

Course Title: Hospitality and Tourism

Unit: 1	Introduction to Hospitality and Tourism
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Trace the history of the hospitality and tourism industries, including culinary and food services, lodging, travel and tourism, and legal and ethical issues. 2. Apply mathematical, reading, writing, terminology, critical-thinking, decision-making, communication, financial literacy, and problem solving skills to the hospitality and tourism industry. 3. Explain the impact of goal setting, teamwork, and technical skills on careers in the hospitality and tourism industry. <ul style="list-style-type: none"> • Recognizing the importance of FCCLA programs to the hospitality and tourism industry 4. Determine technology tools that impact the hospitality and tourism industry. 5. Determine career pathways, entrepreneurial opportunities, and required credentials related to hospitality and tourism.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe the history of the hospitality industry. 2. Apply core skills to the hospitality industry. 3. Explain the importance of FCCLA events to address goal setting, teamwork, and technical skills in hospitality and tourism. 4. Analyze the impact of societal and technical changes on the hospitality industry. 5. Determine the preparation requirements for various levels of employment in a variety of careers in the hospitality industry including goal setting and technical skills.
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Essential Question(s):	<p>What essential knowledge and skills are necessary to prepare for various opportunities in the hospitality and tourism Industries? What impact has technology tools had on the the hospitality and tourism industries?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Introduction to Hospitality and Tourism</p> <p style="padding-left: 20px;">A. History of the Hospitality and Tourism Industries</p> <ol style="list-style-type: none"> 1. Culinary and food services 2. Lodging 3. Travel and tourism 4. Legal and ethical issues 	<p>Brainstorm: Students talk about societal changes effecting the development of the hospitality industry.</p> <p>PowerPoint Presentation: History of the Hospitality and Tourism Industries</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p>

<p>Biography on Famous Chef: Students write a biography on a famous chef. They describe his/her impact on history as well as his/her major accomplishments. Report Out.</p>	<p>Guidelines for Biography Rubric Computers Internet Web sites References List of Names of Chefs</p>
<p>Research on Cultures and Traditions: Students are assigned a global culture. They are to research and report on the traditions related to food eaten in the culture. Share Out.</p>	<p>Guidelines for Research Rubric Computers Internet Web sites References List of Names of Global Cultures</p>
<p>Whole Group Activity on Cultures and Traditions: As a whole group, students share their reports and information is compiled on the Culture and Traditions Food Chart.</p>	<p>Guidelines for Reporting Culture and Traditions Food Chart Lead Questions</p>
<p>Entrepreneur Poster Activity: Students research entrepreneurs that have influenced the food industry in the U.S. They create a poster depicting the impact of the entrepreneur on today's food industry.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References List of Entrepreneurs Art Supplies Poster Boards</p>
<p><i>Students can also explore the three areas under research for Lodging and Travel and Tourism.</i></p>	
<p>Research Report on the Hospitality Industry: Students research one of the following:</p> <ul style="list-style-type: none"> • Ancient Hospitality • Early European Hospitality • Hospitality in England • Hospitality in America 	<p>Guidelines for Activity Rubric Computers Internet Web sites References Guidelines for Presentation</p>

<p>B. Performing Effectively in an Educational Setting</p> <ol style="list-style-type: none"> 1. Math skills 2. Reading skills 3. Writing skills 4. Terminology 5. Critical-thinking skills 6. Decision making skills 7. Communication skills 8. Financial literacy 9. Skills 10. Problem-solving skills 	<p>Authentic Questions:</p> <ul style="list-style-type: none"> • How has each changed over time? • Who are the pioneers in the industry? • What caused the changes? <p>They present their report to the class.</p> <p>Biography on Famous Entrepreneur from the Lodging Industry: Students write a biography on a famous lodging industry entrepreneur from the U.S. They describe his/her impact on history of the industry as well as his/her major accomplishments. Report Out.</p> <p>Research Paper on the Tourism Industry: Students research the history of the tourism industry in America. They trace the history on a poster. Report Out.</p> <p>Challenge Envelopes: (For Each Essential Skill) Students design challenging questions for each core skill. The teacher or student reads the Challenge Envelopes or cards and calls on students to answer the challenges.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Writing Have students write affectively, clearly and coherently using standard English, formal grammar, spelling and punctuation. Write a short description of menu items. 	<p>Lead Questions</p> <p>Guidelines for Biography Rubric Computers Internet Web sites References List of Names of Entrepreneur</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Guidelines for Presentation Art Supplies Poster Board</p> <p>Envelopes Index Cards Lead Questions</p>
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C. Importance of Goal-Setting and Teamwork

- **Calculations**
Calculate the cost of food for an upcoming event.
Plan a cost-effective trip or itinerary to meet customer needs.
- **Communication**
Practice and apply customer service skills. Write short business letters, memos and emails.
- **Terminology**
Define and use technical vocabulary, acronyms and abbreviations applied in activities to enhance guest and customer services.

Pair and Share:

Students work in pairs and list leadership and teamwork qualities that aid in creating a pleasant working atmosphere.

Quick Write:

Students write a short paper on the importance of goal-setting in planning life experiences.

10 + 5 Discussion:

The teacher discusses leadership traits and skills for solving problems as a group, managing others in the workplace, and interacting with others.

Design a Customized Product for Travelers Activity:

Using travel information students design a customized product for travelers. Share Out.

