PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

Department of College and Career Readiness

Principles of Hospitality and Tourism Curriculum

2.5 Credits

Unit Two

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

Career Ready Practices

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

Time/General	Processing	Comprehension	Recall
• 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	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Translate to Spanish • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers • Provide student-friendly rubrics
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • You Tube/Teacher Tube • Spell-checker • Google Classroom	• Extended time • Study guides Online Assessment tools • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• 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

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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

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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.1**: Describe the key components of marketing and promoting hospitality and tourism products and service
- **9.3.HT.5:**Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

- **Pathway: Lodging (HT-LOD)**
- **9.3.HT-LOD.11:** Explain how guests and property are protected to minimize losses or liabilities in the lodging facility.

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

- **9.3.HT-REC.8:**
    Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.

Pathway: Travel & Tourism (**HT-TT**)

- **9.3.HT-TT.4**
    Assess the potential (real and perceived) hazards related to multiple environments, and recommend appropriate safety, health and security measures for travelers.

Common Career Technical Core (CCTC)

Career Cluster: Hospitality & Tourism

- HT 1 - Describe the key components of marketing and promoting hospitality and tourism products and services.

- HT1.2: Identify effects of the economy on the hospitality and tourism industry to effectively plan products and services.

- HT 5 - Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
- HT 5.3: Create response plans to cope with hazards and emergency situations applicable to the hospitality and tourism industries.

- HT-LOD 11 - Explain how guests and property are protected to minimize losses or liabilities in the lodging facility.
- HT-LOD 11.3: Identify access control procedures to enhance guest safety.

- HT-REC 08 - Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.
- HT – REC 8.4: Summarize the policies and procedures used to ensure guest safety

- HT-TT 04 -Assess the potential (real and perceived) hazards related to multiple environments and recommend appropriate safety, health and security measures for travelers.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details

- CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS - Mathematics

Calculate expected values and use them to solve problems:

- CCSS.Math.Content.HSS.MD.A.2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

Course: Principles of Hospitality and Tourism **Unit:** 2 – The Environmental & Economical Impact of Tourism. **Grade Level:** 9-12	**Unit Overview:** This unit introduces students to the environmental and economic impact of travel and tourism, which is becoming increasingly important to modern hospitality and tourism businesses. Students learn about ecotourism and destination life cycles, which provide the conceptual foundation for studying the environmental impact of travel and tourism. Students also evaluate possible solutions to environmental damage caused by travel and tourism, and brainstorm solutions for it. In addition, students consider the economic impact of tourism in certain locations throughout the world. Students compare countries that rely almost entirely on tourism revenue with countries that maintain a diversified economy, in which tourism has a smaller, yet still significant, economic impact. Students learn about the information that economists, politicians, and business leaders collect to track the economic impact of tourism.

New Jersey Student Learning Standards (NJSLS): 9.3.HT.1, 9.3.HT.5, 9.3.HT-LOD.11, 9.3.HT-REC.8, 9.3.HT-TT.4

Common Career Technical Core (CCTC): HT 1.2, HT 5.3, HT-LOD 11.3, HT-REC 8.4, HT-TT 04

Common Core State Standards (CCSS): RI.9-10.3, RI.9-10.4, W.9-10.5, HSS.MD.A.2

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources

Describe the key components of marketing and promoting hospitality and tourism products and services.
NJSLS: 9.3.HT.1
        9.3.HT-REC.8
 	
CCTC: HT 1.2
        HT-REC.08
	What percentage of the United States GDP is generated by Travel & Tourism?
	
	Define Economic multiplier?
	
	Why is sustainable tourism important?
		▪ Define given Key terms of the Environmental impact of tourism and use them in a sentence.
		
		▪ Describe how economics applies to the hospitality and tourism industry.
			SQ3R Reading Method
			Use the SQ3R method for reading this resource. Reading: Economic Impact of Tourism
			
			Conversion Rates
			Convert the gross domestic product into the country's own currency
				The comparative Economic Impact of Travel & Tourism.
				
				https://www.wttc.org/-/media/files/reports/benchmark-reports/the_comparative_economic_impact_of_travel__tourism.pdf

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
HT-REC 8.4: **CCSS:**RI.9-10.3	How would you define the term globalization? Differentiate between public and private events? Differentiate between business and leisure guests? Explain different motives for travel? What type of traveler are you? Explain	▪ Discuss the importance of the hospitality and tourism industry to the U.S. economy. ▪ Explain the effects that supply and demand have on the hospitality and tourism industry. ▪ Use travel theories to analyze tourists' motives in choosing a destination.	(GDP is often reported in U.S. dollars) and include information about the country's currency exchange rate. **Think, Pair, Share** With your partner evaluate on a scale of 1-10, how important is Tourism to the Country of Morocco. Provide 2 pieces of evidence each to back up your answer **Note Taking Skills** On the note card provided, write down five states (U.S) where tourism is one of the largest parts of their economy **Journal** On a new Google Doc. write a journal entry describing how tourism has affected the economy of your given	**Butler Tourist Resort Life-Cycle Model - Geography** https://www.youtube.com/watch?v=klGM8qV3BFE **Countries of Europe** http://www.worldatlas.com/webimage/countrys/europe/mt.htm **Quick Facts UNITED STATES** http://www.census.gov/quickfacts/table/PST045215/00

