



## Hospitality & Tourism

## Scope and Sequence

TEA does not endorse any of the external products, vendors, consultants, or documentation referenced in this document. Any mention of vendors, products, or services is for informational purposes only.

<b>Cluster:</b>	Hospitality & Tourism
<b>Course Name:</b>	§130.222 Principles of Hospitality and Tourism (One-Half to One Credit)
<b>Course Description:</b>	The hospitality and tourism industry encompasses lodging, travel and tourism, recreation, amusements, attractions, resorts, restaurants, and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
<b>Course Requirements:</b>	This course is recommended for students in grades 9-11.
<b>Recommended Equipment:</b>	Students must have access to computers and the Internet.

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>I. Course Introduction/ Historical Overview</b>			
<p>A. Personal success</p> <p>B. Personal management</p>	<p>(3) The student demonstrates an understanding that personal success depends on personal effort.</p>	<p>(A) demonstrate a proactive understanding of self-responsibility and self-management</p> <hr/> <p>(B) explain the characteristics of personal values and principles</p> <hr/> <p>(C) display positive attitudes and good work habits</p> <hr/> <p>(D) develop strategies for achieving accuracy and organizational skills</p>	<ul style="list-style-type: none"> <li>• HSCC</li> <li>• HSCG – Ch. 5</li> <li>• HSFL – Ch. 22</li> <li>• HSRB – Ch. 5</li> <li>• PFDCC</li> <li>• PFDTIG</li> <li>• SPFL – Ch. 5</li> <li>• TT</li> </ul>
	<p>(4) The student develops principles in time management, decision making, and prioritizing.</p>	<p>(A) apply effective practices for managing time and energy</p> <hr/> <p>(B) analyze the importance of balancing a career, family, and leisure activities</p> <hr/> <p>(C) analyze the various steps in the decision-making process</p> <hr/> <p>(D) work independently</p>	<ul style="list-style-type: none"> <li>• PFDCC</li> <li>• PFDTIG</li> <li>• SPFL – Ch. 1</li> <li>• TT</li> <li>• Balancing Home and Work <a href="http://www.foh.dhhs.gov/NYCU/balancing.asp">www.foh.dhhs.gov/NYCU/balancing.asp</a></li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>II. Leadership Development</b>			
A. Leadership B. Citizenship C. Teamwork D. Community services	(7) The student demonstrates leadership, citizenship, and teamwork skills required for success.	(A) develop team-building skills (B) develop decision-making and problem-solving skills (C) conduct and participate in meetings to accomplish tasks (D) determine leadership and teamwork qualities in creating a pleasant working atmosphere	<ul style="list-style-type: none"> <li>• PFDCC</li> <li>• PFDTIG</li> <li>• SPFL – Ch. 4</li> <li>• TT</li> </ul>
	(5) The student researches, analyzes, and explores lifestyle and career goals.	(C) examine related community service opportunities	<ul style="list-style-type: none"> <li>• HSFL – Ch. 22-23</li> </ul>
	(7) The student demonstrates leadership, citizenship, and teamwork skills required for success.	(E) participate in community service activities	<ul style="list-style-type: none"> <li>• Family, Career, and Community Leaders of America Community Service  <a href="http://www.fcclainc.org/content/community-service">www.fcclainc.org/content/community-service</a></li> <li>• Kids Health <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> </ul>

