



# Allen ISD Principles of Hospitality and Tourism Curriculum 2015-2016

**§130.222. Principles of Hospitality and Tourism (One-Half to One Credit).**

(a) General requirements. This course is recommended for students in Grades 9-11.

(b) Introduction. The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Grade level – 9-12 Time Allotted: 3 Days

Content Area – CTE

**Unit 1 –Principles of Hospitality and Tourism: 5 Segments of Hospitality - Entrepreneurs**

TEKS Statement	Teach/ Apply		TEKS	Student Expectation/District Clarification
(1)The student applies academic skills for the hospitality and tourism industry. The student is expected to:	A		1A	(A) Write effectively using standard English and correct grammar <ul style="list-style-type: none"> <li>• Demonstrate business appropriate writing skills</li> <li>• Establish professional speaking skills related to the hospitality industry</li> </ul>
(10)The student demonstrates research skills applicable to the hospitality and tourism industry. The student is expected to:	T/A		10A	(A) Develop technical vocabulary to enhance customer service <ul style="list-style-type: none"> <li>• Interact with the new hospitality-related key terms that are unique to the industry</li> <li>• Present an overview of what areas the hospitality industry consists of</li> </ul>
	T/A		10B	(B) Use travel information to design a customized product for travelers <ul style="list-style-type: none"> <li>• Learn about a variety of entrepreneurs that have created items specifically in this industry</li> <li>• Discuss inventions that have changed the way we travel, and/or items that improve a travel experience</li> <li>• Design a new product that will benefit travelers</li> </ul>
	T/A		10D	(D) Identify local and regional tourism issues <ul style="list-style-type: none"> <li>• Research local tourism facts looking for trends and difficulties</li> <li>• Look at regional tourism and compare to local issues</li> </ul>

**Content Vocabulary**

hospitality	Travel industry	Independent business	Professional association
Hospitality industry	Tourism industry	Multi-unit business	Career & tech student organization (CTSO)
Foodservice industry	Travel package	Chain	
Lodging	Recreation	Brand	
Accommodation	Recreation industry	Franchisor	
Lodging industry	Single-unit business	franchisee	

**Enduring Understandings/Essential Questions**

Students will understand that the Hospitality industry is divided into 5 Segments.

How do entrepreneurs improve the world of hospitality by creating new products?

<b>Signature Lessons</b>
<ul style="list-style-type: none"> <li>• <u>Intro to 5 segments</u> – PowerPoint including an overview of Chapter 1</li> <li>• <u>Local and Regional Tourism Issues</u> - Guest speaker/Director of Allen Tourism Bureau or Allen, TX website &amp; Students create a PowerPoint including each of the 5 segments of hospitality for Allen, TX. They will explain what challenges Allen has at drawing tourism into the area and why.</li> <li>• <u>Entrepreneurs</u> - how and what area of hospitality they got their start – PowerPoint or research</li> <li>• <u>Traveler’s invention project</u> – students will follow the entrepreneur lesson with an invention of their own that will help travelers in any area of the hospitality field. This can be done in form of sketch, model, or digital design</li> </ul>
<b>Resources</b>
<ul style="list-style-type: none"> <li>• Hospitality Services Textbook</li> </ul>
<b>Textbook Alignment</b>
<ul style="list-style-type: none"> <li>• Chapter 1 – Hospitality Services Textbook</li> </ul>
<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>• Key Terms SmartBoard matching game: Kahoot.it Quiz over Ch. 1 Test Questions</li> </ul>
<b>Summative Assessment</b>
<ul style="list-style-type: none"> <li>• Ch. 1 Test in Canvas</li> <li>• Travelers invention graded with rubric</li> </ul>

Grade level – 9-12		Time Allotted: 4-5 Days	
Content Area – CTE			
Unit 2 –Principles of Hospitality and Tourism – Service: The Heart of Hospitality			
TEKS Statement	Teach/ Apply	TEKS	Student Expectation/District Clarification
(1)The student applies academic skills for the hospitality and tourism industry. The student is expected to:	T/A	1D	(D) Calculate correctly using numerical concepts such as percentages and reasonable estimations <ul style="list-style-type: none"> <li>• Handling critical moments: the POS system is not working</li> <li>• A check is calculated incorrectly</li> </ul>
	T/A	1E	(E) Infer how scientific principles are used in the hospitality and tourism industry <ul style="list-style-type: none"> <li>• Abraham Maslow’s Hierarchy of Needs</li> </ul>
(2) The student uses verbal and nonverbal communication to provide a positive experience for guests and employees. The student is expected to:	A	2B	(B) Practice customer service skills <ul style="list-style-type: none"> <li>• Role-play with different hospitality scenarios as hands-on practice of customer service skills</li> </ul>
(6) The student uses technology to gather information. The student is expected to:	T/A	6B	(B) Examine types of computerized systems used to manage operations and guest services in the hospitality and tourism industry <ul style="list-style-type: none"> <li>• Learn the POS system in restaurants</li> <li>• Learn the PMS system in hotels</li> <li>• Analyze examples of both</li> </ul>
(11) The student understands the importance of customer service. The student is expected to:	A	11A	(A) Determine ways to provide quality customer service <ul style="list-style-type: none"> <li>• Define quality service and research examples</li> <li>• Compare quality service to consistent service</li> </ul>
	T/A	11B	(B) Analyze how guests are affected by employee attitude, appearance and actions <ul style="list-style-type: none"> <li>• Understand how internal attitude is visible in behavior</li> <li>• Learn expected outward appearance depending on job role and location of employment</li> <li>• Define and practice good personal hygiene</li> <li>• Learn a variety of ways to handle critical moments</li> </ul>
	A	11C	(C) Plan a cost effective trip or itinerary to meet customer needs <ul style="list-style-type: none"> <li>• Include budget</li> <li>• Include timing in the itinerary</li> </ul>

