

HOSPITALITY MANAGEMENT AND OPERATIONS 1
Academic Standards and Curriculum Resource

Course Code: 5476

Hospitality Management and Operations 1 is designed to provide foundation information and experiences within the hospitality and tourism industry. The units in this course consist of career exploration, professionalism, safety, security, and environmental management and an in depth look into the hospitality and tourism segments. Students will have opportunities to participate in shadowing, mentoring, and other experiences that expose them to the hospitality industry. Integration of a student organization, Family Careers, and Community Leaders of America (FCCLA), or DECA greatly enhances this curriculum.

Credit: 1, 2, 3

National Certification: Lodging Management Program (LMP)

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

Recommended grades: 9-11

Prerequisite: none

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

Employment Opportunities:

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

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

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

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A. Academics (The standards from this unit are integrated with course specific standards.)

English Language Arts

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

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

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

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

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

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

Educational Technology

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

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

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

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

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

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

Health and Safety Education

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

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

A15. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (HSE-4)

A16. The student will demonstrate the ability to use decision-making skills to enhance health. (HSE-5)

A17. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. (HSE-7)

A18. The student will demonstrate the ability to advocate for personal, family, and consumer health. (HSE-8)

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Economics

A19. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (ECON-1)

A20. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. (ECON-2)

A21. The student will demonstrate an understanding of the sources of income and growth in a free enterprise economy. (ECON-3)

A22. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. (ECON-4)

A23. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. (ECON-6)

A24. The student will demonstrate an understanding of the national economy and economic policies in the United States. (ECON-7)

United States Government

A25. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. (USG-3)

A26. The student will demonstrate an understanding of the United States' relations with other nation-states and its role in world affairs. (USG-4)

United States History and the Constitution

A27. The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century. (USHC-3)

A28. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. (USHC-5)

A29. The student will demonstrate an understanding of the economic boom-and bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response. (USHC-7)

A30. The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies. (USHC-8)

Elementary Algebra

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

A32. The student will demonstrate through the mathematical processes an understanding of the real number system and operations involving exponents, matrices, and algebraic expressions. (EA-2)

A33. The student will demonstrate through the mathematical processes an understanding of relationships and functions. (EA-3)

A34. The student will demonstrate through the mathematical processes an understanding of the procedures for writing and solving linear equations and inequalities. (EA-4)

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A35. The student will demonstrate through the mathematical processes an understanding of the graphs and characteristics of linear equations and inequalities. (EA-5)

Data Analysis and Probability

A36. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (DA-1)

A37. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. (DA-2)

A38. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. (DA-3)

Intermediate Algebra

A39. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (IA-1)

A40. The student will demonstrate through the mathematical processes an understanding of algebraic expressions and nonlinear functions. (IA-4)

Geometry

A41. The student will understand and utilize the mathematical processes problem solving, reasoning and proof, communication, connections, and representation

Precalculus

A42. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (PC-1)

Biology

A43. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (B-1)

A44. The student will demonstrate an understanding of the flow of energy within and between living systems. (B-3)

Biology

A45. The student will demonstrate an understanding of the interrelationships Among organisms and the biotic and abiotic components of their environments. (B-6)

Chemistry

A46. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (C-1).

A47. The student will demonstrate an understanding of the structures and Classifications of chemical compounds. (C-3)

A48. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. (C-4)

A49. The student will demonstrate an understanding of the nature and properties of various types of chemical solutions. (C-6)

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Earth Science

A50. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (ES-1).

A51. Students will demonstrate an understanding of the internal and external dynamics of solid Earth. (ES-3)

A52. The student will demonstrate an understanding of the dynamics of Earth's atmosphere. (ES-4)

A53. The student will demonstrate an understanding of Earth's freshwater and ocean systems. (ES-5)

Physical Science

A54. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (PS-1).

A55. The student will demonstrate an understanding of various properties and classifications of matter. (PS-3)

A56. The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. (PS-4)

Physics

A57. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (P-1).

A58. The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy. (P-3)

A59. The student will demonstrate an understanding of the properties of electricity and magnetism and the relationships between them. (P-4)

A60. The student will demonstrate an understanding of the properties and behaviors of sound. (P-6)

A61. The student will demonstrate an understanding of the principles of thermodynamics. (P-10).

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B. Hospitality and Tourism Careers

B1. Examine the hospitality and tourism industry.

B2. Analyze career opportunities in hospitality and tourism.

C. Professionalism

C1. Analyze personal characteristics and attitudes that lead to professionalism.

D. Safety, Security and the Environment

D1. Evaluate professional safety, security, and environmental practices.

E. Hospitality and Tourism Segments

E1. Analyze the four segments associated with the hospitality and tourism industry.

