

Principles of Hospitality and Tourism

Course Description

Principles of Hospitality and Tourism is one of the commencement courses in the Culinary Arts, Hospitality & Tourism pathway. The units are purposed to engage students through a series of career exploration lessons using project-based learning techniques; with an emphasis on strengthening literacy, project management, leadership, and team building skills while also fostering creativity and innovation. Students realize and utilize transferable academic skills to the hospitality and tourism industry and explore the roles within each department of the industry.

Students also create tools that they will use throughout the course, including but not limited to, a notebook and a general taxonomy of key terms in hospitality and tourism.

Principles of Hospitality & Tourism

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	The Development of Hospitality and Tourism	approx. 3 weeks
Unit 2	The Environmental & Economical Impact of Tourism	approx. 5 weeks
Unit 3	The Accommodations, Food & Beverage and Entertainment Sectors	approx. 6 weeks
Unit 4	The Transportation Sector – Air, Ground and Cruises	approx. 3 weeks

Educational Technology Standards

8.1.12.A.3, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.3, 8.1.12.E.2, 8.1.12.F.1

- **Technology Operations and Concepts**
 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Compare and contrast policies on filtering and censorship both locally and globally.
- **Research and Information Fluency**
 - Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

Career Ready Practices

individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding

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in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Translate to Spanish • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers • Provide student-friendly rubrics
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • You Tube/Teacher Tube • Spell-checker • Google Classroom 	<ul style="list-style-type: none"> • Extended time • Study guides • Online Assessment tools • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Individual/group articles analysis
- Additional Projects
- Independent Student Research Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Leadership Skills enhancement projects
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Spreadsheet reports
- Google slides (multi-user) presentations
- Chapter by chapter Vocabulary (online) notebooks with illustrations
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and report various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards

9.3– Career and Technical Education

Career Cluster: Hospitality & Tourism (HT)

- **9.3.HT.2:** Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
- **9.3.H.T.3:** Demonstrate hospitality and tourism customer service skills that meet customers' needs
- **9.3.HT.6:** Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.

Pathway: Lodging (HT-LOD)

- **9.3.HT-LOD.1:** Use various communication technologies to accomplish work tasks in lodging facilities

Pathway: Recreation, Amusements & Attractions (HT-REC)

- **9.3.HT-REC.1:** Describe career opportunities in the Recreation, Amusements & Attractions Career Pathway

Pathway: Restaurants & Food/ Beverage Services (HT-RFB)

- **9.3.HT-RFB.9:** Describe career opportunities and qualifications in the restaurant and food service industry.
- **9.3.HT-RFB.10:** Apply listening, reading, writing and speaking skills to enhance operations and customer Service in food and beverage service facilities.

Pathway: Travel & Tourism (HT-TT)

- **9.3.HT-TT.6** Use common travel and tourism terminology used to communicate within the industry.

Common Career Technical Core (CCTC)

Career Cluster: Hospitality & Tourism

HT 2 - Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy

- HT2.2: Trace the development of the hospitality and tourism industry to understand the overall structure.

HT 6- Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.

- HT6.1: Research career opportunities based upon their fit with personal career goals in the hospitality and tourism industries.
- * Locate and interpret career information for at least one career cluster.
- * Identify job requirements for career pathways.

HT-LOD 01 - Use various communication technologies to accomplish work tasks in lodging facilities.

HT-REC 01 - Describe career opportunities in the Recreation, Amusements & Attractions Career Pathway.

HT-RFB 09 - Describe career opportunities and qualifications in the restaurant and food service industry.

