

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/**Unit 12** Employment Skills

Course Code: 096806

### **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, 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?

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<b>UNIT DESCRIPTION:</b> Unit 12 –EMPLOYMENT SKILLS  Students will learn to write a resume, cover letter and complete a job application.		<b>SUGGESTED UNIT TIMELINE:</b> approx. 5 days  <b>CLASS PERIOD (min.):</b> 90 minutes daily				
<b>ESSENTIAL QUESTIONS:</b>  1. How should students complete job applications? 2. What are the components of a resume? 3. How do you write a cover letter?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CCTC.HT	CCTC	CCSS ELA Grade Level	NSFCSE	DOK
1. Complete a job application.		CCTC.HT.6	CCTC.10	RI.9-10.4 L.9-10.1 L.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6	10.1.2	3
2. Create a business resume in a variety of formats aimed at a desired position.		CCTC.HT.6	CCTC.10 CCTC.11	W.9-10.5 L.9-10.1 L.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6	10.1.5	3

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3. Create a business cover letter in a variety of formats aimed at a desired position.		CCTC.HT.6	CCTC.10 CCTC.11	W.9-10.5 L.9-10.1 L.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6	10.1.5	3
4. Explain the importance of networking.		CCTC.HT.6			10.1.5	3
5. Demonstrate skills necessary for acquiring and retaining employment.		CCTC.HT.6	CCTC.10		10.1.3	<b>2</b>
<p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )</p> <p>FORMATIVE ASSESSMENT 1 _ Jeopardy Game - In teams, students will participate in a job hunting Jeopardy game to test knowledge.</p> <p>FORMATIVE ASSESSMENT 2 _ Cover Letter Quiz</p> <p>SUMMATIVE ASSESSMENT 1 _ Resume Rubric Student will complete a resume using the Resume Rubric.</p> <p>SUMMATIVE ASSESSMENT 2 _ Cover Letter Rubric - Student will complete a cover letter using the Cover Letter Rubric.</p> <p><b>*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 #.)</b></p>						
<b>Obj.#</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
2	INSTRUCTIONAL STRATEGY 1_ Direct Instruction/Teacher will present the “Resume” PowerPoint to students.					
1 2	INSTRUCTIONAL STRATEGY 2_ Indirect Instruction/Reflective - Teacher will lead a discussion about job hunting.					
2	INSTRUCTIONAL STRATEGY 3_ Experiential Instruction - Teacher will invite guest speaker(s) to talk about employment skills.					
1 2	INSTRUCTIONAL STRATEGY 4_ Independent Instruction - Students complete Job Application, Contact Information Worksheet, Education and Training Worksheet, Employment and Experiences Worksheet, Job Related Skills Worksheet, Job Requirements Worksheet, One					

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5	Liners and Action Verbs Worksheet, and Sample Job Ad Postings handout.
5	INSTRUCTIONAL STRATEGY 5_ Formative Assessment 1 - Interactive Instruction - Teachers will have students complete FORMATIVE ASSESSMENT _Job Hunting Jeopardy Game.
2	INSTRUCTIONAL STRATEGY 6_ Summative Assessment 1 - Instructor will have students complete SUMMATIVE ASSESSMENT _ Resume Rubric.
2	INSTRUCTIONAL STRATEGY 7_ Direct Instruction/PowerPoint - Cover Letter PowerPoint - Students will fill out and create a first draft cover letter from the Cover Letter Worksheet following the PowerPoint presentation.
1 2	INSTRUCTIONAL STRATEGY 8_ Indirect Instruction - Cover Letter Worksheet - First Draft of Cover Letter utilizing Sample Job Ad Posting. Students will use the Sample Job Ad Posting to determine key phrases and words relevant to the job opening. Students will construct a cover letter, specific to the sample jobs in the Job Ad postings.
1 2	INSTRUCTIONAL STRATEGY 9_ Formative Assessment 2_ Cover Letter Quiz
1 2	INSTRUCTIONAL STRATEGY 10_ Following the Formative Assessment - The teacher will provide time for students to review the rubric and revise the cover letter. The final draft will be turned in with a completed resume.
2	INSTRUCTIONAL STRATEGY 11_ Summative Assessment 2_ Cover Letter Rubric
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES: (What Students Do)</b>
2	INSTRUCTIONAL ACTIVITY 1_ Students will view the “Resume” PowerPoint.
1 2	INSTRUCTIONAL ACTIVITY 2_ Students will participate in a discussion about job hunting.
2	INSTRUCTIONAL ACTIVITY 3_ Students will listen to a guest speaker(s) talk about employment skills.
1 2 5	INSTRUCTIONAL ACTIVITY 4_ Students will fill out the job application and use all of the accompanying worksheets to assist in completing the resume. Students will turn in first draft of resume. Students will use the sample job ad posting to create a resume targeted to a specific audience. a. INSTRUCTIONAL ACTIVITY 4_ Job Application 1 b. INSTRUCTIONAL ACTIVITY 4_ Job Application 2

