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 11** Loss Prevention – Security and Legal Issues   Course Code: 096806

UNIT DESCRIPTION: Unit 11 - LOSS PREVENTION - SECURITY AND LEGAL ISSUES Students will examine the reasons why security and legal issues are an essential component of loss prevention for a property.	SUGGESTED UNIT TIMELINE: 7 days CLASS PERIOD (min.): 55 minutes per day

ESSENTIAL QUESTIONS:

1. What are the loss prevention components at a hospitality and tourism property?
2. What specific legal regulations affect hospitality and tourism properties?
3. What is the role of law enforcement as partners in the hospitality and tourism industry?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CCTC.HT	**CCTC**	**CCSS ELA Grade Level**	**NSFCSE**	**D O K**
1. Define loss prevention.		CCTC.HT.LOD.11 CCTC.HT.LOD.12		SL.9-10.1	10.1.1 10.2.1	1
2. Identify legal regulations related to the hospitality and tourism industry, including OSHA, ADA and guest privacy.		CCTC.HT.LOD.12		SL.9-10.1 RST.9-10.4 RST.9-10.10	10.1.1 10.2.1 10.2.5	2
3. Explain the role of a property's security department and the duties it performs.		CCTC.HT.LOD.9 CCTC.HT.LOD.6 CCTC.HT.LOD.12 CCTC.HT.LOD.11	CCTC.2	SL.9-10.1 SL.9-10.5 RST.9-10.4 WHST.9-10.6	10.1.1 10.1.2	3

4. Identify the various certifications available to employees in the hospitality and tourism industry.		CCTC.HT.LOD.12	CCTC.2 CCTC.8	SL.9-10.1.a RST.9-10.1 RST.9-10.4 WHST.9-10.6 WHST.9-10.9	10.1.1 10.1.2 10.1.3 10.1.6 10.2.1	2
5. Describe the role of law enforcement as a partner to a hospitality and tourism property.		CCTC.HT.LOD.11 CCTC.HT.LOD.12	CCTC.2 CCTC.4 CCTC.8	WHST.9-10.4 WHST.9-10.5	10.2.2 10.2.5	2

ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc)
Formative Assessment 1_Guest Speaker Review Form - Students will complete a Guest Speaker Reflection regarding laws pertaining to hospitality and tourism (OSHA, ADA, guest privacy) laws. Use Formative Assessment 1_Guest Speaker Review Form.

Formative Assessment 2_OSHA Young Worker Safety in Restaurants eTool - Students will review the online lesson and complete the quizzes. Once finished, students will print out a certification of completion. Use Formative Assessment 2_OSHA Young Workers Safety in Restaurants eTool

Formative Assessment 3_Security Concerns in the Workplace Activity - Students will complete a questionnaire about security procedures using Formative Assessment 3_Security Concerns in the Workplace Activity

Formative Assessment 4_Handling Disturbances - Students will put themselves in the role of security officer to respond/role play a series of scenarios in Formative Assessment 4.

Formative Assessment 5_American with Disabilities Scavenger Hunt - Students will use the internet to complete a web quest regarding ADA requirements for blind guests at a lodging property. Use Formative Assessment 5_Americans with Disabilities Scavenger Hunt

Summative Assessment 1_Saecurity Concerns in the Workplace 3-D Project - Students will research security practices and procedures and create a three dimensional project to display their knowledge. They will work with a partner. This will be evaluated with a rubric. Use Summative Assessment 1_Security Concerns in the Workplace 3-D Project.

Summative Assessment 2_Incident Report - Students will review a case study on an incident at a lodging property. They will create an incident

report as if they are the security officer on duty. This will be evaluated with a rubric. Use Summative Assessment 2_Writing an Incident Report.	

