HOSPITALITY MANAGEMENT AND OPERATIONS 2
Hospitality Management and Operations 2 Academic Standards and Curriculum Resource

Course Code: 5477

Hospitality Management and Operations 2 is designed for students who have decided to pursue a career in the hospitality industry. After completion of this course students will possess the knowledge and skills to advance rapidly in a career or in an institution of higher learning. This course includes career exploration, safety, security, and environmental management, leadership, management, marketing and sales, and an in depth study of the hospitality and tourism segments. Intensive laboratory and field experiences are integral parts of this course. Articulation or dual credit with post-secondary programs is encouraged. Integration of a student organization, Family Careers, and Community Leaders of America (FCCLA), or DECA greatly enhances this curriculum.

Credit:	**1, 2, or 3**
National Certification:	**Lodging Management Program (LMP)** **Certified Front Desk Supervisor (CFDS)**
Recommended grades:	**11-12**
Prerequisite:	**Hospitality Management and Operations 1**
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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Standards Revision Committee:

Business Representatives:

Xavier Meier, Education Manager
South Carolina Hospitality Association
Columbia, SC
Xavier@schospitality.org

Jay Rowe MAgEd, Sales Manager
Springmaid Beach Resort
Myrtle Beach, SC
Jrowe@springmaidbeach.com

Secondary Teacher Representatives:

Norma L. Brown NBCT, Dean
School of Business
Dutch Fork High School
Irmo, SC
nlbrown@lex5.k12.sc.us

Sheri Felder MEd, Biology
Ridge View High School
Columbia, SC
sfelder@richland2.org

Melva Kennedy MEd, Family and Consumer Sciences
Heyward Career Center
Columbia, SC
mkennedy@richlandone.org

Loranda Melton MBA, Marketing Education
Heyward Career Center
Columbia, SC
Lmelton@richlandone.org

Postsecondary Representatives:

LaToya Johnson MEd, Instructor
Family and Consumer Sciences
South Carolina State University
Orangeburg, SC
Ljohn1@scsu.edu

Anna Turner MEd, CFCS-HNFS, Instructor
Bob Jones University
Greenville, SC
aturner@bju.edu

South Carolina Department of Education Representatives

Eleanor Glover, Education Associate
Office of Career and Technology Ed.
Columbia, SC
Eglover@ed.sc.gov

Amy McCaskill, Education Associate
Office of Career and Technology Ed.
Columbia, SC
Amccaski@ed.sc.gov

Course Code: 5477

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)

Course Code: 5477

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

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)

A25. The student will demonstrate an understanding of the principles of trade and economic development. (ECON-8)

United States Government

A26. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. (USG-3)

United States History and the Constitution

A27. 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)

Elementary Algebra

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

Data Analysis and Probability

A29. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (DA-1)

A30. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. (DA-2)

A31. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. (DA-3)

Intermediate Algebra

A32. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (IA-1)

Precalculus

A33. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (PC-1)

A33. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (PC-1)

Course Code: 5477

A34. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (G-1)
A35. The student will demonstrate through the mathematical processes an understanding of the properties of basic geometric figures and the relationships between and among them. (G-2)

Biology

A36. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (B-1)
A37. The student will demonstrate an understanding of the flow of energy within and between living systems. (B-3)
A38. The student will demonstrate an understanding of the interrelationships among organisms and the biotic and abiotic components of their environments. (B-6)

Chemistry

A39. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (C-1).

Earth Science

A40. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (ES-1).

Physical Science

A41. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (PS-1).

Physics

A42. 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).
A43. The student will demonstrate an understanding of the properties of electricity and magnetism and the relationships between them. (P-4)
A44. The student will demonstrate an understanding of the properties and behaviors of mechanical and electromagnetic waves. (P-5)

Course Code: 5477

HMO ACADEMIC STANDARDS

B. HOSPITALITY & TOURISM CAREERS

SC Standard B1. Analyze management opportunities in hospitality and tourism.

C. SAFETY, SECURITY, AND THE ENVIRONMENT

SC Standard C1. Evaluate safety, security, and environmental procedures.

D. LEADERSHIP AND MANAGEMENT

SC Standard D1. Describe the organizational structure and functions of leadership and management.

SC Standard D2. Explain the importance of diversity in the workforce and in management.