Lead Questions

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References

Lead Questions

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Guidelines for Presentation

<p>D. Technology Tools that Impact the Hospitality and Tourism Industries</p>	<p>Research Report on Guest Services: Students research and write a report on current and emerging technology used in the lodging industry to improve guest services.</p> <p>Technology Activities: <i>Technological skills and applications used throughout the course:</i></p> <ul style="list-style-type: none"> • Create complex multimedia publications. • Employ computer operations applications to manage work tasks. • Operate Internet applications to perform workplace tasks. 	<p>Guidelines for Activity Rubric Computers Internet Web sites References Guidelines for Presentation</p> <p>Computers Internet Web sites Software Videos DVD Video camera Digital Camera</p>
<p>E. Career Pathways, Entrepreneurial Opportunities, and Credentials</p>	<p>Career Investigation: Students surf the Web site on job opportunities in the hospitality and tourism industries. They identify at least five careers that they may be interested in pursuing. Share Out.</p> <p>Dream Diary: Students select one of the careers researched in the career investigation research. They write about the job they would like to have in the hospitality and tourism industries. They focus on the areas of travel, pay, benefits, duties, and advancement opportunities. They share their “dream” story with a classmate. Share Out.</p> <p>Join FCCLA: Encourage students to join FCCLA and participate in leadership skills. STAR Events in Hospitality and Culinary are available. They surf</p>	<p>Guidelines for Investigation Computers Internet Web sites References Guidelines for Presentation Newspapers Magazines Trade Publications.</p> <p>Guidelines for Investigation Computers Internet Web sites References Newspapers Magazines Trade Publications.</p> <p>Guidelines for Activity Computers Internet Web site: www.fcclainc.org References</p>

<p>the www.fcclainc.org Web site to learn more about FCCLA. They complete the FCCLA Investigation Report.</p> <p>Oral Presentation with Visual Aids on Hospitality and Tourism Industry: Students identify career goals and ways to achieve their goals in the restaurant, hotel, travel and tourism industries. They compare and contrast education or training needed for careers in the hospitality and tourism industry. Group or individual project. (Posters, Charts, PowerPoint Presentation)</p> <p>Panel: Representatives from the Human Resources Departments in the Lodging, Travel and Tourism and Culinary fields discuss job requirements and opportunities.</p> <p>PowerPoint Presentation: The Dos and Don'ts of Interviewing. Use a video or download examples off the Internet of interviewing skills.</p> <p>Dramatization for Interview Skills: Students role play different parts of the interview process.</p> <p>Power Point Presentation: OSHA</p>	<p>Investigation Report</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Guidelines for Presentation Art Supplies</p> <p>Arrangements for Guest Speakers Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Video Clips</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Role Play Situations</p> <p>PowerPoint Presentation OSHA Handbook Computer CTS Lead Questions Internet</p>
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	<p>Research Report on Opportunities for Advancement: Students research the local and regional labor workforce market to determine opportunities for advancement. Report Out.</p> <p>Read, Review, and Talk: Students examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.</p> <p>Role Play Job Seeking Skills: Student's role play situations to demonstrate skills related to seeking and applying for employment in the the hospitality and tourism industries. (Time management, professional dress, self responsibility and self management).</p>	<p>Guidelines for Research Computer Internet Web sites References Telephone Directory Chamber of Commerce Directory</p> <p>Lead Questions</p> <p>Guidelines for Activity Role Play Situations Computers Internet Web sites Lead Questions</p>
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<p>Unit Assessment:</p>	<p>Biography on Famous Chef, Whole Group Activity on Cultures and Traditions, Entrepreneur Poster Activity, Research Report on the Hospitality Industry, Biography on Famous Entrepreneur from the Lodging Industry, Research Paper on the Tourism Industry, Challenge Envelopes, Activities, Quick Write, Design a Customized Product for Travelers Activity, Research Report on Guest Services, Technology Activities, Career Investigation, Dream Diary, Oral Presentation with Visual Aids on Hospitality and Tourism Industry, Dramatization for Interview Skills, Research Report on Opportunities for Advancement, Role Play Job Seeking Skills, Class Participation, and Rubrics</p>
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<p>Unit/Course CTSO Activity:</p>	<p>FCCLA Chapter Service Project: Organize a Career-O-Rama for the school or have members assist counselor with Career Day</p>
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<p>Unit/Course Culminating Product:</p>	<p>Students design a portfolio to market themselves for a career in Hospitality and/or Tourism industry. Include resume, job application, cover letter, job description with qualifications and salary from Occupational Outlook handbook, and college application. Applicable list of professional organizations and associations, follow up thank you letter, list of immediate objectives and goals</p>
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree

Other: ServSafe

AAFCS Pre-Professional Assessments - Nutrition and Food Science

Course Title: Hospitality and Tourism

Unit: 2	Recreation, Travel and Tourism
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 6. Compare types of recreation, travel, and tourism activities. Examples: amusement parks, museums, sporting events, destination vacations, cruises, spas, resorts, tours, attractions, theaters, reunions 7. Describe strategies involved in planning various events, including golf tournaments, weddings, and anniversary celebrations.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Compare all types of recreation, travel, and tourism activities and how they relate. 2. Explain the role that the hospitality industry plays in the economy. 3. Analyze strategies involved in planning various events. 4. Determine the impact of cultural diversity when planning various events.
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Essential Question(s):	<p>What are the types of activities available in the recreational, travel and tourism industry? How do the types of recreation, travel, and tourism activities relate? What strategies are used to plan various events?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>II. Recreation, Travel, and Tourism</p> <p>A. Types of Activities</p> <p>1. Recreation</p> <ol style="list-style-type: none"> a. Amusement parks b. Museums c. Sporting Events 	<p>Guest Speakers:</p> <p>Throughout this unit, the following guest speakers are invited to discuss their role and job responsibilities in the recreation, travel, and tourism industries:</p> <ul style="list-style-type: none"> • Wedding Planner • Golf Pro • Chamber of Commerce • Cruise Director • Resort Director (Robert Trent Jones) 	<p>Travel Magazines</p> <p>Brochures from Travel Agencies</p> <p>Internet</p>

