

HOTEL AND LODGING SERVICES

INDUSTRY SECTOR | Hospitality, Tourism & Recreation

PATHWAY | Hospitality, Tourism & Recreation

COURSE ESSENTIAL QUESTION:

Do you enjoy working with people? Are you ready for a challenging, but exciting work based opportunity?

COURSE DESCRIPTION:

This course prepares students for entry level employment in the hospitality industry through classroom instruction and community site training in local hotels. Students will learn employability skills, safety/security, customer service skills as well as front/back of the house operations in community training sites. Integrated throughout the course are Academic and CTE standards, which include safety, communication, technology, ethics, career planning and other employability skills. For each semester, students may perform 168 hours of OJT in one or more departments in the hotel industry.

INFORMATION:

- A. **Pre-requisite:** 18 years old or a 11th/12th grader
- B. **Abilities Required:** Good communication skills, read, write, basic math, and able to follow instructions.
- C. **Dress Requirement and Grooming:** Students must dress in proper uniform in accordance with hotel dress and grooming standards.
- D. **Students must master** [Click here to enter text.](#) % of the certificate competencies to receive a certificate.
- E. **Fee:** [Click here to enter text.](#)
- F. **Course Length:** 270 hours
- G. **Textbook:** Hospitality Services
- H. **UC a-g Approved:** No
- I. **Industry Certification:** Yes
- J. **Sequencing to Include a Capstone:** Not Applicable
- K. **Community College Articulation:** Yes
- L. **Common Core Alignment:** Yes
- M. **Community Classroom:** Yes
- N. **Career Technical Student Organization:** No
- O. **Work-Based Learning:** Yes

IDEA/THEME: UNIT 1. INTRODUCTION TO HOSPITALITY

ESSENTIAL QUESTION: How may I help you?

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Introduces students to the different aspects of hospitality, with the primary focus on the hotel industry.

Certificate Competencies

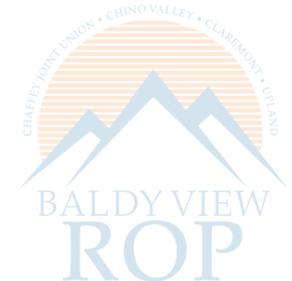
- Identifies and practices industry wide policies and terminology.
- Describes hotel classification and departmental organization.
- Conducts site project (observes employees, determines target market, and interviews a manager).

Key Assignments

- Students will write short essays on why hospitality is important to the local economy, understand why diversity is important in the hospitality industry, and identify the four segments of the hospitality industry.

Anchor Standards

- 1.0 **Academics:** Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Hospitality, Tourism, and Recreation academic alignment matrix for identification of standards.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
 - 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
 - 5.4 Interpret information and draw conclusions, based on best analysis, to make informed decisions.



Pathway Standards

- C1.0 Demonstrate an understanding of the major aspects of the hospitality, tourism, and recreation industry (i.e. lodging, travel, and tourism; event planning; theme parks, attractions, and exhibitions; and recreation) and the industry's role in local, state, national, and global economies.
 - C1.1 Define and compare core elements of the hospitality, tourism, and recreation industry from those of various supporting industries (Anchor, 1.0, 5.4).
 - C1.2 Analyze the working conditions of various careers in the hospitality, tourism, and recreation industry (Anchor, 5.3).
 - C1.4 Compare and contrast the relationship between industry trends and local, state, national, and international economic trends (Anchor, 5.4).

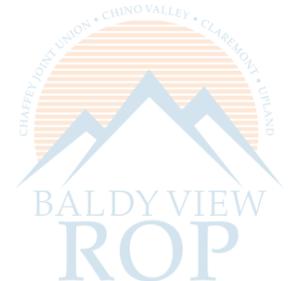
Common Core Standards

- WS 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WS 11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 2. HOTEL FOOD AND BEVERAGE

ESSENTIAL QUESTION: May I show you our wonderful dessert menu?

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Students will learn about the role of a food and beverage manager. Students will also learn about the different types of foodservice operations within a hotel and get hands-on experience while they complete their CC hours.