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<b>III. Communication Skills</b>			
<p>A. Academic skills</p> <p>B. Verbal communication</p> <p>C. Nonverbal communication</p> <p>D. Leadership</p>	<p>(1) The student applies academic skills for the hospitality and tourism industry.</p> <p>(2) The student uses verbal and nonverbal communication to provide a positive experience for guests and employees.</p> <p>(5) The student researches, analyzes, and explores lifestyle and career goals.</p>	<p>(A) write effectively using standard English and correct grammar</p> <p>(B) comprehend a variety of texts</p> <p>(C) create and proofread appropriate professional documents</p> <p>(A) develop and analyze formal and informal presentations</p> <p>(B) practice customer service skills</p> <p>(D) create a career portfolio</p>	<ul style="list-style-type: none"> <li>• HSCC</li> <li>• HSCG – Ch. 5-6</li> <li>• HSFL – Ch.5</li> <li>• HSRB – Ch. 5-6</li> <li>• PFDCC</li> <li>• PFDTIG</li> <li>• SPFL</li> <li>• TT</li> <li>• Empire State College - Grammar and Punctuation <a href="http://www.esc.edu/ESOnline/Across_ESC/WritingResourceCenter.nsf/wholeshortlinks2/Grammar&amp;Punctuation">www.esc.edu/ESOnline/Across_ESC/WritingResourceCenter.nsf/wholeshortlinks2/Grammar&amp;Punctuation</a></li> <li>• Northeastern University - Types of Periodicals <a href="http://www.lib.neu.edu/online_research/help/types_of_periodicals/">www.lib.neu.edu/online_research/help/types_of_periodicals/</a></li> </ul>
	<p>(7) The student demonstrates leadership, citizenship, and teamwork skills required for success.</p> <p>(10) The student demonstrates research skills applicable to the hospitality and tourism industry.</p>	<p>(B) develop decision-making and problem-solving skills</p> <p>(C) conduct and participate in meetings to accomplish tasks</p> <p>(D) determine leadership and teamwork qualities in creating a pleasant working atmosphere</p> <p>(B) use travel information to design a customized product for travelers</p>	<ul style="list-style-type: none"> <li>• HSCC</li> <li>• HSCG – Ch.5</li> <li>• HSRB – Ch. 5</li> <li>• PFDCC</li> <li>• PFDTIG</li> <li>• SPFL – Ch. 4</li> <li>• TT</li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>IV. Business of Hospitality and Tourism</b>			
A. Industry pathways B. Numerical concepts C. Scientific principles D. Decision making	(9) The student explores and explains the roles within each department of the hospitality and tourism industry.	(A) examine the duties and responsibilities required within operational departments (B) research the job qualifications for various positions to facilitate selection of career choices	<ul style="list-style-type: none"> <li>• HSCC</li> <li>• HSCG – Ch. 16-20</li> <li>• HSRB – Ch. 16-20</li> <li>• Achieve Texas www.achievetexas.org</li> <li>• Career Clusters www.careerclusters.org</li> <li>• Club Managers Association of America www.cmaa.org</li> <li>• National Restaurant Association www.restaurant.org</li> <li>• U.S. Department of Labor - Occupational Outlook Handbook www.bls.gov/oco</li> </ul>
E. Department roles F. Research skills	(10) The student demonstrates research skills applicable to the hospitality and tourism industry.	(A) develop technical vocabulary to enhance customer service (C) examine elements of a dining experience expected to satisfy guests at varied facilities such as a boardwalk vendor, cruise ship, chain restaurant, and five-star dining facility (D) identify local and regional tourism issues	
	(11) The student understands the importance of customer service.	(C) plan a cost effective trip or itinerary to meet customer needs	
	(1) The student applies academic skills for the hospitality and tourism industry.	(D) calculate correctly using numerical concepts such as percentages and reasonable estimations	<ul style="list-style-type: none"> <li>• HSCC</li> <li>• HSCG – Ch. 21</li> <li>• HSFL – Ch. 2</li> <li>• HSRB – Ch. 21</li> <li>• Office of Travel and Tourism Industries www.tinet.ita.doc.gov/</li> </ul>
		(E) infer how scientific principles are used in the hospitality and tourism industry	

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<b>V. Regulations and Risks</b>			
<p>A. Safety</p> <p>B. Sanitation</p> <p>C. Environment</p>	<p>(8) The student explains how employees, guests, and property are protected to minimize losses or liabilities in the hospitality and tourism industry.</p> <p>(1) The student applies academic skills for the hospitality and tourism industry.</p>	<p>(A) determine job safety and security</p> <p>(B) implement the basics of sanitation</p> <p>(C) understand and demonstrate procedures for cleaning, sanitizing, and storing equipment and tools</p> <p>(D) determine how environmental issues such as recycling and saving energy affect the hospitality and tourism industry</p> <p>(E) infer how scientific principles are used in the hospitality and tourism industry</p>	<ul style="list-style-type: none"> <li>• HSCC</li> <li>• HSCG – Ch. 7,11</li> <li>• HSFL – Ch. 20</li> <li>• HSRB – Ch. 7, 11</li> <li>• HACCP</li> <li>• Occupational Safety &amp; Health Administration <a href="http://www.osha.gov">www.osha.gov</a></li> <li>• United States Food Safety and Inspection Service <a href="http://www.fsis.usda.gov">www.fsis.usda.gov</a></li> </ul>