- 2. Travel
 - a. Destination vacations
 - b. Cruises

PowerPoint Presentation:
Types of Activities included in the Recreation, Travel and Tourism Industries:

- Recreation
- Amusement Parks
 - Museums
 - Sporting Events

Recreation Activities Brochure:
Students select a recreation activity. They research the activity and design a brochure to entice customers to participate in the activity. Share Out.

Guest Speaker:
A representative/sponsor for a Recreation Activity discusses this type of industry.

PowerPoint Presentation:
Types of Activities included in the Recreation, Travel and Tourism Industries:

- Travel
- Destination Vacations
 - Cruises

Travel Activities Poster:
Students select a Destination and Transportation Activity. They research the destination and transportation mode. They design a poster to entice customers to select this destination for trip or vacation. Share Out.

PowerPoint Presentation
Computer
CTX
Lead Questions

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Lead Questions
Art Supplies
List of Recreation Activities

Arrangements for Guest Speaker
Lead Questions

PowerPoint Presentation
Computer
CTX
Lead Questions

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Lead Questions
Art Supplies
List of Travel Destinations and Transportation Modes

<p>3. Tourism</p> <ul style="list-style-type: none"> a. Spas b. Resorts c. Tours d. Attractions e. Theaters f. Reunions <p>B. Strategies Involved in Planning Various Events</p> <ul style="list-style-type: none"> 1. Golf tournaments 2. Weddings 3. Anniversaries 4. Cooking contest/cook-offs 	<p>Guest Speaker: Destination and Transportation Activity Representative discusses this type of industry.</p> <p>PowerPoint Presentation: Types of Activities included in the Recreation, Travel and Tourism Industries: Tourism</p> <ul style="list-style-type: none"> • Spas • Resorts • Tours • Attractions • Theaters • Reunions <p>Research Report on Tourism Site: Students select a Tourism Site. They research the tourism site. They design a brochure to entice customers to select this site. Share Out.</p> <p>PowerPoint Presentation: Strategies Used in Planning Various Events</p> <ul style="list-style-type: none"> • Golf tournaments • Weddings • Anniversaries • Cooking contest/cook offs <p>Wedding Project Case Studies: Students are provided with a case study describing an engaged couple, their plans for the wedding, and the budget for the wedding. Students plan a wedding meeting the clients' expectations and budget. Share Out.</p>	<p>Arrangements for Guest Speaker Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Art Supplies Lists of Tour Sites</p> <p>PowerPoint Presentation CTX Computer</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Case Studies</p>
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C. Cultural Diversity

Culinary Event Case Studies:

Students are provided with a case study that describes a culinary event that needs to be offered for a specific client within a budget. Students plan the culinary event to meet the expectations of the client and within budget. Share Out.

Sports Event Case Studies:

Using a case study, students work with the athletic director to plan a sports event which involves parking, food, seating, contacting several other schools to participate, planning date, time, expense, and set up and take down. The event is to be planned within the budget. Students plan the event meeting the expectations of the client and stays within budget.

Guest Speaker:

A representative from the Alabama Tourism Office discusses how Alabama's Tourism Office attracts events and tourist to the state.

Research Report on Destination and Attraction Planning:

Students research how convention and visitor's bureaus and state tourist boards are used to plan the destination for attraction events.

Report on Cultural Diversity:

Students research and write a report on how cultural diversity impacts travel planning and events by exploring differences in social etiquette, dress and behaviors of different countries. Report Out.

