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| **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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| **UNIT DESCRIPTION:** UNIT 3 - SKILLS NEEDED FOR CUSTOMER SERVICE  Students will examine the personality traits, aptitudes, communication, and basic skills needed for success in the hospitality industry. | | | **SUGGESTED UNIT TIMELINE**: 5 days  **CLASS PERIOD (min.):** 48 min. periods per day | | | | | |
| **ESSENTIAL QUESTIONS:**   1. What characteristics should an employee possess to provide positive high quality customer service? 2. How can individual traits be developed or enhanced to prepare individuals for positions in customer service? | | | | | | | | |
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| **ESSENTIAL MEASURABLE LEARNING OBJECTIVES** | |  | | **CROSSWALK TO STANDARDS** | | | | |
| **CCTC.HT** | **CCTC** | **CCSS ELA Grade Level** | **NSFCSE** | **DOK** |
| 1. Define customer service. | |  | | CCTC.HT.1  CCTC.HT.3 |  | SL.9-10.6 |  | 1 |
| 1. Determine personality traits and behaviors that are desirable for a position in customer service. | |  | |  |  | SL.9-10.6 | 10.3.1 | 2 |
| 1. Determine how individual interests affect career choices. | |  | | CCTC.HT.3  CCTC.HT.6 |  | WHST.9-10.2.a | 10.3.2 | 1 |
| 1. Define and explain the role ability, aptitude and values play in career choices. | |  | |  |  | L.9-10.1  L.9-10.2 | 10.3.1  10.3.2 | 1 |
| 1. Evaluate the importance of personal appearance and its relationship to professional dress and uniforms in the hospitality industry. | |  | | CCTC.HT.6 |  | L.9-10.2  SL.9-10.6 | 10.3.2  10.3.1 | 2 |
| 1. Analyze the different forms of communication as related to customer service. | |  | | CCTC.HT.3  CCTC.HT.6 |  | SL.9-10.6 | 10.1.6 | 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\_My Work Skills for Customer Service PowerPoint** After completing this unit, students will design a PowerPoint presentation that related directly to the learning objectives.  **Formative Assessment**\_My Work Skills for Customer Service PowerPoint  **Formative Assessment\_** My Work Skills for Customer Service PowerPoint Rubric  **Summative Assessment\_ Presentation Scoring Rubric -** Students present My Work Skills for Customer Service PowerPoint. Teacher evaluates presentation using Presentation Scoring Rubric.    **\*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.**  The Employability Skills PowerPoint will be used as the focal point for the unit with sections of the PowerPoint presented to the students, student activities completed, then the next section on the PowerPoint presented. | | | | | | | |
| 1  2 | 1. INSTRUCTIONAL STRATEGY 1\_Teacher will introduce students to the concept of customer service using Instruction Strategy 1\_Employability Skills PowerPoint slides 1-5. | | | | | | | |
| 1  2 | 1. INSTRUCTIONAL STRATEGY 2\_ Teacher will ask students to share a positive experience they have had as a customer. | | | | | | | |
| 1  2 | 1. INSTRUCTIONAL STRATEGY 3\_Teacher will provide students with a list of unit vocabulary. Instructional Activity 3\_Vocab\_Employability Skills for Customer Service. | | | | | | | |
| 3 | 1. INSTRUCTIONAL STRATEGY 4\_Teacher and students will develop and record a list of several types of jobs in customer service, including the personality traits that would best fit a person who had that job. Use Instructional Activity 4\_Personality Traits. | | | | | | | |
| 3 | 1. INSTRUCTIONAL STRATEGY 5\_Teacher will show Instructional Strategy 1\_Employability Skills PowerPoint slides 6-7. | | | | | | | |
| 3 | 1. INSTRUCTIONAL STRATEGY 6\_Teacher will have students complete Instruction Activity 6\_Identify Interests. | | | | | | | |
| 4 | 1. INSTRUCTIONAL STRATEGY 7\_Teacher will lead class discussion on why it is important for people to choose a career that matches his/her interests. | | | | | | | |
| 4 | 1. INSTRUCTIONAL STRATEGY 8\_Teacher will resume PowerPoint Instructional Strategy 1\_Employability Skills showing slides 8-12. | | | | | | | |
| 4 | 1. INSTRUCTIONAL STRATEGY 9\_Teacher will direct students to complete Instructional Activity 9\_Identify Aptitudes. Teacher will need to provide students with a login for Missouri Connections. [**www.missouriconnections.org**](http://www.missouriconnections.org) | | | | | | | |
| 3  4 | 1. INSTRUCTIONAL STRATEGY 10\_Teacher will ask students to distinguish between an aptitude and ability and give examples of each. | | | | | | | |
| 5 | 1. INSTRUCTIONAL STRATEGY 11\_Teacher will resume Instructional Strategy 1\_PowerPoint and discuss the importance of choosing a career based on aptitudes and abilities showing slides 13 - 14. Students complete Instructional Activity 11 Dressing for Success on the Job. | | | | | | | |