Certificate Competencies

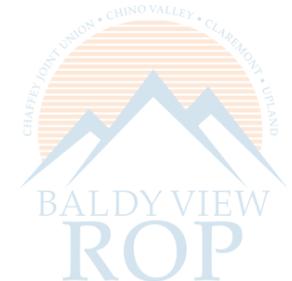
- Identifies the various departments and their functions within the food and beverage part of the hotel.
- Explains food safety and sanitation procedures.

Key Assignments

- Group discussions and group projects that discuss how hotel foodservice operates and discuss similarities and differences to foodservice in non-hotel operations.
- Students will also have group discussions on why some food and beverage institutions succeed and why many fail.
- Students will discuss the different types of food and beverage outlets in a hotel.
- Students will interview a hotel employee who works in the food and beverage sector of the hotel.

Anchor Standards

- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks.
- 10.6 Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
- 10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.



Pathway Standards

- C1.0 Demonstrate an understanding of the major aspects of the hospitality, tourism, and recreation industry (i.e. lodging, travel, and tourism; event planning; theme parks, attractions, and exhibitions; and recreation) and the industry's role in local, state, national, and global economies.
 - C1.1 Define and compare core elements of the hospitality, tourism, and recreation industry from those of various supporting industries.
 - C1.2 Analyze the working conditions of various careers in the hospitality, tourism, and recreation industry.

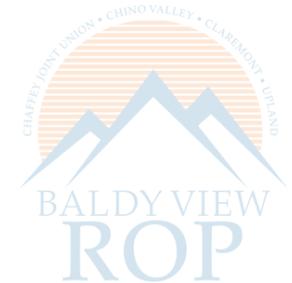
Common Core Standards

- WS 11-12.1. 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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- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 3. LODGING BASICS

ESSENTIAL QUESTION: “The places you’d rather be”

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Students will learn about the characteristics of full-service hotels, limited-service properties, and specialty accommodations. Students will be able to identify six major market segments in the lodging industry. Students will get to experience full-service hotels and non-full-service hotels while they complete their CC hours.

Certificate Competencies

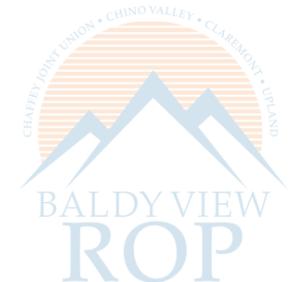
- Describes the Lodging Industry and Standards.
- Describes the local industry including hotel and occupancy rates.

Key Assignments

- Students will get an opportunity to complete their CC hours in the 10 different departments in the hotel lodging business: Front Office, Housekeeping, Purchasing, Management, Marketing, Human Resources, Accounting, Security, Sales, and Engineering.
- Students will also complete an in-class activity that discusses the six major market segments on the lodging industry.

Anchor Standards

- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks.
- 10.1 Interpret and explain terminology and practices specific to the Hospitality, Tourism, and Recreation sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Hospitality, Tourism, and Recreation sector.
- 10.3 Construct projects and products specific to the Hospitality, Tourism, and Recreation sector requirements and expectations.



Pathway Standards

- C7.0 Demonstrate an understanding of the essential aspects of the lodging industry.
 - C7.1 Distinguish between the segments of the lodging industry, such as motels, limited service, full service resorts, all suites, extended-stay hotels, convention hotels, boutique hotels, and bed and breakfast facilities.
 - C7.2 Differentiate the required duties of various positions, including those of front desk and other service providers in relation to the functions of the business: checking guests in and out, greeting, assessing needs, delivering services, and closing the transaction.
 - C7.3 Understand the internal hierarchy and departmental interrelationships of lodging.

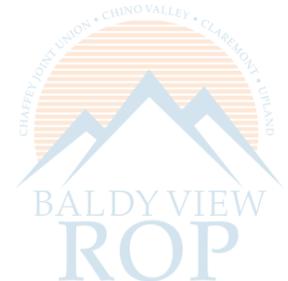
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- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS 11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 4. CUSTOMER SERVICE

ESSENTIAL QUESTION: The customer is king!

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Students will learn that customer service has a direct impact on the success or failure of any operation, especially in the hotel industry. While completing their CC hours, students will have many opportunities to provide customer service to hotel guests.

