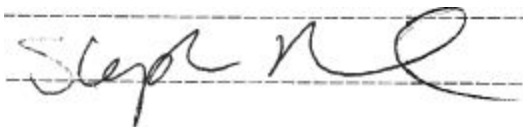


SAN LEANDRO UNIFIED SCHOOL DISTRICT

COURSE PROPOSAL: Course of Study

SECTION A. COVER PAGE

1. Course Title: Hospitality, Tourism and Recreation Management	7. Action XNew Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	
2. Date Submitted: 10/26/16	8. Grade Level(s) <input type="checkbox"/> 6 X9 X11 <input type="checkbox"/> 7 X10 X12 <input type="checkbox"/> 8	
3. Transcript Title/Abbreviation(s) Hosp Tour Rec	9. Prerequisites (Please list.) <input type="checkbox"/> Required <input type="checkbox"/> Recommended	
4. Transcript Course Code/Course Number :	10. Seeking Program Distinction? <input type="checkbox"/> YES (Check one below.) XNO <input type="checkbox"/> Honors <input type="checkbox"/> AP <input type="checkbox"/> Other	
5. Subject Area Elective	11. Is this a CTE course? X YES Career Pathways If YES, complete Section C	
6. Department	12. Previously approved by UC? X YES <input type="checkbox"/> NO <input type="checkbox"/> NA for 6th-8th Course is approved as "g"	
13. UC ELIGIBILITY Already eligible? <input type="checkbox"/> NA for 6th-8th <input type="checkbox"/> YES <input type="checkbox"/> NO a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> X Proposing eligibility? <input type="checkbox"/> NA for 6th-8th XYES <input type="checkbox"/> NO a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> gX	14. Unit Value/Course Credit/Length of Course X 0.5 (semester or half-year) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other	
15. School Contact and Course Developer Name: Stephen Redmond Josh Kampling Phone: 510-618-4460 Email: sredmond@slusd.us jkampling@slusd.us Position: Principal Teacher		
16. Approval Signatures: Approval Date: 10/26/16  Principal: Stephen Redmond		<u>DISTRICT OFFICE USE ONLY</u> Date approved by Board Curriculum Committee 11/29/16 Date approved by Board

SECTION B. COURSE CONTENT

17. Course Description

The Hospitality Tourism and Recreation class will provide an overview of the current hospitality, tourism, and recreation industry. Students take a brief look at the history of the industry to understand the forces that have shaped it and the degree to which it has changed in the past century. They learn about traveler motivation and why consumers need recreation and how these factors affect current marketing and offerings in the lodging, transportation, food and beverage, and entertainment sectors. Students consider the economic and environmental impacts of the industry on the world today. They receive exposure to the wide array of domestic and international travel. Finally, students learn the basics of selling and marketing in tourism and recreation.

Throughout the course, students apply their learning to their culminating projects: developing a vacation package for high school students. They create business plans, itineraries that include a special meal suggestion, a promotional plan, and a brochure about the destination. They will present their plan to an invited audience. Hospitality and Tourism and Recreation Pathway course is designed to introduce students to the various aspects of the Hospitality industry. It is currently estimated that 30% of all the job in the state of California are available in the hospitality and food service workplaces therefore emphasis is placed on meeting the needs for the growing number of resources and services in the local area. This class is designed to give the student basic skills needed to acquire an entry level job in lodging, recreation, travel, and marketing occupations.

18. Course Goals and/or Major Student Outcomes

- Understand organization, management, and department operations for the Hospitality, Recreation and Tourism Industry.
- Be prepared to advance in their hospitality career by understanding foundational information about the hospitality industry.
- Identify and successfully pursue career and educational opportunities in the Hospitality, Recreation & Tourism Industry.
- Demonstrate appropriate leadership and etiquette skills.
- Understand and perform basic hospitality services.
- Abide by appropriate and required safety, sanitation and emergency procedures

19. Course Standards

Hospitality, Tourism, and Recreation: Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Hospitality, Tourism, and Recreation academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender–receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career

decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

3.3 Explore how information and communication technologies are used in career planning and decision making.

3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.

3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.7 Recognize the importance of small business in the California and global economies.

3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Hospitality, Tourism, and Recreation sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.

- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Hospitality, Tourism, and Recreation sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Hospitality, Tourism, and Recreation industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Hospitality, Tourism, and Recreation sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Hospitality, Tourism, and Recreation sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO, the California Affiliate of FCCLA). (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations (such as FHA-HERO) and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Hospitality, Tourism, and Recreation sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Hospitality, Tourism, and Recreation sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Hospitality, Tourism, and Recreation sector.
- 10.3 Construct projects and products specific to the Hospitality, Tourism, and Recreation sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Define the principles of nutrition and their relationship to good health through the life cycle.
- 10.6 Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
- 10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings
- 10.8 Describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.
- 10.9 Identify the aspects of science related to food preparation, product development, and nutrition.
- 10.10 Describe food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.
- 10.11 Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.
- 10.12 Assess the individual, family, and workplace factors that influence decisions related to health, leisure, and recreation at each stage of the life cycle and quality of life.
- 10.13 Explain how individuals apply strategies that enable them to manage personal, family, and work responsibilities to enhance productivity.
- 10.14 Demonstrate an understanding of how knowledge, skills, attitudes, and behaviors learned in Consumer and Family Studies can be transferred to advanced education and training or careers in Hospitality, Tourism, and Recreation.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Hospitality, Tourism, and Recreation sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Hospitality, Tourism, and Recreation sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

Hospitality, Tourism, and Recreation Pathway Standards

C1.0 Demonstrate an understanding of the major aspects of the hospitality, tourism, and recreation industry (i.e. lodging, travel, and tourism; event planning; theme parks, attractions, and exhibitions; and recreation) and the industry's role in local, state, national, and global economies.

C1.1 Define and compare core elements of the hospitality, tourism, and recreation industry from those of various supporting industries.

C1.2 Analyze the working conditions of various careers in the hospitality, tourism, and recreation industry.

C1.3 Analyze the impact and contributions of various segments of the industry on local, state, national, and international economies and cultures, and the environment.

C1.4 Compare and contrast the relationship between industry trends and local, state, national, and international economic trends.

C2.0 Analyze the basic elements of workforce and organizational management, including the roles and responsibilities of effective management and employees in the industry.

C2.1 Interpret how the mission and goals of a business affect operations in the hospitality, tourism, and recreation industry.

C2.2 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.

C2.3 Explain common safety, security, and emergency policies and procedures used in the hospitality, tourism, and recreation industry to protect guests, visitors, and employees, such as safe work practices and conditions, confidentiality of customer information, control of keys, infectious disease control, first aid procedures, and emergency training.

C2.5 Create a product which explains the impact of main laws and regulations that affect accommodations and practices, including the requirements of the California Occupational Safety and Health Administration and the Americans with Disabilities Act, wage and hour laws, tenant status, and accommodation of minors.

C3.0 Apply the knowledge and skills essential for effective guest services in the hospitality, tourism, and recreation industry sector.

C3.1 Analyze the importance of guest services to the success of the industry.

C3.2 Demonstrate the concept of exceptional guest service.

C3.3 Anticipate the needs, desires, and interests of guests in order to exceed their expectations by implementing total quality management practices (TQM).

C3.4 Recognize common guest complaints and the service solutions for preventing or resolving them.

C3.5 Understand the roles of management and employees in effectively meeting the needs of culturally and generationally diverse guests and special needs customers.

C3.6 Interact with guests in a positive, responsive, and professional manner

C4.0 Describe the fundamentals of successful sales and marketing methods.

C4.1 Recognize ways of developing and maintaining long-term guest relationships.

C4.2 Identify the major market segments of the hospitality, tourism, and recreation industry.

C4.3 Understand basic marketing principles for maximizing revenue based on supply and demand and competition.

C4.4 Understand the value of advertising, public relations, social networking, and community involvement.

C4.5 Analyze marketing strategies, including promotional selling and upgrading, and their effect on profits.

C4.6 Analyze the way in which basic marketing principles and procedures can be applied to targeting an audience, including: branding, bench marking, and promotional selling and upgrading and their effect on profits.

C5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies.

C5.1 Apply the procedures for cleaning, maintaining, and repairing facilities and equipment and the importance of preventive maintenance.

C5.2 Recognize the types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous properties of chemicals and the use of Safety Data Sheets (SDS).

C5.3 Practice procedures for maintaining inventories, requisitioning equipment and tools, and storing and restocking supplies.

C5.4 Understand the relationship between facilities management and profit and loss, including the costs of resource consumption, breakage, theft, supplies use, and decisions for repairs or replacement.