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	<ul style="list-style-type: none"> <li>c. INSTRUCTIONAL ACTIVITY 4_Job Application 3</li> <li>d. INSTRUCTIONAL ACTIVITY 4_Contact Information</li> <li>e. INSTRUCTIONAL ACTIVITY 4_Job Requirements</li> <li>f. INSTRUCTIONAL ACTIVITY 4_Job Related Skills</li> <li>g. INSTRUCTIONAL ACTIVITY 4_Employment and Experiences</li> <li>h. INSTRUCTIONAL ACTIVITY 4_One Liners and Action Verbs</li> <li>i. INSTRUCTIONAL ACTIVITY 4_Education and Training</li> <li>j. INSTRUCTIONAL ACTIVITY 4_Job Ad Posting</li> </ul>
5	INSTRUCTIONAL ACTIVITY 5_ Formative Assessment 1 - Students will complete the FORMATIVE ASSESSMENT _Job Hunting Jeopardy Game.
2	INSTRUCTIONAL ACTIVITY 6_ Summative Assessment 1 - Students will complete SUMMATIVE ASSESSMENT_ Resume Rubric.
3	INSTRUCTIONAL ACTIVITY 7_ Cover Letter Worksheet - Students will fill out and create a first draft cover letter from the Cover Letter Worksheet following the PowerPoint presentation.
1 2 3	INSTRUCTIONAL ACTIVITY 8_Job Ad Posting - Students will use the Instructional Activity 4_ Sample Job Ad Posting - to determine key phrases and words relevant to the job opening. Students will construct a cover letter specific to the sample jobs in the Job Ad postings.
3	INSTRUCTIONAL ACTIVITY 9_ Formative Assessment 2_ Cover Letter Quiz
3	INSTRUCTIONAL ACTIVITY 10_ The students should review the rubric provided and revise the cover letter. The final draft will be turned in with a completed resume.
3	INSTRUCTIONAL ACTIVITY 11_ SUMMATIVE ASSESSMENT 2_ Cover Letter Rubric - Students will revise and hand in final draft of Cover Letter with Completed Resume
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p><b>44 Resume Writing Tips:</b> <a href="http://www.dailywritingtips.com/resume-writing-tips/">http://www.dailywritingtips.com/resume-writing-tips/</a> Visited 11/24/2012</p> <p><b>Work Source:</b> <a href="http://www.wa.gov/esd/guides/resume/write/write_start.htm">http://www.wa.gov/esd/guides/resume/write/write_start.htm</a> Visited 11/24/2012</p> <p><b>Stanford University, Career Development Center:</b> <a href="http://studentaffairs.stanford.edu/cdc/resumes/writing">http://studentaffairs.stanford.edu/cdc/resumes/writing</a> Visited 11/24/2012</p>	

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Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/719/01/> Visited 11/24/2012

Monster: <http://career-advice.monster.com/resumes-cover-letters/resume-writing-tips/resume-title/article.aspx> Visited 11/24/2012

Virginia Tech Online Writing Services: <http://www.career.vt.edu/jobsearchguide/coverlettersamples.html> Visited 11/23/2012

Business Insider, *7 Steps To Writing A Cover Letter That Will Actually Get You An Interview*: [http://articles.businessinsider.com/2012-02-18/news/31074218\\_1\\_letter-job-listing-jobfox](http://articles.businessinsider.com/2012-02-18/news/31074218_1_letter-job-listing-jobfox) Visited 11/23/2012

University of Wisconsin-Madison, *The Writer's Notebook*: <http://writing.wisc.edu/Handbook/CoverLetters.html> Visited 11/23/2012

Duke University, School of Law: <http://law.duke.edu/career/profdev/coverletter/> Visited 11/23/2012  
Other\_ List of American Culinary Federation Competencies

### Other\_ List of American Culinary Federation Competencies (ACF)

**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>