

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE /Unit 7 Travel and Tourism

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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<p><b>UNIT DESCRIPTION:</b> Unit 7 - TRAVEL AND TOURISM</p> <p>Students will develop an understanding of the travel and tourism industry. The students will study why people travel and the different types of travel and tourism. The students will also study the how lodging establishments and/or properties relate to specific types of travel. The student will also analyze amenities available to identify types of lodging and type of guest most commonly associated with them.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 10 days approximately</p> <p><b>CLASS PERIOD (min.):</b> 90 minutes per day</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What are the different types of travelers?</li> <li>2. What amenities do different types of travelers require from a lodging establishment?</li> <li>3. What are the types and classifications of lodging establishments?</li> </ol>						
<p><b>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</b></p>		<p align="center"><b>CROSSWALK TO STANDARDS</b></p>				
		<p align="center"><b>CCTC.HT</b></p>		<p align="center"><b>CCSS ELA Grade Level</b></p>	<p align="center"><b>NSFCSE</b></p>	<p align="center"><b>DOK</b></p>
<p>1. Analyze why people travel.</p>		<p>CCTC.HT.3 CCTC.HT.TT.10</p>		<p>RST.9-10.2</p>	<p>10.5.1 10.5.2 10.5.3 10.5.4</p>	<p align="center">4</p>
<p>2. Classify characteristics of types and forms of travel.</p>		<p>CCTC.HT.TT.6 CCTC.HT.TT.8</p>		<p>WHST.9-10.9</p>	<p>10.5.1 10.5.2 10.5.3 10.5.4</p>	<p align="center">4</p>

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3. Identify employment opportunities for promoting travel and tourism.		CCTC.HT.2 CCTC.HT.3 CCTC.HT.6		WHST.9-10.8	10.1.1 10.1.2	1
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**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\_ Job Assessment** - Each student will utilize the Club Med website to find job positions in the travel/tourism industry and write a one page informative paper regarding where they would work and the job they would hold, and describe why that job suits them based on the listed job description.

**FORMATIVE ASSESSMENT 1\_ Job Assessment Scoring Guide**

**FORMATIVE ASSESSMENT 2\_ Pleasure Travel Analysis** - Each student will analyze recent or future travels of family or friends. The students will analyze their travel and be able to designate why they travel.

**FORMATIVE ASSESSMENT 2\_ Travel Analysis Scoring Guide**

**SUMMATIVE ASSESSMENT \_Property Review and Travel Planning** - You are traveling to a full service hospitality property. Students are to research a property anywhere in the world you would like to work or visit. Students will research the property using the internet and print out information and pictures on the property, amenities as well as, prices. Students will utilize this information to identify the type of property and the type of traveler the property attracts. The student will also research how they would get to the hospitality property utilizing all four forms of travel and include these prices. The student will print out pictures and paste on a poster board or place in a PowerPoint presentation and be able to present information in an oral presentation to the class. The presentation will include a description of property amenities and how the property caters to specific types of travelers.

**SUMMATIVE ASSESSMENT \_Property Review and Travel Planning Oral Presentation Rubric**

**SUMMATIVE ASSESSMENT \_Property Review and Travel planning Scoring Guide**

**\*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 #.)**

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Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1 2 3	1. INSTRUCTIONAL STRATEGY 1_ Interactive Instruction of Instructional Strategy 1_ Travel and Tourism PowerPoint covering a review of Travel and Tourism, careers, types of travel, and descriptions of people who travel for each type and reasons. Utilize this time to have students share times of travel they have experienced and categorizing based on why people and the type of travel it fits into. Students can also brainstorm as a group to formulate types of travel the students experienced.
3	2. INSTRUCTIONAL STRATEGY 2_ Formative 1_Job Assessment - Each student will utilize the Club Med website to find job positions in the travel/tourism industry and write a one page informative paper regarding where they would work and the job they would hold, and describe why that job suits them based on the listed job description.
1 2	3. INSTRUCTIONAL STRATEGY 3_ Formative 2_ Pleasure Travel Analysis - Each student will analyze recent or future travels of family or friends. The students will analyze their travel and be able to designate why they travel as listed for pleasure travel.
1 2	4. INSTRUCTIONAL STRATEGY 4_ Summative Assessment_ Property Review and Travel planning. This is a summative evaluation in which students will utilize all knowledge learned thus far in hospitality studies. The students will analyze a property anywhere in the world. The student will summarize the amenities, describe and illustrate on a poster board or PowerPoint presentation. The student will use location, price and amenities offered to formulate the type of lodging facility and the type of traveler it caters to the most. The student plan and price travel to the destination utilizing all four major forms of transportation. The students will give an oral presentation using the PowerPoint or poster board.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1 2 3	1. INSTRUCTIONAL ACTIVITY 1_ Interactive Instruction of Instructional Strategy 1_ Travel and Tourism PowerPoint through guided lecture and class discussion
3	2. INSTRUCTIONAL ACTIVITY 2_ Formative Assessment_1_ Job Search and Assessment (See Other_ Sample Paper; for formatting) Each student will utilize the club med website to find job positions in the travel/tourism industry and write a one page informative paper regarding where they would work and the job they would hold, and describe why that job suits them

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	based on the listed job description.
1 2	3. INSTRUCTIONAL ACTIVITY 3_Formative Assessment_2_ Pleasure travel analysis (See other_ Sample Paper; for formatting) Each student will analyze recent or future travels of family or friends. The students will analyze their travel and be able to designate why they travel as listed for pleasure travel.
1 2	4. INSTRUCTIONAL ACTIVITY 4_Summative Assessment_1_ Property Review and Travel Planning - This is a summative evaluation that students will utilize all knowledge learned thus far in hospitality studies. The students will have to analyze a property anywhere in the world. The student will summarize the amenities, describe and illustrate on a poster board or PowerPoint presentation. The student will use location, price and amenities offered to formulate the type of lodging facility and the type of traveler it caters to the most. The student will also plan out and price travel to the destination utilizing all four major forms of transportation. The students will then present this to the class giving an oral presentation over the PowerPoint or poster board.
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p>Max Teaching with reading and writing_ <a href="http://www.maxteaching.com/">http://www.maxteaching.com/</a> _last visited 2-5-2013</p> <p>World Tourism Organization_ <a href="http://www2.unwto.org/">http://www2.unwto.org/</a> _last visited 2-5-2013</p> <p>Club Med_ <a href="http://www.clubmedjobs.us/">http://www.clubmedjobs.us/</a> _last visited 2-6-2013</p> <p><b>CCSS:</b>           <b>Common Core State Standards (CCSS)</b>, accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p><b>CCTC:</b>           <b>Common Career Technical Core (CCTC)</b>, accessed May 17, 2013 from <a href="http://www.careertech.org/career-technical-education/cctc/info.html">http://www.careertech.org/career-technical-education/cctc/info.html</a> (for HT codes)</p>	

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