<b>Content Vocabulary</b>				
Service	Quality service	Back of the house		
Customer service	Consistent quality service	Front of the house employee		
Customer	Service encounter	Back of the house employee		
Guest	Word-of-mouth publicity	Customer focused employee		
Empathy	Front of the house	Critical moment		
Customer satisfaction				
<b>Enduring Understandings/Essential Questions</b>				
The psychology of a good travel experience is rooted in Maslow’s hierarchy and how we are treated by the service industry.				
Can students plan a trip to Texas that meets these needs and is cost effective?				
<b>Signature Lessons</b>				
<ul style="list-style-type: none"> <li>• <u>Maslow’s Hierarchy of Needs</u>: Apply the hierarchy to the traveler</li> <li>• <u>Customer Service Matters</u>: Role-play customer service situations after researching quality customer service skills</li> <li>• <u>Planning a cost-effective trip to Texas</u> : See cte.sfasu.edu for rubric</li> </ul>				
<b>Resources</b>				
<ul style="list-style-type: none"> <li>• Hospitality Services Textbook</li> <li>• <a href="http://cte.sfasu.edu/lesson-plans/adventures-in-travel-planning-a-texas-vacation/">http://cte.sfasu.edu/lesson-plans/adventures-in-travel-planning-a-texas-vacation/</a> - Plan a Texas Trip Lesson</li> </ul>				
<b>Textbook Alignment</b>				
<ul style="list-style-type: none"> <li>• Hospitality Services: Chapter 2</li> </ul>				
<b>Formative Assessment</b>				
<ul style="list-style-type: none"> <li>• Role-play customer service activity – good customer service expectations</li> <li>• Maslow poster</li> </ul>				
<b>Summative Assessment</b>				
<ul style="list-style-type: none"> <li>• Trip to Texas with rubric</li> <li>• Ch. 2 Test in Canvas</li> </ul>				

Grade level – 9-12

Time Allotted: 4 Days

Content Area – CTE

Unit 3 –Principles of Hospitality and Tourism: Careers

TEKS Statement	Teach/ Apply	TEKS	Student Expectation/District Clarification
(1)The student applies academic skills for the hospitality and tourism industry. The student is expected to:	A	1A	(A) Write effectively using standard English and correct grammar. <ul style="list-style-type: none"> <li>Express knowledge of careers through correct writing and dialect</li> </ul>
(3)The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	A	3C	(C) Display positive attitudes and good work habits <ul style="list-style-type: none"> <li>Complete career research with a positive attitude</li> <li>Assure time-management skills are utilized to reinforce good work habits</li> </ul>
	A	3D	(D) Develop strategies for achieving accuracy and organizational skills <ul style="list-style-type: none"> <li>Create an organized list of relevant careers focused on students own interests</li> <li>Use the process of elimination to create an organized and accurate career-choice list</li> </ul>
(4)The student develops principles in time management, decision making, and prioritizing. The student is expected to:	A	4D	(D) Work independently <ul style="list-style-type: none"> <li>Research career options on an individual basis</li> <li>Independent learning-style is used to successfully prioritize</li> <li>Decide what career choices are an appropriate fit to the individual</li> </ul>
(5)The student researches, analyzes, and explores lifestyle and career goals. The student is expected to:	A	5A	(A) Prioritize career goals and ways to achieve those goals in the hospitality and tourism industry <ul style="list-style-type: none"> <li>Research industry jobs within the field of hospitality</li> <li>Determine a job area that is a good fit based on personality type</li> <li>Define ways to achieve lifestyle and career goals</li> </ul>
	T/A	5B	(B) Compare and contrast education or training needed for careers in the hospitality and tourism industry <ul style="list-style-type: none"> <li>Explore online resources for jobs of interest</li> <li>Research the level of education required for success in individual career choices</li> </ul>
(6) The student uses technology to gather information. The student is expected to:	A	6A	(A) Demonstrate and operate computer applications to perform workplace tasks <ul style="list-style-type: none"> <li>Investigate student interests by using various technology tools</li> <li>Utilize various websites in the area of careers and personality alignment</li> </ul>
	T/A	6C	(C) Evaluate information sources for the hospitality and tourism industry <ul style="list-style-type: none"> <li>Using research skills determine credible information sources</li> <li>Locate education required, abilities, and work activities for specific career choices</li> </ul>

