



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

## 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.3** Demonstrate hospitality and tourism customer service skills that meet customers' needs.

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

- **9.3.HT-TT.8**  
Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers.
- **9.3.HT-TT.10**  
Develop a travel product that matches customer needs, wants and expectations.
- **9.3.HT-TT.12**  
Select the most effective communication technique and media venue to convey travel marketing information to a target audience.

## Common Career Technical Core (CCTC)

### Career Cluster: Hospitality & Tourism

- HT 3 - Describe. Demonstrate hospitality and tourism customer service skills that meet customers' needs.
- HT-TT 08: Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers.
- HT-TT 08.1: Describe the role of the service provider to ensure customer satisfaction.
- HT-TT 10: Develop a travel product that matches customer needs, wants and expectations.
- HT-TT 10.1: Research and summarize discretionary factors that influence travel decisions.
- HT-TT 10.2: Identify customer preferences and limitations to create the best package for the vendor and the customer.
- HT-TT 12: Select the most effective communication technique and media venue to convey travel marketing information to a target audience.
- HT-TT 12.1: Communicate details and points of attraction with enthusiasm.
- HT-TT 12.3: Utilize alternate communication services to assist customers with specialized needs.

## Common Core State Standards (CCSS)

### CCSS - English-Language Arts

#### Text Types and Purposes:

- CCSS.ELA-Literacy.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSS.ELA-Literacy.W.11-12.3.d 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