C5.5 Analyze work to be completed, prioritize tasks, and prepare a schedule to meet facility and personnel needs within an allotted budget.

C5.6 Understand how essential departments in a hospitality, tourism, and recreation business contribute to economic success.

C6.0 Implement procedures for common types of financial transactions.

C6.1 Apply procedures for handling cash transactions, such as balancing cash, handling cash control, converting currency, and identifying counterfeit currency.

C6.2 Apply the procedures for handling noncash transactions: credit cards, debit cards, ATM cards, money orders, personal checks, coupons, discounts, and online transactions.

C6.3 Conduct all financial transactions in an accurate, professional, and ethical manner.

C6.4 Produce a product that identifies and explains the impact of identity theft on the hospitality, tourism, and recreation industry.

C7.0 Demonstrate an understanding of the essential aspects of the lodging industry.

C7.1 Distinguish between the segments of the lodging industry, such as motels, limited service, full service resorts, all suites, extended-stay hotels, convention hotels, boutique hotels, and bed and breakfast facilities.

C7.2 Differentiate the required duties of various positions, including those of front desk and other service providers in relation to the functions of the business: checking guests in and out, greeting, assessing needs, delivering services, and closing the transaction.

C7.3 Understand the internal hierarchy and departmental interrelationships of lodging establishments.

C7.4 Compare the types of food service offered at various lodging facilities.

C8.0 Interpret the basics of global and domestic physical and cultural geography in relation to the hospitality, tourism, and recreation industry.

C8.1 Understand fundamental ways in which physical geography, culture, and politics, affect local economies and world travel and tourism.

C8.2 Create a product using types of basic information that international travelers need, including physical geography, time zones, International Date Line, rights and responsibilities, laws, insurance, emergency services, and customs.

C9.0 Apply the basic processes of making reservations, ticketing, and developing travel itineraries.

C9.1 Interpret the costs and other travel considerations involved in creating itineraries to meet client needs, including types of travel, types of fares, basic fare codes, costs, penalty charges, and types of accommodations.

C9.2 Evaluate important travel information, including insurance needs, vehicle rentals, passports, visas, and health documents, as well as how to plan specialty tour packages to fit client needs.

C9.3 Classify the characteristics and configurations of common air and rail carriers, cruise ships, and attractions, including the most frequently used codes and terminology for ports of travel.

C9.4 Understand the basic purpose, function, and operation of various travel systems and authorities, including the Airline Reporting Corporation, the Federal Aviation Administration, the major centralized reservation systems, and the Computerized Reservation System.

C9.5 Research the role and importance of online reservation services to marketing and profitability.

C10.0 Explain the fundamental purpose and basic organizational structure of a variety of theme parks, attractions, and exhibitions.

C10.1 Understand how the various internal departments of theme parks, attractions, or exhibitions interrelate and support each other.

C10.2 Understand the internal hierarchy and departmental relationships of theme parks, attractions, or exhibitions.

C10.3 Analyze the ways in which the purposes of various industries; entertainment, education, and community relations affect their financial structure.

C10.4 Compare the purposes, implications, and strategies of special promotions, such as season passes, multiple-day visits, retail items, and discount coupons.

C11.0 Illustrate the fundamentals of planning events for a diverse clientele.

C11.1 Explain the purposes and target audiences of various venues.

C11.2 Demonstrate the essential procedures for planning, promoting, publicizing, coordinating, and evaluating a program or event.

C11.3 Understand how to establish business relationships with a variety of locations, food suppliers, and other vendors.

C11.4 Demonstrate procedures for setting up facilities, equipment, and supplies.

C11.5 Develop schedules, registration tools, event materials, and programs.

C11.6 Plan special events (e.g., meetings, trade shows, fairs, conferences) based on specific themes, budgets, agendas, space and security needs, and itineraries.

C12.0 Demonstrate an understanding of the value of recreation and the fundamentals of recreational facilities and services.

C12.1 Recognize the variety of parklands, wilderness areas, and waterways available for recreation.

C12.2 Explain the outdoor recreational opportunities that promote physical and mental health.

C12.3 Understand how the needs of various clients may be met through appropriate outdoor recreational activities, outdoor experiences, special tours, and environmentally responsible education.

C12.4 Evaluate the requirements of outdoor recreational businesses, including benefits, risks, required skills, and costs.