| 5 | 1. INSTRUCTIONAL STRATEGY 12\_Teacher will provide an outline of a human form and ask students to "Dress" the form representing the proper attire for a job in the hospitality industry they select. | | | | | | | |
| 6 | 1. Instructional Strategy 13\_Teacher will resume PowerPoint showing slides 15 - 24 | | | | | | | |
| 6 | 1. INSTRUCTIONAL STRATEGY 14\_ Students will complete Instructional Activity 14\_Are you a good listener? | | | | | | | |
| 6 | 1. INSTRUCTIONAL STRATEGY 15\_ Teacher will greet each student as they enter the classroom, shake hands, make eye contact, smile, and ask students for their reactions. | | | | | | | |
| 1  2  3  4  5  6 | 1. INSTRUCTIONAL STRATEGY 16\_Formative Assessment - Teacher will resume and conclude the Instructional Strategy 1\_PowerPoint showing slide 25. The teacher will have students complete Formative Assessment 1\_My Work Skills for Customer Service PowerPoint. | | | | | | | |
|  | 1. INSTRUCTIONAL STRATEGY 17\_ Summative Assessment - Students will deliver the PowerPoint projects developed in Instructional Strategy 16. Teacher will evaluate student performance using theSummative Assessment \_Presentation of My Work Skills for Customer Service PowerPoint. | | | | | | | |
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| **Obj.#** | **INSTRUCTIONAL ACTIVITIES: (What Students Do)** | | | | | | | |
| 1  2 | 1. INSTRUCTIONAL ACTIVITY 1\_ Students will view Instructional Strategy 1\_Employability Skills PowerPoint slides 1-5 and develop a definition of customer service. | | | | | | | |
| 1  2 | 1. INSTRUCTIONAL ACTIVITY 2\_ Students will share a positive experience they have had as a customer. | | | | | | | |
| 1  2 | 1. INSTRUCTIONAL ACTIVITY 3\_Students will define unit vocabulary using Instructional Activity 3\_Vocab\_Employability Skills for Customer Service. | | | | | | | |
| 3 | 1. INSTRUCTIONAL ACTIVITY 4\_Students will develop and record a list of several types of jobs in customer service,   including the personality traits that would best fit a person who had that job. Students will complete Instructional  Activity 4 \_Personality Traits. | | | | | | | |
| 3 | 1. INSTRUCTIONAL ACTIVITY 5\_Students will view the Instructional Strategy 1\_ Employability Skills PowerPoint slides 6-7. | | | | | | | |
| 3  4 | 1. INSTRUCTIONAL ACTIVITY 6\_ Students complete Instruction Activity 6\_Identify Interests | | | | | | | |
| 4 | 1. INSTRUCTIONAL ACTIVITY 7\_ Students will participate in a class discussion on why it is important for people to choose a career that matches his/her interests. | | | | | | | |
| 4 | 1. INSTRUCTIONAL ACTIVITY 8\_ Students will view Instructional Strategy 1\_ Employability Skills PowerPoint slides 8 – 12. | | | | | | | |
| 3  4 | 1. INSTRUCTIONAL ACTIVITY 9\_ Students complete Instructional Activity 9\_Identify Aptitudes. Students go to [**www.missouriconnections.org**](http://www.missouriconnections.org) and complete a career assessment. | | | | | | | |
| 3  4 | 1. INSTRUCTIONAL ACTIVITY 10\_Teacher will ask students to distinguish between an aptitude and ability and give examples of each. | | | | | | | |
| 5 | 1. INSTRUCTIONAL ACTIVITY 11\_ Students will view Instructional Strategy 1\_ Employability Skills PowerPoint slides 13 - 14. Students complete Instructional Activity 11\_ Dressing for Success on the Job. | | | | | | | |
| 5 | 1. INSTRUCTIONAL ACTIVITY 12\_ Students will outline a human form and "Dress" the form representing the proper attire for a job in the hospitality industry they select. | | | | | | | |
| 6 | 1. INSTRUCTIONAL ACTIVITY 13\_ Students will view Instructional Strategy 1\_ Other Employability Skills PowerPoint slides 15 - 24. | | | | | | | |
| 6 | 1. INSTRUCTIONAL ACTIVITY 14\_ Students complete Instructional Activity 14\_Are you a good listener. | | | | | | | |
| 6 | 1. INSTRUCTIONAL ACTIVITY 15- Students will share their reactions of the instructors greeting. | | | | | | | |
| 1  2  3  4  5  6 | 1. INSTRUCTIONAL ACTIVITY 16 \_Formative Assessment - Conclude the Instructional Strategy 1\_PowerPoint showing slide 25. Students complete Formative Assessment 1\_My Work Skills for Customer Service PowerPoint. | | | | | | | |
| 1  2  3  4  5  6 | 1. INSTRUCTIONAL ACTIVITY 17\_Summative Assessment - Complete Summative Assessment \_Presentation of My Work Skills for Customer Service PowerPoint. Students will deliver the PowerPoint projects developed in Instructional Strategy 16. Teacher will evaluate student performance using theSummative Assessment \_Presentation of My Work Skills for Customer Service PowerPoint. | | | | | | | |
| **UNIT RESOURCES: (include internet addresses for linking)**  **http://www.g-wlearning.com/careereducation/9781590709467/student/index.htm**  [**www.missouriconnections.org**](http://www.missouriconnections.org)  **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> | | | | | | | | |