#### Interpret functions that arise in applications in terms of the context:

##### CCSS.Math.Content.HSF.IF.B.4

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.\**

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<p><b>Course:</b> Principles of Hospitality and Tourism</p> <p><b>Unit:</b> 4 – The Transportation Sector – Air, ground and cruises.</p> <p><b>Grade Level:</b> 9-12</p>	<p><b>Unit Overview:</b></p> <p>This lesson introduces students to the role that cruises, air transportation, and ground transportation play in the hospitality and tourism industry. After a brief overview of water transportation and the history of cruise ships, students focus on cruise ships, which are a dominant element of the modern hospitality industry. Also, students learn practical details about air travel, such as how to book a flight, what to expect when flying, how to navigate an airport, and what to pack, in accordance with FAA regulations after 9/11. Students also learn how to use Internet sites to compare ticket prices, dates, and times, and they experience the process of actually booking a ticket.</p> <p>Students will also explore the various types of ground transportation and compare American preferences with other parts of the world. They will evaluate why some methods of transportation are more effective than others, taking into account location, price, environmental impact, and availability. Students will combine this learning with their understanding of air and water transportation to flesh out itineraries for high school vacation packages.</p>
<p><b>New Jersey Student Learning Standards (NJSLS):</b> 9.3.HT.3, 9.3.HT-TT.8, 9.3.HT-TT.10, 9.3.HT-TT.12</p>	
<p><b>Common Career Technical Core (CCTC):</b> HT 3, HT-TT 08, HT-TT 8.1, HT-TT 10, HT-TT 10.1 HT-TT 10.2, HT-TT 12, HT-TT 12.1 HT-TT 12.3</p>	
<p><b>Common Core State Standards (CCSS):</b> W.11-12.3, W.11-12.3.d, HSF.IF.B.4</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Demonstrate hospitality and tourism customer service skills that meet customers' needs  <b>NJSLS:</b> 9.3.HT.3            9.3.HT-TT.8</p> <p><b>CCTC:</b> HT 3            HT-TT.08            HT-TT.8.1</p> <p><b>CCSS:</b>W.11-12.3.d</p>	<p>What are the three main transportation categories that tourists mostly utilize?</p> <p>How do you arrange for travel? Do you arrange it yourself or use a travel agent?</p> <p>What are the advantages of using a travel agent?</p> <p>What skills does a customer service representative at a retail store possess that are transferable to the travel industry?</p> <p>How does other industries (example; credit card issuers – banks) collaborate with companies in the travel industry to promote customer service?</p>	<ul style="list-style-type: none"> <li>▪ Discuss the interdependence of travel and tourism industry segments.</li> <li>▪ Describe geographical factors that foster travel and tourism.</li> <li>▪ Explain the nature of travel and tourism marketing.</li> <li>▪ Name five reasons why people travel</li> <li>▪ Cite an example of seamless service in cooperation with another industry such as agriculture, religion, or transportation to</li> </ul>	<p><b>Think, Pair, Share</b>            In your shared Google Doc page, discuss and list 4 types of tours and tour packages.</p> <p><b>Technology Communication and Collaboration</b>            On your Google Classroom assignment page, Click “Add comment” and type your response to ‘Explore reasons for Leisure travel.’ Read your classmates comments and add new insights in complete sentences.</p> <p><b>Graphic organizer</b>            Compare a resort hotel to a cruise            ·List three similarities &amp; three differences.</p>	<p><b>The comparative Economic Impact of Travel &amp; Tourism.</b></p> <p><a href="https://www.wttc.org/-/media/files/reports/benchmark-reports/the_comparative_economic_impact_of_travel_tourism.pdf">https://www.wttc.org/-/media/files/reports/benchmark-reports/the_comparative_economic_impact_of_travel_tourism.pdf</a></p> <p><b>Top 10 Most-Visited Countries</b></p> <p><a href="https://www.youtube.com/watch?v=oyh8CmUtLZc">https://www.youtube.com/watch?v=oyh8CmUtLZc</a></p> <p><b>The Ups and Downs of Online Check-In</b></p> <p><a href="http://www.independenttraveler.com/travel-tips/travelers-ed/the-ups-and-downs-of-online-check-in">http://www.independenttraveler.com/travel-tips/travelers-ed/the-ups-and-downs-of-online-check-in</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<p>create the guest experience.</p> <ul style="list-style-type: none"> <li>▪ Identify and integrate the different vendors, suppliers and properties to create the guest experience.</li> </ul>		
<p>Select the most effective communication technique and media venue to convey travel marketing information to a target audience  <b>NJSLS:</b> 9.3. HT-TT 12:   <b>CCTC:</b> HT-TT 12            HT-TT 12.1            HT-TT 12.3</p>	<p>What do you do if you want to compare prices of flights online?</p> <p>What is an itinerary?</p> <p>What organizations in large cities market travel?</p>	<p>How are different areas impacted by tourism?</p> <p>Identify the niche markets in tourism</p> <p>Explain the cyclical nature of travel</p> <p>Explain different motives</p>	<p><b>Research and presentation.</b>            You are and your partner will brainstorm a mock business from one of the three main travel categories. Use the rubric outline</p>	<p><b>Find Great Cruise Deals on Travelocity</b></p> <p><a href="https://www.travelocity.com/Cruises?shipld=156&amp;">https://www.travelocity.com/Cruises?shipld=156&amp;</a></p> <p><b>Today's High Speed</b></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p><b>CCSS: W.11-12.3.</b></p>	<p>What is the purpose of government tourism agencies?</p> <p>How can you attract businesses from other industries to rent space within your travel business?</p>	<p>for travel</p> <p>Use travel theories to analyze tourists' motives in choosing a destination.</p> <p>Research the channels of distribution that a travel product takes from the producer to the consumer or traveler.</p> <p>Evaluate how the costs, options, and regulations involved in air travel affect flight arrangements</p>	<p><b>Design and Marketing</b>            With your partner, design a poster that celebrates airline travel. Use airline terminology in your poster.</p> <p><b>Journal</b>            On a new Google Doc. write a journal entry to reflect on one or more of the following prompts:            •I think the best part of air travel is/would be...            •I think the worst part of travel is/would be...            •I think this information will/will not be helpful to our research 'How tourism has affected the economy of your given state (U.S.)'</p> <p><b>Research &amp; Analysis</b>            Write the 5 paragraph essay titled 'How tourism has affected the economy of your given</p>	<p><b>Train Technology</b></p> <p><a href="http://geography.about.com/od/urbaneconomicgeography/a/highspeedtrains.htm">http://geography.about.com/od/urbaneconomicgeography/a/highspeedtrains.htm</a></p> <p><b>The Boats of Venice</b></p> <p><a href="https://www.youtube.com/watch?v=SYfdM-UQhKc">https://www.youtube.com/watch?v=SYfdM-UQhKc</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			state (U.S.) Use the given rubric for outline	
<p>Develop a travel product that matches customer needs, wants and expectations                      NJSLS: 9.3.HT-TT.10</p> <p>CCTC: HT-TT 10,                      HT-TT 10.1                      HT-TT 10.2</p> <p>CCSS.HSF.IF.B.4</p>	<p>What is a travel package?</p> <p>What is the best customer survey to use to query about your products and service?</p> <p>How does companies like Apple and Amazon meet and exceed their customers' expectations?</p> <p>What groups are the main target market for the travel industry?</p> <p>How do your attract</p>	<p>Describe procedures for selecting, promoting, and conducting specialty tours for clients.</p> <p>Critique other industries that have products or services relevant to a tourism package to gain awareness of their role and the tourism provider's role in delivering a seamless product to a client.</p>	<p><b>Bloggng</b></p> <p>Start a blog titled 'The Importance of Meeting Customer Expectations (And How to Meet Them!)' and invite your friends and family to comment.</p> <p><b>Student-Made Anchor Charts</b></p> <p>Use chart paper to create an ad/ resource to help communicate with disabled travelers.</p>	<p><b>The Complete Guide to Customer Expectations</b></p> <p><a href="http://blog.clientheartbeat.com/customer-expectations/">http://blog.clientheartbeat.com/customer-expectations/</a></p> <p><b>Allure of the Seas Cruise Ship Tour and Review –</b></p> <p><a href="https://www.youtube.com/watch?v=r7UPMSUxqhc&amp;list=PLTy3Ak35rSJ0K KmNQv4gC5m0AL5kNPwC">https://www.youtube.com/watch?v=r7UPMSUxqhc&amp;list=PLTy3Ak35rSJ0K KmNQv4gC5m0AL5kNPwC</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	<p>people to your business?</p> <p>What group is the travel industry least likely to attract? Why?</p>	<p>Analyze diverse transportation, lodging, cruise, attraction, and food service options to produce a customized travel package.</p> <p>Evaluate various communication techniques and media venues for the purpose of selecting the most effective manner to convey information to a target audience, including the prospective customer, the general public, a disgruntled customer, or a special needs population.</p>	<p><b>Technology/Group Collaboration</b>            Within your group create a mock Travel agency for an airline company. Include an original name, location(s), travel products, prices, and target market. Identify a resource to help communicate with non-English speaking customers.</p>	<p><b><u>How to Make Travel Agency Advertisements</u></b></p> <p><a href="http://yourbusiness.azcentral.com/make-travel-agency-advertisements-6877.html">http://yourbusiness.azcentral.com/make-travel-agency-advertisements-6877.html</a></p> <p><b><u>Travel agency advertisement</u></b></p> <p><a href="https://www.youtube.com/watch?v=gG2ABStEDcw">https://www.youtube.com/watch?v=gG2ABStEDcw</a></p>