Certificate Competencies

- Explains the importance of Customer Service within the Industry.
- Demonstrates strong listening and communication skills.
- Demonstrates ability to anticipate and respond to personal needs of each customer.
- Demonstrates ability to handle customer complaints.

Key Assignments

- Students will write a short essay on their most recent customer service encounter.
- Students will participate in mock customer service scenarios.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
- 2.1 Recognize the elements of communication using a sender–receiver model.
 - 2.2 Identify barriers to accurate and appropriate communication.
 - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
 - 2.4 Demonstrate elements of written and electronic communications such as accurate spelling, grammar, and format.
 - 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 - 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
 - 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

Pathway Standards

- C3.0 Apply the knowledge and skills essential for effective guest services in the hospitality, tourism, and recreation industry sector.
 - C3.1 Analyze the importance of guest services to the success of the industry.
 - C3.2 Demonstrate the concept of exceptional guest service.

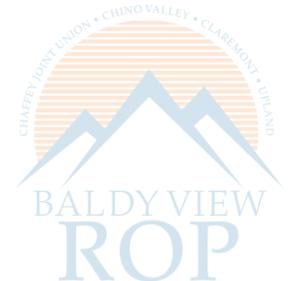
Common Core Standards

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- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WS 11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 5. THE BUSINESS OF HOSPITALITY

ESSENTIAL QUESTION: The customer is always right

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Students will learn about how the hotel industry attracts business and how it strives to retain that business.

Certificate Competencies

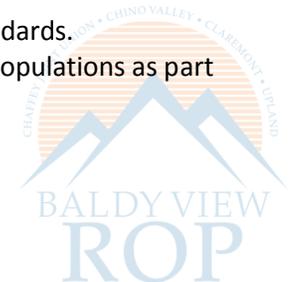
- Identifies marketing/advertising techniques.
- Creates a hotel advertisement/brochure.
- Creates a business proposal.

Key Assignments

- Students will work in groups and come up with a business propositions to potential guests or groups in their hotel.
- Students, in groups, will create a hotel advertising brochure that the hotel marketing department can evaluate and critique.

Anchor Standards

- 4.0 **Technology:** Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with WS 11-12.6)
- 4.1 Use electronic reference materials to gather information and produce products and services.
 - 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
 - 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
 - 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
 - 4.5 Research past, present, and projected technological advances as they impact a particular Pathway Standards.
 - 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.



Pathway Standards

- C4.0 Describe the fundamentals of successful sales and marketing methods.
 - C4.1 Recognize ways of developing and maintaining long-term guest relationships.
 - C4.2 Identify the major market segments of the hospitality, tourism, and recreation industry.
 - C4.3 Understand basic marketing principles for maximizing revenue based on supply and demand and competition.
 - C4.4 Understand the value of advertising, public relations, social networking, and community involvement.
 - C4.5 Analyze marketing strategies, including promotional selling and upgrading, and their effect on profits.
 - C4.6 Analyze the way in which basic marketing principles and procedures can be applied to targeting an audience, including: branding, bench marking, and promotional selling and upgrading and their effect on profits.

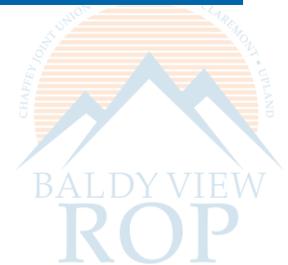
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- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WS 11-12.10. 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.
- A-REI 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 6. FRONT OFFICE

ESSENTIAL QUESTION: Make yourself at home

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Students will learn the functions of the room division in the classroom and at their CC locations.

Certificate Competencies

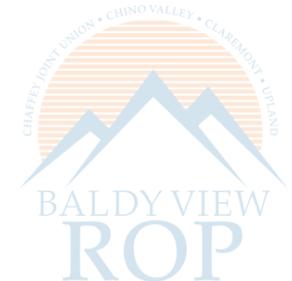
- Performs Check-Out/Check-In Procedures.
- Demonstrates phone skills and knowledge of PBX/Phone system.
- Demonstrates property knowledge and can give guests proper directions to hotel and local areas.
- Performs all designated duties for the front desk.

