



PROSTART PROGRAM
SIMON A. SANCHEZ HIGH SCHOOL
COURSE SYLLABUS
SY 2020-2021

COURSE TITLE: CTTT075B ProStart Capstone

INSTRUCTOR: Chef Philip Callos

CONTACT INFO: (email) ptcallos@gdoe.net
 (text / Whatsapp only) 480-6536 [Please include your name and period]

TIME AND LOCATION: Room 301 / Online / Synchronous

REQUIRED TEXTS: None

COURSE DESCRIPTION (SEMESTER 2)

This course is the capstone for the ProStart Secondary Program. Students integrate, synthesize, and showcase program learning outcomes in a single original project of choice that is subject to the instructor’s approval and supervision. Final student artifact will be evaluated by industry partners. The capstone project could be a showcase of work-based learning, TED-style Talk, or a Restaurant Project and has three components – a research paper, a portfolio, and student presentation. Also, this course provides an opportunity for students to engage in WorkKeys Curriculum to prepare for and obtain the ACT WorkKeys National Career Readiness Certificate™.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Develop SMART (Specific, Measurable, Attainable, Realistic, and Timed) goals to become a Culinarian or Foodservice professional.
2. Showcase numeracy and literacy competencies.
3. Implement WorkKeys competencies within the capstone project.

TEACHING METHODOLOGIES

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| <ol style="list-style-type: none"> 1. Class discussions 2. Instructor presentations 3. Case studies 4. Homework problems | <ol style="list-style-type: none"> 5. Assigned readings 6. Course project 7. Kitchen Labs & Skills Development (subject to change due to PCOR levels) |
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REQUIRED MATERIALS AND RECOMMENDED SUPPLIES

ONLINE	HARD COPIES	FACE-TO-FACE
<ul style="list-style-type: none"> → Desktop / Laptop with built-in camera → Reliable internet connection → Earphones / Headset 	<ul style="list-style-type: none"> → Calculator, Pens (black, blue, red), pencils, correction tape, college ruled filler paper, sheet protectors. → College ruled notebook → 2-inch binder *for ProStart use only 	<ul style="list-style-type: none"> → Face Mask, Hand Sanitizer → Calculator, Pens (black, blue, red), pencils, correction tape, college ruled filler paper, sheet protectors. → College ruled notebook → 2-inch binder *for ProStart use only

GRADING SYSTEM

ONLINE	HARD COPIES	FACE-TO-FACE
<ul style="list-style-type: none"> Grade is based on evidence of work submitted in a timely manner. 	<ul style="list-style-type: none"> Grade is based on evidence of work submitted in a timely manner. 	<ul style="list-style-type: none"> Grade is based on evidence of work submitted in a timely manner.

Students will be graded based on the evidence of work submitted in a timely manner for all three learning models. Grading criteria are the following:

Grading Criteria

Assignment	Points
Daily Virtual Meeting	5 points each
Discussion Forum	20 points each (Includes original post, response to a peer's post, and reaction to a peer's post)
Assignments	20 point each

Assessment	Points
Weekly Quizzes	10 points each
Exams Final	100 points each
Course Project	100 points each

Grading Scale

Letter Grade	Percentage
A	90-100 %
B	80-89 %
C	70-79%
D	60-69%
F	59 and below

COURSE REQUIREMENTS

All course requirements must be completed, they are not optional. Students who do not complete all requirements may receive a letter grade of "F".

Student engagement is the physical attendance, submission of assignments, communication, or video conference with a teacher. A **minimum of two student engagement activities** is required per week.