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A. Academics (The standards from this unit are integrated with course specific standards.)

English Language Arts

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

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

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

Common Core Alignments – Anchor Standards:

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

READING STANDARDS – PAGE 35

Key Ideas and Details

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

Range of Reading and Level of Text Complexity

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

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

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

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

Common Core Alignments – Anchor Standards:

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

READING STANDARDS – PAGE 35

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

WRITING STANDARDS

Text Types and Purposes*

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

SPEAKING AND LISTENING – PAGE 48

Presentation of Knowledge and Ideas

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6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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SC Standard A3 Reading: Building Vocabulary The student will use word analysis and vocabulary strategies to read fluently. **(SC E1-4.3)**

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

Common Core Alignments – Anchor Standards:

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

READING STANDARDS – PAGE 35

Craft and Structure

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

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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Common Core Alignments – Anchor Standards:

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WRITING STANDARDS – PAGE 41

Production and Distribution of Writing

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

Range of Writing

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

LANGUAGE – PAGE 51

Conventions of Standard English

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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Common Core Alignments – Anchor Standards:

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WRITING STANDARDS – PAGE 41

Text Types and Purposes*

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

Research to Build and Present Knowledge

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

LANGUAGE – PAGE 51

Conventions of Standard English

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication

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

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.

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

Common Core Alignments – Anchor Standards:

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

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

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

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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

Range of Writing

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

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

Educational Technology

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

Indicator(s):

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

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

Indicator(s):

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

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

Indicator(s):

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

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

Indicator(s):

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

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

Indicator(s):

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

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

Indicator(s):

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.

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- Transfer current knowledge to learning of new technologies.

NETS for Students:

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ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION

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

Health and Safety Education

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

Indicator(s):

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

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

Indicator(s):

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

A15. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (HSE-4)

Indicator(s):

- Analyze ways that the family, peers, culture, and the media influence the mental, emotional, and social health of individuals.

A16. The student will demonstrate the ability to use decision-making skills to enhance health. (HSE-5)

Indicator(s):

- Justify when individual or collaborative decision making is appropriate.
- Distinguish healthy from unhealthy foods on a variety of restaurant menus.

A17. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. (HSE-7)

Indicator(s):

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- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of him- or herself and others.
- Develop injury prevention and treatment strategies for personal and family health.
- Demonstrate strategies for solving interpersonal conflicts without harming him- or herself or others.

A18. The student will demonstrate the ability to advocate for personal, family, and consumer health. (HSE-8)

Indicator(s):

- Advocate for disaster preparedness in the home, school, and community.
- Advocate for the promotion and protection of a healthy environment.
- Examine ways to encourage others to make healthy eating choices and to increase their level of physical activity.

SOCIAL STUDIES ACADEMIC STANDARDS

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

Economics

A19. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (ECON-1)

Indicator(s):

- Illustrate the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses, how people use psychological and intellectual resources to deal with scarcity, and how local political entities as well as nation states use scarce resources to satisfy human wants.
- Explain the concept of opportunity costs and how individuals, families, communities, and nations make economic decisions on that basis, including analyzing marginal costs and marginal benefits and assessing how their choices may result in tradeoffs.

A19. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (ECON-1)

Indicator(s):

- Compare the four key factors of production—land, labor, capital, and entrepreneurship—and explain how they are used, including the specialization and division of labor that permits efficient use of scarce resources.

A20. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. (ECON-2)

Indicator(s):

- Explain the law of supply and demand, including the relationships of critical determinants (e.g., consumer income, tastes, and preferences; technology; the price of inputs) and the effects of change on equilibrium, price, and quantity.

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

A21. The student will demonstrate an understanding of the sources of income and growth in a free enterprise economy. (ECON-3)

Indicator(s):

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

A22. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. (ECON-4)

Indicator(s):

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

A23. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. (ECON-6)

Indicator(s):

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

A24. The student will demonstrate an understanding of the national economy and economic policies in the United States. (ECON-7)

Indicator(s):

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

United States Government

A25. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. (USG-3)

Indicator(s):

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

A26. The student will demonstrate an understanding of the United States' relations with other nation-states and its role in world affairs. (USG-4)

Indicator(s):

Summarize ways in which United States foreign policy is formulated and carried out, including current foreign policy issues and security interest; the impact of foreign policy on individual citizens, the influence and exchange of political ideas between nations; and America's contributions to the world in politics, environmentalism, technology, science, humanitarianism, and culture.

United States History and the Constitution

A27. The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century. (USHC-3)

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Indicator(s):

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

A28. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. (USHC-5)

Indicator(s):

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

A29. The student will demonstrate an understanding of the economic boom-and bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response. (USHC-7)

Indicator(s):

- Explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life.
- Explain cultural responses to the period of economic boom-and-bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies.