Key Assignments

- Students will get first-hand experience in front office operations while at their CC location and then share with the class their expectations in the form of a Power Point presentation.
- Front office students will share with the class: How to check in and check out guests, front office computer systems, and how to interact with hotel guests.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
- 2.2 Identify barriers to accurate and appropriate communication.



Pathway Standards

- C3.0 Apply the knowledge and skills essential for effective guest services in the hospitality, tourism, and recreation industry sector.
 - C3.1 Analyze the importance of guest services to the success of the industry.
 - C3.2 Demonstrate the concept of exceptional guest service.
 - C3.3 Anticipate the needs, desires, and interests of guests in order to exceed their expectations by implementing total quality management practices (TQM).
 - C3.4 Recognize common guest complaints and the service solutions for preventing or resolving them.
 - C3.5 Understand the roles of management and employees in effectively meeting the needs of culturally and generationally diverse guests and special needs customers.
 - C3.6 Interact with guests in a positive, responsive, and professional manner.

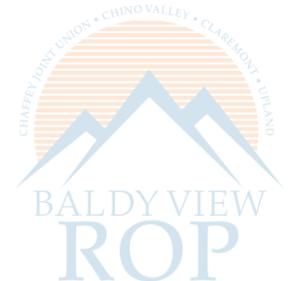
Common Core Standards

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- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WS 11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 7. BELL PERSON AND GUEST SERVICE

ESSENTIAL QUESTION: Who's taking care of you?

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Students will learn about the bell department and how it plays a major role in the hotel's success. Students will receive first-hand knowledge and practice when they complete their CC hours in a hotel's bell department.

Certificate Competencies

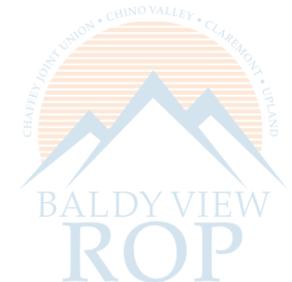
- Demonstrates lobby maintenance
- Demonstrates baggage handling and guest assistance.
- Explains referral services.
- Demonstrates knowledge of the local area and can provide guests with proper driving directions

Key Assignments

- Students will get first-hand experience in the bell department while at their CC location, and then share with the class their experience in the form of a Power Point presentation.
- Bell Department students will share with the class: How to help guests with luggage and directions, bell department transportation, and how to interact with hotel guests.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
- 2.2 Identify barriers to accurate and appropriate communication.



Pathway Standards

- C3.0 Apply the knowledge and skills essential for effective guest services in the hospitality, tourism, and recreation industry sector.
 - C3.1 Analyze the importance of guest services to the success of the industry.
 - C3.2 Demonstrate the concept of exceptional guest service.
 - C3.3 Anticipate the needs, desires, and interests of guests in order to exceed their expectations by implementing total quality management practices (TQM).
 - C3.4 Recognize common guest complaints and the service solutions for preventing or resolving them.
 - C3.5 Understand the roles of management and employees in effectively meeting the needs of culturally and generationally diverse guests and special needs customers.
 - C3.6 Interact with guests in a positive, responsive, and professional manner.

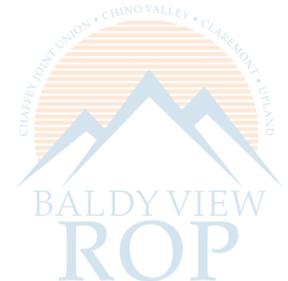
Common Core Standards

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- WS 11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 8. BANQUET SERVICE

ESSENTIAL QUESTION: Yes I care, I can.

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Students will learn about the functions of a hotel's banquet department. Students will also complete their CC hours working along-side banquet employees and managers.

Certificate Competencies

- Sets-up and tear down of banquet rooms according to Banquet Event Order specifications.
- Reads a BEO (banquet event order).
- Demonstrates proper lifting techniques.

Key Assignments

- Students will complete a banquet event order (BEO) in class.
- Students will complete an activity that focuses on the different types of banquet set-ups.

Anchor Standards

- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)
- 6.4 Practice personal safety when lifting, bending, or moving equipment supplies.