(9) The student explores and explains the roles within each department of the hospitality and tourism industry. The student is expected to:	A	9A	(A)Examine the duties and responsibilities required within operational departments <ul style="list-style-type: none"> <li>Explore different levels careers in the hospitality and tourism industry</li> <li>Analyze specific job-duties required in different departments in the areas of Hospitality</li> </ul>
	A	9B	(B)Research the job qualifications for various positions to facilitate selection of the career choices <ul style="list-style-type: none"> <li>Explore careers in the hospitality and tourism industry</li> <li>Analyze job qualifications in specific jobs from entry-level to upper-level</li> </ul>

**Content Vocabulary**

Entry level job	Cooperative education program	Correspondence course	Career plan
Stress	Tech prep	Continuing professional education	
Relocation	Postsecondary	Aptitude	
Information interview	Internship	Ability	
Job shadowing	Distance learning	Work values	
Career ladder	apprenticeship	Career goal	

**Enduring Understandings/Essential Questions**

What hospitality career suits my personality and the lifestyle I want in the future?  
 What education and training is needed to meet these goals?

**Signature Lessons**

- Design a Hospitality and Tourism career poster or PowerPoint that fits the individual student

**Resources**

- Hospitality Services Textbook – Chapter 25 Your career in hospitality
- The O\*NET Interest Profiler – this is an interactive online interest profiler
- <http://cte.sfasu.edu/lesson-plans/exploring-careers-in-hospitality-and-tourism/>

**Textbook Alignment**

- Hospitality Services
- cte.sfasu.edu website

**Formative Assessment**

- Monitoring students research progress and career choices
- Kahoot.it Quiz over Ch. 25 and key terms

**Summative Assessment**

- Career Poster or PPT with Rubric
- Ch. 25 Test in Canvas

Grade level – 9-12

Time Allotted: 4-5 Days

Content Area – CTE

Unit 4 –Principles of Hospitality and Tourism: 21<sup>st</sup> Century Employability Skills

TEKS Statement	Teach/ Apply	TEKS	Student Expectation/District Clarification
(1) The student applies academic skills for the hospitality and tourism industry. The student is expected to:	A	1A	(A) Write effectively using standard English and correct grammar <ul style="list-style-type: none"> <li>Demonstrate ability to create/complete hiring documents professionally</li> </ul>
	T/A	1C	(C) Create and proofread appropriate professional documents <ul style="list-style-type: none"> <li>Analyze samples of typical professional documents in the hospitality industry</li> <li>Create original professional document that could be submitted to a hospitality industry supervisor</li> </ul>
(3) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	T/A	3A	(A) Demonstrate a proactive understanding of self-responsibility and self-management <ul style="list-style-type: none"> <li>Be on time</li> <li>Be at work every day</li> <li>Call your supervisor immediately if you become ill and must miss work</li> <li>Complete all work in a timely fashion</li> <li>Keep your work area neat and organized</li> <li>Be accurate</li> <li>Report mistakes or problems to your supervisor immediately</li> <li>Do not make personal calls from work</li> </ul>
	T	3B	(B) Explain the characteristics of personal values and principles <ul style="list-style-type: none"> <li>Demonstrate that values and beliefs that you consider important influence your decisions and actions</li> <li>Define: Courage, fairness, freedom, honesty, respect, responsibility, trustworthiness and apply the importance of these traits to personal success</li> </ul>
	A	3C	(C) Display positive attitudes and good work habits <ul style="list-style-type: none"> <li>Demonstrate positive attitude: Friendliness, Self-motivation, Teamwork, Adaptability</li> </ul>
(5) The student researches, analyzes, and explores lifestyle and career goals. The student is expected to:	T/A	5D	(D) Create a career portfolio <ul style="list-style-type: none"> <li>Include: Cover letter, Résumé, Employability skills, Licenses, certificates, awards, goals for the future, work samples, service learning, evaluations, recommendations</li> <li>Assure the portfolio reflects true skills and achievements in a positive light</li> </ul>



