  Sponsored by The National Association of State Directors of Career Technical Education Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares individuals to succeed in education and their careers.  
  [http://www.careertech.org](http://www.careertech.org)

- Texas Education Agency
  Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.  
  [http://ritter.tea.state.tx.us/index.html](http://ritter.tea.state.tx.us/index.html)