

INTRODUCTION TO HOSPITALITY MANAGEMENT AND OPERATIONS

Curriculum Resource

Course Code: 5478

Introduction to Hospitality Management and Operations is designed to explore the nature, concepts and impact of the hospitality industry. This course focuses on foundational information about the industry and includes: Career exploration, employability and career development skills, guest satisfaction, safety, security and environmental practices, the history of the hospitality industry, and the hospitality and tourism segments.

Credit:**National Certification: Skills, Tasks, And Results Training (START)**

South Carolina Hospitality Association
1005 Gervais Street
Columbia, South Carolina 29201
www.schospitality.org

Recommended grades: 9-11

Prerequisite: none

Textbook Information: <http://www.mysctextbooks.com/>

Employment Opportunities:

Secondary Education: cook, restaurant server, employee, bus person, cashier, dining room attendant, pastry cook, steward, room service attendant, bell attendant, desk employee, bell captain, valet attendant, tour guide, resort scheduler, resort equipment maintenance, fairs/festival coordinator, club equipment and facilities maintenance

Postsecondary Education: assistant housekeeping manager, assistant human resources director, employee relations manager, housekeeping manager, sales representative, social director, executive steward, theme park/amusement parks group event manager, resort supervisor

Postgraduate Education: corporate manager, director of sales and marketing, family and consumer sciences educator, front office manager, general manager, human resources director, lodging manager, public relations director, hospitality professor

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A. Academics

English Language Arts

A1. The student will read and comprehend a variety of literary **texts** in print and nonprint formats (E4-1)

A2. The student will read and comprehend a variety of informational **texts** in print and nonprint formats. (E4-2)

A3. The student will use word analysis and vocabulary strategies to read fluently. (E4-3)

A4. The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**. (E4-4)

A5. The student will write for a variety of purposes and **audiences**. (E4-5)

A6. The student will access and use information from a variety of sources. (E4-6)

Educational Technology

A7. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (ISTE 1)

A8. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)

A9. Students apply digital tools to gather, evaluate, and use information. (ISTE 3)

A10. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

A11. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. (ISTE 5)

A12. Students demonstrate a sound understanding of technology concepts, systems, and operations. (ISTE 6)

Health and Safety Education

A13. The student will comprehend concepts related to health promotion to enhance health. (HSE-1)

A14. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (HSE-2)

A15. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. (HSE-7)

Economics

A16. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (ECON-1)

A17. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. (ECON-2)

A18. The student will demonstrate an understanding of the sources of income and growth in a free enterprise economy. (ECON-3)

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Economics

A19. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. (ECON-4)

A20. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. (ECON-6)

A21. The student will demonstrate an understanding of the national economy and economic policies in the United States. (ECON-7)

United States Government

A22. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. (USG-3)

United States History and the Constitution

A23. The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century. (USHC-3)

A24. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. (USHC-5)

A25. The student will demonstrate an understanding of the economic boom-and bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response. (USHC-7)

A26. The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies. (USHC-8)

Elementary Algebra

A27. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (EA-1)

Data Analysis and Probability

A28. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (DA-1)

A29. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. (DA-3)

Intermediate Algebra

A30. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

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Precalculus

A31. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (PC-1)

Biology

A32. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (B-1)

Chemistry

A33. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (C-1).

Earth Science

A34. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (ES-1).

Physical Science

A35. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (PS-1).

Physics

A36. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (P-1).

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ACADEMIC STANDARDS

B. Hospitality and Tourism

- B1. Summarize the development of the hospitality industry.
- B2. Examine the hospitality and tourism segments.

C. Hospitality and Tourism Careers

- C1. Identify employability and career development skills.
- C2. Analyze career paths within the hospitality and tourism industry.

D. Guest Service

- D1. Evaluate service techniques that promote guest satisfaction.

E. Safety, Security, and the Environment

- E1. Identify current safety, security, and environmental principles and practices.