E. MARKETING AND SALES

SC Standard E1. Analyze basic marketing and sales principles in hospitality and tourism.

F. HOSPITALITY AND TOURISM SEGMENTS

SC Standard F1. Analyze the four segments associated with the hospitality and tourism industry.

Course Code: 5477

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.

Course Code: 5477

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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

LANGUAGE – PAGE 51

Knowledge of Language

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

Vocabulary Acquisition and Use

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

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

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

Course Code: 5477

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

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

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.

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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 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.

Course Code: 5477

- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
WRITING STANDARDS – PAGE 41
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LANGUAGE – PAGE 51
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A5. Writing: Producing Written Communications in a Variety Of forms
The student will write for a variety of purposes and audiences. **(SC E1-4.5)**

- Create informational pieces that use language appropriate for the specific audience.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.
- Compose effective pieces of writing to respond to prompts in "on demand" situations.

Course Code: 5477

- Create descriptions for use in other modes of written works (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
WRITING STANDARDS – PAGE 41
Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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.

Course Code: 5477

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication
The student will access and use information from a variety of sources. **(SC E1-4.6)**

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

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
WRITING STANDARDS – PAGE 41
Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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.

Course Code: 5477

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.
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.

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.

Course Code: 5477

- 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.

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

Educational Technology

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.

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

Course Code: 5477

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

Indicator(s):

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

NETS for Students:

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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):

- Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.
- Demonstrate refusal, negotiation, and collaboration skills to enhance his or her health and to avoid potentially harmful situations.
- Demonstrate ways to ask for assistance to enhance his or her own health and ways to offer assistance to enhance the health others.

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.

Course Code: 5477

A. Academics (The standards from this unit are integrated with course specific standards.)
A17. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. (HSE-7)
Indicator(s):

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

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.
- 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.

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

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

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):

- 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):

- Compare measures of economic health, including the gross domestic product, consumer price indexes, personal income, disposable income, rates of inflation and deflation, and unemployment rates.
- 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.

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

A25. The student will demonstrate an understanding of the principles of trade and economic development. (ECON-8)

- Summarize global patterns of economic activity—including world trade partners, the geographic features of trade, and international political borders—and explain the impact of developing nations on the global economy.

United States Government

A26. 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.

United States History and the Constitution

A27. 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.

Elementary Algebra

A28. 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.

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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

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

Elementary Algebra

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

Indicator(s):

- 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).

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

Represent and solve equations and inequalities graphically

Data Analysis and Probability
A29. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (DA-1)
Indicator(s):

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

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Course Code: 5477

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

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

Similarity, Right Triangles, and Trigonometry
• Understand similarity in terms of similarity transformations
• Prove theorems involving similarity
• Define trigonometric ratios and solve problems involving right triangles
• Apply trigonometry to general triangles

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

Expressing Geometric Properties with Equations
• Translate between the geometric description and the equation for a conic section
• Use coordinates to prove simple geometric theorems algebraically

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

Modeling with Geometry
• Apply geometric concepts in modeling situations

A30. 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.

Analyze a data-collection procedure to classify the technique used as either simple cluster, systematic, or convenience sampling.

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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

Course Code: 5477

A. Academics (The standards from this unit are integrated with course specific standards.)
A31. 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
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
A32. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (IA-1)
Indicator(s):

- 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
• 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 s
• Prove and apply trigonometric identities

Precalculus

A33. 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.

Geometry

A34. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (G-1)

Demonstrate an understanding of how geometry applies to real-world contexts (including architecture, construction, farming, and astronomy.)

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MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence
• Experiment with transformations in the plane
• Understand congruence in terms of rigid motions
• Prove geometric theorems

• Make geometric constructions

Similarity, Right Triangles, and Trigonometry

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

Circles

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

Expressing Geometric Properties with Equations

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

Geometric Measurement and Dimension

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

Modeling with Geometry

• Apply geometric concepts in modeling situations

A35. The student will demonstrate through the mathematical processes an understanding of the properties of basic geometric figures and the relationships between and among them. (G-2)

- Use scale factors to solve problems involving scale drawings and models.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75**
- **Congruence**
- • Make geometric constructions
- **Circles**
- • Understand and apply theorems about circles
- **Geometric Measurement and Dimension**
- • Explain volume formulas and use them to solve problems
- • Visualize relationships between two dimensional and three-dimensional objects
- **Modeling with Geometry**
- • Apply geometric concepts in modeling situations

Course Code: 5477

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

Biology

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

Indicator(s):

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

A37. 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).