Guidelines for Activity

Rubric
Computers
Internet
Web sites
References
Lead Questions
Case Studies

Guidelines for Activity

Rubric
Computers
Internet
Web sites
References
Lead Questions
Case Studies

Make Arrangements for Speaker

Lead Questions

Guidelines for Activity

Rubric
Computers
Internet
Web sites
References
Lead Questions

Guidelines for Activity

Rubric
Computers
Internet
Web sites
References
Lead Questions

<p>D. Impact of the Economy</p>	<p>State of the Economy on Recreation, Tourism and Lodging: Students write a report on how the “<i>state of the economy</i>” impacts the hospitality and tourism industries.</p> <p>Field Trips: <i>Throughout the course, students participate in the following field trips and complete entries in their portfolio:</i></p> <ul style="list-style-type: none"> • Travel Agency • Chamber of Commerce • Robert Trent Jones • RSA Hotel • Hotels • Bed and Breakfast Inn • Spas • Sporting Event (Pro or Semi-Pro Event if available) • Zoo • Theme Park • Movie Theaters with options for meetings • Performing Arts Centers <p>Share Out.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Arrangements for Field Trips Lead Questions Guidelines for Portfolio</p>
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<p>Unit Assessment:</p>	<p>Recreation Activities Brochure, Travel Activities Poster, Research Report on Tourism Site, Wedding Project Case Studies, Culinary Event Case Studies, Sports Event Case Studies, Research Report on Destination and Attraction Planning, Report on Cultural Diversity, State of the Economy on Recreation, Tourism and Lodging, Field Trips, Class Participation, and Rubrics</p>
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<p>Unit/Course CTSO Activity:</p>	<p>FCCLA members volunteer to serve at various events. Examples: Food Prep, Food Service, decorate, clean-up, baby sit, publicity</p>
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<p>Unit/Course Culminating Product:</p>	<p>Students plan a vacation for the student’s family to include all forms of recreation, travel modes, and sleeping accommodations. Students plan a special event. Students plan a “prize vacation package” for a national sales team of 250 people and Include all forms of recreation, travel, sleeping accommodations and special events to take place.</p>
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree

Other: ServSafe

AAFCS Pre-Professional Assessments - Nutrition and Food Science

Course Title: Hospitality and Tourism

Unit: 3	Lodging
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 8. Determine stages in the guest cycle, including pre-arrival, arrival, occupancy, and departure. 9. Identify criteria used for classifying hotel properties. 10. Identify the role of various departments within a lodging facility. Examples: housekeeping, maintenance, landscaping
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze the stages of the guest cycle and the technology used throughout the cycle. 2. Determine the criteria used to classify the hotel properties and discuss the three common ways to classify lodging properties. 3. Describe the roles of various departments within a lodging facility.
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Essential Question(s):	<p>What are the stages of the guest cycle? What criteria are used to classify hotel properties? What is the role of various departments within a lodging facility?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Lodging</p> <p>A. Stages in the Guest Cycle</p> <ol style="list-style-type: none"> 1. Pre-arrival 2. Arrival 3. Occupancy 4. Departure 	<p>10 + 5 Discussion: Students discuss the activities that Lodging managers and staff engage in as guest register and depart from a lodging facility.</p> <p>PowerPoint Presentation: Stages in the Guest Cycle</p> <ul style="list-style-type: none"> • Pre-arrival • Arrival • Occupancy • Departure 	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p>

	<p>Quick Write on Stages of the Guest Cycle: Students write a short paper describing experiences that they have had as a guest in all of the stages of the guest cycle.</p> <p>Guest Speaker: A Manager of a lodging facility from the community discusses how important it is to have customer satisfaction and the staff and their responsibilities in addressing the needs and wants of customers throughout the stages of the guest cycle.</p> <p>Research on Stages in Guest Cycle: Students develop a research report to determine tasks associated with the stages of the guest cycle:</p> <ul style="list-style-type: none"> • Discuss the importance of check-out procedures to ensure guest satisfaction and verify settlement of account. • Explain procedures to meet guest needs through guest registration, rate assignment, room assignment. • Explain how room rates are established with arriving guests to assign the appropriate rate. • Describe the necessary information collected during the registration process to correctly register guests. • Explain how availability, room status, and other standard operating guidelines are used to assign rooms to arriving guests. • Explain how methods of payment are established with arriving guests to clarify payment procedures. • Review the account settlement procedures to include different types of payment. <p>Report Out.</p>	<p>Guidelines for Quick Write Rubric Lead Questions</p> <p>Arrangement for Guest Speaker Lead Questions</p> <p>Software for reservations (PMS) Property Management System. Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p>
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<p>B. Criteria used to Classify Hotel Properties</p>	<p>Whole Class Discussion: Students discuss their research on the stages of the guest cycle. As a group they prepare a list of questions to use to interview management and staff at local lodging facility. The class develops an Interview Questionnaire.</p> <p>Field Trip to Lodging Establishment: Students participate in a trip to a lodging facility in the community. They conduct interviews of the management and staff on their tasks and responsibilities. They use the questionnaire developed in class to ask questions. They summarize the responses to the questionnaire. Report Out.</p> <p>Quick Talk: Students discuss types of lodging facilities located in their community or neighboring communities.</p> <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Criteria Used to Classify Hotel Properties • Types of Hotel Properties <p>Field Trips: A field trip is planned for each of the types of lodging facilities. Students write a summary of their experiences at each of the facilities. On each field trip a representative of the facilities will discuss the roles and responsibilities of staff/employees working in the property.</p> <p>Research on a Historical Hotel: Students are provided with a name of a historical hotel. They conduct research on the hotel and create a brochure describing the property. Share Out.</p>	<p>Lead Questions</p> <p>Arrangements to Lodging Establishment Permission Slips Interview Questionnaires Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation CTX Computer</p> <p>Lead Questions Arrangements for Field Trip Permission Slips Arrangements for Speakers</p> <p>Guidelines for the Activity List of Historical Hotels Rubric Computers Internet Web sites References</p>
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<p>C. Departments within a Lodging Facility</p> <ol style="list-style-type: none"> 1. Housekeeping 2. Maintenance 3. Landscaping 	<p>Research on a Hotel/Motel Chain: Students are provided with a name of a hotel/motel chain. They conduct research on the hotel/motel chain and prepare a brochure describing the property. Share Out.</p> <p>Research on a Privately Owned Hotel/Motel: Students are provided with a name of a privately owned hotel/motel. They conduct research on the hotel/motel and prepare a brochure describing the property. Share Out.</p> <p>Quick Write: Students write a short paper describing the differences and similarities of a historical hotel, hotel/motel chain, and a privately owned hotel/motel. Report Out.</p> <p>Departments within a Lodging Facility Activity: Students identify the departments within a lodging facility. They describe staff and tasks that are performed in each of the departments. They complete the Department and Function Chart. Share Out.</p> <p>PowerPoint Presentation: Departments within a Lodging Facility</p> <p>Lodging Property Design:</p>	<p>Lead Questions Art Supplies</p> <p>Guidelines for the Activity List of Hotel Chains Rubric Computers Internet Web sites References Lead Questions Art Supplies</p> <p>Guidelines for the Activity List of Privately Owned Motel/Hotel Rubric Computers Internet Web sites References Lead Questions Art Supplies</p> <p>Guidelines for Quick Write Rubric Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Department and Function Chart</p> <p>PowerPoint Presentation Computer CTX</p>
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	<p>Students design a lodging property including type of services, location, size and description. Share Out.</p> <p>Lodging Portfolio: The following entries are placed in the student's portfolio:</p> <ul style="list-style-type: none"> • Examine full service hotels and limited service properties. • Compare chain and franchise hotels and contrast revenue and support centers. • Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements in the Lodging Industry. • Explain the different types and functions of departments. • Identify the functions of meeting and event planning. • Evaluation current and emerging technology to improve guest service. <p>Portfolio Presentation.</p>	<p>Lead Questions Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Graph Paper Art Supplies</p> <p>Guidelines for Portfolio: Rubric Computers Internet Web sites References Lead Questions Portfolio Guidelines for Portfolio Presentation</p>
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<p>Unit Assessment:</p>	<p>Quick Write on Stages of the Guest Cycle, Research on Stages in Guest Cycle, Research on a Historical Hotel, Research on a Hotel/Motel Chain, Research on a Privately Owned Hotel/Motel, Departments within a Lodging Facility Activity, Lodging Property Design, Lodging Portfolio, Class Discussion, Portfolio and Presentation, and Rubrics</p>
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<p>Unit/Course CTSO Activity:</p>	<p>FCCLA members analyze lodging for The Alabama FCCLA State Leadership Meeting and Star Events and make reservations based on price, availability, location, and classification of property.</p>
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**Unit/Course
Culminating
Product:**