## Unit 4 Vocabulary

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| <ul style="list-style-type: none"><li>• Amtrak</li><li>• Arrival time</li><li>• Baggage claim</li><li>• Boarding pass</li><li>• Business class</li><li>• Cabin</li><li>• Carry-on</li><li>• Charters</li><li>• Checked luggage</li><li>• Check-in</li><li>• Coach class</li><li>• Connecting flight</li><li>• Cruise ship</li><li>• Departure time</li><li>• Dock</li><li>• Economy class</li><li>• FAA</li><li>• Ferry</li><li>• First class</li><li>• Flight attendant</li><li>• Flight number</li><li>• Frequent flyer</li><li>• Greyhound</li><li>• Harbor</li><li>• High-speed rail</li><li>• Itinerary</li><li>• Layover</li></ul> | <ul style="list-style-type: none"><li>• Life vest</li><li>• Life boat</li><li>• Light-rail</li><li>• Limousines</li><li>• Motor coach</li><li>• Oars</li><li>• Ocean liner</li><li>• One-way ticket</li><li>• Port of call</li><li>• Rail transportation</li><li>• Red-eye</li><li>• Sailboat</li><li>• Sea</li><li>• Shuttles</li><li>• Steamboat</li><li>• Subway</li><li>• Round-trip ticket</li><li>• Ticketing agent</li><li>• TSA</li><li>• Transportation</li><li>• Travel Agency</li><li>• Travel package</li><li>• Trolley</li><li>• Uber</li><li>• Wait listing</li></ul> |
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## Suggested Unit Projects