ATTENDANCE, PARTICIPATION, AND COMMUNICATION EXPECTATIONS

Learning Mode	Online	Hard Copy/Grab & Go	Face-to-Face
Email Address Utilized	Use GDOE student email	Use GDOE student email	Use GDOE student email
Communication Methods	Communication will be via email, video conferencing, phone, or learning management system (Google Classroom)	Students will communicate via email if a student has access, otherwise through scheduled phone calls.	Students will communicate directly with the teacher if not via email if a student has access, otherwise through scheduled phone call or utilize Friday intervention meetings
Email & Phone Communication Frequency	Check GDOE email daily.	Phone call on Fridays or contact the teacher via text, email, or phone call, or written message placed in packet. Leave a message for the teacher if unreachable.	Phone call on Fridays or contact the teacher via text, email, or phone call. Leave a message for the teacher if unreachable.
Participation &	Students will call in or attend	Complete, submit, pick up all weekly	Ask Teacher Directly. Utilize

Questions	online class by being virtually present as scheduled by the instructor.	assignments every Friday. Leave questions in the packet, if any. Students will receive response(s) on the next learning packet pick up. <ul style="list-style-type: none"> • Absent = Failure to pick up hard copy items on Fridays. • Tardy = Pick up hard copy after the designated times • Hard copy work must be picked up by parent / legal guardian / student. 	Friday Intervention scheduled meeting. <ul style="list-style-type: none"> ➤ Designated school days by last name. ➤ Absent = did not attend class ➤ Tardy = arrival after bell rings to start instruction ➤ Technical Absence = arrival after 8 minutes
Contact Information Update	Provide updated contact information regularly.	Provide updated contact information regularly.	Provide updated contact information regularly.

BEHAVIORAL EXPECTATIONS

Online	Hard Copy	Face-to-Face
Adhere and follow course policies, netiquette, and standards of conduct included during course orientation and course materials.	Pick up and submit packets during designated time. Students who miss these opportunities to communicate with their teachers whether through individual means or for a regular scheduled class meeting, will be reported to an administrator.	Follow all school rules.
Be on time, keep microphone on mute until prompted.	Submit completed learning packet on due dates.	Follow all classroom rules.
School rules apply while attending online classes- appropriate attire, no smoking, vaping, appropriate background, etc.	No plagiarizing, no cheating.	Based on physical attendance during scheduled class days. When returning from an absence, students must show an excuse note to ALL their teachers and have them initial the note. The last teacher to initial will hold on to the note.
Follow appropriate online etiquette.	Do your own work, do not have someone else do the work for you.	Class discussions through designated class periods
No plagiarizing, no cheating. Utilize textbook and course materials given to cite resources properly.	No plagiarizing, no cheating. Utilize textbook and course materials given to cite resources properly.	No plagiarizing, no cheating. Utilize textbook and course materials given to cite resources properly.

ATTENDANCE LAW, POLICY, AND PROCEDURE (PL34-104, BP411)

Compulsory Education Age:

Public Law 34-104 requires students who are five (5) years of age and have not reached the age of eighteen (18) to enroll and attend a school full-time. **(17Guam Code Annotated, Section 6102 and Guam Board Policy 411)**. Students must attend their classes no matter what models of learning they have chosen. There is a reasonable expectation that students will know their class schedule, maintain regular participation and communicate regularly with their teachers

Unexcused Absences

- 1 unexcused = Call parent
- 2 unexcused = Mandatory Parent Conference with Admin and issue Truancy Prevention Notice to parent
- 3 unexcused = Mandatory Parent Conference with School Attendance Officer
- 4 unexcused = Submit Student Attendance Referral Form (SARF)

COURSE ASSIGNMENTS

1. Important Dates

Please review due dates for your assignments found in the Course Calendar. I will post reminders prior to the due dates in the ANNOUNCEMENTS.

- ❖ Daily Assignments. Each day, you will need to complete the following:
 - ❖ Read and complete the daily lesson assignments.
 - ❖ Post in the Discussion Forum by required due date.
 - ❖ Respond to one other student's post by the required due date.
 - ❖ Respond or react to a student's response to your post.
 - ❖ Take the daily low-stakes quiz.
 - ❖ Take the assigned tests.

2. Special Projects/Assessment

In addition to your daily assignments, there will be a course project for this course. The instructor will discuss further the details, requirements, and expectations of the course project during the student orientation.