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A. ACADEMIC STANDARDS WITH INDICATORS AND COMMON CORE ALIGNMENTS FOR ELA AND MATHEMATICS

English Language Arts

<http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf>

SC Standard A1. Reading: Understanding and Using Literary Texts The student will read and comprehend a variety of literary text in print and non-print format. **(SC E1-4.1)**

- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods (for example written works, oral and auditory presentation, discussions, media productions, and the visual and performing arts).
- Read independently for extended periods of time for pleasure.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

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Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

SC Standard A2. Reading: Understanding And Using Informational Text The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**

- Compare/contrast information within and across texts to draw conclusions and make inferences.
- Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentation, discussions, and media productions)
- Read independently for extended periods of time to gain information.
- Analyze information from graphic features (charts and graphs) in informational texts.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

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Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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SC Standard A3 Reading: Building Vocabulary The student will use word analysis and vocabulary strategies to read fluently. (SC E1-4.3)

- Use context clues to determine the meaning of technical terms and other unfamiliar words.
- Interpret euphemisms (the substitute of a mild and pleasant expression for a harsh and blunt one) and connotations (the implicit, rather than the explicit meaning of a word) of words to understand the meaning of a given text.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LANGUAGE – PAGE 51

Knowledge of Language

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SC Standard A4. Writing: Developing Written Communications The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. (SC E1-4.4)

- Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
- Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- Use grammatical conventions of written Standard American English.
- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

Common Core Alignments – Anchor Standards:

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http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

WRITING STANDARDS – PAGE 41

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

SC Standard A5. Writing: Producing Written Communications in a Variety Of forms

The student will write for a variety of purposes and audiences. **(SC E1-4.5)**

- Create informational pieces that use language appropriate for the specific audience.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.
- Compose effective pieces of writing to respond to prompts in “on demand” situations.
- Create descriptions for use in other modes of written works (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

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WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication

The student will access and use information from a variety of sources. **(SC E1-4.6)**

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.
- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

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- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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Knowledge of Language

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Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS (NETS.S):

<http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2>

Educational Technology

A7. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (ISTE 1)

Indicator(s):

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.
- Identify trends and forecast possibilities.

A8. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)

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Indicator(s):

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

A9. Students apply digital tools to gather, evaluate, and use information. (ISTE 3)

Indicator(s):

- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Process data and report results.

A10. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Indicator(s):

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

A11. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. (ISTE 5)

Indicator(s):

- Advocate and practice safe, legal, and responsible use of information and technology.
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

A12. Students demonstrate a sound understanding of technology concepts, systems, and operations. (ISTE 6)

Indicator(s):

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.
- Transfer current knowledge to learning of new technologies.

NETS for Students:

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ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2009HealthEducationStandards.pdf>

Health and Safety Education

A13. The student will comprehend concepts related to health promotion to enhance health. (HSE-1)

Indicator(s):

- Describe laws and regulations related to safety and personal injury.
- Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.

A14. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (HSE-2)

Indicator(s):

- Describe ways that environmental factors can affect the health of the community.
- Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.
- Examine ways that the media, advertising, and marketing practices affect the nutrition and physical activity level of individuals.

A15. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. (HSE-7)

- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of him- or herself and others.

SOCIAL STUDIES ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

Economics

A16. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (ECON-1)

Indicator(s):

- Illustrate the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses, how people use psychological and intellectual resources to deal with scarcity, and how local political entities as well as nation states use scarce resources to satisfy human wants.

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A16. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (ECON-1)

Indicator(s) (continued):

- Explain the concept of opportunity costs and how individuals, families, communities, and nations make economic decisions on that basis, including analyzing marginal costs and marginal benefits and assessing how their choices may result in tradeoffs.
- Compare the four key factors of production—land, labor, capital, and entrepreneurship—and explain how they are used, including the specialization and division of labor that permits efficient use of scarce resources.

A17. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. (ECON-2)

Indicator(s):

- Explain the law of supply and demand, including the relationships of critical determinants (e.g., consumer income, tastes, and preferences; technology; the price of inputs) and the effects of change on equilibrium, price, and quantity.
- Explain the nature and role of competition in a market economy, including the determination of market price through competition among buyers and sellers and the conditions that make industries more or less competitive, such as the effect of domestic and international competition and the quality, quantity, and price of products.
- Explain economic incentives that lead to the efficient use of resources, including monetary and nonmonetary incentives, the ways in which people change their behavior in response to incentives, the relationship of incentives to the laws of supply and demand, and the role of private property as an incentive in conserving and improving scarce resources.
- Explain the effect of shortages and surpluses in a market economy, including the effect of price controls (ceilings and floors) in causing shortages or surpluses, changes in the price of products as a result of surplus or shortage, and market mechanisms for eliminating shortages and surpluses and achieving market equilibrium.