Design a lodging property including type of services, location, size and description.

Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other: ServSafe
AAFCS Pre-Professional Assessments - Nutrition and Food Science

Course Title: Hospitality and Tourism

Unit: 4 Restaurants and Food and Beverage Services

**Content
Standard(s) and
Depth of
Knowledge
Level(s):**

Students will:

11. Organize the back of the house and front of the house of a culinary laboratory for function, efficiency, time management, and cost.
12. Demonstrate operation of food preparation and nonfood commercial equipment, according to Occupational, Safety, and Health Administration (OSHA) standards.
 - Classifying small and large food preparation equipment
 - Describing the calibration of food preparation equipment
 - Measuring portions with ladles, cups, spoons, and scales
 - Analyzing warranties and service agreements for proper maintenance of food preparation equipment
 - Identifying proper handling, storage, and cleaning of food preparation equipment
13. Apply culinary calculations to recipe conversions, including weight and volume, calories and fat grams, and food temperature conversions.
14. Demonstrate safety when using various tools in a commercial culinary laboratory.
 - Comparing knife cuts used in the culinary industry
Examples: julienne, batonnet, brunoise, dice, tourne, rondelle, chiffonade
 - Identifying sharpening tools, including stone and steel
 - Illustrating safe handling and washing techniques for sharpening tools
 - Selecting proper cutting tools, including knives, mandolins, choppers, and food processors for various tasks
 - Demonstrating safe knife sharpening skills
15. Access factors that affect food quality, including taste, appearance, color, and texture.
16. Explain the importance of developing standardized recipes in a food service operation.
 - Interpreting recipe instructions
 - Analyzing a recipe for spice and seasoning substitutions and adjustments
17. Define important dietary terms, including bland, low-fat, low-sodium, low-cholesterol, and fat-free diets.
 - Recognizing various food allergies
 - Identifying eating disorders
 - Classifying major nutrients
 - Preparing healthy recipes for special diets

<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss the brigade system in the hospitality business as it pertains to the front of the house and the back of the house. Examples: Maitre d', Captain, Carver, Server, Runner, Executive Chef, Sous-Chef, Grade manger, Pastry Chef 2. Evaluate their products and equipment for danger. 3. Complete an accident report. 4. Describe different recipe measurements and when each is used. 5. Convert standard recipes. 6. Explain the factors that affect recipe conversion. 7. Describe methods of portion control and why it is important. 8. Calculate the unit cost, edible portion cost, and total cost of a recipe. 9. Demonstrate how to calculate the yield percentage of a food item. 10. Distinguish among weight, volume, and count. 11. Identify the major parts of a knife. 12. Describe the main uses and distinguishing features of professional knives, cutlery, and garnishing tools. 13. Demonstrate the methods used for safely handling knives. 14. Demonstrate how to sharpen and hone a knife. 15. Describe the basic knife cuts used in the professional kitchen. 16. Demonstrate how to make the following cuts: julienne, batonnet, brunoise, dice, tourne, rondelle, chiffonade. 17. Describe how cooking affects the various characteristics of food. 18. Prepare, cook, and store food to retain nutrients. 19. Explain the difference between seasonings and flavorings and list specific categories and examples of each. 20. Describe the major guidelines for cooking with herbs and spices. 21. Discuss important dietary terms, including bland, low-fat, low-sodium, low-cholesterol, and fat-free diets.
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<p>Essential Question(s):</p>	<p>What government agencies oversee workplace safety? Explain the differences between weight, volume, and count measurement. Which is most accurate? What type of material was used in the first known knives? (answer stone) When you consider purchasing quality knives, which two would you start with if you had a limited budget? Why? How do time and water impact foods? Why is it important for menu descriptions to list a dish's ingredients?</p>
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<p>Content Knowledge</p>	<p>Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)</p>	<p>Suggested Materials, Equipment and Technology Resources</p>
<p>IV. Restaurants and Food and Beverage Services A. Organize the Back-of-House of a Culinary Facility 1. Function</p>	<p>10 + 5 Discussion: What is meant by the back-of-house and the front-of-house in a culinary facility?</p>	<p>Lead Questions</p>