QUIZZES & TESTS (PRACTICAL & WRITTEN)

Quizzes and tests will be administered at the end of each lesson and chapter. Please let me know if you need accommodation.

COURSE PROJECTS

The purpose of course projects is to reinforce learning into a culminating activity. Projects can be done individually or in teams at the discretion of the instructor.

KITCHEN LAB, SKILLS DEVELOPMENT WITH LAB REPORT

In the event we are able to proceed with kitchen labs, it will require face-to-face mode of learning. (Will change based on PCOR levels.) The purpose of kitchen labs and skill development is for the student to practice, develop, and demonstrate proficiency in basic culinary skills including food safety, workplace safety, teamwork and communication, and organization. **At the completion of each lab, you will submit a LAB REPORT that describes learning gained.**

MAKE UP WORK

Make up work will not be accepted unless prior arrangements with your instructor have been communicated and approved. Assignments will not be available after the deadline. If you have an extenuating circumstance, please contact me by private message before the assignment is due to make alternate arrangements.

EMERGENCY PROCEDURES

Emergency procedures will be followed according to that which has been described in the Simon Sanchez High School student handbook (where applicable), and according to the Guam Community College's emergency procedures (where applicable).

EMERGENCY PROCEDURES & STUDENTS WITH SPECIAL NEEDS

Please refer to your school Student Handbook for emergency procedures and evacuation routes posted in class. Students with disabilities seeking academic accommodations may request from the counseling office, in accordance with the Americans with Disabilities Act (ADA) and the Rehabilitation Act, Section 504.

FERPA and Privacy

Under FERPA (Family Educational Rights and Privacy Act), your educational records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at the GCC online college catalog in Appendix I (<http://catalog.guamcc.edu>), by visiting the U.S. Department of Education website, <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>, or accessing the FERPA Group on MyGCC which is open to all users. If you still have concerns, please the Registrar's office at gcc.registrar@guamcc.edu

ACADEMIC INTEGRITY

Academic integrity is fundamental to learning and is consistent with the Institutional Learning Outcomes (ILOs) espoused at Guam Community College. The concept of academic integrity lies at the very heart of any college, and learning and scholarship cannot thrive without this fundamental value. Therefore, academic dishonesty cannot be tolerated. Students who commit such acts expose themselves to sanctions as severe and expulsion from the College.

Academic dishonesty can take different forms, including, but not limited to cheating, plagiarism, and technology misuse and abuse. In any situation in which students are unsure of what constitutes academic dishonesty, it is the student's responsibility to raise the question with the instructor. It is also the student's responsibility to be familiar with the student guidelines on academic integrity.

COVID-19 Safety Precautions

- ✓ Students must always wear their student ID visibly.
- ✓ Masks and face coverings will be mandatory prior to entering and while on campus.
- ✓ Thermal scanning and screening will be required upon entry on campus. Students must have proof of screening upon entering the classroom.
- ✓ Always follow the six (6) feet physical distancing requirements.
- ✓ In order to meet COVID-19 building capacity requirements, students report to school during their designated days only.
- ✓ All students are to participate in the COVID-19 related training.
- ✓ Signs will be posted around the campus to remind students of the health and safety precautions.
- ✓ Conduct passive screening before leaving the house. If you are feeling sick or exhibit any of the symptoms, stay home. Call the school for further guidance.
- ✓ Frequent handwashing with soap and water is highly encouraged. If soap and water are not available, use alcohol rub and/or hand sanitizer prior to entering the campus.

Course Outline

Components of the Capstone Assessment

- Written
 - Students will respond to the following prompts using as many words as needed to sufficiently:
 - Prompt 1
 - Summarize your Capstone and how it relates to your program.
 - Prompt 2
 - Identify at least 5 Primary Skills, Competencies and Knowledge acquired from the program and how they contribute to your successful completion of the Capstone.
 - Prompt 3
 - Explain your three greatest accomplishments or findings in completing your Capstone.