<b>Content Vocabulary</b>				
Human resources	Salary	Sexual harassment	Tipped employee	Turnover
Personnel	Wage and salary scale	Regulatory compliance	Job description	Temporary worker
Recruitment	Benefits	Discrimination	Human Resources Information System (HRIS)	
Screening process	Social security	Labor union	Americans with Disabilities Act (ADA)	
Compensation	Collective bargaining	Disability	Federal Insurance Contributions Act (FICA)	
Wage	Workers compensation	Minimum wage	Employee retention	
<b>Enduring Understandings/Essential Questions</b>				
What qualities and characteristics are important to become a valued employee?				
What are the legal requirements of the workforce?				
<b>Signature Lessons</b>				
<ul style="list-style-type: none"> <li>• Become familiar with hiring paperwork, and fill in samples</li> <li>• Create a Resume' in Naviance</li> <li>• Create a career portfolio</li> </ul>				
<b>Resources</b>				
<ul style="list-style-type: none"> <li>• Hospitality Services Textbook</li> <li>• <a href="http://cte.sfasu.edu/lesson-plans/21st-century-employability-skills-principles-of-hospitality-and-tourism/">http://cte.sfasu.edu/lesson-plans/21st-century-employability-skills-principles-of-hospitality-and-tourism/</a></li> </ul>				
<b>Textbook Alignment</b>				
<ul style="list-style-type: none"> <li>• Hospitality Services: Human Resources: Chapter 20</li> </ul>				
<b>Formative Assessment</b>				
<ul style="list-style-type: none"> <li>• Kahoot.it Quiz over Ch. 20 and key terms</li> </ul>				
<b>Summative Assessment</b>				
<ul style="list-style-type: none"> <li>• Ch. 20 test in Canvas</li> <li>• Resume completed in Naviance</li> <li>• Start portfolio per individual students accomplishments</li> </ul>				

Grade level – 9-12

Time Allotted: 5 Days

Content Area – CTE

Unit 5 –Principles of Hospitality and Tourism: Safety and Sanitation

TEKS Statement	Teach/ Apply	TEKS	Student Expectation/District Clarification
(1) The student applies academic skills for the hospitality and tourism industry. The student is expected to:	A	1A	(A) Write effectively using standard English and correct grammar <ul style="list-style-type: none"> <li>Show understanding of correct written and spoken grammar relating to Safety and Sanitation procedures</li> </ul>
(2) The student uses verbal and nonverbal communication to provide a positive experience for guests and employees. The student is expected to:	T/A	2A	(A) Develop and analyze formal and informal presentations <ul style="list-style-type: none"> <li>Analyze the difference between cleaning and sanitizing</li> <li>Analyze the impact of work related injuries</li> <li>Observe “how to” instructions for various safety standards</li> </ul>
(7) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	T/A	7A	(A) Develop team-building skills <ul style="list-style-type: none"> <li>Enhance group interactions to support the development of teams</li> <li>Focus on the importance of an entire staff utilizing the same safety and sanitation standards</li> <li>Explain how the procedures for maintaining a safe and clean environment relies on team-work</li> </ul>
	T/A	7B	(B) Develop decision-making and problem-solving skills <ul style="list-style-type: none"> <li>Analyze common sanitation and safety issues and resolve these issues using the best practice</li> <li>Review supervisor tasks and examples of jobs that need to be delegated</li> <li>Explain the importance of following through with leadership decisions</li> <li>Realize the value of consistency in problem-solving and teams</li> </ul>
(8) The student explains how employees, guests, and property are protected to minimize losses or liabilities in the hospitality and tourism industry. The student is expected to:	T	8A	(A) Determine job safety and security <ul style="list-style-type: none"> <li>Understand the importance of: procedures, safety guidelines, preventing accidents, emergencies and security threats.</li> <li>Identify the requirement of the Occupational Safety and Health Act</li> <li>Understand Prevention Programs that are in place</li> </ul>
	A	8B	(B) Implement the basics of sanitation <ul style="list-style-type: none"> <li>Know about and follow safe work practices</li> <li>Prevent the spread of pathogens to food</li> <li>Review hand washing steps and importance of personal hygiene</li> </ul>

	T		8C	(C)Understand and demonstrate procedures for cleaning, sanitizing, and storing equipment and tools <ul style="list-style-type: none"> <li>• Understand that cleaning removes food and dirt from surface</li> <li>• Learn how sanitizing reduces pathogens on a surface to safe levels</li> <li>• Learn what sanitizing procedures take place with hands-on practice</li> <li>• Understand a well-organized kitchen has a logical place to safely store everything</li> </ul>
<b>Content Vocabulary</b>				
contaminant	pathogen	Transmit	Food contact surface	thermostat
Foodborne illness	microorganism	parasite	equipment	Cross-contamination
Contaminated food	Potentially hazardous foods	Personal hygiene	utensils	holding
Physical contaminant	Temperature danger zone	sanitation	Food handling	Hazard Analysis Critical Control Point (HACCP)
Chemical contaminant	Room temperature	Cleaning	Holding unit	Critical control point (CCP)
Biological contaminant	virus	Sanitizing	thermometer	Critical limit
<b>Enduring Understandings/Essential Questions</b>				
What are the required safety and sanitation procedures in the Hospitality industry?				
How will learning these regulations improve student experiences in Culinary classes, and high-school jobs in the restaurant industry?				
<b>Signature Lessons</b>				
<ul style="list-style-type: none"> <li>• Create a Safety Sign</li> <li>• See demonstration of a fire extinguisher being used</li> <li>• All about OSHA</li> <li>• Hands-on practice in sanitizing (bleach water ratio, proper storage of chemicals, basic cleaning principles)</li> </ul>				
<b>Resources</b>				
<ul style="list-style-type: none"> <li>• <a href="http://cte.sfasu.edu/lesson-plans/safety-and-sanitation-guidelines-principles-of-hospitality-and-tourism/">http://cte.sfasu.edu/lesson-plans/safety-and-sanitation-guidelines-principles-of-hospitality-and-tourism/</a></li> </ul>				
<b>Textbook Alignment</b>				
<ul style="list-style-type: none"> <li>• Hospitality Services Chapter 9: Food Safety and Sanitation</li> </ul>				
<b>Formative Assessment</b>				
<ul style="list-style-type: none"> <li>• Kahoot.it Quiz over Ch.9 and key terms</li> <li>• Team-building practice activity</li> </ul>				
<b>Summative Assessment</b>				
<ul style="list-style-type: none"> <li>• Safety Sign with Rubric</li> <li>• Ch. 9 Test in Canvas</li> </ul>				