***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 (research-based): (Teacher Methods)
1	1. Instructional Strategy 1_ Direct Instruction – Loss Prevention PowerPoint provides definition of loss prevention and explains the components of loss prevention. Use Instructional Strategy 1_Loss Prevention PowerPoint.
2	2. Instructional Strategy 2_ Direct Instruction/Interactive – Through the use of a guest speaker (Director of HR, Loss Prevention Manager or General Manager), students are introduced to the legal issues pertaining to OSHA, ADA and guest privacy in a hospitality property.
2	3. Instructional Strategy 3_ Formative Assessment 1_Guest Speaker Review Form – Teacher will provide Formative Assessment 1.
2	4. Instructional Strategy 4_Formative Assessment 2_OSHA Young Worker in Restaurants eTool – Teacher will provide Formative Assessment 2. Students will review the online lesson and complete the quizzes. Once finished, students will print out a certification of completion. Use Formative Assessment 2_OSHA Young Workers Safety in Restaurants eTool
3	5. Instructional Strategy 5_ Interactive/Experiential Instruction/Direct Instruction – Students will view PowerPoint with video clip as an introduction to security. Use Instructional Strategy 5_Security Concerns PowerPoint.
3	6. Instructional Strategy 6_Formative Assessment 3_Security Concerns in the Workplace Activity – Teacher will provide questionnaire about security procedures using Formative Assessment 3_Security Concerns in the Workplace Activity.
3	**7.** Instructional Strategy 7_Summative Assessment 1_Security Concerns in the Workplace 3D Project – Teacher will provide Summative Assessment 1. Students will research security practices and procedures and create a three dimensional project to display their knowledge. They will work with a partner. This will be evaluated with a rubric. Use Summative Assessment 1_Security Concerns in the Workplace 3-D Project.
3	8. Instructional Strategy 8_Formative Assessment 4_ Handling Disturbances – Students will put themselves in the role of security officer to respond/role play a series of scenarios in Formative Assessment 4.
3	**9.** Instructional Strategy 9_Summative Assessment 2_Writing an Incident report. Students will review a case study on an incident in a lodging property. They create an incident report as if they are the security officer on duty. This will be evaluated with a

	rubric. Use Summative Assessment 2_Writing an Incident Report.
4	10. Instructional Strategy 10_ Direct/Experiential Instruction – Students will view PowerPoint on the training and certification needed in the industry. They will complete a scavenger hunt on ADA in lodging facilities. Use Instruction Strategy 11_Training and Certification PowerPoint.
4	11. Instructional Strategy 11_ Formative Assessment 5_ADA Scavenger Hunt – Students will use the internet to complete a web quest regarding ADA requirements for blind guests at a lodging property. Use Formative Assessment 5_Americans with Disabilities Scavenger Hunt.
Obj.#	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	1. Instructional Activity 1_Direct Instruction – Students will view PowerPoint to introduce loss prevention, define it and describe the various components. Use Instructional Strategy 1_Loss Prevention.
	2. Instructional Activity 2_Students will listen to guest speaker(s) introducing the legal issues pertaining to OSHA, ADA and guest privacy at a hospitality property.
2	3. Instructional Activity 3_Formative Assessment 1_ Guest Speaker Review - Interactive Learning - Students will complete a guest speaker review form – Use Formative Assessment 1_Guest Speaker Review
2	4. Instructional Activity 4_ Formative Assessment 2_ Young Worker in Restaurants eTool - Interactive Learning – Students will use website to research OSHA laws as they pertain to the employment of young workers in the restaurant industry. Students will complete Formative Assessment 2_Young Worker in Restaurants eTool.
3	5. Instructional Activity 5_Direct Instruction- Students will view Instructional Strategy 5_Security Concerns PowerPoint to introduce security concerns.
3	6. Instruction Activity 6_Formative Assessment 3_ Security Concerns in the Workplace Activity - Experiential learning- Students will complete questionnaire about security procedures using Formative Assessment 3_Security Concerns in the Workplace Activity
3	7. Instructional Activity 7_ Summative Assessment 1_ Security Concerns in the Workplace 3D project - Experiential Learning/Cooperative Learning– Students will create a 3D project highlighting their knowledge of security in the workplace. Use Summative Assessment 1_Security Concerns in the Workplace 3D project.

5	8. Instructional Activity 8 _Formative Assessment 4_ Handling Disturbances –Students will put themselves in the role of security officer to respond/role play a series of scenarios in Formative Assessment 4.
5	**9.** Instructional Activity 9_ Summative Assessment 2_Writing an Incident report - Interactive/Experiential Instruction **-** Students will review a case study on an incident in a lodging property. They create an incident report as if they are the security officer on duty. This will be evaluated with a rubric. Use Summative Assessment 2_Writing an Incident Report.
4	10. Instructional Activity 10_ Students will view Instructional Strategy 11_Training and Certification PowerPoint to introduce training and certification.
4	11. Instructional Activity 11_ Formative Assessment 5_ADA Scavenger Hunt - Students will use the internet to complete a web quest regarding ADA requirements for blind guests at a lodging property. Use Formative Assessment 5_Americans with Disabilities Scavenger Hunt.

UNIT RESOURCES: (include internet addresses for linking)

OSHA Young Worker Safety in Restaurants eTool http://www.osha.gov/SLTC/youth/restaurant/index.html (last visited 2/5/13)

 Skills Tasks and Results Training(START), Second Edition, Person Always Learning, Chapter 4

ADA: Guide for Lodging for Blind Guests http://www.ada.gov/lodblind.htm (last visited 2/5/13)

Intro to Security: Eye on Awareness http://www.youtube.com/watch?v=zkkZ2YrgGCo&list=UU2gAx7ka2rtqlTZiWsErF0g&index=3 (last visited 2/5/13)

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 (for HT codes)

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

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