Note: Cooking Lab Reports meet the requirements of the Capstone Written Component.

- Project
 - Project will result in a product, or 270 hours of internship/experiential learning, that includes as many skill sets as possible.
 - Internships and other experiential learning must have a completed copy of employer evaluation and performance checklist as part of the presentation.
- Presentation / Evaluation:
 - Ensure all students have a release form on file prior to the presentation.
 - Students are required to present projects and portfolios to a panel of evaluators. The evaluation team should consist of at least one industry person. Other team members may be school administrators and counselors. The team should be no more than three members. The student's CTE instructor cannot be one of the evaluators.
 - Date of presentation is scheduled by the instructor.
- Capstone Process
 - Phase 1
 - Approval of capstone idea from the instructor.
 - Phase 2
 - Complete writing prompts.
 - Phase 3
 - Complete project.
 - Phase 4
 - Develop presentation and practice.
 - Phase 5
 - Contact evaluators and schedule date/time for presentations.

PROSTART STANDARDS OF CONDUCT & BEHAVIOR

Applies to all models of learning

Students are expected to conduct themselves in a professional manner (**with obedience, with respect, courtesy, & honesty**) **AT ALL TIMES**.

Disruptive and negative behavior will not be tolerated. **Disruptive behavior are those actions that impedes the ability of the teacher to teach the class productively. These disruptive or bad behavior include but are not limited to:**

1. **Showing up under the influence of alcohol, marijuana, or drugs - Serious offense**
2. **Leaving the classroom without permission.**
3. **Yelling, arguing, fighting, swearing, use of foul language, or other intimidating and or aggressive behavior - Serious offense**
4. **Sleeping, eating, drinking, chewing gum or engaging in side conversations during class.**
5. **Shuffling through paper, doodling, cleaning out backpacks, putting on makeup, braiding hair, etc. during class.**
6. **Interrupting the teacher or students in any way such as making smart aleck remarks or comments or asking nonsense questions unrelated to the topic being discussed.**
7. **Unauthorized use of cellphones to talk, text, film, photograph (selfie or group photos), using your phone's camera to look at yourself or use social media during class.**
8. **Sexting, bullying - cyber or face-to-face, or similar offense. - Serious offense**

CONSEQUENCES

Violations of the classroom policies, procedures, and standards of behavior will result in the following disciplinary actions

MINOR OFFENSE:

- FIRST OFFENSE: General Reminder. The class will be addressed and reminded of the policy and procedures.
- SECOND OFFENSE: You will be reminded privately.
- THIRD OFFENSE: Your offense will be documented.
- FOURTH OFFENSE: Parent/guardian, counselors, academic teachers conference with or without the student.
- FIFTH OFFENSE: Office referral and/or removal from the program.

SERIOUS OFFENSE:

- FIRST OFFENSE: Parents, counselors, academic teachers, administrators conference with or without the student; **removal from the program.**

Dear Parents,

Please sign your name at the space provided to indicate that you have read the syllabus and understand what is expected of your child. You may also write your questions and comments here. Please have your child return this portion. Thank you for your support.

Student Name: _____

Student Signature: _____

Parent/Guardian Name: _____

Relationship to Student: _____

Parent's Signature: _____ Date: _____

I have a working computer with Internet connection at home: YES NO

Contact information:

Home phone: _____ Cell phone: _____ Email: _____

Work tel. no. And extension _____

Name of Employer _____

Questions and/or comments?



DATE: _____

Name of Student: _____

School: _____

**MEDIA RELEASE FORM FOR HIGH SCHOOL STUDENTS
IN GCC CTE PROGRAMS**

To Whom It May Concern:

I hereby authorize Guam Community College to use images, video and/or the voice of my minor son/daughter, _____, participating in GCC activities to help promote GCC through print, television, radio, web, video presentation and other media.

NAME of Parent/Guardian:(Please print) _____

SIGNATURE of Parent/Guardian: _____

RELATIONSHIP to Student: _____