

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

<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)*

Pathway: Lodging (HT-LOD)

- **9.3. HT-LOD.3:** Allocate staff positions to meet the needs of various lodging departments.
- **9.3.HT-LOD.6:** Analyze the departmental interrelationships of a lodging facility

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

- **9.3. HT-REC.11:** Compare and contrast various types of recreation, amusement and attraction venues.

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

- **9.3.HT-RFB.3:**
Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.

Common Career Technical Core (CCTC)

Career Cluster: Hospitality & Tourism

- HT-LOD 03: Allocate staff positions to meet the needs of various lodging departments.
- HT-LOD 3.1: Distinguish between fixed and variable staff positions.

- HT-LOD 06: Analyze the departmental interrelationships of a lodging facility.
- HT-LOD 6.3: Explain the lodging product.
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- HT-REC 11: Compare and contrast various types of recreation, amusement and attraction venues.
- HT- REC 11.3: Describe operational methods used at an attraction venue.

- HT-RFB 03: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- HT-RFB 03:1: Utilize facts and statistics retrieved from ethnic and geographical studies in a service environment.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Vocabulary Acquisition and Use:

- CCSS.ELA-Literacy.L.9-10.6. 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.

Knowledge of Language:

- CCSS.ELA-Literacy.L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Production and Distribution of Writing:

- CCSS.ELA-Literacy.W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS - Mathematics

Summarize, represent, and interpret data on two categorical and quantitative:

CCSS.Math.Content.HSS.ID.C.9. Distinguish between correlation and causation.

<p>Course: Principles of Hospitality and Tourism</p> <p>Unit: 3 – The Accommodations, Food & Beverage and Entertainment Sectors.</p> <p>Grade Level: 9-12</p>	<p>Unit Overview:</p> <p>This unit provides an in-depth look into lodging, food and beverage and entertainment sectors of the hospitality and tourism industry. Students will identify different types of lodging, including the amenities they offer, their prices, and the kinds of travelers each appeals to. Students will begin work on their culminating projects, in which they create a proposal for a vacation package designed for high school students, by selecting a destination, identifying “green” travel tips for that location, and recommending an appropriate accommodation. Students will also study the food and beverage sector, including everything from fast-food businesses to fine restaurants. Students grasp the sector’s significance as a major employer in the United States and explore its many subsectors. After developing a broad sense of the food and beverage industry and expanding their knowledge of industry-specific vocabulary, students practice planning a meal that appeals to a specific demographic and fulfills a special purpose.</p> <p>Students will be exposed to a comprehensive package of the entertainment sector, including businesses ranging from museums to sports arenas. Students will explore the wide variety of establishments within the entertainment sector and identify which demographics each sector appeals to most.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.3.HT-LOD.3, 9.3.HT-LOD.6, 9.3.HT-REC.11, 9.3.HT-RFB.3</p>	
<p>Common Career Technical Core (CCTC): HT-LOD 3.1, HT-LOD 6.3, HT-REC 11.3, HT-RFB 3.1</p>	
<p>Common Core State Standards (CCSS): L.9-10.6, L.11-12.3, W.11-12.6, HSS.ID.C.9</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Allocate staff positions to meet the needs of various lodging departments. NJSLS: 9.3.HT-LOD 3 CCTC: HT-LOD 03</p>	<p>What type of lodging facility would you prefer to own or manage?</p> <p>What is the difference</p>	<ul style="list-style-type: none"> ▪ Define fixed labor as it applies to housekeeping. 	<p>Close Reading Document Analysis Worksheet. <u>The Wide World of Lodging</u></p>	<p>The World’s top rated hotels. https://www.google.com/search?q=PICTURES+OF+TOP+HOTELS&espv=2&biw=1280&bih</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>CCTC: HT-LOD -06 HT-LOD 6.3</p> <p>CCSS: W.11-12.6</p>	<p>guests?</p> <p>What can clerks do to make a guest's stay an enjoyable experience?</p> <p>Why might sales training be valuable to a hospitality consultant?</p>	<ul style="list-style-type: none"> ▪ Explain the role physical facilities play in creating the lodging product. ▪ Describe the types of room accommodations. 	<p>comment" and type your response to "What does it mean if a hotel receives a rating of three diamonds/stars?"</p> <p>Venn Diagram Compare and Contrast a Luxury and a Full service Hotel</p> <p>Business Proposal Use the given rubric as a guide to create a proposal for a Seniors' class trip - that introduce your destination, offer "green" travel tips, and make accommodation recommendations.</p> <p>Think, pair, share Within your group Write down 3 examples of economical meals that students on a high school seniors' trip would enjoy. Breakfast, Lunch</p>	<p>Upscale Restaurant http://www.ruthschris.com/restaurant-locations/parsippany</p> <p>Johnson & Wales University – Virtual Tour – Hospitality Prog. https://www1.jwu.edu/admissions/visit-and-connect/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Compare and contrast various types of recreation, amusement and attraction venues. NJSLS: 9.3. HT-REC.11 9.3. HT-RFB 3 CCTC: HT-REC 11 HT- REC 11.3 HT- RFB 03 HT- RFB 3.1 CCSS: L.11-12.3 HSS.ID.C.9.</p>	<p>What are the two main types of recreation?</p> <p>What other electronic media compete with TV for entertainment and recreation venues?</p> <p>What desires of travelers does the Leisure and Recreation categories fill?</p> <p>If you were the Receptions manager for a resort what recommendations would you make to ensure diversity is taken into consideration?</p> <p>What kind of food is most appealing to you? Why?</p>	<ul style="list-style-type: none"> ▪ Name two business methods for operating historic attractions. ▪ List three methods for operating an amusement attraction. ▪ List three business methods for operating an educational attraction. ▪ Describe the benefits and disadvantages of each method ▪ Identify ethnicities and their dining habits and rules. ▪ Identify countries and their native food resources." 	<p>& Dinner</p> <p><u>Technology/visual Response</u></p> <p>On your shared Google Slide, attach a picture that represent each of the five main categories of the Entertainment sector and caption each picture with title and what group of people it appeals to.</p> <p><u>Short Response</u> Name 3 types of meals/dishes from 3 different ethnic origins. Write the origin next to the meal.</p>	<p><u>Photos & Description of Business and Leisure Travelers.</u> Match Travelers with Hotel Rooms. <u>Travel Guidebooks for Budget Travelers</u> http://studenttravel.about.com/od/travelbooksandguides/a/budgetbooks.htm</p> <p><u>Virtual Tour – Hard Rock Hotel – Cancun, Mexico.</u> http://virtualltour.hrhcancun.com/</p> <p><u>14 Top-Rated Tourist Attractions in the USA</u> http://www.planetware.com/tourist-attractions/usa-us.htm</p>