C12.5 Explore the departments, functions, and restrictions of public and private parks and recreational facilities and the outdoor recreational programs they offer.

C12.6 Create a product describing the types of insurance, licenses, and permits needed for the operation and management of various popular outdoor activities.

College and Career Readiness Standards:

- Reading

Key Ideas and details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2.Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3.Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4.Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5.Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6.Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7.Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8.Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9.Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of reading and Level of text Complexity

10.Read and comprehend complex literary and informational texts independently and proficiently

- Writing

Text types and Purposes

1.Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2.Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3.Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and distribution of Writing

4.Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6.Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7.Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8.Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9.Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience

20. Course Outline

Unit 1 The World of Hospitality:

Students will learn about and be able to explain why hospitality is important to the economy. They will investigate the diversity of the hospitality industry and the four segments within this industry (Food and Beverage, Lodging, Recreation, Travel and Tourism) and draw conclusions as to what impact each segment makes on society. Students will research the major reasons why people travel and be able to explain to the class why all segments of the hospitality industry should work together. Students will be exposed to the 7 different business structures (chain, franchise, professional development, standard & ethics, networking, public relations, and government relations) and compare and contrast each structure's differences. Students will write about the purpose of professional organizations and career and technical student organizations to analyze why they are important for this industry.

Key Assignment:

Students will create a mock business in one of the segments for their town. They will explain to the class what the purpose of the business is going to be, what type business structure they will be using in a 5 minute presentation. In this presentation they will share the name of the business, what their rationale was for choosing this business and location and can the business utilize an existing structure or start on a vacant lot. Students will share a catchy promotional phrase that would advertise the grand opening of the business.

Unit 2 The Heart of Hospitality:

Students will be exposed to why customers are important to the hospitality business in this unit and describe the needs that hospitality businesses satisfy through a final presentation/demonstration. Students will draw conclusions to the importance of quality service and be able to describe and present to the class the two types of hospitality employees (front-of-the-house and back-of-the-house). This unit will challenge students to explore the characteristics of customer focused employees and identify critical moments in customer service. The importance of good communication skills and methods of handling customer complaints will be researched and analyzed in this unit; where students can create scenarios and critique outcomes.

Key Assignment:

Students will set up a situation in which one classmate is a server and another classmate is a restaurant customer with a complaint. Role-play the situation. They will conclude the activity by having a class discussion on the pros and cons of the techniques that were used in the role play and write a brief summary as to their findings or conclusions.

Unit 3 Hospitality - Past, Present, and Future:

Through direct instruction and research students will learn the countries that played an important role in the early days of the hospitality industry. They will research the contributions to the hospitality industry by the United States and compare and contrast those contributions. Students will analyze the relationship between the change in transportation and the growth of the hospitality industry and discuss the relationship in a forum format. Students will write a brief paper on the challenges that the hospitality industry faces today and what factors affect the hospitality industry that people cannot control. Students will learn

that how knowing current trends can help or hurt the hospitality manager because of the affects they present on the industry.

Key Assignment:

Students compare differences in hospitality from prehistoric to current times. What problems would your business have if there was no money, writing, or the wheel in prehistoric to what is available currently in society? They will create a timeline that shows the development of the hospitality industry and the changes that have occurred over the years. In small groups, they will brainstorm examples of factors that affect success in the hospitality industry and create a summary and report the results to the rest of the class.

Unit 4 Food and Beverage:

Through direct instruction, guest speakers, and teacher demonstrations students will be introduced to the different types of commercial foodservice and the types of institutional foodservice. Students will learn to distinguish between commercial and institutional foodservice and explain how those differences in their methodologies create differences. They will describe foodservice within a consumer business and be able to list the functions that all food services must perform in a brief written summary. In this unit students will analyze how a restaurant concept distinguishes one restaurant from another and be able to explain the importance of customer feedback.

Key Assignment:

Through the use of technology students will create a brochure or pamphlet that shows the structure of the food and beverage industry displaying the different categories.

Unit 5 Food Preparation and Service:

Through direct instruction and teacher demonstration students will be exposed to the knowledge that food preparation and service is the main component to a successful business. Exploring the importance that the menu itself serves as the restaurant's game plan. Students will research the factors to consider when planning a menu and compare and contrast different scenarios within their assigned groups. Students will learn that there is a role that standardized recipes play in food production. In this unit students will be introduced to different food preparation and cooking methods and how presentation is critical to success. Students will learn about and then compare and contrast the basic styles of service and the techniques for serving food. They will then discuss when and where each style and techniques is more appropriate for one business over another.

