DESE Model Curriculum

COURSE INTRODUCTION:
This course introduces students to one of the world's largest and fastest growing industries- the hospitality and tourism industry. Content includes information about the numerous segments of the hospitality industry, the many different areas of career opportunities and career paths. The interrelated nature of hospitality, travel and tourism are explored. Students are introduced to the different segments of the industry such as lodging and cruising, food and beverage service and management, club management, attractions and recreation, and assemblies and event management.   It is the foundational course for advanced study in marketing, hospitality, culinary or tourism.

Course Rationale:
To introduce students to the many different opportunities available in the hospitality and tourism industry students will need to develop performance competencies that will enable them to:
a)   construct meaning pertinent to various career paths and opportunities in the industry;
b)   communicate effectively with industry professionals, customers and fellow workers;
c)   solve problems based upon the needs of the customer;
d)   make ethical decisions; and
e)   assess the impact hospitality plays in society.

Guiding Principles:
Integrating *Processes of Thinking, Communication, Leadership, and Management* in Order to Apply Hospitality and Tourism Knowledge And Skills.
1.   Demonstrate components of critical thinking, creative thinking, and reasoning.
2.   Evaluate effective communication processes in school, family, career, and community settings.
3.   Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members through FCCLA, DECA, and SkillsUSA.
4.   Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.
5.   Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.
6.   Demonstrate fundamentals for college and career success (e.g., strong work ethic, time-management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment).

Course Essential Questions:
1.   What is the scope of the hospitality and tourism industry?
2.   How does tourism play a foundational role in the various functions hospitality companies perform?
3.   How do current events and trends impact the hospitality industry?

GRADE LEVEL/UNIT TITLE: 9-12 CTE/ **Unit 1** Hospitality Career Opportunities   Course Code: 096806

UNIT DESCRIPTION: Unit 1 - HOSPITALITY CAREER OPPORTUNITIES This unit will explore the various career opportunities available in the hospitality industry.	SUGGESTED UNIT TIMELINE: Approximately 1 Week CLASS PERIOD (min.): 1 hour/day (300 total minutes)

ESSENTIAL QUESTIONS:

1. What is hospitality?

2. What are some of the various career/employment opportunities within the hospitality industry?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CCTC.HT	CCTC	CCSS ELA Grade Level	NSFCSE	DOK
1. Define and have a general understanding of hospitality.			CCTC.1	L.9-10.6	10.1.1	1
2. Identify careers available in the hospitality industry.			CCTC.2	RST.9-10.2	10.1.1 10.1.2	1
3. Analyze various hospitality career opportunities and distinguish the responsibilities involved in each one.			CCTC.6	RST.9-10.4	10.1.1 10.1.2 10.1.3	1

ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)

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Summative Assessment_Writing Paper on Hospitality Opportunities of Interest

This summative assessment will take the student through the first steps of identifying areas of interest in the hospitality industry. It will require the student to write a paper using the identified steps.

This summative assessment will be indirect instruction having the students address, in written form, the knowledge of the hospitality industry and the various roles and career opportunities available. The students will identify at least three of these opportunities that interest them. Students will compare and contrast their choices leading to the first step in developing a personal hospitality career pathway.

*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)

Obj. #	INSTRUCTIONAL STRATEGIES: (What the teacher will do)
1	1. INSTRUCTIONAL STRATEGY 1_Teacher will provide lecture on Chapter 1 – Hospitality and Careers, START textbook by American Hotel and Lodging Association Educational Institute(AH&LAEI) or use other resources regarding hospitality and careers.
2	2. INSTRUCTIONAL STRATEGY 2_Teacher will facilitate reflective class discussion over Chapter 1-Hospitality and Careers, material (Chapter 1 START textbook by AH&LAEI) or other resources focusing on the various careers available in the hospitality industry. View/discuss additional resources. (listed below)
3	3. INSTRUCTIONAL STRATEGY 3_Teacher will lead class discussion to reinforce key points brought out in Chapter 1-Hospitality and Careers of the START Textbook by AH&LAEI or other resources focusing on what career(s) may be of interest to the individual student.
1

2

3 | 4. INSTRUCTIONAL STRATEGY 4_ Summative Assessment - Teacher will provide the Summative Assessment_ Writing Paper on Hospitality Opportunities of Interest. |

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Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	1. INSTRUCTIONAL ACTIVITY 1_Reflect on discussion of chapter using the notes taken from the lecture and textbook (Chapter 1-Hospitality and Careers, START textbook by AH&LA EI) or other resources.
2	2. INSTRUCTIONAL ACTIVITY 2_ Students will, through class discussion and viewing of additional unit resources (listed below), analyze various career opportunities in the industry discussed in the textbook (Chapter 1 –Hospitality and Careers, START textbook by AH&LA EI) or in other resources.
3	3. INSTRUCTIONAL ACTIVITY 3_ Students will take notes over class discussion.
1 2 3	4. INSTRUCTIONAL ACTIVITY 4_ Summative Assessment - Students will complete the Summative Assessment_ Writing Paper on Hospitality Opportunities of Interest.

UNIT RESOURCES: (include internet addresses for linking)

http://www.ahlei.org/startcomponents/   -   (11/16/2012) (Textbook Resource)

http://www.ahlei.org/uploadedFiles/EI/Workforce_Program/START_brochure.pdf - (11/16/21012) (Textbook Resource)

http://www.youtube.com/watch?v=E6ud7E-ErRs   - Careers In Hospitality: Service & Adventure   (10/15/2012)

http://www.youtube.com/watch?v=_G70ZjwNhoA&feature=related - Tourism and Hospitality Management (10/15/2012)

http://www.youtube.com/watch?v=9EezQTaD0t0 - What Skills Are Required to Work in a Hotel or Restaurant? (10/15/2012)

http://www.youtube.com/watch?v=gKS-AmTQWPI&feature=related - The Hotel Industry Part 1 (10/15/2012)

http://www.youtube.com/watch?v=taSUz2DaaZ0&feature=relmfu   - The Hotel Industry Part 2 (10/15/2012)

CCSS: **Common Core State Standards (CCSS),** accessed May 17, 2013, from http://www.corestandards.org/

CCTC: **Common Career Technical Core (CCTC)**, accessed May 17, 2013 from http://www.careertech.org/career-technical-

education/cctc/info.html

NSFCSE: **National Standards for Family and Consumer Sciences Education**:, accessed May 30, 2013, from http://www.nasafacs.org/national-standards-home.html