Unit 3 Vocabulary

- À la carte
- Admission tickets
- Ambiance
- Appetizer
- Arcade
- Attraction
- Ballet
- Box office
- Buffet
- Chain restaurant
- Chef
- Continental breakfast
- Culinary
- Day spa
- Diner
- Entrée
- Ethnic restaurant
- Fast food

- Ferris wheel
- Guidebook
- Guiding and touring companies
- Hors d'oeuvre
- Host/hostess
- Hostel
- Hotel
- Inn
- Itinerary
- Leisure
- Maître d'
- Menu
- Mini-bar
- Motel
- Opera
- Organic
- Pub
- Rating
- Resort
- Souvenirs

Suggested Unit Projects

Choose At Least One

Research & Microsoft Word skills – MEAL PLAN

Use instructions to create a 4-part Menu for your proposed 'Seniors' class trip. Use Microsoft word 'Page Layout' (A5) style.

Outline

- Give your Meal plan a theme; Ex. Luau party in Hawaii
- Name of Location and Restaurant or Banquet Hall
- Describe the ambiance – including attire
- Attach a picture of 3 choices of Appetizers
- Attach a picture of 3 choices of Entrée
- Attach a picture of 3 choices of Desserts
- ** Include a vegetarian or healthy choice
- ** Include an ethnic dish associated with your location

Ethnic Dining Experience – Whats trending.

A dish from 4 different groups will be shared with students at the end of a power point presentation on new trends in Menus:

Ethnic Dishes:

- Vietnamese - Phở
- Puerto Rican – Paella
- Jamaican – Curry chicken/goat
- Southern U.S – Soul Food
- Italian – Pasta variety

Suggested Structured Learning Experiences

Housekeeping Manager Interview, Lunch and Internship Inquiry
 Doubletree by Hilton Hotel Fort Lee
 George Washington Bridge
 2117 Route 4 Eastbound,
 Fort Lee, New Jersey, 07024, USA
 TEL: 1-201-461-9000

<http://doubletree3.hilton.com/en/hotels/new-jersey/doubletree-by-hilton-hotel-fort-lee-george-washington-bridge-FTLFLDT/index.html>

Interview and presentation from local restaurateur

The Brownstone | A Historic Premier Landmark
 351 W. Broadway
 Paterson, NJ
 (973) 595 8582
<http://www.thebrownstone.com/>