A30. The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies. (USHC-8)

Indicator(s):

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

MATHEMATICS ACADEMIC STANDARDS

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

Elementary Algebra

HOSPITALITY MANAGEMENT AND OPERATIONS 1
Academic Standards and Curriculum Resource

Course Code: 5476

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

Indicator(s):

- Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
- Connect algebra with other branches of mathematics.
- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematical solutions.
- Demonstrate an understanding of algebraic relationships by using a variety of representations(including verbal, graphic, numerical, and symbolic).
- Understand how algebraic relationships can be represented in concrete models, pictorial models, and diagrams.
- Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

- **MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63**
- **Seeing Structure in Expressions**
- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems
- **Arithmetic with Polynomials and Rational Expressions**
- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions
- **Creating Equations**
- Create equations that describe numbers or relationships
- **Reasoning with Equations and Inequalities**
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

A32. The student will demonstrate through the mathematical processes an understanding of the real number system and operations involving exponents, matrices, and algebraic expressions. (EA-2)

Indicator(s):

Exemplify elements of the real number system (including integers, rational numbers, and irrational numbers).

- Apply the laws of exponents and roots to solve problems.

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- Carry out a procedure to perform operations (including multiplication and division) with numbers written in scientific notation.
- Use dimensional analysis to convert units of measure within a system.
- Carry out a procedure using the properties of real numbers (including commutative, associative, and distributive) to simplify expressions.
- Carry out a procedure to evaluate an expression by substituting a value for the variable.
- Carry out a procedure (including addition, subtraction, multiplication, and division by a monomial) to simplify polynomial expressions.
- Carry out a procedure to factor binomials, trinomials, and polynomials by using various techniques (including the greatest common factor, the difference between two squares, and quadratic trinomials).
- Carry out a procedure to perform operations with matrices (including addition, subtraction, and scalar multiplication).
- Represent applied problems by using matrices.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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• **MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63**

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- Perform arithmetic operations on polynomials
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• **Creating Equations**

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• **Reasoning with Equations and Inequalities**

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

A33. The student will demonstrate through the mathematical processes an understanding of relationships and functions. (EA-3)

Indicator(s):

- Carry out a procedure to evaluate a function for a given element in the domain.
- Apply proportional reasoning to solve problems.

A34. The student will demonstrate through the mathematical processes an understanding of the procedures for writing and solving linear equations and inequalities. (EA-4)

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Indicator(s):

- Carry out a procedure to write an equation of a line with a given slope passing through a given point.
- Use a procedure to write an equation of a trend line from a given scatterplot.
- Analyze a scatterplot to make predictions.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

MATHEMATICS | HIGH SCHOOL –FUNCTIONS – PAGE 67

Interpreting Functions

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

Building Functions

- Build a function that models a relationship between two quantities
- Build new functions from existing functions

Linear, Quadratic, and Exponential Models

- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

Trigonometric Functions

- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities

A35. The student will demonstrate through the mathematical processes an understanding of the graphs and characteristics of linear equations and inequalities.

(EA-5)

Indicator(s):

- Carry out a procedure to graph a line when given the equation of the line.
- Carry out a procedure to graph the line with a given slope and a y-intercept.
- Carry out a procedure to graph the line with a given slope passing through a given point.
- Carry out a procedure to determine the slope of a line from data given tabularly, graphically, symbolically, and verbally.
- Apply the concept of slope as a rate of change to solve problems.
- Analyze given information to write a linear function that models a given problem situation

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

MATHEMATICS | HIGH SCHOOL –FUNCTIONS – PAGE 67

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Data Analysis and Probability

A36. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (DA-1)

Indicator(s):

- Execute procedures to find measures of probability and statistics by using tools such as handheld computing devices, spreadsheets, and statistical software.
- Execute procedures to conduct a simulation by using random number tables and/or technology (including handheld computing devices and computers).

A36. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (DA-1)

- Design and conduct a statistical research project and produce a report that summarizes the findings.
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Communicate a knowledge of data analysis and probability by using mathematical terminology appropriately.
- Judge the reasonableness of mathematical solutions on the basis of the source of the data, the design of the study, the way the data are displayed, and the way the data are analyzed.
- Compare data sets by using graphs and summary statistics.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

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

Similarity, Right Triangles, and Trigonometry

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

HOSPITALITY MANAGEMENT AND OPERATIONS 1
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Course Code: 5476

Circles

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

Expressing Geometric Properties with Equations

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

Geometric Measurement and Dimension

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

Modeling with Geometry

- Apply geometric concepts in modeling situations

A37. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. (DA-2)

Indicator(s):

- Classify a data-collection procedure as a survey, an observational study, or a controlled experiment.
- Compare various random sampling techniques (including simple, stratified, cluster, and systematic).

