

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/**Unit 10** Loss Prevention - Safety Procedures

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?

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/**Unit 10** Loss Prevention - Safety Procedures

Course Code: 096806

<p>UNIT DESCRIPTION: Unit 10 - LOSS PREVENTION – SAFETY PROCEDURES</p> <p>Students will examine the reasons why safety procedures are an essential component of loss prevention for a property.</p>	<p>SUGGESTED UNIT TIMELINE: 4 days</p> <p>CLASS PERIOD (min.): 55 minutes per day</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What is involved in safety in the hospitality and tourism industry? 2. How can safety risks be reduced? 3. How are safety and emergency issues handled? 					
<p>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</p>	<p>CROSSWALK TO STANDARDS</p>				
	<p>CCTC.HT</p>	<p>CCTC</p>	<p>CCSS ELA Grade Level</p>	<p>NSFCSE</p>	<p>DOK</p>
<p>1. Students will identify emergency situations and plans (fire, health, severe weather, terrorism).</p>	<p>CCTC.HT.5</p>		<p>WHST.9-10.2.a</p>	<p>10.2.3</p>	<p>1</p>
<p>2. Students will describe safety policies and procedures as they apply to the hospitality industry.</p>	<p>CCTC.HT.LOD.9</p>	<p>CCTC.8</p>	<p>WHST.9-10.2.a</p>	<p>10.2.2 10.2.3</p>	<p>3</p>
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p>					

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/**Unit 10** Loss Prevention - Safety Procedures

Course Code: 096806

Formative Assessment _Guest Speaker Review Form

Students will complete a Guest Speaker Reflection highlighting safety policies and procedures related to fire safety. Use Formative Assessment _Guest Speaker Review Form

Summative Assessment 1_Fire Safety Evacuation Assignment

Students will create a Fire Safety/Evacuation Map. They will be given a copy of a floor plan for a hotel property. They will identify if the correct number of exits per room are present, locate the required number and location where smoke detectors, sprinkler heads and fire extinguishers should be placed. Additionally, they will create an escape plan for employees and guests to exit the property safely. This will be evaluated with a rubric. Use Summative Assessment 1_Fire Safety Evacuation Assignment.

Summative Assessment 2_Fire Emergencies Worksheet

Students will confirm knowledge of the various types of fires, fire extinguishers and where employees and guests can obtain further information about specific properties to ensure compliance by completing the Fire Emergencies Worksheet and Online Quiz. Use Summative Assessment 2_Fire Emergencies Worksheet.

***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_ Interactive Instruction – Identifying Similarities and Differences of home-based versus hospitality and tourism industry-based emergency situations. This activity involves brainstorming, discussion and group work. Students will discuss “home-based” emergency and safety situations.
1	2. INSTRUCTIONAL STRATEGY 2_ Interactive Instruction – Teacher will provide a prompt in which they identify various types of safety and emergency situations and how these can impact employees, guests and the property of hospitality and tourism businesses. Divide the class into three groups representing “employees”, “guests” and “property”. Have each group brainstorm and list how having plans and procedures for safety and emergencies could protect their group. Students list how

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/**Unit 10** Loss Prevention - Safety Procedures

Course Code: 096806

	they could be impacted if safety plans and procedures are not in place.
2	3. Instructional Strategy 3_ Formative Assessment - Interactive/Experiential Instruction – A guest speaker will introduce students to safety issues of a hospitality property. Students will complete Formative Assessment _Guest Speaker Review Form a Guest Speaker Reflection highlighting safety policies and procedures related to fire safety.
2	4. Instructional Strategy 4_ Direct Instruction – Students are instructed on the proper use of a fire extinguisher.
2	5. Instructional Strategy 5_ Summative Assessment 1_ Interactive/Experiential Instruction - Invite a firefighter, fire chief or other fire department representative to meet with students to discuss local fire codes for businesses, identify escape routes, review the types and proper way to use a fire extinguisher, and review the issues, concerns, specifics of responding to a fire at a hospitality and tourism property. If possible conduct a demonstration on using fire extinguisher and have students practice. Administer Summative Assessment 1_ Fire Safety Evacuation Assignment
2	6. Instructional Strategy 6_ Summative Assessment 2_ Fire Emergency Worksheet – Students will complete the Summative Assessment. Students will confirm knowledge of the various types of fires, fire extinguishers and where employees and guests can obtain further information about specific properties to ensure compliance by completing the Fire Emergencies Worksheet and Online Quiz.
Obj.#	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	1. Instructional Activity 1_ Interactive Instruction - As a whole group, ask students to brainstorm emergencies situations that have impacted their immediate family, relatives or close friends in the past six months. Write responses on board.
1	2. Instructional Activity 2_ Interactive Instruction - Students, working in groups, will respond to a prompt in which they identify various types of safety and emergency situations and how these can impact employees, guests and the property of hospitality and tourism businesses.
2	3. Instructional Activity 3_ Formative Assessment_ Fire Safety Evacuation Assignment Independent Study – Students will complete of the guest speaker reflection.
2	4. Instructional Strategy 4_ Direct Instruction – Students are instructed on the proper use of a fire extinguisher.
2	5. Instructional Activity 5_ Summative Assessment 1_ Experiential Learning – Students will simulate a position in the industry in which they would be responsible for creating a Fire Exit Plan for a hotel.

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/**Unit 10** Loss Prevention - Safety Procedures

Course Code: 096806

2	6. Instructional Activity 6_Summative Assessment 2_Independent Study – Completion of the Fire Emergencies Worksheet/Online Quiz. Students will confirm knowledge of the various types of fires, fire extinguishers and where employees and guests can obtain further information about specific properties to ensure compliance by completing the Fire Emergencies Worksheet and Online Quiz.
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>U.S. Fire Administration: www.usfa.fema.gov/applications/hotel/search.cfm (last visited 2/5/13)</p> <p>Hotel Floor Plan example: http://chestofbooks.com/home-improvement/construction/plumbing/Plans-Specifications/images/Fig-103-Novel-Floor-Plan-of-Hotel-Building.jpg</p> <p>Skills, Tasks, and Results Training (START), Second Edition, Pearson Always Learning, Chapter 4</p> <p>Fire Extinguisher Training Module and Quiz: http://www.ehs.okstate.edu/modules/exting/index.htm (last visited 2/5/13)</p> <p>CCSS: Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>CCTC: Common Career Technical Core (CCTC), accessed May 17, 2013 from http://www.careertech.org/career-technical-education/cctc/info.html (for HT codes)</p> <p>NSFCSE: National Standards for Family and Consumer Sciences Education:, accessed May 30, 2013 from http://www.nasafacs.org/national-standards-home.html</p>	