A38. 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

A39. 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):

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- 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.
- Evaluate the results of a controlled scientific investigation in terms of whether they refute or verify the hypothesis.

Course Code: 5477

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

Earth Science

A40. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (ES-1).

Indicator(s):

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

Physical Science

A41. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (PS-1).

Indicator(s):

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

Physics

A42. 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).

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.

A43. The student will demonstrate an understanding of the properties of electricity and magnetism and the relationships between them. (P-4)

Indicator(s):

- Summarize the function of electrical safety components (including fuses, surge protectors, and breakers).
- Explain the effects of magnetic forces on the production of electrical currents and on current carrying wires and moving charges.
- Distinguish between the function of motors and generators on the basis of the use of electricity and magnetism by each.
- Predict the cost of operating an electrical device by determining the amount of electrical power and electrical energy in the circuit.

A44. The student will demonstrate an understanding of the properties and behaviors of mechanical and electromagnetic waves. (P-5)

Indicator(s):

- Summarize the operation of lasers and compare them to incandescent light.

Course Code: 5477

B. Hospitality & Tourism Careers

<table>
<tr><td colspan="2">SC Standard: B1. Analyze management opportunities in hospitality and tourism.</td></tr>
<tr><td colspan="2">FACS Nat’l Standard: 10.6 Demonstrate management of recreation, leisure, and other programs and events</td></tr>
<tr><td colspan="2">Lodging Management Program (LMP): Chapter 1: Leadership and Management, Chapter 4: Career Development</td></tr>
<tr><td colspan="2">Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; DA: A29, A31; B: A36, A37; C: A39; ES: A41</td></tr>
<tr><td colspan="2">Essential Question(s):
1. What are the benefits of being a manager?
2. What management careers are available in hospitality and tourism?</td></tr>
<tr><td colspan="2">Indicators:</td></tr>
<tr><td>What Students Should Know:
1. Management careers in hospitality and tourism
2. How to obtain a management position
3. Contents of an individual career portfolio
4. Professional and ethical behavior
5. Postsecondary and scholarship options</td><td>What Students Should Be Able to Do:
1. Explore management careers.
2. Develop a plan to obtain a management position.
3. Present an individual career portfolio.
4. Model professional and ethical conduct.
5. Research postsecondary and scholarship options.</td></tr>
</table>

Course Code: 5477

Learning Strategies:

- Research and present information on a management position in the hospitality and tourism industry.
- Students invite upper management industry professional to summarize their personal experiences to becoming a manager.
- Role-play the interview process.
- Analyze the results of a job interview.
- Evaluate a job offer.
- Describe employee orientation.
- Match personal traits and aptitudes to specific careers in the hospitality industry.
- Invite administrator or human resource personnel from local businesses to demonstrate interviewing techniques.
- Complete scholarship and college applications.
- Evaluate instances of professional and ethical behavior on the job.
- Invite a lawyer and law enforcement officers to discuss consequences of unethical practices in the workplace.
- Discuss current events related to ethical and unethical workplace behaviors.
- Write and role-play various scenarios.
- Demonstrate SCANS skills in all settings.
- Invite post-secondary speakers.
- Contact/Visit technical colleges and/or 4-year colleges/universities.

Assessments: student self-evaluation, projects, performances to demonstrate learning, quizzes, learning logs, career portfolio, questionnaires, parent conferencing

Course Code: 5477

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

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: Plug In to Career-understand work and the Career Connection process; Program Career Steps –prepare with education, leadership and work experiences; ACCESS Skills for Career Success – practice being productive and promotable; Leaders *at Work:* create projects to strengthen leadership skills on the job.
Community Service: guide students to develop, plan, carry out, and evaluate projects that improve the quality of life in the community.
Dynamic Leadership: master the six essentials of leadership: model good character, solve problems, foster positive relationships, manage conflict, build teams, and educate peers
Families First: Japanese Exchange is a scholarship opportunity for FCCLA members to travel to Japan for four-to-six weeks as an exchange student.
FACTS: Bridge the Gap promote safe driving habits, especially for less-experienced drivers
Power of One: Take the Lead –develop leadership qualities
STAR Events: Applied Technology; Focus on Children; Hospitality, Illustrated Talk, Interpersonal Communication
Student Body: Make Healthy Choices-choose a positive lifestyle by avoiding drugs, alcohol, and tobacco; managing stress, building self esteem; and practicing good character

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

Hospitality and Tourism Operations research event includes hotels, restaurants and tourism-related businesses. 2011 topic: Social Networking -Using an existing business of their choice, participants will research the current and potential use of social networking and its effectiveness. Participants will develop a strategic plan to enhance or introduce social networking into the current promotional activities.