<b>Grade level – 9-12</b>	<b>Time Allotted: 2 Days</b>
<b>Content Area – CTE</b>	
<b>Unit 6–Principles of Hospitality and Tourism: Balancing School, Careers and Family</b>	

TEKS Statement	Teach/ Apply		TEKS	Student Expectation/District Clarification
(1) The student applies academic skills for the hospitality and tourism industry. The student is expected to:	A		1E	(E) Infer how scientific principles are used in the hospitality and tourism industry <ul style="list-style-type: none"> <li>• Research psychology based theories that include information on balancing career and life-</li> <li>• SMART goals activity</li> </ul>
(4) The student develops principles in time management, decision-making, and prioritizing.	A		4A	(A) Apply effective practices for managing time and energy <ul style="list-style-type: none"> <li>• Students will balance the following areas: Life, family, career, time, energy and leisure activities</li> <li>• Students will learn time saving techniques which in turn saves energy for other activities</li> </ul>
	T/A		4B	(B) Analyze the importance of balancing a career, family and leisure activities <ul style="list-style-type: none"> <li>• By looking at the multiple roles a student has, they will learn the importance of prioritizing, working smarter-not harder, and the value of each area.</li> </ul>
(7) The student demonstrates leadership, citizenship, and teamwork skills required for success.	A		7A	(A) Develop team-building skills <ul style="list-style-type: none"> <li>• Working together to see how many things students balance every day.</li> </ul>
	T/A		7B	(B) Develop decision-making and problem-solving skills <ul style="list-style-type: none"> <li>• Realizing the importance of each area in students’ lives, and making good decisions even when faced with challenges</li> </ul>

<b>Content Vocabulary</b>				
Career clusters	Conflict resolution	Resume	Initiative	Etiquette
Communication	Negotiation	Cover letter	Cooperation	Leadership
Interpersonal skills	Electronic communication	Interview	Adaptability	Giving notice
Nonverbal communication	Job lead	Attitude	Drug abuse	role
Body language	networking	Self-motivation	Work habits	Apprenticeship

<b>Enduring Understandings/Essential Questions</b>
Examine how communication is more than the words we speak., developing good work habits starts now!
What type of goals can you set to assure your success in the future?
<b>Signature Lessons</b>
<ul style="list-style-type: none"> <li>• SMART goals – students will view a PPT and video to learn how goal setting can become more effective.</li> </ul>
<b>Resources</b>
<ul style="list-style-type: none"> <li>• SMART goal PPT –</li> <li>• <a href="http://cte.sfasu.edu/wp-content/uploads/2012/08/16-Career-Clusterstm9.pdf">http://cte.sfasu.edu/wp-content/uploads/2012/08/16-Career-Clusterstm9.pdf</a> - Career cluster review</li> </ul>
<b>Textbook Alignment</b>
<ul style="list-style-type: none"> <li>• Hospitality Services: Ch 23- Skills for Success</li> </ul>
<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>• Observations of class</li> <li>• Students individual SMART goals for accuracy</li> </ul>
<b>Summative Assessment</b>
<ul style="list-style-type: none"> <li>• Ch 23 test in Canvas</li> </ul>