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

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

Interpreting Categorical and Quantitative Data

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

Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

A38. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. (DA-3)

Indicator(s):

- Organize and interpret data by using pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots.
- Select appropriate graphic display(s) from among pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots when given a data set or problem situation.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80**

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- **Conditional Probability and the Rules of Probability**
- • Understand independence and conditional probability and use them to interpret data
- • Use the rules of probability to compute probabilities of compound events in a uniform probability model
- **Using Probability to Make Decisions**
- • Calculate expected values and use them to solve problems
- • Use probability to evaluate outcomes of decisions

Intermediate Algebra

A39. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (IA-1)

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

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

• **MATHEMATICS | HIGH SCHOOL –FUNCTIONS – PAGE 67**

• **Interpreting Functions**

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
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• **Building Functions**

- Build a function that models a relationship between two quantities
- Build new functions from existing functions

• **Linear, Quadratic, and Exponential Models**

- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

• **Trigonometric Functions**

- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities

A40. The student will demonstrate through the mathematical processes an understanding of algebraic expressions and nonlinear functions. (IA-4)

Indicator(s):

- Carry out a procedure to perform operations (including multiplication, exponentiation, and division) with polynomial expressions.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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MATHEMATICS | HIGH SCHOOL –FUNCTIONS – PAGE 67

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Geometry

A41. The student will understand and utilize the mathematical processes problem solving, reasoning and proof, communication, connections, and representation.

Indicator(s):

- Demonstrate an understanding of the axiomatic structure of geometry by using undefined terms, definitions, postulates, theorems, and corollaries.

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

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

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HOSPITALITY MANAGEMENT AND OPERATIONS 1
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Course Code: 5476

- Visualize relationships between two dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

Precalculus

A42. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (PC-1)

Indicator(s):

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

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

- **MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59**
- **The Real Number System**
 - • Extend the properties of exponents to rational exponents
 - • Use properties of rational and irrational numbers.
- **Quantities**
 - • Reason quantitatively and use units to solve problems
- **The Complex Number System**
 - • Perform arithmetic operations with complex numbers
 - • Represent complex numbers and their operations on the complex plane
 - • Use complex numbers in polynomial identities and equations
- **Vector and Matrix Quantities**
 - • Represent and model with vector quantities.
 - • Perform operations on vectors.
 - • Perform operations on matrices and use matrices in applications.

SCIENCE ACADEMIC STANDARDS

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

Biology

A43. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (B-1)

Indicator(s):

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Course Code: 5476

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

A44. The student will demonstrate an understanding of the flow of energy within and between living systems. (B-3)

Indicator(s):

- Illustrate the flow of energy through ecosystems (including food chains, food webs, energy pyramids, number pyramids, and biomass pyramids).

A45. The student will demonstrate an understanding of the interrelationships Among organisms and the biotic and abiotic components of their environments. (B-6)

Indicator(s):

- Explain how ecosystems maintain themselves through naturally occurring processes (including maintaining the quality of the atmosphere, generating soils, controlling the hydrologic cycle, disposing of wastes, and recycling nutrients).
- Explain how human activities (including population growth, technology, and consumption of resources) affect the physical and chemical cycles and processes of

Earth.

Chemistry

A46. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (C-1).

Indicator(s):

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

A47. The student will demonstrate an understanding of the structures and Classifications of chemical compounds. (C-3)

Indicator(s):

- Interpret the names and formulas for ionic and covalent compounds.
- Classify organic compounds in terms of their functional group.

A48. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. (C-4)

Indicator(s):

- Analyze and balance equations for simple synthesis, decomposition, single replacement, double replacement, and combustion reactions.
- Predict the products of acid-base neutralization and combustion reactions.
- Analyze the energy changes (endothermic or exothermic) associated with chemical reactions.

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- Apply the concept of moles to determine the number of particles of a substance in a chemical reaction, the percent composition of a representative compound, the mass proportions, and the mole-mass relationships.
- Predict the percent yield, the mass of excess, and the limiting reagent in chemical reactions.
- Explain the role of activation energy and the effects of temperature, particle size, stirring, concentration, and catalysts in reaction rates.

A49. The student will demonstrate an understanding of the nature and properties of various types of chemical solutions. (C-6)

Indicator(s):

- Summarize the properties of salts, acids, and bases.
- Distinguish between strong and weak common acids and bases.
- Represent common acids and bases by their names and formulas.

Earth Science

A50. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (ES-1).