Pathway Standards

- C11.0 Illustrate the fundamentals of planning events for a diverse clientele.
- C11.4 Demonstrate procedures for setting up facilities, equipment, and supplies.
- C11.6 Plan special events (e.g. meetings, trade shows, fairs, conferences) based on specific themes budgets, agendas, space and security needs, and itineraries.



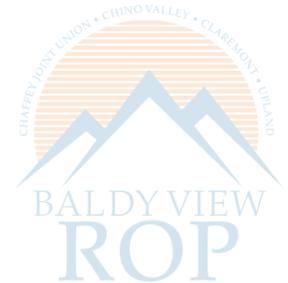
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- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WS 11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- A-REI 2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 9. RESERVATIONS

ESSENTIAL QUESTION: We love having you here!

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Students will learn about the hotel's reservations department.

Certificate Competencies

- Demonstrates strong customer service skills including phone etiquette.
- Demonstrates sales techniques/up-selling.
- Describes the forecasting of hotel rates.
- Performs occupancy checks.

Key Assignments

- Students will learn customer service and reservation procedures in a classroom setting through discussions and guest speakers.
- Students will complete an activity on proper phone etiquette.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 4.0 **Technology:** Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with WS 11-12.6)
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

Pathway Standards

- C3.0 Apply the knowledge and skills essential for effective guest services in the hospitality, tourism, and recreation industry sector.
 - C3.1 Analyze the importance of guest services to the success of the industry.
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 - C3.4 Recognize common guest complaints and the service solutions for preventing or resolving them.
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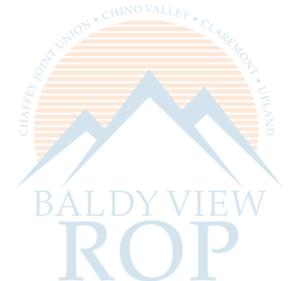
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- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WS 11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 10. ACCOUNTING ASSISTANT

ESSENTIAL QUESTION: Come in as a guest, leave as family.

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Students are introduced to the various duties of a hotel's accounting department. Students will learn that the accounting department's responsibility is to handle and address all financial decisions. Students will learn that the accounting department collects money from guests, pays the hotels bills, and pays employees.

Certificate Competencies

- Assists the accounting department with various clerical duties.
- Explains accounts payable and receivable.
- Demonstrates customer service and phone skills.

Key Assignments

- Students will learn the principles of hotel accounting by identifying the difference between accounts payable and accounts receivable.
- Students, in groups, will develop a mock spreadsheet of a hotel's expenditures.
- Students will learn more about accounting while completing their CC hours at their specific hotel.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
- 2.4 Demonstrate elements of written and electronic communications such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 4.0 **Technology:** Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with WS 11-12.6)
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

Pathway Standards

- C6.0 Implement procedures for common types of financial transactions.
 - C6.1 Apply procedures for handling cash transactions, such as balancing cash, handling cash control, converting currency, and identifying counterfeit currency.
 - C6.2 Apply the procedures for handling noncash transactions: credit cards, debit cards, ATM cards, money orders, personal checks, coupons, discounts, and online transactions.
 - C6.3 Conduct all financial transactions in an accurate, professional, and ethical manner.

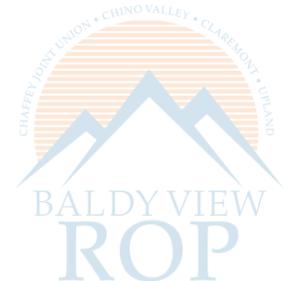
Common Core Standards

- WS 11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WS 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WS 11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- S-ID 1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 11. CONCIERGE

ESSENTIAL QUESTION: Come in as a guest, leave as family!

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Students are introduced to the duties of a hotel's concierge. Students will learn that a hotel's concierge is there to assist guests with directions, local attractions, and arrange transportation for guests.

Certificate Competencies

- Assists the concierge with all duties.
- Demonstrates customer service and problem solving skills.