Grade level – 9-12

Time Allotted: 3- 4 Days

Content Area – CTE

Unit 7 –Principles of Hospitality and Tourism: Community Service with a Smile

TEKS Statement	Teach/ Apply	TEKS	Student Expectation/District Clarification
(1) The student applies academic skills for the hospitality and tourism industry. The student is expected to:	A	1A	(A) Write effectively using standard English and correct grammar <ul style="list-style-type: none"> <li>Communicate ideas in writing and verbally about community organizations in the area of Service</li> </ul>
	A	1B	(B) Comprehend a variety of texts <ul style="list-style-type: none"> <li>Research different local organizations to understand what their services provide to the community</li> </ul>
	T/A	1C	(C) Create and proofread appropriate professional documents <ul style="list-style-type: none"> <li>Gathered research will be analyzed for effectiveness in community service choices</li> <li>Create documents relating to community service and proofread for errors</li> </ul>
(3) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	A	3A	(A) Demonstrate a proactive understanding of self-responsibility and self-management <ul style="list-style-type: none"> <li>Explain the importance of community service and helping others in need</li> <li>Understand that time-management and motivation are a factor in creating positive impact</li> </ul>
	T/A	3B	(B) Explain the characteristics of personal values and principles <ul style="list-style-type: none"> <li>Understand that personal values affect the outcome of involvement in community service learning</li> </ul>
	A	3C	(C) Display positive attitudes and good work habits <ul style="list-style-type: none"> <li>Realization that positive attitudes in turn help create good work habits</li> </ul>
	T/A	3D	(D) Develop strategies for achieving accuracy and organizational skills. <ul style="list-style-type: none"> <li>Be able to plan and get involved in a specific community service project</li> <li>Required scheduling and deadlines</li> </ul>

(4) The student develops principles in time management, decision making, and prioritizing. The student is expected to:	A	4A	(A) Apply effective practices for managing time and energy <ul style="list-style-type: none"> <li>Utilize classroom time to effectively move towards goals aligned with the needs of the Community Service organization</li> </ul>
	T/A	4B	(B) Analyze the importance of balancing a career, family, and leisure activities <ul style="list-style-type: none"> <li>Realize the importance of making time for variety of areas in their lives</li> <li>Learn to effectively prioritize and balance these different areas</li> </ul>
	T/A	4C	(C) Analyze the various steps in the decision-making process <ul style="list-style-type: none"> <li>Realize that decisions should be a process and not a quick response to a problem</li> </ul>
(5) The student researches, analyzes, and explores lifestyle and career goals. The student is expected to:	T/A	5C	(C) Examine related community service opportunities <ul style="list-style-type: none"> <li>Compare and Contrast 2 Service Learning Articles</li> </ul>
(7) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	A	7A	(A) Develop team-building skills <ul style="list-style-type: none"> <li>Define different ways we express communication (interpersonal, non-verbal, and effective communication skills)</li> <li>Analyze how well you communicate</li> </ul>
	T/A	7B	(B) Develop decision-making and problem-solving skills <ul style="list-style-type: none"> <li>Practice scenarios in which students will solve problems</li> </ul>
	T/A	7C	(C) Conduct and participate in meetings to accomplish tasks <ul style="list-style-type: none"> <li>Encourage student participation in weekly CTSO meeting</li> <li>Participate in community service activities scheduled by our CTSO</li> </ul>
	T/A	7D	(D) Determine leadership and teamwork qualities in creating a pleasant working atmosphere <ul style="list-style-type: none"> <li>demonstrate effective verbal, nonverbal, written and electronic communication skills</li> </ul>
	T/A	7E	(E) Participate in community service activities <ul style="list-style-type: none"> <li>develop skills to identify, plan and implement service-learning activities with other students and community partners to address local and global issues</li> <li>implement the plans, document, assess, and reflect on a service learning experience</li> </ul>

**Content Vocabulary**

Communication	School community	Service learning	Reflect	Interpersonal communication
Community	Evaluate	volunteer	Neighborhood community	service

**Enduring Understandings/Essential Questions**

Why is community service an important part of the Hospitality industry?

How will a student exhibit service learning in the community? (Log included in lesson plan)

<b>Signature Lessons</b>
<ul style="list-style-type: none"><li>• Communication Skills</li><li>• Service Learning article/compare and contrast</li><li>• Service Learning community research and log</li></ul>
<b>Resources</b>
<ul style="list-style-type: none"><li>• <a href="http://cte.sfasu.edu/lesson-plans/service-learning-with-a-smile-hospitality-and-tourism/">http://cte.sfasu.edu/lesson-plans/service-learning-with-a-smile-hospitality-and-tourism/</a></li></ul>
<b>Textbook Alignment</b>
<ul style="list-style-type: none"><li>• Hospitality Services</li></ul>
<b>Formative Assessment</b>
<ul style="list-style-type: none"><li>• Service learning logs</li></ul>
<b>Summative Assessment</b>
<ul style="list-style-type: none"><li>• <a href="http://cte.sfasu.edu/wp-content/uploads/2012/12/Rubric-for-Service-Learning-Experience.pdf">http://cte.sfasu.edu/wp-content/uploads/2012/12/Rubric-for-Service-Learning-Experience.pdf</a> - Service Learning experience rubric</li></ul>