Indicator(s):

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

A51. Students will demonstrate an understanding of the internal and external dynamics of solid Earth. (ES-3)

Indicator(s):

- Summarize the formation of ores and fossil fuels and the impact on the environment that the use of these fuels has had.

A52. The student will demonstrate an understanding of the dynamics of Earth's atmosphere. (ES-4)

Indicator(s):

- Summarize the thermal structures, the gaseous composition, and the location of the layers of Earth's atmosphere.
- Summarize the changes in Earth's atmosphere over geologic time (including the importance of photosynthesizing organisms to the atmosphere).
- Summarize the cause and effects of convection within Earth's atmosphere.
- Summarize the evidence for the likely impact of human activities on the atmosphere (including ozone holes, greenhouse gases, acid rain, and photochemical smog).
- Predict weather conditions and storms (including thunderstorms, hurricanes, and tornados) on the basis of the relationship among the movement of air masses, high and low pressure systems, and frontal boundaries.

HOSPITALITY MANAGEMENT AND OPERATIONS 1
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A53. The student will demonstrate an understanding of Earth's freshwater and ocean systems. (ES-5)

Indicator(s):

- Summarize the location, movement, and energy transfers involved in the movement of water on Earth's surface (including lakes, surface-water drainage basins [watersheds], freshwater wetlands, and groundwater zones).
- Analyze environments to determine possible sources of water pollution (including industrial waste, agriculture, domestic waste, and transportation devices).

Physical Science

A54. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (PS-1).

Indicator(s):

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

A55. The student will demonstrate an understanding of various properties and classifications of matter. (PS-3)

Indicator(s):

- Distinguish chemical properties of matter (including reactivity) from physical properties of matter (including boiling point, freezing/melting point, density [with density calculations], solubility, viscosity, and conductivity).
- Classify various solutions as acids or bases according to their physical properties, chemical properties (including neutralization and reaction with metals), generalized formulas, and pH (using pH meters, pH paper, and litmus paper).

A56. The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. (PS-4)

Indicator(s):

- Explain the role of bonding in achieving chemical stability.
- Distinguish between chemical changes (including the formation of gas or reactivity with acids) and physical changes (including changes in size, shape, color, and/or phase).
- Summarize evidence (including the evolution of gas; the formation of a precipitate; and/or changes in temperature, color, and/or odor) that a chemical reaction has occurred.
- Explain the effects of temperature, concentration, surface area, and the presence of a catalyst on reaction rates.

Physics

A57. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used

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appropriately to pose questions, seek answers, and develop solutions. (P-1).

Indicator(s):

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

A58. The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy. (P-3)

Indicator(s):

- Apply energy formulas to determine potential and kinetic energy and explain the transformation from one to the other.
- Explain, both conceptually and quantitatively, how energy can transfer from one system to another (including work, power, and efficiency).
- Compare elastic and inelastic collisions in terms of conservation laws.

A59. The student will demonstrate an understanding of the properties of electricity and magnetism and the relationships between them. (P-4)

Indicator(s):

- Carry out calculations for electric power and electric energy for circuits.
- Summarize the function of electrical safety components (including fuses, surge protectors, and breakers).
- Predict the cost of operating an electrical device by determining the amount of electrical power and electrical energy in the circuit.

A60. The student will demonstrate an understanding of the properties and behaviors of sound. (P-6)

Indicator(s):

- Explain pitch, loudness, and tonal quality in terms of wave characteristics that determine what is heard.
- Compare intensity and loudness.

A61. The student will demonstrate an understanding of the principles of thermodynamics. (P-10).

Indicator(s):

- Summarize the first and second laws of thermodynamics.
- Explain the relationship among internal energy, heat, and work.
- Exemplify the concept of entropy.
- Summarize the concepts involved in phase change.

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B. HOSPITALITY AND TOURISM CAREERS

SC Standard: B1. Examine the hospitality and tourism industry.	
FACS Nat'l Standard: 10.1 Analyze career paths within the hospitality, tourism and recreation industries.	
Lodging Management Program (LMP): Chapter 15: Careers	
Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; HSE: A16, A17, A18 ECON: A19, A20, A21, A22, A23, A24 USG: A25, A26 USHC: A27, A28, A29, A30 EA: A31, A33, A34 DA: A36, A37, A38 IA: A39 G: A41 PC: A42 B: A43 C: A46 ES: A50 PS: A54 P: A57	
Essential Question(s): 1. What careers interest you in the hospitality and tourism industry? 2. How can social, economic, and technological changes in careers affect the industry?	
Indicators:	
What Students Should Know: 1. The history of the hospitality industry 2. The meaning of hospitality 3. The segments of the hospitality industry 4. Current technology trends 5. Current trends in the hospitality industry 6. Diverse cultures and special needs	What Students Should Be Able to Do: 1. Describe the evolution of the hospitality industry. 2. Explain the concept of “hospitality.” 3. Identify the segments of the hospitality industry. 4. Assess the impact of technology on the hospitality industry. 5. Identify trends in the hospitality industry. 6. Explain how diverse cultures and special needs affect the hospitality industry.
Learning Strategies: <ul style="list-style-type: none"> • Create a timeline depicting the history of all segments of the hospitality industry. • Discuss trends that affect the development of the hospitality industry. • Invite guest speaker familiar with the history of the community. • Team-teach with history instructor for joint project. • Interview industry professionals for their definition of “hospitality.” • Obtain statistics to develop a poster/PowerPoint to show growth in different market segments of the industry. • Develop spreadsheet and chart showing numbers of visitors in your local region over a specified time. • Discuss the evolution of Internet reservations versus (800) telephone reservations. 	