A18. The student will demonstrate an understanding of the sources of income and growth in a free enterprise economy. (ECON-3)

Indicator(s):

- Compare personal income distribution and functional income distribution, including how distribution of income affects public policy.
- Explain the role of entrepreneurs in a market economy, including the costs and benefits of being an entrepreneur, the expectation of profit as the incentive for entrepreneurs to accept business risks, and the effect of changes in taxation and government regulation on entrepreneurial decisions.
- Explain the causes and effects of economic growth, including the relationship between investment in human resources and in real capital, the alleviation of poverty, the increase in standards of living, and the creation of new employment opportunities.

INTRODUCTION TO HOSPITALITY MANAGEMENT AND OPERATIONS

Curriculum Resource

Course Code: 5478

A19. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. (ECON-4)

Indicator(s):

- Summarize types of personal economic decisions and choices that individuals make, including determining how to budget money; establishing short and long term financial goals and plans related to income, saving, and spending; utilizing loans and credit cards; and considering investment options.
- Explain influences on personal economic decision making and choices, including the effect of education, career choices, and family obligations on future income; the influence of advertising on consumer choices; the risks and benefits involved in short and long term saving and investment strategies; and the effect of taxation and interest rates on household consumption and savings.

A20. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. (ECON-6)

Indicator(s):

- Compare the various functions and roles of the government in the United States economy, including providing public goods, defining and enforcing property rights, correcting externalities and regulating markets, maintaining and promoting competition in the market, protecting consumers' rights, and redistributing income.
- Summarize major sources of government revenue, including taxation at the federal, state, and local levels and tax revenues from personal income and payroll taxes, sales taxes, and property taxes

A21. The student will demonstrate an understanding of the national economy and economic policies in the United States. (ECON-7)

Indicator(s):

- Explain the types of goods and services that are funded with government revenues, including national defense, road construction and repair, public safety, health care, payments on the national debt, and education.
- Contrast the costs and benefits of the American government's economic policies, including how policies designed to reduce unemployment may increase inflation and vice versa and how investment in factories, machinery, new technology, health education, and occupational training can raise standards of living.

United States Government

A22. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. (USG-3)

Indicator(s):

- Summarize the function of law in the American constitutional system, including the significance of the concept of the due process of law and the ways in which laws are intended to achieve fairness, the protection of individual rights, and the promotion of the common good.

INTRODUCTION TO HOSPITALITY MANAGEMENT AND OPERATIONS

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Course Code: 5478

United States History and the Constitution

A23. The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century. (USHC-3)

Indicator(s):

- Compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West.

A24. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. (USHC-5)

Indicator(s):

- Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living.
- Analyze the rise of the labor movement, including the composition of the workforce of the country in terms of gender, race/ethnicity, and skills; working conditions for men, women, and children; and union protests and strikes and the government's reactions to these forms of unrest.

A25. The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies. (USHC-8)

Indicator(s):

- Explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns.

MATHEMATICS ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2007MathematicsStandards.pdf>

Elementary Algebra

A26. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (EA-1)

Indicator(s):

- Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
- Connect algebra with other branches of mathematics.
- Apply algebraic methods to solve problems in real-world contexts.

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- Judge the reasonableness of mathematical solutions.
- Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
- Understand how algebraic relationships can be represented in concrete models, pictorial models, and diagrams.
- Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Data Analysis and Probability

A27. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (DA-1)

Indicator(s):

- Execute procedures to find measures of probability and statistics by using tools such as handheld computing devices, spreadsheets, and statistical software.
- Execute procedures to conduct a simulation by using random number tables and/or technology (including handheld computing devices and computers).
- Design and conduct a statistical research project and produce a report that summarizes the findings.
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Communicate a knowledge of data analysis and probability by using mathematical terminology appropriately.
- Judge the reasonableness of mathematical solutions on the basis of the source of the data, the design of the study, the way the data are displayed, and the way the data are analyzed.
- Compare data sets by using graphs and summary statistics.