HT-RFB 10 - Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

HT-TT 06 - Use common travel and tourism terminology used to communicate within the industry.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Text Types and Purposes

- CCSS.ELA-LITERACY.W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Craft and Structure:

- CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Vocabulary Acquisition and Use:

- CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS - Mathematics

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:

- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

<p>Course: Principles of Hospitality and Tourism</p> <p>Unit: I – The Development of Hospitality and Tourism</p> <p>Grade Level: 9-12</p>	<p>Unit Overview:</p> <p>This introductory unit exposes students to some of the key terms and areas of knowledge that they will be studying throughout this course. They also learn about the skills they will develop that are crucial to the field of hospitality and tourism.</p> <p>The opening chapters describe the wide range of hospitality and tourism businesses in the context of development, history, and the theories of the psychology of travel.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.3.HT.2, 9.3.HT.3, 9.3.HT.6, 9.3.HT-LOD.1, 9.3.HT-REC.1, 9.3.HT-RFB.9, 9.3.HT-TT.6</p>	
<p>Common Career Technical Core (CCTC): HT 2 HT 6.1, HT-LOD 01, HT-REC 01, HT-RFB 09, HT-TT 06</p>	
<p>Common Core State Standards (CCSS): RI.9-10.4, W.9-10.2.a, W.11-12.4, HSS.IC.B.6</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy</p> <p>NJSLS: 9.3.HT.2 9.3.HT-LOD.1</p> <p>CCTC: HT-LOD 01 : HT 2</p> <p>CCSS.ELA-LIT</p>	<p>What does the hospitality industry have in common with the tourism industry?</p> <p>How might hospitality & tourism change in the future?</p> <p>What are could be some future trends in</p>	<ul style="list-style-type: none"> • Evaluate current and emerging technological services to improve guest service. • List recreational venues. • List amusement venues. 	<p>Taxonomy Builder Using vocabulary from the Tourism video complete a general Hospitality & Tourism Alphabetical Taxonomy</p> <p>Concept Map Create a concept map that outlines the four main sectors of</p>	<p>An Introduction to the Hospitality & Tourism Industry https://www.youtube.com/watch?v=WYlvm-Q3IDQ</p> <p>Hospitality & Tourism Anticipation Questionnaire file:///C:/Users/Yvette%2</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
ERACY.W.9-10.2.a	hospitality & tourism? What is the difference between goods and services?	<ul style="list-style-type: none"> • List attraction venues ▪ Use common travel and tourism terminology used to communicate within the industry. ▪ Customize travel with diverse transportation, lodging, cruise and food options. 	Hospitality & Tourism and the evolution of careers between them. Venn Diagram Create a Venn Diagram that compares and contrasts Hospitality and Tourism.	0Williams/Downloads/318684690-POHT-Anticipation-Guide.pdf An Overview of Travel & Tourism https://www.youtube.com/watch?v=xVRb9EU-bkE
Demonstrate hospitality and tourism customer service skills that meet customers' needs. NJSLS: 9.3.H.T.3 CCTC: HT-TT 06 HT-TT 6.3 CCSS:W.11-12.4	How does personality and psychological needs motivate travel? How does who you are affect what restaurant or hotel you might choose? How has technology caused change Hospitality and Tourism	Trace the development of the hospitality and tourism industry to understand the overall structure. Utilize travel and tourism terms appropriately to guide customizing services for guests. Describe different types of people who travel and	Journal On a new Google Doc. write a journal entry from the perspective of a person born in 1916 that worked as a travel agent describing how technology has changed the operations of the four main sectors of Hospitality and Tourism in the last 100 years.	Careers in Hospitality http://www.funtrivia.com/html5/index.cfm?qid=239042 Career Clusters - Hospitality and Tourism https://www.youtube.com/watch?v=KJvZ7VGqRg8

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	<p>sector in the last 20 years?</p> <p>How might seasons affect the popularity of a destination?</p> <p>What is a target market?</p>	<p>their reasons for traveling.</p> <p>Utilize technical resources for food services and beverage operations to update or enhance present practice</p> <p>Explain how consumers make travel choices to fulfill their needs and wants.</p>	<p>Gallery Walk</p> <p>As your group is called, take a look at the pictures from the “Then & Now” picture gallery and each of you write down one notable change in each sector and share on Google classroom.</p> <p>Short Responses</p> <ul style="list-style-type: none"> * Identify methods of travel. * Interpret the advantages of each type of facility. * Interpret the disadvantages of each type of facility. 	<p>Maslow's Hierarchy of Needs</p> <p>https://www.youtube.com/watch?v=Ugp3hm2JlqM&feature=youtu.be</p> <p>Game of Maslow's Need Hierarchy Theory</p> <p>https://www.youtube.com/watch?v=XrRS-Y7n0P8</p>
Describe career opportunities and means to attain those opportunities in each of	What kinds of jobs can you identify in this career cluster?	Describe career opportunities and qualifications in the restaurant and food	<p>Allure of the Seas Cruise Ship Tour</p> <p>Watch the virtual tour of</p>	<p>Learn About Your Destination</p> <p>https://travel.state.gov/co</p>