<p>2. Efficiency 3. Time management</p> <p>B. Organize the Front-of-House of a Culinary Facility</p> <ol style="list-style-type: none"> 1. Function 2. Efficiency 3. Time management 4. Cost <p>C. Operation of Food Preparation and Nonfood Commercial Equipment According to OSHA Standards</p> <ol style="list-style-type: none"> 1. Classify small and large food preparation equipment 2. Calibration of food preparation equipment 3. Measuring portions <ol style="list-style-type: none"> a. Ladles b. Cups c. Spoons d. Scales 4. Warranties and service agreements for proper maintenance of equipment 5. Proper handling, storage, and cleaning of equipment 	<p>Design Organizational Charts: Students make a chart for the back and front of the house jobs. They describe job functions, importance of efficiency, purpose of time management, and how they relate to operation cost.</p> <p>Guest Speaker: Restaurant Manager or Owner of a restaurant discusses the front-of- house and back-of-house operations of their food establishment</p> <p>Conduct Research on Food Service Standards, Laws, or Regulations: Students research food service standards, laws, or regulations on the Web site of a government agency, such as the USDA. They present a summary of their research to the class.</p> <p>Field Trips: Students tour a restaurant establishment. They assess the facility and make a list of infractions that OSHA may observe. Students compare their list as class. Share Out.</p> <p>Group Research on Warranties and Service Agreements: Students research small and large commercial kitchen equipment. They address the warranties and service agreements, proper handling, storage, and cleaning of the equipment. Students report their findings to the rest of the class.</p> <p>Teacher Demonstrations:</p> <ul style="list-style-type: none"> • Teacher demonstrates measuring portions for ladles, cups, spoons, and scales. 	<p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Arrangements for Guest Speaker Lead Questions (Function, Efficiency, Time Management and Cost)</p> <p>Guidelines for Activity Rubric Computers Web sites Internet Resources Lead Questions</p> <p>Arrangements for Field Trips Lead Questions</p> <p>Guidelines for Research Rubric Computers Internet Web sites References List of equipment Guidelines for Reporting</p> <p>Demonstration Materials Equipment Cleaning Materials</p>
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<p>D. Culinary Calculations to Recipe Conversions</p> <ol style="list-style-type: none"> 1. Weight and volume 2. Calories and fat grams 3. Food temperature conversions 	<ul style="list-style-type: none"> • Teacher demonstrates breaking down equipment for cleaning and proper cleaning materials for the commercial equipment. • Teacher and students go over warranties and service agreements provided with each piece of equipment <p>Teacher Demonstration: Teacher demonstrates how to measure ingredients.</p> <p>Measuring Ingredients Activity:</p> <ul style="list-style-type: none"> • Students measure a variety of ingredients using the correct tools and equipment. • Students select a recipe and prepare tools and equipment (mise en place) for the recipe. <p>Teacher Demonstration: The teacher demonstrates how to increase a recipe.</p> <p>Increase Recipe Activity: Students increase recipes to 50 servings.</p> <p>Teacher Demonstration: The teacher demonstrates how to calculate cost of food items.</p> <p>Calculating Food Costs Activity: Students calculate the following food costs: A facility pays \$25.50 for a 30-dozen case of eggs. Find the unit cost of each egg. The total recipe cost for Pecan Pie, which yields 8 servings, is \$4.67. Find the cost per portion.</p>	<p>Warranties and Service Agreements Ingredients</p> <p>Demonstrations Materials Recipe Handouts Calculator Equipment Ingredients</p> <p>Demonstrations Materials Recipe Handouts Calculator Equipment Ingredients</p> <p>Recipe Handouts Calculator Equipment</p> <p>Demonstrations Materials Recipe Handouts Calculator Equipment</p> <p>Recipe Handouts Calculator Equipment</p> <p>Recipe Handouts Calculator Equipment</p> <p>Equipment</p>
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<p>E. Safe Use of Cutting Tools</p> <ol style="list-style-type: none"> 1. Knife cuts 2. Sharpening tools 3. Safe handling and washing techniques 4. Selection of proper cutting tools <ol style="list-style-type: none"> a. Knives b. Mandolins c. Choppers d. Food processors 5. Safe knife-sharpening techniques 	<p>Demonstrations: Students demonstrate knife cuts using vegetables. They use the cuts to make a vegetable soup. Parts of the cuts can be put into stock.</p> <p>Safety Presentations Posters: Students design posters that describe safety and maintenance techniques for knives.</p> <p>Guest Chef: A local Chef demonstrates knife skills.</p>	<p>Vegetables</p> <p>Guidelines for Activity Rubric Art Supplies Poster Board</p> <p>Arrangements for Chef Equipment Ingredients Lead Questions</p>
<p>F. Factors that Affect Food Quality</p> <ol style="list-style-type: none"> 1. Taste 2. Appearance 3. Color 4. Texture 	<p>Research on Food Quality: Students research the effect of cooking vegetables too long. What happens to the taste, texture, appearance, and color? Share Out.</p> <p>Teacher Demonstration: The teacher uses broccoli to demonstrate factors that affect food quality. The broccoli is cooked in water covered and uncovered. Students should theorize what will happen?</p> <p>Labs: Use basic nutrition and food knowledge to plan, prepare, and present quality foods.</p>	<p>Guidelines for Activity Computers Internet Web sites References</p> <p>Equipment Vegetables</p> <p>Lab Planning Forms Lab Checklists Recipes Ingredients</p>
<p>G. Development of Standardized Recipes</p> <ol style="list-style-type: none"> 1. Interpreting recipe instructions 2. Spice and seasoning substitutions and adjustments 	<p>Research on Spices and Seasonings: Students research certain spices, herbs, substitutions and ways to use them in cooking. Students report out to the class.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References</p> <p>List of Herbs, Spices, and Substitutions Herbs</p>