Course Code: 5477

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.

Course Code: 5477

C. Safety, Security, and the Environment

<table>
<tr><td colspan="2">SC Standard: C1. Evaluate safety, security, and environmental procedures.</td></tr>
<tr><td colspan="2">FACS Nat’l Standard: 10.2 Demonstrate procedures applied to safety, security, and environmental issues.</td></tr>
<tr><td colspan="2">Lodging Management Program (LMP): Chapter 16: Sanitation, Health, and Safety</td></tr>
<tr><td colspan="2">Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; HS 13, 14, 15 16, 17, 18; DA: A29, A31; B: A36, A37, A38; C: A39; ES: 41</td></tr>
<tr><td colspan="2">Essential Question(s):
1. How do safety and security procedures benefit guests, employees, and employers?</td></tr>
<tr><td colspan="2">Indicators:</td></tr>
<tr><td>What Students Should Know:
1. Safety and environmental procedures
2. OSHA and DHEC codes
3. Emergency response procedures</td><td>What Students Should Be Able to Do:
1. Maintain safe and healthy working conditions and environment.
2. State the rationale for rules and laws designed to promote safety and health in the workplace.
3. Assess emergency procedures for internal and external disasters.</td></tr>
<tr><td colspan="2">Learning Strategies:</td></tr>
<tr><td colspan="2">• Compile a Material Safety Data Sheet (MSDS) notebook.
• Design a workplace wellness plan.
• Invite a guest speaker to demonstrate First Aid Procedures.
• Critique consumer protection laws.
• Interpret safety signs and symbols.
• Explain the role of government agencies in providing a safe workplace.
• Develop and role play emergency plans for internal and external disasters.</td></tr>
<tr><td colspan="2">Assessments: student performances to demonstrate learning, presentations, questionnaires, student self evaluation, peer conferencing</td></tr>
</table>

Course Code: 5477

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

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: guides students to develop, plan, carry out, and evaluate projects that improve the quality of life in their communities
Dynamic Leadership: master the six essentials of leadership: model good character, solve problems, foster positive relationships, manage conflict, build teams, and educate peers
FACTS (Families Acting for Community Traffic Safety) Speak up promotes the empowerment of teens to speak up for their safety.
FCCLA National Outreach Project establishes a National Outreach Project with a partner organization to reach out in their communities and help work towards a cause.
Power of One: **Take the lead** develops leadership qualities
STAR Events: Applied Technology; Entrepreneurship, Environmental Ambassador, Hospitality, Recycle and Redesign
STOP the Violence: empowers youth with attitudes, skills, and resources in order to recognize, report, and reduce youth violence.

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

Hospitality and Tourism Operations research event includes hotels, restaurants and tourism-related businesses. 2011 topic: Social Networking -Using an existing business of their choice, participants will research the current and potential use of social networking and its effectiveness. Participants will develop a strategic plan to enhance or introduce social networking into the current promotional activities.

Course Code: 5477

Resources:

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

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

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

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

Course Code: 5477

D. Leadership and Management

SC Standard: D1. Describe the organizational structure and functions of leadership and management.

FACS Nat'l Standard: 10.6 Demonstrate management of recreation, leisure, and other programs and events.

Lodging Management Program (LMP): Chapter 1: Leadership and Management, Chapter 2: Communication Skills, Chapter 3: Team Building

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; Econ: A19, A20, A21, A22, A23, A24, A25; EA: A28; DA: A29, A31; IA: A32; PC: A33; G: A34, A35; B: A36, A37; C: A39; ES: A40; PS: A41; P: A42, A43, A44

Essential Question(s):
1. What do you look for in a leader?
2. How do various managerial styles differ?