Grade level – 9-12 Time Allotted: 4-6 Days

Content Area – CTE

**Unit 8 –Principles of Hospitality and Tourism: Food Venues**

TEKS Statement	Teach/ Apply		TEKS	Student Expectation/District Clarification
(4) The student develops principles in time management, decision making, and prioritizing. The student is expected to:	A		4A	(A) Apply effective practices for managing time and energy <ul style="list-style-type: none"> <li>Understand the importance of time-management when a customer chooses the different types of food-service available</li> </ul>
	A		4D	(D) Work independently <ul style="list-style-type: none"> <li>Reflect on individual preferences in food venues</li> </ul>
(6) The student uses technology to gather information. The student is expected to:	T/A		6A	(A) Demonstrate and operate computer applications to perform workplace tasks <ul style="list-style-type: none"> <li>Research the variety of food venues in different areas of the Hospitality and Tourism industry</li> </ul>
(7) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:	A		7B	(B) Develop decision-making and problem-solving skills <ul style="list-style-type: none"> <li>Create individual food venue explanations aligning each in the proper category</li> </ul>
(10) The student demonstrates research skills applicable to the hospitality and tourism industry. The student is expected to:	T/A		10A	(A) Develop technical vocabulary to enhance customer service <ul style="list-style-type: none"> <li>Become aware of the different terms used in the various types of venues available in the hospitality industry</li> </ul>
	T/A		10C	(C) Examine elements of a dining experience expected to satisfy guests at varied facilities such as a boardwalk vendor, cruise ship, chain restaurant, and five-star dining facility <ul style="list-style-type: none"> <li>Compare food service elements in various venues</li> <li>Define the types of restaurants and food service available in the Hospitality industry</li> </ul>
(11) The student understands the importance of customer service. The student is expected to:	T/A		11D	(D) Examine different types of food service <ul style="list-style-type: none"> <li>Define and categorize the different types of food service available: quick service, commercial, fast food, fast casual, full service, fine dining</li> </ul>

**Content Vocabulary**

Foodservice	Buffet	In-house foodservice	Market	Ambiance
Commercial foodservice	Carryout restaurant	Contract foodservice	Market segment	catering
Quick-service restaurant	Full-service restaurant	Restaurant concept	Target market	Cafeteria
Fast-food restaurant	Fine-dining restaurant	Theme		

<b>Enduring Understandings/Essential Questions</b>
Students will research the different types of food venues and begin thinking about which type they will create for their final project.
What type of food venue would you and your teammates want to open?
<b>Signature Lessons</b>
<ul style="list-style-type: none"> <li>• YouTube - America’s Restaurant – Serving Our Nation – Inspirational 6-minute video is a tribute to what restaurants do for our country — their impact on their employees, on careers, on communities and on the nation’s economy.</li> <li>• Create a slide presentation to represent a restaurant in the Hospitality or Tourism Industry – <a href="http://cte.sfasu.edu/wp-content/uploads/2012/01/Food-Venues-PowerPoint-Project-and-Speech.pdf">http://cte.sfasu.edu/wp-content/uploads/2012/01/Food-Venues-PowerPoint-Project-and-Speech.pdf</a></li> <li>• Create a Menu for a venue that student has created for a restaurant project</li> </ul>
<b>Resources</b>
<ul style="list-style-type: none"> <li>• <a href="http://cte.sfasu.edu/lesson-plans/what-is-a-food-venue/">http://cte.sfasu.edu/lesson-plans/what-is-a-food-venue/</a></li> <li>• <a href="https://www.youtube.com/watch?v=u0d_zzILxg">https://www.youtube.com/watch?v=u0d_zzILxg</a> – America’s Restaurant-Serving our Nation video</li> </ul>
<b>Textbook Alignment</b>
<ul style="list-style-type: none"> <li>• Hospitality Services: Chapter 4- Food and Beverage</li> </ul>
<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>• Kahoot.it Ch. 4 review and key terms</li> </ul>
<b>Summative Assessment</b>
<ul style="list-style-type: none"> <li>• Create a PPT summarizing the types of food venues/rubric</li> <li>• Ch. 4 Test in Canvas</li> </ul>