<p>H. Dietary Terms</p> <ol style="list-style-type: none"> 1. Bland diets 2. Low-fat diets 3. Low-sodium diets 4. Low-cholesterol diets 5. Fat-free diets 6. Food allergies 7. Eating disorders 8. Nutrients 9. Healthy recipes for 10. Special diets 	<p>Tasting Test: The teacher displays a variety of spices and herbs in unmarked dishes. Students smell, taste, and write down what spice or herb it is and what it is used for. Report Out.</p> <p>Research Report Special Diets: Students research how diet impacts health. They identify and describe special diets used for customers/clients who have health issues. Report Out.</p> <p>Labs: Students use basic nutrition and food knowledge to plan, prepare, and present dietary diets.</p> <p>Show Time: The teacher uses the following suggested videos related to topics in culinary arts:</p> <ul style="list-style-type: none"> • <i>So You Want to be a Chef</i> • <i>Ratatouille</i> • <i>No Reservations</i> • <i>My Job Tastes Good</i> • <i>Real Life 101</i> • <i>Preparations Prior to Cooking</i> • <i>Sous Chef</i> <p>Share Out.</p>	<p>Tasting Test Checklist Spices Substitutions Test Handout Lab Set-Up</p> <p>Guidelines for Research Rubric Computers Internet Web sites References List of diets to research</p> <p>Recipes Special Diets Equipment and Materials Food Items</p> <p>Video Monitor Videos Good Mise en Place Video Software Lead Questions</p>
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<p>Unit Assessment:</p>	<p>Design Organizational Charts, Conduct Research on Foodservice Standards, Laws, or Regulations, Group Research on Warranties and Service Agreements, Measuring Ingredients Activity, Increase Recipe Activity, Calculating Food Costs Activity, Safety Presentations Posters, Research on Food Quality, Labs, Research on Spices and Seasonings, Research Report Special Diets, Class Participation, and Rubrics</p>
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<p>Unit/Course CTSO Activity:</p>	<p>FCCLA members compete in the FCCLA STAR Event: Culinary Arts</p>
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Unit/Course Culminating Product:	Labs
Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: ServSafe AAFCS Pre-Professional Assessment - Nutrition and Food Science	

Course Title: Hospitality and Tourism

Unit: 5	Safety and Sanitation
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>18. Describe the Hazard Analysis and Critical Control (HACCP) and Material Safety and Data Sheets (MSDS) standards.</p> <ul style="list-style-type: none"> • Identifying foodborne illnesses and hygiene procedures for avoiding each • Demonstrating proper handling, preparation, and storage of food • Demonstrating compliance with health codes for food service related to chemical storage, pest control, and garbage disposal
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will</p> <ol style="list-style-type: none"> 1. Practice proper safety and sanitation standards at all times. 2. Evaluate Material Safety Data Sheets (MSDS) of chemicals used in the hospitality industries. 3. Use self-inspection steps to maintain sanitary conditions (Example: HACCP). 4. Practice health code standards for chemical storage, pest control and garbage disposal at all times.
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Essential Question(s):	<p>What are the proper safety and sanitation practices to prevent foodborne illnesses and injury?</p> <p>What are the laws and who enforces the laws to insure safety and sanitation in the workplace?</p> <p>What is HACCP?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>V. Safety and Sanitation Standards</p> <p>A. Safety and Sanitation Standards</p> <ol style="list-style-type: none"> 1. HACCP standards 2. MSDS standards 	<p>Poster Design on Common Injuries:</p> <p>Divide class into four groups. Each group designs a poster for each of the 4 common injury groups: (1. Slips and Falls, 2.Cuts, 3. Burns and Scalds, 4. Back injuries and strains)</p> <p>Students complete Emergency Information Sheets.</p> <p>Guest Speakers:</p> <p>The Fire Marshall, Health Department Representative, School Nurse, or Doctor</p>	<p>Guidelines for Activity</p> <p>Rubric</p> <p>Internet</p> <p>Web sites</p> <p>References</p> <p>Lead Questions</p> <p>Emergency Information Sheet</p> <p>Art Supplies</p> <p>Arrangements for Guest Speakers</p> <p>Lead Questions</p>