Key Assignments

- Students will learn customer service and concierge procedures in a classroom setting through discussions and guest speakers.
- Students will complete an activity on effective communication with guests and how to best assist them with their specific needs.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
- 2.1 Recognize the elements of communication using a sender–receiver model.
 - 2.2 Identify barriers to accurate and appropriate communication.
 - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 4.0 **Technology:** Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with WS 11-12.6)
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

Pathway Standards

- C6.0 Implement procedures for common types of financial transactions.
 - C6.1 Apply procedures for handling cash transactions, such as balancing cash, handling cash control, converting currency, and identifying counterfeit currency.
 - C6.2 Apply the procedures for handling noncash transactions: credit cards, debit cards, ATM cards, money orders, personal checks, coupons, discounts, and online transactions.
 - C6.3 Conduct all financial transactions in an accurate, professional, and ethical manner.

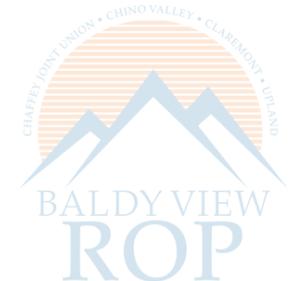
Common Core Standards

- WS 11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WS 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WS 11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- S-ID 1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 12. SALES AND CATERING ASSISTANT

ESSENTIAL QUESTION: The extras aren't extra

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Students will learn about how a hotel's sales and catering department operates. Students will get an opportunity to work along-side sales and catering managers during their CC hours. Students will learn about how sales and catering managers book events for the hotel; business and social.

Certificate Competencies

- Assist the sales and catering department with various clerical duties.
- Demonstrates phone and office skills.
- Explains the department and the function with the hotel.

Key Assignments

- Students will develop mock sales contracts in the classroom. Students will decide if they would like to develop a business event sales contract or a social event sales contract.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.1 Recognize the elements of communication using a sender–receiver model.
 - 2.2 Identify barriers to accurate and appropriate communication.
 - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
 - 2.4 Demonstrate elements of written and electronic communications such as accurate spelling, grammar, and format.
 - 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 - 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.



Pathway Standards

- C4.0 Describe the fundamentals of successful sales and marketing methods.
 - C4.1 Recognize ways of developing and maintaining long-term guest relationships.
 - C4.2 Identify the major market segments of the hospitality, tourism, and recreation industry.
 - C4.3 Understand basic marketing principles for maximizing revenue based on supply and demand and competition.
 - C4.4 Understand the value of advertising, public relations, social networking, and community involvement.
 - C4.5 Analyze marketing strategies, including promotional selling and upgrading, and their effect on profits.
 - C4.6 Analyze the way in which basic marketing principles and procedures can be applied to targeting an audience, including: branding, bench marking, and promotional selling and upgrading and their effect on

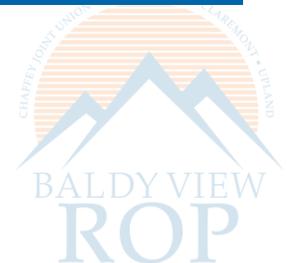
Common Core Standards

- WS 11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WS 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WS 11-12.10 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.
- A-REI 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 13. HUMAN RESOURCES ASSISTANT

ESSENTIAL QUESTION: The extras aren't extra

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

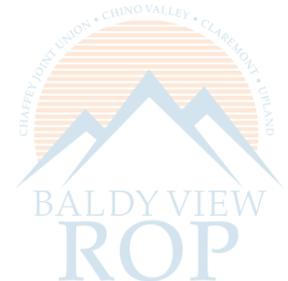
Students are introduced to the major functions of a hotel's HR department: employee recruitment, employee compensation and benefits, workplace laws, and employee record keeping.

Certificate Competencies

- Assists the HR Department with clerical duties.
- Demonstrates the ability to screen applicants.
- Demonstrates knowledge of department functions.
- Demonstrates the ability to keep information confidential.

Key Assignments

- Students will learn basic HR policies and procedures by completing their CC hours at the worksite.

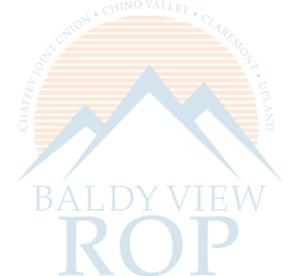


Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
 - 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)
 - 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 8.0 **Ethics and Legal Responsibilities:** Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
 - 8.2 Identify local, district, state, and federal regulatory agencies, entities, law, and regulations related to the Hospitality, Recreation, and Tourism industry sector.
 - 8.3 Demonstrate ethical and legal practices consistent with the Hospitality, Recreation, and Tourism industry sector workplace standards.
 - 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
 - 8.5 Analyze organizational culture and practices within the workplace environment.
 - 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Hospitality, Recreation, and Tourism industry sector laws and practices.