Grade level – 9-12 Time Allotted: 6-8 Days

Content Area – CTE

**Unit 9 –Principles of Hospitality and Tourism: Restaurant/Food Truck Design - Team Project**

TEKS Statement	Teach/ Apply	TEKS	Student Expectation/District Clarification
(2) The student uses verbal and nonverbal communication to provide a positive experience for guests and employees. The student is expected to:	A	2A	(A)Develop and analyze formal and informal presentation <ul style="list-style-type: none"> <li>Seeing samples of restaurant designs students will develop a preference</li> </ul>
(3) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	A	3A	(A)Demonstrate a proactive understanding of self-responsibility and self-management <ul style="list-style-type: none"> <li>Designing their own restaurant/food truck students will keep up with requirements and realize their effort affects the end product.</li> </ul>
	T/A	3B	(B) Explain the characteristics of personal values and principles <ul style="list-style-type: none"> <li>Reflection of the type of restaurant food truck will reflect students personal values and principles</li> </ul>
	A	3C	(C) Display positive attitudes and good work habits <ul style="list-style-type: none"> <li>Utilize classroom time efficiently</li> </ul>
	A	3D	(D) Develop strategies for achieving accuracy and organizational skills <ul style="list-style-type: none"> <li>Create plans that will assure completion of restaurant concept in the time-frame</li> </ul>
(4)The student develops principles in time management, decision making and prioritizing. The student is expected to:	A	4A	(A)Apply effective practices for managing time and energy <ul style="list-style-type: none"> <li>Continue to complete consistent work towards completion</li> </ul>
	T/A	4C	(C)Analyze the various steps in the decision making process <ul style="list-style-type: none"> <li>Realize the importance of analyzing steps can predict a better outcome</li> </ul>
	A	4D	(D) Work independently <ul style="list-style-type: none"> <li>Capable of working without assistance to have positive outcome</li> </ul>
(6) The student uses technology to gather information. The student is expected to:	A	6A	(A)Demonstrate and operate computer applications to perform workplace tasks <ul style="list-style-type: none"> <li>Utilize programs that will mimic workplace tasks</li> </ul>
	A	6C	(C) Evaluate information sources for the hospitality and tourism industry <ul style="list-style-type: none"> <li>Look at marketing and resources available in our industry and compare to conclude which ones are the most promising</li> </ul>

(7) The student demonstrates leadership, citizenship and teamwork skills required for success. The student is expected to:	A	7A	(A) Develop team-building skills <ul style="list-style-type: none"> <li>• Work with team-members to have a final product that is cohesive</li> <li>• Whole team is aware of each person’s responsibilities</li> </ul>
	A	7B	(B) Develop decision-making and problem-solving skills <ul style="list-style-type: none"> <li>• Conflict Resolution skills when team disagrees</li> <li>• Compromising in areas of disagreement or problems that arise</li> </ul>
	T/A	7C	(C) Conduct and participate in meetings to accomplish tasks <ul style="list-style-type: none"> <li>• Utilize classroom meeting times to assure tasks are completed and each student on the team did their share</li> </ul>
	A	7D	(D) Determine leadership and teamwork qualities in creating a pleasant working atmosphere <ul style="list-style-type: none"> <li>• Create a list of rules/behaviors teammates value to show respect for one another to assure an effective team and end product.</li> </ul>
(8) The student explains how employees, guests and property are protected to minimize losses or liabilities in the hospitality and tourism industry. The student is expected to:	T/A	8D	(D) Determine how environmental issues such as recycling and saving energy affect the hospitality and tourism industry <ul style="list-style-type: none"> <li>• Create a plan for your restaurant that includes earth conscious elements</li> </ul>
(10) The student demonstrates research skills applicable to the hospitality and tourism industry. The student is expected to:	T/A	10A	(A) Develop technical vocabulary to enhance customer service <ul style="list-style-type: none"> <li>• Define the key terms so student is able to explain their business with ease and professionalism</li> </ul>
	T/A	10C	(C) Examine elements of a dining experience expected to satisfy guests at varied facilities such as a boardwalk vendor, cruise ship, chain restaurant and five-star dining facility <ul style="list-style-type: none"> <li>• Compare the students final project to the variety of food service experiences in the Hospitality field</li> </ul>
(11) The student understands the importance of customer service. The student is expected to:	T	11D	(D) Examine different types of food service <ul style="list-style-type: none"> <li>• Research the variety of food service available to decide which type student is most interested in</li> </ul>

<b>Content Vocabulary</b>				
Entrepreneurship	Chamber of commerce	Entrepreneur	Loan	Business plan
Start-up costs	US Small Business Administration (SBA)			

<b>Enduring Understandings/Essential Questions</b>
Continuing on team-building as teams create food-truck or restaurant and will begin planning it for the final project compilation.
Why are logo/slogans important for branding and marketing?
<b>Signature Lessons</b>
<ul style="list-style-type: none"> <li>• Create food-truck/restaurant and include theme, logo, slogan, menu from Unit 8, marketing plan and paragraph summary.</li> <li>• Logo design to be completed on computer, no hand-drawn accepted. (technology)</li> <li>• Recycling and saving energy unit on restaurants. Include examples in your restaurant plans.</li> </ul>
<b>Resources</b>
<ul style="list-style-type: none"> <li>• <a href="http://cte.sfasu.edu/lesson-plans/building-teamwork-food-truck-design-project/">http://cte.sfasu.edu/lesson-plans/building-teamwork-food-truck-design-project/</a></li> <li>• Hospitality Services Textbook: Chapter 5 Food preparation and service (if student chooses restaurant to design) Chapter 27 – Starting a business</li> </ul>
<b>Textbook Alignment</b>
<ul style="list-style-type: none"> <li>• Hospitality Services</li> </ul>
<b>Formative Assessment</b>
<ul style="list-style-type: none"> <li>• Observing teams to assure equality in participation of food-truck/restaurant creations</li> <li>• Kahoot.it Quiz over Ch. 5 and key terms</li> </ul>
<b>Summative Assessment</b>
<ul style="list-style-type: none"> <li>• Ch. 5 test in Canvas</li> </ul>