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Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

A28. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. (DA-3)

Indicator(s):

- Organize and interpret data by using pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots.
- Select appropriate graphic display(s) from among pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots when given a data set or problem situation.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments

INTRODUCTION TO HOSPITALITY MANAGEMENT AND OPERATIONS

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

Intermediate Algebra

A29. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

- Apply algebraic methods to solve problems in real-world contexts.
- Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Make geometric constructions

Circles

- Understand and apply theorems about circles

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

Precalculus

A30. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (PC-1)

Indicator(s):

- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematical solutions.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59

The Real Number System

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

Quantities

- Reason quantitatively and use units to solve problems

The Complex Number System

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

Vector and Matrix Quantities

- Represent and model with vector quantities.
- Perform operations on vectors.

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- Perform operations on matrices and use matrices in applications.

SCIENCE ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005_001.pdf

Biology

A31. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (B-1)

Indicator(s):

- Organize and interpret the data from a controlled scientific investigation by using mathematics, graphs, models, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).

Chemistry

A32. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (C-1).

Indicator(s):

- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas, scientific notation, and dimensional analysis), graphs, models, and/or technology.

Earth Science

A33. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (ES-1).

Indicator(s):

- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas, scientific notation, and dimensional analysis), graphs, models, and/or technology.

Physical Science

A34. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (PS-1).

Indicator(s):

- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas, scientific notation, and dimensional analysis), graphs, models, and/or technology.

Physics

A35. The student will demonstrate an understanding of how scientific inquiry

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and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (P-1).

Indicator(s):

- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas, scientific notation, and dimensional analysis), graphs, models, and/or technology.

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Course Code: 5478

B. Hospitality and Tourism Through the Ages

SC Standard: B1. Summarize the development of the hospitality industry.	
FACS Nat'l Standard: 10.1 Analyze career paths within the hospitality, tourism, and recreation industries.	
Skills Tasks And Results Training (START): Chapter 1: Hospitality & Careers	
Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; ECON: A16, A17, A18, A20, A21; USHC: A23, A24, A25; EA: A26; DA: A27, A28; IA: A29; PC: A30; B: A31; C: A32; ES: A33; PS: A34; P: A35	
Essential Question(s): Why is it important to study the history of hospitality and tourism?	
Indicators:	
What Students Should Know: 1. The history of the hospitality industry 2. Differences between state and local hospitality industries 3. Trends in the hospitality industry 4. Advancements in technology	What Students Should Be Able to Do: 1. Research the past, present, and future of the hospitality industry. 2. Compare the state and local hospitality industries. 3. List reasons for growth in the hospitality industry. 4. Explore the impact technology has had on the hospitality industry.
Learning Strategies:	
• Create a timeline depicting the history of all segments of the hospitality industry. • Brainstorm trends that affect the development of the hospitality industry. • Invite guest speaker familiar with the history of the community. • Team-teach with history instructor for joint project. • Obtain statistics to develop a poster/PowerPoint to show growth in different market segments of the industry. • Develop spreadsheet and chart showing numbers of visitors in your local region over a specified time. • Discuss the evolution of Internet reservations versus (800) telephone reservations. • Compare a written spreadsheet to an Excel spreadsheet for a simulated hotel revenue report. • Discuss how the Internet has become a revenue source for the hospitality industry.	
Assessments: rubrics, class discussions, observations, presentations, peer evaluations, quizzes	

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FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA)

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: **PLUG IN** to Careers; **SIGN ON** to the Career Connection; **PROGRAM** Career Steps; **LINK UP** to Jobs, **ACCESS SKILLS** for Career Success, **INTEGRATE** Work and Life

Leaders at Work recognizes FCCLA members who create projects to strengthen leadership skills on the job.

Dynamic Leadership: Model good character, Solve problems, Foster positive relationships, Manage conflict, Build teams, Educate peers

*Families First: Balancing Family and Career-*Manage multiple responsibilities

Power of One: A Better You – Improve personal traits; Speak out for FCCLA – Tell others about positive experiences in FCCLA; **Working on Working** –Explore work options, prepare for a career, or sharpen skills useful in business

STAR Events: Applied Technology, Career Investigation, Entrepreneurship; Hospitality, Illustrated Talk, Interpersonal Communications; Job Interview, Life Event Planning, National Programs in Action, Promote and Publicize FCCLA!

Marketing Student Organization – DECA <http://www.deca.org/>

Hospitality Services: Marketing and management functions and tasks that can be applied in hotels, motels, lodging services, related convention services, and related food and beverage services. The concepts include the instructional areas in the Hospitality and Tourism cluster.