Pathway Standards

- C2.0 Analyze the basic elements of workforce and organizational management, including the roles and responsibilities of effective management and employees in the industry.
 - C2.2 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.



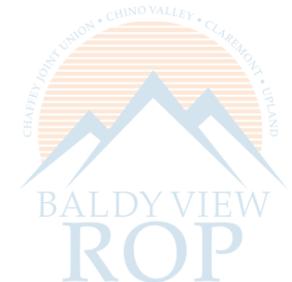
Common Core Standards

- WS 11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WS 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WS 11-12.10. 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.
- A-REI 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 14. RESTAURANT

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

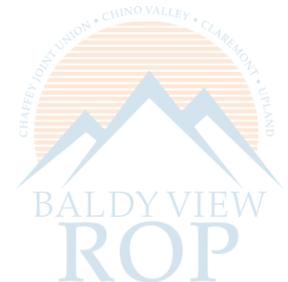
Students will learn about how a restaurant operates within a hotel.

Certificate Competencies

- Demonstrates strong customer service skills.
- Demonstrates proper serving techniques.
- Demonstrates knowledge of restaurant layout, memorizes table numbers, and properly seats guests.

Key Assignments

- Students will develop a restaurant menu as a group project.
- Students will practice proper techniques in a restaurant setting.



Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
 - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
 - 2.4 Demonstrate elements of written and electronic communications such as accurate spelling, grammar, and format.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
 - 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)
 - 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
 - 10.6 Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
 - 10.8 Describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.

Pathway Standards

- C3.0 **Apply the knowledge and skills essential for effective guest services in the hospitality, tourism, and recreation industry sector.**
 - C3.1 Analyze the importance of guest services to the success of the industry.
 - C3.2 Demonstrate the concept of exceptional guest service.
 - C3.3 Anticipate the needs, desires, and interests of guests in order to exceed their expectations by implementing total quality management practices (TQM).
- C7.0 **Demonstrate an understanding of the essential aspects of the lodging industry.**
 - C7.4 Compare the types of food service offered at various lodging facilities.



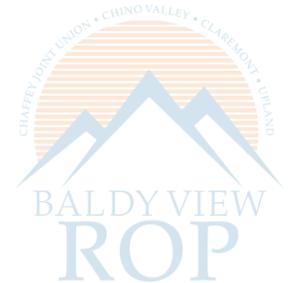
Common Core Standards

- WS 11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WS 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WS 11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 15. CULINARY

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

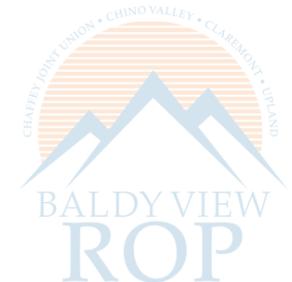
Students are introduced to basic hotel kitchen operations. Students learn about safe food handling and sanitation, proper handling of kitchen equipment, and food safety certification.

Certificate Competencies

- Demonstrates proper food handling techniques for safety and sanitation.
- Operates equipment safely.
- Obtains food handlers permit.

Key Assignments

- Students choose a favorite recipe and present the ingredients and cooking procedures to class via a Power Point presentation.
- Students take notes on how to avoid food cross-contamination by watching a ServeSafe video.
- Students take an online test to receive a California food handler's card.

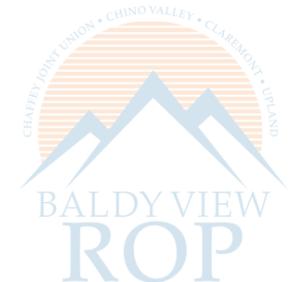


Anchor Standards

- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)
 - 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
 - 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
 - 6.3 Use health and safety practices for storing, cleaning, and maintain tools, equipment, and supplies.
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
 - 10.6 Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
 - 10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.
 - 10.11 Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.