*Choose At Least One*

### **Itinerary Project**

#### **. INSTRUCTIONS FOR ITINERARY PROJECT**

- Fold a piece of 8 ½ X 11 paper to get a vision of what your 6-part itinerary will look like
- Write (“Cover page, page 1, page 2, page, page 3, page 4, page 5) on each panel of the paper.
- On the cover page Write in a 24-size font – the word “ITINERARY”
- PLACE A PICTURE, YOUR NAME, “PRINCIPLES OF HOSPITALITY & TOURISM” (In italics), lastly, your teacher’s name
- On days 1-5 write your timelines from 8:00 am to 8:00 pm. (this could be *8:00-10:00*, *11:00-3:00pm* & *4:00-8:00*)
- 8:00-10:00am Each day(1-panel) should show
  - Breakfast @ -----
  - Mode of transportation used
  - An activity you did.
- 11:00am -3:00pmLunch @ - \_\_\_\_\_
- Mode of transportation
- An activity you did
- 4:00-8:00pm Dinner @ at different restaurant every night
- A relaxed type of activity every evening
- Stay at a different hotel every night

\*\*\*\*\*TYPE YOUR ITINERARY ON A WORD DOCUMENT & DIVIDE THE PAGE IN 3 COLUMNS TO SEPARATE THE

### **Internet Research: Purchasing Airline Tickets**

In this activity, students apply what they learned in the reading by researching all of the necessary components of planning a trip by air, including choosing an airline, choosing seats, purchasing tickets, and packing. It also focuses on the following career skills:

- Completing tasks without direct oversight
- Monitoring one’s own understanding needed for success

Tell students that they are going to practice booking an airplane flight. This is an extremely practical skill that will benefit them personally as well as professionally.

Use the rubric provided as a guide to direct students to appropriate sites.

Compare your findings with your partner. Ask for a couple of volunteers to describe what the similarities and differences are between their bookings. Note that finding really good, inexpensive flights takes some skill and timing, because what’s available at a particular price changes often and unpredictably.

<p><b>COLUMNS *****</b>  <b>SPECIFICATIONS</b></p> <ul style="list-style-type: none"> <li>- You are a tourist in the New York/New Jersey area (with no relatives around)</li> <li>- You eat breakfast, lunch and dinner at different restaurants every day.</li> <li>- Every day you do 3 activities with the evening activity being relaxed.</li> <li>- Every night you stay at a different hotel</li> <li>- Take a different type of transportation for each activity. (do not rent a car for more than one day)</li> </ul>	
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<b>Suggested Structured Learning Experiences</b>	
<p>20 minute Skype session with Q. &amp; A.            Associate Relations manager:            Centurion customer Services (Hospitality Department)            American Express Co.</p> <p><a href="https://www.americanexpress.com/us/content/cardmember-agreements/centurion.html">https://www.americanexpress.com/us/content/cardmember-agreements/centurion.html</a></p>	<p>Guided Tour            The Intrepid Sea, Air &amp; Space Museum            -British Airways Concorde &amp;            - Submarine Growler.            Pier 86            W 46th St and 12th Ave            New York, NY 10036-4103            877-957-SHIP (7447) or 212-245-0072</p> <p><a href="http://www.intrepidmuseum.org/Plan-Your-Visit">http://www.intrepidmuseum.org/Plan-Your-Visit</a></p>