Key Assignment:

Students will design a menu using the following factors: taste, variety, appearance, nutritional content, production, and price. They will develop a display that features the menu and be able to justify why this menu works for the style of service chosen: over-the-counter, drive through, cafeteria, buffet, and seated. After presenting their menu display they will, with other classmates, practice the sequence of serving and the direction in which food items should be served.

Unit 6 Front and Back-of-the-House:

Through direct instruction, guest speakers and video, students will learn the responsibilities of the general manager. Students will investigate the functions of the front-of-the-house and back-of-the-house and be able to compare and contrast the two. Students will list the members of the front-of-the-house staff, members of the back-of-the-house staff and the functions expected of each position. Students will critically analyze these positions and

functions that each perform and be able to discuss them in a small group setting. Students will research about the responsibilities of the executive chef, restaurant manager and the importance as well as the responsibilities of the steward and dishwashing crew and present all findings in a brief written summary.

Key Assignment:

Students will role play that they are a restaurant manager in the days before computer systems. They will write a detailed procedure for getting the orders of a party of four to the kitchen. Then write a detailed procedure for getting the correct order to the correct customer, which will be presented to the class.

Unit 7 Hotel Food and Beverage Services:

In this unit the students will learn about the roles and responsibilities of all the members involved with banquet service and be able to discuss those findings. The role of the food and beverage director, responsibilities of each member of the banquet staff, what the role of the banquet manager is during the banquet will all be explored through direct instruction and guest speakers. Students will also learn how a banquet is booked and the different styles of banquet services and analyze those differences. The role and functions of the room service department and how bartenders and servers are responsible for monitoring alcohol consumption will also be explored. Students will be asked to discuss why the bartenders and servers should be responsible for monitoring alcohol consumption and what impact it could have on society.

Key Assignment:

Students will plan a banquet. Decide the occasion for the banquet, for example, a wedding or a prom. Select the style of banquet. Select a menu for a banquet and plan the place setting to match the menu. Develop a timeline for preparing and serving the banquet. Students will give a presentation to the class.

Unit 8 Purchasing and Receiving:

Students will be exposed to the different components of purchasing and receiving. By analyzing the main tasks of purchasing, students will learn about the role of the purchaser, the purpose of a specification, how to use a purchase order, and selecting the best supplier. Students will then research the tasks of receiving, different tasks involved in inventory and which two are the main components (issuing & inventory control). Students will compare and contrast the most current types of purchasing and receiving programs used by businesses and what differences exist and report their findings. Finally in this unit students will research and study why proper storage is important in restaurants and prepare a brief written summary.

Key Assignment:

Students will demonstrate their learned knowledge through the following exercises: Develop specifications for lettuce for a salad (written format); Describe how you would receive an order for 50 pounds of ground beef (verbal presentation); Role-play the process of ordering hot dogs for a school picnic (small group presentation for class). Students will utilize standard industry order forms for this exercise.

Unit 9 The World of Lodging:

Through direct instruction and research students will investigate the characteristics of full-service hotels, limited-service properties, specialty accommodations, and institutional housing. Students will explore the different types of hotel ownership and be able to explain what a hotel management companies responsibilities consist of and compare and contrast the

differences. Students will research what an affiliation group is and be able to describe the three size categories of lodging properties (small property 1-50 rooms, midsize 51-200 rooms, & large 201- more rooms). The relationship between level of service and the price of a hotel room will be investigated along with the major market segments in the lodging industry.

Key Assignment:

Students will create a PowerPoint presentation where they examine the hospitality and tourism system in a community in close proximity to his/her location (within a 1 1/2 hour drive). Research should help discover why this is the location to visit. Tourism data from the location will be included along with lodging information. Students will have to speak with tourism providers and professional in this area. Students will be required to capture original images to insert to their presentation.

Unit 10 Front Office:

Through direct instruction, guest speakers, field trips, students will learn the functions of the rooms division and the front office. Through research the main duties of staff in the reservations department will be explored. Students will learn about the components of staff in the uniformed services department and be able to identify the main duties of staff in the telecommunications department. The main duties of the frontdesk agent will be discussed and students will be able to explain the two tasks (selling sleeping rooms and interacting with guests) of particular importance that the front office manager does. Students will be instructed in the steps in the hotel guest cycle and be able to write a brief summary to demonstrate mastery.