Indicators:

What Students Should Know:	**What Students Should Be Able to Do:**
1. Leadership and management styles 2. Conflict resolution skills 3. Teambuilding activities	1. Distinguish between effective leadership and management styles. 2. Demonstrate conflict resolution skills. 3. Design teambuilding activities.

Learning Strategies:

- Discuss the roles and responsibilities that leaders and members bring to a hospitality organization.
- Compare effective and ineffective styles of leadership and management.
- Role-play leadership styles.
- Create organization charts for a hotel, restaurant, or hospitality and tourism business. Write a mission statement, job descriptions, and schedules.
- Write letters in response to guest complaints.
- Role-play various situations to demonstrate conflict resolution skills.
- Demonstrate techniques that empower employees.
- Discuss the advantages/disadvantages of working as a team vs. working independently.
- Design and execute teambuilding activities and games.
- Evaluate characteristics of an effective team player and effective teams.

Assessments: open-response questions, learning logs, teacher-student conferences, questionnaires, observations

Course Code: 5477

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

APPLICATION/ASSESSMENT THROUGH FCCLA

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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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Hospitality and Tourism Operations research event includes hotels, restaurants and tourism-related businesses. 2011 topic: Social Networking -Using an existing
business of their choice, participants will research the current and potential use of social networking and its effectiveness. Participants will develop a strategic plan to enhance or introduce social networking into the current promotional activities.

Course Code: 5477

Resources:

U.S. State Department traveler information
http://travel.state.gov/
Information for foreign citizens traveling to the U.S.A., and U.S. citizens traveling abroad, including visa, passport, and warnings for dangerous destinations.

World Tourism Organization
http://www.world-tourism.org/
The tourism organization of the United Nations.

University of Wisconsin Library Hospitality and Tourism links
http://www.uwstout.edu/lib/subjects/hospitality.htm
A useful collection of resources related to this area.

Course Code: 5477

D. Leadership and Management

SC Standard: D2. Explain the importance of diversity in the workforce and in management.

FACS Nat'l Standard: 10.6 Demonstrate management of recreation, leisure, and other programs and events.

Lodging Management Program (LMP): Chapter 1: Leadership and Management, Chapter 2: Communication Skills, Chapter 3: Team Building

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; USG A26, A27; EA: A28; DA: A29, A31; IA: A32; PC: A33; G: A34, A35; B: A36, A37; C: A39; ES: A40; PS: A41; P: A42, A43, A44

Essential Question(s):

1. How can you best learn about a culture?
2. What types of diversity can you find in the industry?
3. Why is diversity in the workplace important?

Indicators:

What Students Should Know:	**What Students Should Be Able to Do:**
1. Basic laws and regulations for diversity 2. Cultural differences affecting leadership styles 3. Cultural differences affecting communication 4. Workforce diversities	1. Identify basic laws and regulations associated with diverse employee groups. 2. Describe how cultural/ethnic differences affect leadership styles within a group. 3. Describe how cultural/ethnic differences affect group dynamics. 4. Evaluate methods used to meet the needs of diverse groups in the workforce as a manager.

Learning Strategies

- Create photo montage of digital images focusing on ways businesses in the industry have met basic laws and regulations.
- Identify diversity in the classroom (cultures, ethnicities, special needs, etc.).
- Role-play various scenarios that deal with diversity.
- Interview industry professionals about their experiences with diversity in the workplace.
- Work with foreign language classroom to create a multi-lingual training manual.
- Job-shadow at hospitality related business and have to students present their findings.

Course Code: 5477

Assessments: projects, questionnaires, performances to demonstrate, observations, student self evaluation, peer conferencing

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Resources:

Course Code: 5477

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http://www.world-tourism.org/
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University of Wisconsin Library Hospitality and Tourism links
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A useful collection of resources related to this area.

Hospitality Index
http://www.hospitality-index.com/
Links to suppliers for all sorts of hotel, food service and related products and services.

Course Code: 5477

E. Marketing and Sales

SC Standard: E1. Analyze basic marketing and sales principles in hospitality and tourism.

FACS Nat'l Standard: 10.4 Demonstrate practices and skills involved in lodging occupations.

Lodging Management Program (LMP): Chapter 5: Hospitality Sales and Marketing, Chapter 6: Selling is Everyone's Job, Chapter 7: Telephone Sales, Chapter 8: Catering and Meeting Room Sales, and Chapter 9: The Marketing Plan, Chapter 10: Advertising and Public Relations

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; Econ A19, A20, A21, A22, A23, A24, A25; DA: A29, A30, A31; IA: A32

Essential Question(s):

1. Why are sales important to the hospitality and tourism industry?
2. Why is marketing important to the hospitality and tourism industry?