<p>B. Foodborne Illnesses and Hygiene Procedures</p>	<p>discusses substance abuse and/or first aid procedures.</p> <p>Safety and Sanitation Posters: Students design posters that cover safety and sanitation throughout the lab including the HACCP and MSDS standards. Share Out.</p> <p>10 + 5 Discussion: Teacher discusses workplace conditions with regard to safety and health.</p> <p>CPR Certification: Students receive CPR training. Perform first aid and CPR skills in a laboratory setting.</p> <p>PowerPoint Presentation: Safety and Sanitation Standards</p> <ul style="list-style-type: none"> • HACCP Standards • MSDS Standards <p>Food borne Illnesses Brochure: Students research sources of food borne illness and determine ways to prevent them. They develop a brochure for use by food service staff.</p> <p>Quick Write on Professional Attire: Students write a short paper on professional attire and personal hygiene for restaurant employees.</p>	<p>Lead Questions Guidelines for Activity Computer Internet Web sites References Art Supplies Magazines Trade Publications</p> <p>Lead Questions</p> <p>Arrangements for CPR Certification</p> <p>Guidelines for Activity Computer Internet Web sites References</p> <p>Guidelines for Activity Computer Internet Web sites References Art Supplies Lead Questions</p> <p>Guidelines for Activity Rubric</p>
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**Unit/Course
Culminating
Product:**

PowerPoint Presentation with Script

Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree

Other: ServSafe

AAFCS Pre-Professional Assessment - Nutrition and Food Science

	<p>PowerPoint Presentation: Basic Service Skills</p> <ul style="list-style-type: none"> • Welcoming guests • Processing guests • Overseeing customer comfort • Handling customer complaints <p>Role Play Situations: Students are divided in four groups. Each group is assigned one of the basic skills presented in the PowerPoint presentation. Each group creates role play situations for their skill that shows positive and negative services being provided. Each group role plays their situations. The class discusses each situation.</p> <p>Employee Handbook: Students develop an Employee Handbook: Providing Quality Services in the Hospitality and Tourism Industries. Share Out.</p> <p>Guest Speaker: A hotel manager discusses with the class the importance of quality services and customer relations.</p> <p>Scenarios: Students are provided with situations that involve customer relations with a hospitality and tourism establishment. Students describe how the establishment can provide quality services to meet the comfort needs of customers. Report Out.</p>	<p>References Rubric</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Role Play Situations</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric</p> <p>Arrangements for Guest Speaker Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Scenarios</p>
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<p>B. Styles of Food Service</p> <ol style="list-style-type: none"> 1. Counter 2. Tray line 3. Seated 4. Banquet 5. Catering 	<p>Customer Complaints: Students are provided with situations that involve customer complaints with a hospitality and tourism establishment. Students describe how the establishment can address the complaint so that the customer is satisfied. Share Out.</p> <p>Pair and Share: Students pair with another student. They discuss the types of food service that are provided in a hospitality establishment. Share Out.</p> <p>PowerPoint Presentation: Styles of Food Service</p> <ul style="list-style-type: none"> • Counter • Tray line • Seated • Banquet • Catering <p>Research Report: Students research the styles of food service used in the hospitality and tourism industry. They compare the styles. They use the Styles of Food Service Chart to record their findings. Report Out.</p>	<p>Guidelines for Activity Computers Internet Web sites References Rubric Customer Complaint Situations</p> <p>Lead Discussion</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Styles of Food Service Chart</p>
<p>C. Table-Setting Techniques</p>	<p>Teacher Talk: The teacher discusses how important it is for a hospitality establishment to use the appropriate table-setting techniques.</p> <p>Pamphlet: Students design a pamphlet that describes table-setting techniques and includes drawings of the techniques. The pamphlet is designed for both employees and prospective customers. Share Out.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Art Supplies</p>

	<p>PowerPoint Presentation: Table-Setting Techniques</p> <p>Teacher Demonstrations: The teacher demonstrates various table-setting techniques.</p> <p>Student Demonstration: In pairs, students demonstrate various table-settings techniques.</p> <p>Tablescapes: Students are provided with a theme for a banquet or catering event. They design a Tablescape for the event. Students exhibit their tablescapes. Tablescapes are judged. This activity is used as a fundraiser. Students sell tickets to the Tablescapes Exhibit.</p>	<p>PowerPoint Presentation Computer CTX Lead Question</p> <p>Supplies Equipment Glassware/Crystal Dinnerware Flatware Linens</p> <p>Supplies Equipment Glassware/Crystal Dinnerware Flatware Linens Centerpieces</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Art Supplies Glassware/Crystal Dinnerware Flatware Linens Centerpieces/Decorations</p>
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Unit Assessment:	Essay, Role Play Situations, Scenarios, Employee Handbook, Customer Complaints, Research Report, Pamphlet, Student Demonstration, Tablescapes, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	FCCLA members assist with the Tablescapes Exhibit. FCCLA members participate in the STAR Events. FCCLA members volunteer to plan, provide, and prepare refreshments for a school or community function.
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Unit/Course Culminating Product:	Employee Handbooks Pamphlet Demonstrations Tablescapes
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other ServSafe
AAFCS Pre-Professional Assessment - Nutrition and Food Science

