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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; ande) 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? |

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| **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?
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| **ESSENTIAL MEASURABLE LEARNING OBJECTIVES**  |  | **CROSSWALK TO STANDARDS** |
| **CCTC.HT** | **CCTC** | **CCSS ELA Grade Level** | **NSFCSE** | **DOK** |
| 1. Define loss prevention.
 |  | CCTC.HT.LOD.11CCTC.HT.LOD.12 |  | SL.9-10.1 | 10.1.110.2.1 | 1 |
| 1. Identify legal regulations related to the hospitality and tourism industry, including OSHA, ADA and guest privacy.
 |  | CCTC.HT.LOD.12 |  | SL.9-10.1RST.9-10.4RST.9-10.10 | 10.1.110.2.110.2.5 | 2 |
| 1. Explain the role of a property’s security department and the duties it performs.
 |  | CCTC.HT.LOD.9CCTC.HT.LOD.6CCTC.HT.LOD.12CCTC.HT.LOD.11 | CCTC.2 | SL.9-10.1SL.9-10.5RST.9-10.4WHST.9-10.6 | 10.1.110.1.2 | 3 |
| 1. Identify the various certifications available to employees in the hospitality and tourism industry.
 |  | CCTC.HT.LOD.12  | CCTC.2CCTC.8 | SL.9-10.1.aRST.9-10.1RST.9-10.4WHST.9-10.6WHST.9-10.9 | 10.1.110.1.210.1.310.1.610.2.1 | 2 |
| 1. Describe the role of law enforcement as a partner to a hospitality and tourism property.
 |  | CCTC.HT.LOD.11CCTC.HT.LOD.12 | CCTC.2CCTC.4CCTC.8 |  WHST.9-10.4WHST.9-10.5 | 10.2.210.2.5 | 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 aquestionnaire 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.
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| 2 | 1. 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.
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| 2 | 1. Instructional Strategy 3\_ Formative Assessment1\_Guest Speaker Review Form – Teacher will provide Formative Assessment 1.
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| 2 | 1. 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
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| 3 | 1. 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.
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| 3 | 1. 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.
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| 3 | 1. 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.
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| 3 | 1. 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.
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| 3 | 1. 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.
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| 4 | 1. 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.
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| 4 | 1. 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.
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| **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.
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|  | 1. 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.
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| 2 | 1. 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
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| 2 | 1. 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.
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| 3 | 1. Instructional Activity 5\_Direct Instruction- Students will view Instructional Strategy 5\_Security Concerns PowerPoint to introduce security concerns.
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| 3 | 1. 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
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| 3 | 1. 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.
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| 5 | 1. 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.
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| 5 | 1. 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.
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| 4 | 1. Instructional Activity 10\_ Students will view Instructional Strategy 11\_Training and Certification PowerPoint to introduce training and certification.
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| 4 | 1. 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.
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| **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> |