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Learning Strategies:

- Compare a written spreadsheet to an Excel spreadsheet for a simulated hotel revenue report.
- Research and prepare an oral presentation of current industry segment trends.
- Develop strategies and tips for getting along in a diverse workplace.
- Evaluate various hospitality, tourism, and recreational locations for accommodations provided to meet special needs and diversities.
- List special nutritional needs and substitutions that could be offered for each.

Assessments: Questionnaires, open-response questions, projects, student records/reflections on work, performances to demonstrate learning, peer and teacher observations

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

APPLICATION/ASSESSMENT THROUGH FCCLA

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

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

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

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

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

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

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

Hotel and Lodging Management: The student is given a description of a specific situation that measures skills, knowledge and attitudes in hotel and lodging marketing or marketing management. Students will be challenged to perform marketing and management functions and tasks in hotels, motels, lodging services, convention services, and food and beverage services. Roles in these events are those of customers, employees, supervisors and managers. The concepts include the instructional areas in the Hospitality and Tourism cluster and the Lodging pathway.

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Resources:

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

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

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

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

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B. HOSPITALITY AND TOURISM CAREERS

SC Standard: B2. Analyze career opportunities in hospitality and tourism.	
FACS Nat'l Standard: 10.1 Analyze career paths within the hospitality, tourism and recreation industries.	
Lodging Management Program (LMP): Chapter 15: Careers	
Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; HSE: A16, A17, A18 ECON: A19, A20, A21, A23, A24 USG: A25, A26 USHC: A27, A28, A29, A30 EA: A31, A33, A34 DA: A36, A37, A38 IA: A39 G: A41 PC: A42 B: A43 C: A46 ES: A50 PS: A54 P: A57	
Essential Question(s):	
<ol style="list-style-type: none"> 1. What career opportunities are available in the hospitality and tourism industry? 2. What can you do now to prepare for a job in the hospitality and tourism industry? 	
Indicators:	
<p>What Students Should Know:</p> <ol style="list-style-type: none"> 1. Career paths in the industry 2. Factors affecting career goals and choices 3. Requirements and training for employment 4. Components of a Career portfolio 5. Essential skills necessary for successful employment 6. Professional and student organizations and affiliations 	<p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"> 1. Compare roles and functions of individuals in the industry. 2. Determine factors that affect goal and decision making. 3. Summarize training and education requirements for career preparation. 4. Incorporate individual career objective into the career portfolio. 5. Identify essential skills necessary for successful employment. 6. Assess the benefits of professional and student organization involvement.
Learning Strategies:	
<ul style="list-style-type: none"> • Design an ad or job posting for specific hospitality careers. • Construct a plan to transition from school to a career in the hospitality industry. • Team-teach the negative and positive factors affecting career choices. • Identify long-term and short-term employment goals. • Create interactive decision making and goal setting games. • Relate decision making skills to career choices. • Create a graph or outline delineating careers within each hospitality segment. • Create a basic training portfolio for a career in hospitality and tourism. • Incorporate individual career objective into the career portfolio. 	

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- Invite industry professionals to speak about qualities appreciated in successful employees.
- Survey various administrators for benefits and promotions available to employees seeking professional development.
- Differentiate the costs, benefits, and engagement opportunities of professional and student organizations in the hospitality and tourism industry.
- Role-play situations that show the decision making process when making career choices.
- Develop a career portfolio to include a resume, cover letters, application, personal references, letters of recommendation and thanks.

Assessments: Observations, projects, peer conferencing, rubrics, students/reflections on work, learning logs

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

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

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

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

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

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

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

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

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

Hotel and Lodging Management: The student is given a description of a specific situation that measures skills, knowledge and attitudes in hotel and lodging marketing or marketing management. Students will be challenged to perform marketing and management functions and tasks in hotels, motels, lodging services, convention services, and food and beverage services. Roles in these events are those of customers, employees, supervisors and managers. The concepts include the instructional areas in the Hospitality and Tourism cluster and the Lodging pathway.