Resources:

[Lodging Management Organization](http://www.lodgingmanagement.org)

<http://www.lodgingmanagement.org>

Provides educators and students in depth information on the START and Lodging Management Program curriculum, scholarships, and industry news.

[National Restaurant Association](http://www.restaurant.org/)

<http://www.restaurant.org/>

Industry news, issues, career information, and more.

[Recreation.gov](http://recreation.gov/)

<http://recreation.gov/>

Recreation.gov is a U.S. government site that is a "one-stop shop" for access to recreation-related information about government lands.

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Resources:

[Tourism Offices Worldwide Directory](http://www.towd.com/)

<http://www.towd.com/>

Links to tourism offices for countries and to state tourism sites for the fifty U.S. states.

[University of Wisconsin Library Hospitality and Tourism links](http://www.uwstout.edu/lib/subjects/hospitality.htm)

<http://www.uwstout.edu/lib/subjects/hospitality.htm>

A useful collection of resources related to this area

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B. Hospitality and Tourism

SC Standard: B2. Examine the hospitality and tourism segments.	
FACS Nat'l Standard: 10.4 Demonstrate practices and skills involved in lodging occupations. 10.5 Demonstrate practices and skills for travel related services. 10.6 Demonstrate management of recreation, leisure, and other program events.	
Skills Tasks And Results Training (START): Chapter 1: Hospitality & Careers	
Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; EA: A26; B: A31; C: A32; ES: A33; PS: A34; P: A35	
Essential Question(s): 1. How can the various hospitality segments benefit you?	
Indicators:	
What Students Should Know: 1. The 4 segments within the hospitality industry 2. The categories within lodging 3. The categories within the food and beverage industry 4. The categories within the tourism industry 5. The categories within recreation, amusement, and attractions	What Students Should Be Able to Do: 1. Describe the 4 segments in the hospitality industry. 2. Categorize components of the lodging segment and list related employment opportunities. 3. Summarize components of the food and beverage industry and list related employment opportunities. 4. Outline components of the tourism segment and list related employment opportunities. 5. Identify the components of the recreation, amusement, and attractions segment and list related employment opportunities.
Learning Strategies:	
• Develop a promotional ad and an accompanying rubric for a business in each hospitality segment. Present the information to a live audience. • Contact a representative from the hospitality industry to be a guest speaker. Develop questions, summarize comments, and write a thank-you note. • Serve as a tour guide for a special event in the school. Select specific area and create a map using available software.	
Assessments: Presentations, quizzes, student developed rubrics, journaling/reflections	

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FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA)

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: Plug In to Career-understand work and the Career Connection process; Program Career Steps –prepare with education, leadership and work experiences; ACCESS Skills for Career Success – practice being productive and promotable; *Leaders at Work:* create projects to strengthen leadership skills on the job.

Community Service: guide students to develop, plan, carry out, and evaluate projects that improve the quality of life in the community.

Dynamic Leadership: master the six essentials of leadership: model good character, solve problems, foster positive relationships, manage conflict, build teams, and educate peers

Families First: Japanese Exchange is a scholarship opportunity for FCCLA members to travel to Japan for four-to-six weeks as an exchange student.

FACTS: Bridge the Gap promote safe driving habits, especially for less-experienced drivers

Power of One: Take the Lead –develop leadership qualities

STAR Events: Applied Technology; Focus on Children; Hospitality, Illustrated Talk, Interpersonal Communication

Student Body: Make Healthy Choices-choose a positive lifestyle by avoiding drugs, alcohol, and tobacco; managing stress, building self esteem; and practicing good character

Marketing Student Organization – DECA <http://www.deca.org/>

Hospitality Services: Marketing and management functions and tasks that can be applied in hotels, motels, lodging services, related convention services, and related food and beverage services. The concepts include the instructional areas in the Hospitality and Tourism cluster.

Resources:

[American Hotel and Lodging Association](http://www.ahla.com/)

<http://www.ahla.com/>

Hot topics, buyer's guide, news, government information, and a career center.

[American Society of Travel Agents](http://www.astanet.com/index.asp) <http://www.astanet.com/index.asp>

[Cruiseopinion](http://www.cruiseopinion.com/A) <http://www.cruiseopinion.com/A> commercial cruise review database.