Key Assignment:

Students will role-play a scenario of a guest in a wheelchair checking in at a hotel. Select another student to be the desk agent. Prior to the role-play each group will list the special help that you would need when checking in and any other areas that need special attention for guests with special needs?

Unit 11 Housekeeping:

In this unit the students will be able to explore the major functions of the housekeeping department and the difference between clean and sanitary. Students will analyze and break down in written form the groups of tasks for cleaning a guest room and learn which public areas of the hotel require cleaning. Students will investigate the major tasks of the laundry department and the role of the executive housekeeper and list them in written form. Students

will conduct research through local businesses the communications between the housekeeping department and the front office and what role of importance it plays.

Key Assignment:

Students will have to brainstorm with two of their classmates about the importance of the housekeeping department. Write a one-page report summarizing their brainstorming session. Then they will develop a room assignment sheet. They will be provided with a "Sample Housekeeping Assignment Sheet" as their model.

Unit 12 Security:

Through direct instruction students will study the major responsibility of the security department. Students will compare and contrast the differences between security activities and structural security and then give examples through class discussion. Students will study what security policies are and why they are important. The basic tasks that security officers perform while on patrol will be explored. Students will investigate the relationship between the security department and the front desk and the role that it plays for customer satisfaction. Students will be instructed in the role of all employees in maintaining security and the four security-specific tasks (develop & implement policies, train employees, prepare staff schedules, and maintain equipment) that the director of security performs.

Key Assignment:

Students will write a 1 page paper where they are the director of security of a large hotel. They must list security incidents that could happen at a hotel; summarizing ways that these security problems could have been avoided; and dealing with one of the new room attendants who thinks that he is not responsible for security. What would you say to him?

Unit 13 Business Basics:

Students will study the different forms of business ownership. Students will be challenged to research what constitutes a business franchise and how ownership applies. Students will compare and contrast the difference between starting an independent business and purchasing a franchise. Students will list and describe the functions of business management and learn about an organizational chart by creating one in collaborative groups. Through research students will explore the levels of management and differentiate between revenue centers and support centers through critical analysis.

Key Assignment:

Students will write a 1 - 2 page paper addressing the following topics with justification: You are starting an independent restaurant, what form of ownership would you choose? Explain your reasons; How is your school like a unit in a franchise?

Unit 14 Hospitality Management:

Students will learn through direct instruction and real-world examples the four styles of management. Students will explore the basic or main responsibilities of a hospitality manager, general manager, and manager. Students will analyze how managers control costs, and investigate what legal knowledge is needed for managing human resources. Students will summarize these different management skills in a presentation project.

Key Assignment:

Student will use the information in this chapter to develop an organizational chart for a large, independent, single-unit hotel. They will list the skills that are needed to be a hospitality manager. Then write an essay describing how you would use these skills if you were the general manager of a restaurant or a hotel.

Unit 15 Human Resources:

Students will learn through instruction and guest speakers the importance of human resources. Students will investigate the major functions of HR and summarize the process of recruiting candidates for job openings in a brief presentation. Students will compare and analyze different compensation and benefits programs and will learn about the reasons why companies must have policies and procedures. The groups of laws that affect HR will be studied and students will give an example of each in written form. Students will be instructed on reasons that recordkeeping is an important HR function and practice developing and maintaining a recordkeeping system. This unit will conclude with the students being able to summarize the personal qualities and skills required of HR employees and be able to analyze issues that affect human resources management.

Key Assignment:

At the end of this unit the students will have an exercise where they are the general manager of a hospitality business. Your business has just expanded from 60 employees to 200. You decide to add an HR department. How many people would you hire for your new department? Give each one a title and write a job description. Create a budget and explain how this will be funded.

Unit 16 Marketing and Sales:

Students will research how marketing applies to Hospitality and Tourism including basic areas and major functions. Students will learn and understand the meaning of sales in the business sense and meaning of sales in the context of promotion and then compare and contrast the two. Students will study and state the purposes of a marketing plan and list the main methods of promotion in a 1 page summary. Students will analyze the two types of selling (suggestive selling and group sales) that are done in hospitality businesses and compare the marketing done by a small business with that done by a large chain. The results will be presented and discussed in class.

Key Assignment:

At the end of this unit students will choose a hospitality business with which they are familiar. They construct a marketing plan where they describe the target market, product, and place of that business. The second portion of the plan will describe the role as a marketing director for a convention hotel and give a detailed description on how they would promote that hotel.