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Resources:

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

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

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

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

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C. PROFESSIONALISM

SC Standard: C1. Analyze personal characteristics and attitudes that lead to professionalism.	
FACS Nat'l Standard: 10.3 Apply concepts of quality service to assure customer satisfaction.	
Lodging Management Program (LMP): Chapter 2: What is Service?	
Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; HSE: A16, A17, A18 ECON: A19, A20, A21, A22, A23, A24 USG: A26 USHC: A27, A28, A29, A30 EA: A31, A33, A34 DA: A36, A37, A38 IA: A39 G: A41 PC: A42 B: A43 C: A46 ES: A50 PS: A54 P: A57	
Essential Question(s): 1. How can work ethics and professionalism be demonstrated?	
Indicators:	
What Students Should Know: 1. Professional dress and grooming 2. Communications skills 3. Conflict resolution techniques 4. Professional and ethical behavior	What Students Should Be Able to Do: 1. Illustrate professional dress and grooming for employment. 2. Demonstrate the verbal, nonverbal, and written communication skills needed in a hospitality setting. 3. Explain verbal and written conflict resolution techniques. 4. Demonstrate professional and ethical behavior on the job.
Learning Strategies:	
<ul style="list-style-type: none"> • Plan a 21st Century Skills presentation. Demonstrate professional dress and grooming for a “Dress for Success Day.” • Discuss the importance of professional and ethical behavior on the job. • Research the consequences of unethical behaviors and practices. Develop a list of rules and consequences for the hospitality segments. • Plan a 21st Century Skills presentation. Demonstrate professional dress and grooming for a “Dress for Success Day.” • Discuss the importance of professional and ethical behavior on the job. • Research the consequences of unethical behaviors and practices. Develop a list of rules and consequences for the hospitality segments. • Discuss current events related to ethical and unethical workplace behaviors. • Write and role-play various scenarios. 	

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- Demonstrate SCANS skills in all settings.
- Practice conflict resolution for problems selected by draw.
- Create a system to evaluate and resolve employee, employer, guest, or customer complaints (comment cards, suggestion box, online evaluations, etc.).
- Identify proactive rather than reactive problem solving behaviors.

Assessments: Performances to demonstrate learning, questionnaires, open-response questions, self assessment, peer assessment

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

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success practice being productive and promotable Leaders at Work recognizes FCCLA members who create projects to strengthen leadership skills on the job.

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

Power of One: A Better You – improve personal traits; Working on Working-explore work options, prepare for a career, or sharpen skills useful in business

STAR Events: Hospitality, Illustrated Talk, Interpersonal Communication

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

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Resources:

[U.S. State Department traveler information](http://www.state.gov/travel)

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

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

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

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

A useful collection of resources related to this area.

[World Tourism Organization](http://www.world-tourism.org/)

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

The tourism organization of the United Nations.

[Hospitality Index](http://www.hospitality-index.com/)

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

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

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D. SAFETY, SECURITY, AND THE ENVIRONMENT

SC Standard: D1. Evaluate professional safety, security, and environmental practices.	
FACS Nat'l Standard: 10.2 Demonstrate procedures applied to safety, security, and environmental issues.	
Lodging Management Program (LMP): Chapter 3: Safety and Security	
Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; HSE: A13, A14, A15, A16, A17, A18 ECON: A20, A23 USG: A25 USHC: A28, A30 EA: A31, A32, A33, A34, A35 DA: A36, A37, A38 IA: A39, A40 G: A41 PC: A42 B: A43, A44, A45 C: A46, A47, A48, A49 ES: A50, A51, A52, A53 PS: A54, A55, A56 P: A57, A58, A59, A60, A61	
Essential Question(s): 1. Why are safety, security, and environmental practices important? 2. How do health issues affect guests and employees in the hospitality and tourism industry?	
Indicators:	
What Students Should Know: 1. Basic safety and sanitation practices 2. OSHA and DHEC codes 3. Labor Laws 4. Safety and security guidelines for appropriate settings 5. Emergency response procedures 6. Work related health issues	What Students Should Be Able to Do: 1. Explain safety and sanitation standards as they relate to different settings. 2. Identify industry regulatory codes (OSHA and DHEC). 3. Interpret labor laws as related to the hospitality and tourism industry. 4. Evaluate responses to various guest safety and security issues. 5. Select the appropriate response in an emergency. 6. Investigate health issues related to the hospitality and tourism industry.
Learning Strategies: <ul style="list-style-type: none"> • Develop a workplace safety and health checklist to evaluate the conditions with regards to safety and health. • Create a brochure to promote safety and health in the workplace. • Discuss current labor laws (i.e., minimum wages, immigration laws). 	