[Destination Marketing Association International](http://www.destinationmarketing.org/) <http://www.destinationmarketing.org/>

An organization devoted to improving destination-based marketing

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C. Hospitality and Tourism Careers

SC Standard: C1. Identify employability and career development skills.	
FACS Nat'l Standard: 1.2 Demonstrate transferable and employability skills in school, community and workplace settings.	
Skills Tasks And Results Training (START): Chapter 3: Professionalism	
Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A9, A11, A12	
Essential Question(s): 1. How can teamwork be promoted? 2. What communication and leadership skills are needed in workplace settings? 3. How can work ethics and professionalism be demonstrated?	
Indicators:	
What Students Should Know: 1. Professional dress and grooming 2. Code of conduct 3. 21st Century Skills 4. Secretary's Commission on Achieving Necessary Skills (SCANS)	What Students Should Be Able to Do: 1. Demonstrate professional dress and grooming. 2. Discuss the importance of professional and ethical behavior on the job. 3. Identify the 21st Century Skills. 4. Explain the SCANS Skills. 5. Analyze methods of dealing with various workplace related issues.
Learning Strategies:	
• Plan a 21st Century Skills presentation. Demonstrate professional dress and grooming. • Demonstrate the SCANS Skills in all settings. • Research local hospitality industries and invite industry professionals. • Organize a field trip and outline specific areas of interest to observe. • Discuss the importance of professional and ethical behavior on the job. • Research the consequences of unethical behavior and practices. Develop a list of rules and consequences for the hospitality segments. • Discuss current events related to ethical and unethical workplace behaviors. • Write and role-play various scenarios.	
Assessments: Skill check, quizzes, observation, journaling/reflections, rubrics	

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FACS Student Organization Family, Career, and Community Leaders of America (FCCLA)

APPLICATION/ASSESSMENT THROUGH FCCLA

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*Families First: Balancing Family and Career-*Manage multiple responsibilities

Power of One: A Better You – Improve personal traits; Speak out for FCCLA – Tell others about positive experiences in FCCLA; **Working on Working** –Explore work options, prepare for a career, or sharpen skills useful in business

STAR Events: Applied Technology, Career Investigation, Entrepreneurship; Hospitality, Illustrated Talk, Interpersonal Communications; Job Interview, Life Event Planning, National Programs in Action, Promote and Publicize FCCLA!

Marketing Student Organization – DECA <http://www.deca.org/>

Principles of Hospitality and Tourism: The interview events will use language associated with careers in Hotels, Restaurants, and Tourism and Travel.

Resources:

Careers in Hospitality <http://www.careerclusters.org/clusters/16cc.php?cluster=ht> This page contains PDF and Excel files that include a list of all the different occupations available in the career cluster, an overview of the career paths within the hospitality industry, and information about the education and skills needed.

Careers: Hospitality and Tourism <http://www.iseek.org/careers/hospitality.html>

This website includes links to information about various career choices. Click on the symbols next to the links to see video clips about some of the careers.

U.S. Department of Labor: Leisure and Hospitality <http://www.bls.gov/oco/cg/cg1009.htm>

The United States Department of Labor includes information about careers in arts and entertainment, food services, and hotels. Includes information about job outlook in the United States.

Hospitality and Tourism Career Overview <http://www.careeroverview.com/hospitality-careers.html> Read about several careers in the hospitality and tourism industry.