Unit 17 Your Career in Hospitality:

In this unit students will explore the advantages and challenges of a hospitality career. Through research and Career Cruising the student will learn the steps they can take to determine whether a hospitality career is for them. Students will use research to discover ways to learn more about hospitality careers and present their findings in small group. Students will analyze and compare the relationship between education level, job responsibilities, and relative salary for an entry-level job, a supervisor's job, and a manager's job. Students will investigate the different ways to get education or training in the hospitality field after they complete high school. Through Career Cruising students will learn that knowing yourself can help you find the right career. Students will be instructed in how a career plan helps you reach your career goal and then they will develop their own career plan.

Key Assignment:

Students will create a portfolio for use in applying for internships and jobs in the hospitality industry. The students will have to name a hospitality career that interests them and how would they learn more about the career and how to prepare for it? They have to provide samples of the work they would include in their career portfolio.

Unit 18 Skills for Success:

In this unit the students will learn how the career clusters connect school preparation to career success. Students will learn how nonverbal communication affects communication and demonstrate it through role play. Students will research the steps needed in the job search, participate in mock interviews, and learn about the skills that will help them keep their job once they are hired. Students will analyze the steps that would help them advance in their career and be able to justify why these steps are important. Students will study how having multiple roles in their job will impact their life/career and how to prepare for that or if they can handle the multiple roles. Students will participate in several role play scenarios to see how they critically think, make decisions, handle challenging situations, deal with conflict.

Key Assignment:

At the end of this unit the students will research five careers that interest them. They will choose one and develop a study plan. What are the skills needed? List the steps needed to gain the opportunity to interview. What makes you different? Why are you the one to hire are all questions that should be answered in their study plan. What other careers can you pursue within your plan?

Vacation Project: End of Semester

In this project, students apply the basic concepts and tools of the hospitality and tourism industry to create a comprehensive proposal for a vacation package that would appeal to high school students. The driving question for the project is, “How can we best design an all-inclusive vacation package that is attractive to high school students?”

- The students work individually and collaboratively. Each group chooses a different destination in the United States that they believe would appeal to their target demographic.
- Business plan that introduces their chosen destination, explains why they chose it, includes green travel tips for that destination, and describes a particular accommodation.
- Plan for a special meal to be included in the itinerary.
- Detailed travel itinerary that includes transportation, lodging, activities, safety tips, and cost.
- Promotion plan for the vacation package (individually produced component)

21. Instructional Materials

Hospitality Services, 4th Edition

By: Johnny Sue Reynolds, Ph.D. and Dorothy Chase

ISBN: 978-1-63126-549-5

Grade Level: 9-12

Copyright: ©2018

School Price: \$78.96

Subject: Hospitality

Format: Hardcover: Subject: Hospitality, Tourism & Recreation

Workbook: 978-1-63126-553-2 \$16.50

22. Instructional Methods and/or Strategies

- Whole group, direct lecture
- Socratic Seminar
- Pairs and small group work
- Interaction with text, thought-provoking questions, and problem solving
- Collaborative conversation
- Use of technology to research
- Project Based Learning and Instruction

23. Assessment Methods and/or Tools

- Projects
- Quizzes, tests
- In class participation
- Portfolios
- Projects
- Key assignments

24. Grading Policy

Grading will follow the San Leandro Unified School District's policy. It is expected that assignments will be turned in on time. Late assignments will be accepted if student has communicated to teacher the reasons and actions taken to complete the work in a timely manner.

25. Context for Course

The California Career Pathways Trust is supporting students throughout the state to develop pathways to academic and career success. This grant is supporting schools to “develop and integrate standards-based academics with a career-relevant, sequenced curriculum” as well as “provide articulated pathways to postsecondary education.” San Leandro Unified School District is a recipient of the Career Pathway Trust Grant. This elective Career Technical Education course is an introductory course to the Hospitality, Tourism and Recreation Pathway. The Hospitality, Tourism, and Recreation pathway integrates various facets of the hospitality industry: lodging, travel, and tourism; event planning; theme parks, attractions, and exhibitions; and recreation. Students engaged in this pathway have broad experiences

related to the specific industry segments, including: industry awareness; organizational management; customer service; sales and marketing; facilities management; lodging; travel destinations; and reservations, ticketing, and itineraries.