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- Examine overall procedures to maintain safety and security areas in hospitality and tourism workplaces.
- Examine a Material Safety Data Sheet (MSDS).
- Produce a plan for a simulated emergency evacuation.
- Summarize internet data on work related health issues.
- Explore the requirements for certification related to safety (i.e. CPR, ServSafe, First Aid, etc.).

Assessments: Quizzes, role-playing, open discussion, rubrics, debates, peer assessment

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

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

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

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

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

Power of One: Take the lead develops leadership qualities

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

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

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

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

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

www.easytraining.com/safety.htm

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

Trainum Safety provides agriculture industry safety DVDs and videos for OSHA compliance and workplace safety training

oshasafetyvideos.com/.../hr/supervisors-human-resources.htm –

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

Offering affordable Human Resources written safety plans, safety videos, and PowerPoint Trainings. Keep your employees trained and your company OSHA compliant with ...

www.safetyinstruction.com/recomend_human_resources.htm

[Health and Safety and Security](#)

Health and Safety and Security ... Health and Safety and Security. Ensure you are providing a safe and secure work environment for your employees AND complying with.

qubicprint.co.uk/.../HealthSafetyandSecurity/Default.aspx - 77k

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E. HOSPITALITY AND TOURISM SEGMENTS

SC Standard: E1. Analyze the four segments associated with the hospitality and tourism industry.	
FACS Nat'l Standard: 10.4 Demonstrate practices and skills involved in lodging occupations, 10.5 Demonstrate practices and skills for travel related services, 10.6 Demonstrate management of recreation, leisure, and other programs and events	
Lodging Management Program (LMP): Chapter 4: The Guest Cycle, Chapter 5: Telecommunications, Chapter 6: Reservations, Chapter 7: Registration, Chapter 8: Check-Out and Settlement, Chapter 9: The Front Office Audit, Chapter 10: Housekeeping Management, Chapter 11: Carpet Construction and Maintenance, Chapter 12: Housekeeping Inventory, Chapter 13: Guestroom Cleaning, Chapter 14: On-Premises Laundry Management	
Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; HSE: A13, A14, A15, A16, A17, A18 ECON: A20, A23 USG: A25 USHC: A28, A30 EA: A31, A32, A33, A34, A35 DA: A36, A37, A38 IA: A39, A40 G: A41 PC: A42 B: A43, A44, A45 C: A46, A47, A48, A49 ES: A50, A51, A52, A53 PS: A54, A55, A56 P: A57, A58, A59, A60, A61	
Essential Question(s): 1. Why are there different segments in the hospitality and tourism industry? 2. How do the four segments of the hospitality and tourism industry relate to one another?	
Indicators:	
What Students Should Know: 1. Four segments 2. Lodging-Front Office, Reservations, Accounting, and Housekeeping Procedures 3. Food & Beverage Markets 4. Travel & Tourism-Economic effects on the local and national levels 5. Recreation, Amusement, and Attractions	What Students Should Be Able to Do: 1. Identify the four segments. 2. Demonstrate practices and skills involved in lodging occupations. 3. Examine food and beverage operations in the hospitality industry. 4. Analyze impacts of travel and tourism to the economy. 5. Compare the operations of Recreation, Amusement, and Attractions.

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Learning Strategies:

- Invite guest speakers from each of the four segments.
- Divide the class into the four segments; have each group to research and present their findings.
- Develop a promotional ad for each segment; include accompanying rubric.
- Outline front office procedures.
- Research technology components of reservations: Internet, central, and hotel direct.
- Determine the responsibilities of the accounting department to include night audit.
- Outline the responsibilities of housekeeping personnel.
- Identify factors involved in guest room cleaning.
- Create a report based on research of the different food and beverage operations.
- Invite a guest speaker to discuss the current trends in travel and tourism. Develop questions, summarize comments, and write a thank-you note for guest.
- Identify South Carolina's tourism regions as classified by the South Carolina Department of Parks, Recreation, and Tourism.
- Organize a benefit event with a recreational component.

Assessments: Projects, performances to demonstrate learning, teacher-student conferences, observation, student records/reflections, student developed rubric

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

APPLICATION/ASSESSMENT THROUGH FCCLA

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

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

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

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

APPLICATION/ASSESSMENT THROUGH FCCLA

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

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

Power of One: Take the Lead –develop leadership qualities

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

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

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

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Resources:

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

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

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

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

<http://www.astanet.com/index.asp>

[Cruiseopinion](http://www.cruiseopinion.com/)

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

A commercial cruise review database.

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

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

An organization devoted to improving destination-based marketing