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<p>the Hospitality & Tourism Career Pathways. NJSLS: 9.3.HT.6 9.3.HT-REC.1 CCTC: HT6.1 HT-REC 01 CCSS: RI.9-10.4 HSS.IC.B.6</p>	<p>What are the categories of guests who use hotels?</p> <p>Why is it important for people who work in the hospitality and tourism industry to understand travelers' needs, wants, and motivations?</p> <p>What strengths and knowledge do you have that would help you become successful in a career like this?</p>	<p>service industry.</p> <p>Describe career opportunities in the Recreation, Amusements & Attractions Career Pathway.</p> <p>Define acronyms and abbreviations used in travel and tourism activities to enhance guest/customer services.</p> <p>Summarize unique career opportunities in recreation, amusements and attractions by gathering occupational information for each venue.</p> <p>Use language, terminology and complexity suitable to audience.</p>	<p>the Allure of the Seas Cruise Ship and write down visible career opportunities from each of the four sectors of Hospitality and Tourism.</p> <p><u>Hospitality & Tourism Anticipation Questionnaire</u> Complete the Hospitality and Tourism Anticipation Questionnaire on work ethics and prior knowledge related to the industry.</p> <p><u>Think Pair Share</u> On a shared google document, make a list of your strengths that would help you become successful in hospitality and tourism. Compare them with your partner's list and share with the class the ways how each strength would develop,</p>	<p>ntent/passports/en/country.html</p> <p><u>Hospitality & tourism career cluster</u></p> <p>https://www.youtube.com/watch?v=HVNZ_fGD6_g</p> <p><u>Hospitality & Tourism Career Cluster</u></p> <p>https://www.youtube.com/watch?v=4mcdpP-Kdrg</p> <p><u>Allure of the Seas Cruise Ship Tour.</u></p> <p>https://www.youtube.com/watch?v=r7UPMSUxqhc</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			and name the sectors that they would be valuable to.	

Unit 1 Vocabulary

- Bed and breakfast
- Business convention
- Career Cluster
- Consumer
- Consumer motivation
- Consumer needs
- Destination
- Entertainment
- Exhibits
- Food and beverage
- Hospitality
- Itinerary

- Transportation
- Travel package
- Lodging
- Maslow’s Hierarchy of Needs
- Pearce’s Leisure Ladder
- Plog’s Model
- Taxonomy
- Tourism
- Tourist
- Visitors

Suggested Unit Projects

Choose At Least One

Make four columns on the board or on a sheet of chart paper and label each column with one of the sectors from the worksheet (transportation, entertainment, lodging, food and beverage). Invite a spokesperson from each group to share one fact or question. Write down the facts/questions in the appropriate column. In this activity, students expand upon their knowledge of the history of hospitality and tourism by developing a visual comparison of one sector of the industry “then” and “now.” This activity focuses on the following career skills:

- Utilizing time efficiently when managing highly complex tasks
- Monitoring one’s own understanding needed for success

Take students on a field trip to a museum that offers a glimpse at historical travel artifacts and pictures. Have students write an essay or create a presentation that explains the “then vs. now” aspects of Travel that they noticed.

Suggested Structured Learning Experiences

Saddle Brook Marriott
 138 New Pehle Avenue
 Saddle Brook New Jersey 07663 USA
<http://www.marriott.com/hotel-search/saddle-brook.hotels.new-jersey.united-states.travel/>

Farmingdale, New Jersey 07727
 Phone: 732-919-3500 Fax: 732-938-3302
 Email: info@allairevillage.org
www.allairevillage.org

The New Jersey Museum of Transportation
 4265 Atlantic Ave,
 Wall Township, New Jersey 07727-3715,
<http://www.njmt.org/about.htm>