INTRODUCTION TO HOSPITALITY MANAGEMENT AND OPERATIONS

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Course Code: 5478

SC Standard: C2. Analyze career paths within the hospitality and tourism industry.	
FACS Nat'l Standard: 10.1 Analyze career paths within the hospitality, tourism, and recreation industries.	
Skills Tasks And Results Training (START): Chapter 1: Hospitality & Careers Chapter 5: Rooms Division Chapter 6: Front Desk Representative Chapter 7: Reservationist Chapter 8: PBX Operator Chapter 9: Bell Services Attendant Chapter 10: Guest Room Attendant Chapter 11: Maintenance Worker Chapter 12: Laundry Attendant Chapter 13: Public Space Cleaner Chapter 14: Food and Beverage Division Chapter 15: Restaurant Server Chapter 16: Banquet Setup Employee Chapter 17: Banquet Server Chapter 18: Bus Person	
Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A9, A10, A11, A12; ECON: A16, A18, A19	
Essential Question(s): 1. What careers interest you in the hospitality industry?	
Indicators:	
What Students Should Know: 1. Hospitality and tourism careers 2. Post-secondary institutions that offer hospitality programs of study 3. Components of a career portfolio	What Students Should Be Able to Do: 1. Research careers in hospitality and tourism. 2. Explore postsecondary training and educational opportunities. 3. Develop a career portfolio.
Learning Strategies: - Research and present findings on key individuals in the industry (i.e. Walt Disney, Ray Kroc, Colonel Sanders, Dave Thomas, Conrad Hilton, Sean Combs, etc.). - Develop a career portfolio and rubric. - Research education and training requirements for specific careers.	
Assessments: Peer reviews, self assessments, observations, rubric, quizzes, journaling/reflections	
FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA)	
Marketing Student Organization – DECA http://www.deca.org/ Principles of Hospitality and Tourism: The interview events will use language associated with careers in Hotels, Restaurants, and Tourism and Travel.	
Resources:	

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Careers: Hospitality and Tourism <http://www.iseek.org/careers/hospitality.html>
This website includes links to information about various career choices. Click on the symbols next to the links to see video clips about some of the careers.

U.S. Department of Labor: Leisure and Hospitality <http://www.bls.gov/oco/cg/cg1009.htm>
The United States Department of Labor includes information about careers in arts and entertainment, food services, and hotels. Includes information about job outlook in the United States.

Hospitality and Tourism Career Overview <http://www.careeroverview.com/hospitality-careers.html> Read about several careers in the hospitality and tourism industry

INTRODUCTION TO HOSPITALITY MANAGEMENT AND OPERATIONS

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D. Guest Service

SC Standard: D1. Evaluate service techniques that promote guest satisfaction.	
FACS Nat'l Standard: 10.3 Apply concepts of quality service to assure customer satisfaction.	
Skills Tasks And Results Training (START): Chapter 2: Guest Service	
Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A9, A10, A11, A12; ECON: A16, A17, A18, A19; USG: A22	
Essential Question(s): 1. Why is guest satisfaction important to the industry? 2. What rights do consumers have?	
Indicators:	
What Students Should Know: 1. The impact of guest service on future business & profit 2. Verbal and nonverbal communication skills 3. Consumer rights 4. Individual differences	What Students Should Be Able to Do: 1. Explain the impact of customer relations on the hospitality industry. 2. Describe the verbal, nonverbal, and written communication skills needed in a hospitality setting. 3. Identify consumer rights. 4. Recognize individual differences.
Learning Strategies:	
• Role-play good service versus poor service. • Practice meeting consumer expectations through team decision-making activities. • Develop checklists and rate customer service at any type of business. • Create a presentation showing individual differences.	
Assessments: Observations, checklists, peer review, rubrics, quizzes, journaling/reflections	
FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) APPLICATION/ASSESSMENT THROUGH FCCLA <i>Career Connection:</i> ACCESS SKILLS for Career Success practice being productive and promotable Leaders at Work recognizes FCCLA members who create projects to strengthen leadership skills on the job. <i>Dynamic Leadership:</i> master the six essentials of leadership: model good character, solve problems, foster positive relationships, manage conflict, build teams, and educate peers <i>Power of One: A Better You – improve personal traits;</i> Working on Working-explore work options, prepare for a career, or sharpen skills useful in business <i>STAR Events:</i> Hospitality, Illustrated Talk, Interpersonal Communication	

INTRODUCTION TO HOSPITALITY MANAGEMENT AND OPERATIONS

Curriculum Resource

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Marketing Student Organization – DECA <http://www.deca.org/>

Travel and Tourism: Marketing and management functions and tasks that can be applied in enterprises engaged in passenger transportation, travel service, attracting and serving the traveling public, arranging tours or acting as independent ticket agencies, and other services incidental to the travel or tourism industry. The concepts include the instructional areas in the Hospitality and Tourism cluster.

Resources:

[U.S. State Department traveler information](#)

<http://travel.state.gov/>

Information for foreign citizens traveling to the U.S.A., and U.S. citizens traveling abroad, including visa, passport, and warnings for dangerous destinations.