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			state (U.S.)	
Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace NJSLS: 9.3.HT.5 9.3 HT-LOD 11 CCTC:HT-LOD 11 HT-LOD 11.3 HT. 05 HT5.3 CCSS.W.9-10.5	What are five negative environmental effects of tourism? What is Ecotourism? What are some steps that tourists on vacation might take to avoid damaging a natural environment? What are the 4 stages of the Self Destruct Theory? What are some different types of destinations? What advice would you give to the Government of the Galapagos Islands about sustaining the natural habitats of their wildlife while entertaining tourists?	▪ Create a solution to guest/customer exposure to a health hazard. ▪ Identify ways to manage guests/customers facing a threat. ▪ Identify ways to prevent common safety hazards. ▪ ▪ Research guest safety and security issues unique to each venue to create safety guidelines. ▪ Examine equipment safety, functionality	**Critical Thinking** If you were asked to create a Crisis Management Plan for a hotel that you owned/managed, give a list of 10 actions that would be included. **Research & Analysis** Answer the following questions in paragraph style – with supporting details: What environmental concerns or problems have been reported about your given destination? How are they related to tourism? What, if anything, has been done to address these concerns? **Visual Auditory Response**	**Los Galapagos Islands – Commercial** https://www.youtube.com/watch?v=bSXGN7O4-Kk **The Dirty Truth About That Other Jersey Shore** https://www.youtube.com/watch?v=oBzdA8boUb4 **Galapagos Islands Facts.** http://www.galapagosislands.com/galapagos-resources/galapagos-fast-facts.html **Environmental impact of urban and industrial development**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	How are different areas impacted by tourism? Explain the cyclical nature of travel?	and durability to protect guests and minimize replacement costs. ▪ Evaluate methods for equipment maintenance and repair to minimize down time.	Write your response on the given white board then show your answer when the timer chimes. Erase after the last person responds. 1. Which phase of the **destination area life cycle, self-destruct theory, and the tourism area life cycle** is the Galapagos island in? Give a reason for each.	**A case history: Cancun, Quintana Roo, Mexico** http://www.unesco.org/csi/wise/cancun1.htm
Assess the potential (real and perceived) hazards related to multiple environments, and recommend appropriate safety, health and security measures for travelers NJSLS: 9.3.HT-TT.4 CCTC: HT-TT.04 CCSS:HSS.MD.A.2	Why is the job of an environmental consultant important? What are some instructions that are usually placed in public places concerning the environment? How does good work ethics help to sustain the environment?	▪ Develop and role play mock emergency situations. ▪ Summarize the Tourism Area Life Cycle ▪ Create a plan of action to manage guests with special needs (disabilities, handicap	**Technology Communication and Collaboration** On your Google Classroom assignment page, Click "Add comment" and type your response to "In a complete sentence explain why the job of an environmental consultant is important to the Tourism Industry."	**"Measure Your Hotel's Water Consumption, Then Start Saving." 4Hoteliers: Hospitality, Hotel & Travel News**, http://www.4hoteliers.com/features/article/1889 **How You can Help Protect Coral Reefs** http://www.dep.state.fl.us/coastal/habitats/coral/help.htm

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	How can students help to conserve energy during a week-long seniors' trip? If you were a Park Ranger, how would you help to sustain the natural habitats of the park? What does it mean to travel green? What green initiatives can you employ as an employee in the hospitality and tourism industry?	accessibility, etc.)." - Recognize and report suspicious situations. - Identify and report unauthorized and suspicious persons. - Monitor entrances, elevators and stairways. - Ensure limited late-night access to lobby areas. ▪ Monitor perimeter and grounds	**Short Answer** In 2 sentences - define Ecotourism in your own words. **Career Readiness** Create 10 questions to interview an environmental consultant on her responsibilities and job requirements. Students to present their findings to the class.	**Conservation vs. Development: A Tale of Two Parks** http://news.nationalgeographic.com/news/2003/09/0926_030926_travelerbanff.html **U.S. Environmental Protection Agency, "Sustainability."** https://www.epa.gov/sustainability#sustainability **Go Green Travel Green** http://gogreentravelgreen.com/

Unit 2 Vocabulary

- Annual income
- Competition
- Consolidation
- Decline
- Destination life cycle
- Eco-friendly
- Ecosystem
- Ecotourism
- Environmental consultant
- Environmental impact
- Euro
- Exploration
- Galapagos islands
- Globalization
- Gross domestic product
- Innovators
- Involvement
-

- Pollution
- Population
- Product life cycle
- Natural Disasters
- Rejuvenation
- Renewal
- Self-destruct theory of tourism
- Stagnation
- Statistics
- Sustainable Tourism
- Terrorism
- Tourism Area Life Cycle
- Traditionalists
- Tsunami

Suggested Unit Projects
Choose At Least One

Research In your group, use specific websites assigned to complete your research on a given destination – (Antarctica, Great Barrier Reef, Machu Picchu, Lake Tahoe, and Phuket). Answer the following questions in 3 Paragraphs. Two addressing the environment and one with your conclusion. Combine all the answers to the research questions on one sheet to make a complete research assignment. How has this destination changed over time? * What environmental concerns or problems have been reported about this place? How are they related to tourism? • What, if anything, has been done to address these concerns (e.g., local community protests, environmental reports, government involvement)? • What do you think might be done to stop and/or reverse environmental damage at this destination? Why?	**Preparation for Debate.** MOOT: **The United states would not be successful without Hospitality & Tourism businesses** **Consider & develop answers for the following points**: • The states that depends on Tourism revenue heavily are … • The 2014/2014 GDP of that state is …… • Tourism accounted for ……… percent of their revenue. • I think the biggest impact tourism has on the economy is… • Tourism does/does not affect our local economy because …..

Suggested Structured Learning Experiences

Nature Trail at Ramapo College Ramapo College of New Jersey, 505 Ramapo Valley Rd, Mahwah, NJ 07430 (201) 684-7500	Guided Tour The Great Falls Historic District & Cultural Center 65 McBride Ave, Paterson, NJ 07501 (973) 279-9587