Pathway Standards

- C5.1 Apply the procedures for cleaning, maintaining, and repairing facilities
- C5.2 Recognize the types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous properties of chemicals and the use of Material Safety Data Sheets (MSDS).
- C5.3 Practice procedures for maintaining inventories, requisitioning equipment and tools, and storing and restocking supplies.



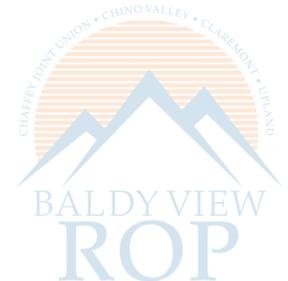
Common Core Standards

- WS 11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WS 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WS 11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 16. ROOM SERVICE

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Students are introduced to a hotel's room service department.

Certificate Competencies

- Perform floor checks.
- Demonstrates computer knowledge and can take phone orders.
- Memorizes menu and food choices.
- Demonstrates tray set-up.

Key Assignments

- Students draw pictures of room service trays to correspond to different menu items a guest might order.
- Students practice proper tray-carrying techniques.
- Students practice proper phone etiquette when taking room service orders.
- Students receive hands-on training while completing their CC hours at their hotel.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
 - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
 - 2.4 Demonstrate elements of written and electronic communications such as accurate spelling, grammar, and format.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
 - 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)
 - 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
 - 10.6 Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
 - 10.8 Describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.

Pathway Standards

- C3.0 Apply the knowledge and skills essential for effective guest services in the hospitality, tourism, and recreation industry sector.
 - C3.1 Analyze the importance of guest services to the success of the industry.
 - C3.2 Demonstrate the concept of exceptional guest service.
 - C3.3 Anticipate the needs, desires, and interests of guests in order to exceed their expectations by implementing total quality management practices (TQM).
- C7.0 Demonstrate an understanding of the essential aspects of the lodging industry.
 - C7.4 Compare the types of food service offered at various lodging facilities.



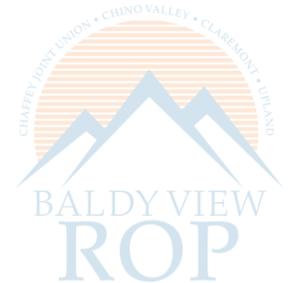
Common Core Standards

- WS 11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WS 11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 17. HOUSEKEEPING

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Students are introduced to the housekeeping department within a hotel. Students learn about the different functions and safety procedures when cleaning guest rooms and working in the laundry area of the department.

Certificate Competencies

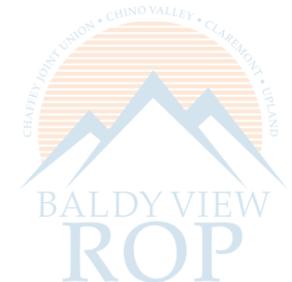
- Demonstrates proper handling of cleaning materials.
- Demonstrates knowledge of sanitation, bloodborne pathogens, safety.
- Demonstrates proper cleaning techniques.

Key Assignments

- Students are informed about the different cleaning materials used in housekeeping and how important it is to label all cleaning sprays and containers.
- Students complete an in-class activity on how to identify bloodborne pathogens in a hotels' housekeeping department.

Anchor Standards

- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment.
- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
 - 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
 - 6.3 Use health and safety practices for storing, cleaning, and maintain tools, equipment, and supplies.
 - 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.



Pathway Standards

- C2.0 Analyze the basic elements of workforce and organizational management, including the roles and responsibilities of effective management and employees in the industry.
- C2.3 Explain common safety, security, and emergency policies and procedures used in the hospitality, tourism, and recreation industry to protect guests, visitors, and employees, such as safe work practices and conditions, confidentiality of customer information, control of keys, infectious disease control, first aid procedures, and emergency training.
- C5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies.
- C5.1 Apply the procedures for cleaning, maintaining, and repairing facilities and equipment and the importance of preventive maintenance.
- C5.2 Recognize the types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous properties of chemicals and the use of Material Safety Data Sheets (MSDS).
- C5.3 Practice procedures for maintaining inventories, requisitioning equipment and tools, and storing and restocking supplies.

Common Core Standards

- WS 11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WS 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

RESOURCES:

Resources

Resources