[World Tourism Organization](#)

<http://www.world-tourism.org/>

The tourism organization of the United Nations.

[University of Wisconsin Library Hospitality and Tourism links](#)

<http://www.uwstout.edu/lib/subjects/hospitality.htm>

A useful collection of resources related to this area.

[Hospitality Index](#)

<http://www.hospitality-index.com/>

Links to suppliers for all sorts of hotel, food service and related products and services.

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Curriculum Resource

Course Code: 5478

E. Safety, Security, and the Environment

SC Standard: E1. Identify current safety, security, and environmental principles and practices.	
FACS Nat'l Standard: 10.2 Demonstrate procedures applied to safety, security, and environmental issues.	
Skills Tasks And Results Training (START): Chapter 4: Safety and Security	
Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; HSE: A13, A14, A15	
Essential Question(s): 1. What are the benefits of having a safe, sanitary, and secure environment? 2. How can conservation and sanitation work together?	
Indicators:	
What Students Should Know: 1. Safety standards 2. Security standards 3. Industry regulatory agencies/organizations 4. Conservation and sanitation techniques	What Students Should Be Able to Do: 1. Explain safety standards as they relate to the hospitality and tourism industry. 2. Outline security procedures. 3. Identify industry regulatory agencies/organizations. 4. Describe the latest conservation and sanitation practices.
Learning Strategies:	
- Review Occupational Safety and Health Administration (OSHA) requirements pertaining to various departments. - Develop an industry regulatory agency/organization brochure and rubric. - Review or critique Material Safety Data Sheets (MSDS) sheets. - Compile local restaurant Department of Health and Environmental Control (DHEC) ratings (can be found via Internet). - Role-play a DHEC inspection. - Plan and facilitate a panel discussion of representatives from industry regulatory agencies and organizations. - Develop a presentation identifying agencies and the need for agencies. - Report on recent news stories that relate to “green” practices. - Discuss laws that pertain to consumer safety in the industry (balcony railings, swimming pools, restaurants, lighting, technology, etc.).	
Assessments: student interviews, self and peer reviews, presentations, written reports, rubrics for class discussions, checklists, quizzes, journaling/reflections	

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FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA)

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: guides students to develop, plan, carry out, and evaluate projects that improve the quality of life in their communities

Dynamic Leadership: master the six essentials of leadership: model good character, solve problems, foster positive relationships, manage conflict, build teams, and educate peers

FACTS (Families Acting for Community Traffic Safety) Speak up promotes the empowerment of teens to speak up for their safety.

FCCLA National Outreach Project establishes a National Outreach Project with a partner organization to reach out in their communities and help work towards a cause.

Power of One: Take the lead develops leadership qualities

STAR Events: Applied Technology; Entrepreneurship, Environmental Ambassador, Hospitality, Recycle and Redesign

STOP the Violence: empowers youth with attitudes, skills, and resources in order to recognize, report, and reduce youth violence.

Marketing Student Organization – DECA <http://www.deca.org/>

Travel and Tourism: Marketing and management functions and tasks that can be applied in enterprises engaged in passenger transportation, travel service, attracting and serving the traveling public, arranging tours or acting as independent ticket agencies, and other services incidental to the travel or tourism industry. The concepts include the instructional areas in the Hospitality and Tourism cluster.

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Resources:

[Safety and Security in the Workplace, CHIC Hospitality ...](#)

Safety and Security in the Workplace ... Let us take one "security example" related to employees' personal belongings and valuables in a hotel environment: ...
www.easytraining.com/safety.htm

[Supervisor & Safety, Videos & DVDs](#)

Trainum Safety provides agriculture industry safety DVDs and videos for OSHA compliance and workplace safety training
oshasafetyvideos.com/.../hr/supervisors-human-resources.htm –

[Human Resources - Written Plans, Videos & PowerPoint Trainings](#)

Offering affordable Human Resources written safety plans, safety videos, and PowerPoint Trainings. Keep your employees trained and your company OSHA compliant with ...
www.safetyinstruction.com/recomend_human_resources.htm

[Health and Safety and Security](#)

Health and Safety and Security ... Health and Safety and Security. Ensure you are providing a safe and secure work environment for your employees AND complying with ..
qubicprint.co.uk/.../HealthSafetyandSecurity/Default.aspx - 77k