Indicators:

What Students Should Know:	**What Students Should Be Able to Do:**
1. The definition of marketing and marketing mix as it relates to hospitality and tourism 2. The relationship between marketing and sales 3. The marketing segments 4. Current hospitality sales and marketing technology trends 5. The steps in the sales process 6. Components of a marketing plan	1. Define marketing and the marketing mix. 2. Describe the relationship between marketing and sales. 3. Identify marketing segments in the hospitality and tourism industry. 4. Identify current hospitality sales and marketing technology trends. 5. Demonstrate the steps in the sales process. 6. Create a marketing plan.

Learning Strategies:

- Collect current marketing slogans and logos to see who can readily identify the company/corporation.
- Create logos or slogans for an industry or enter contests for marketing.
- Create and present a marketing mix for a hospitality and tourism product.
- Design an advertisement and discuss how it affects sales.
- Research hospitality and tourism marketing segments and develop a technology based presentation on findings.
- Visit local hospitality businesses to show current technology trends.
- Present a sales demonstration on a hospitality product or service.
- Invite hospitality sales professionals to demonstrate sales process.
- Research, develop, and present a marketing plan for current hospitality and tourism business.

Course Code: 5477

Assessments: open-response questions, performances to demonstrate learning, projects with several interval products, teacher-student conferences, observation, peer assessments

APPLICATION/ASSESSMENT THROUGH FCCLA

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Resources:

Sales and Marketing Executive Internationals
www.smei.org
Professional organization that addresses ethical standards, professional development, knowledge, growth, and leadership in the marketing profession.

Hospitality Sales and Marketing Association International
http://www.hsmai.org/
Professional organization knowledge, community, and recognition for leaders committed to professional development, sales growth, revenue optimization, marketing, and branding.

Business Marketing Association
www.marketing.org
Begun in 1922 as the National Industrial Advertising Association, today's Business Marketing Association represents a lifetime of expertise in business-to-business marketing and communications.

BtoB Magazine
http://www.btobonline.com
Online marketing magazine that addresses current trends in the profession.

Course Code: 5477

F. Hospitality and Tourism Segments

SC Standard: F1. 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 11: Hotels and the Food Service Industry, Chapter 12: The Menu, Chapter 13: Dining and Beverage Service, Chapter 14: Hotel Food Service Outlets, Chapter 15: Event Planning	
Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; ISTE: A7, A8, A9, A10, A11, A12; EA: A28; DA: A29, A30, A31; IA: A32; B: A36, A37; C: A39; ES: A40; PS: A41; P: A43, A45	
Essential Question(s): 1. How has technology and media affected the four segments of the hospitality and tourism industry?	
Indicators:	
What Students Should Know: 1. Four segments 2. Lodging-Management 3. Food & Beverage-Food Service, Dining, Beverage Service, and Event Planning 4. Travel & Tourism 5. Recreation, Amusement, and Attractions	**What Students Should Be Able to Do:** 1. Plan an event incorporating the four segments. 2. Summarize key elements in planning, organizing, and maintaining efficient lodging operations. 3. Demonstrate practices and skills involved in Food & Beverage occupations. 4. Explain how travel and tourism benefits from lodging and food and beverage. 5. Examine the importance of food and beverage to recreation, amusement, and attractions.

Course Code: 5477

Learning Strategies:

- Classify the food service industry by its markets.
- Identify front of the house and back of the house functions.
- Evaluate food service safety and sanitation industry standards.
- Demonstrate proficiency in mathematics essential in the food and beverage industry.
- Design a restaurant menu.
- Outline the process of catering and event planning.
- Create, organize, and design a weekend event which incorporates a tourist area, lodging facility, food and beverage service, and an attraction, recreational activity, or amusement venue.

Assessments: presentations, graded written work, student self evaluation, performances to demonstrate learning, projects with several interval products

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Resources:

American Hotel and Lodging Association
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

Cruiseopinion
http://www.cruiseopinion.com/
A commercial cruise review database.

Destination Marketing Association International
http://www.destinationmarketing.org/
An organization devoted to improving destination-based marketing