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<b>VI. Customer Service</b>			
A. Communication B. Customer product C. Customer service	(10) The student demonstrates research skills applicable to the hospitality and tourism industry.	(A) develop technical vocabulary to enhance customer service	<ul style="list-style-type: none"> <li>• HSCC</li> <li>• HSCG – Ch. 13</li> <li>• HSRB – Ch. 13</li> </ul>
D. Dining experience	(11) The student understands the importance of customer service.	(A) determine ways to provide quality customer service (B) analyze how guests are affected by employee attitude, appearance, and actions (C) plan a cost effective trip or itinerary to meet customer needs (D) examine different types of food service	<ul style="list-style-type: none"> <li>• HSCC</li> <li>• HSCG – Ch. 21</li> <li>• HSFL – Ch. 2</li> <li>• HSRB – Ch. 21</li> </ul>
	(10) The student demonstrates research skills applicable to the hospitality and tourism industry.	(B) use travel information to design a customized product for travelers (C) examine elements of a dining experience expected to satisfy guests at varied facilities such as a boardwalk vendor, cruise ship, chain restaurant, and five-star dining facility (D) identify local and regional tourism issues	
	(2) The student uses verbal and nonverbal communication to provide a positive experience for guests and employees.	(A) develop and analyze formal and informal presentations (B) practice customer service skills	
	(7) The student demonstrates leadership, citizenship, and teamwork skills required for success.	(D) determine leadership and teamwork qualities in creating a pleasant working atmosphere	

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<b>VII. Technology</b>			
<p>A. Computer application</p> <p>B. Design product</p>	<p>(6) The student uses technology to gather information.</p>	<p>(A) demonstrate and operate computer applications to perform workplace tasks</p> <p>(B) examine types of computerized systems used to manage operations and guest services in the hospitality and tourism industry</p> <p>(C) evaluate information sources for the hospitality and tourism industry</p>	<ul style="list-style-type: none"> <li>• HSCC</li> <li>• HSCG – Ch. 4</li> <li>• HSRB – Ch. 4</li> </ul>
	<p>(10) The student demonstrates research skills applicable to the hospitality and tourism industry.</p>	<p>(B) use travel information to design a customized product for travelers</p>	
	<p>(11) The student understands the importance of customer service.</p>	<p>(C) plan a cost effective trip or itinerary to meet customer needs</p>	
	<p>(9) The student explores and explains the roles within each department of the hospitality and tourism industry.</p>	<p>(B) research the job qualifications for various positions to facilitate selection of career choices</p>	<ul style="list-style-type: none"> <li>• HSCC</li> <li>• HSCG – Ch. 16-20</li> <li>• HSRB – Ch. 16-20</li> </ul>
	<p>(3) The student demonstrates an understanding that personal success depends on personal effort.</p>	<p>(D) develop strategies for achieving accuracy and organizational skills</p>	



Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>VIII. Career Exploration</b>			
<p>A. Personal success</p> <p>B. Personal management</p>	<p>(5) The student researches, analyzes, and explores lifestyle and career goals.</p> <p>(9) The student explores and explains the roles within each department of the hospitality and tourism industry.</p> <p>(4) The student develops principles in time management, decision making, and prioritizing.</p> <p>(3) The student demonstrates an understanding that personal success depends on personal effort.</p>	<p>(A) prioritize career goals and ways to achieve those goals in the hospitality and tourism industry</p> <p>(B) compare and contrast education or training needed for careers in the hospitality and tourism industry</p> <p>(D) create a career portfolio</p> <p>(B) research the job qualifications for various positions to facilitate selection of career choices</p> <p>(B) analyze the importance of balancing a career, family, and leisure activities</p> <p>(C) analyze the various steps in the decision-making process</p> <p>(D) work independently</p> <p>(C) display positive attitudes and good work habits</p>	<ul style="list-style-type: none"> <li>• HSCG - Ch. 5</li> <li>• HSRB - Ch. 5</li> <li>• PFDCC</li> <li>• PFDTIG</li> <li>• SPFL</li> <li>• TT</li> <li>• Americas Career InfoNet <a href="http://www.acinet.org/acinet">www.acinet.org/acinet</a></li> <li>• Achieve Texas <a href="http://www.achievetexas.org">www.achievetexas.org</a></li> <li>• Career Clusters <a href="http://www.careerclusters.org">www.careerclusters.org</a></li> <li>• Labor Market and Career Information <a href="http://www.lmci.state.tx.us">www.lmci.state.tx.us</a></li> <li>• Labor Market and Career Information - Reality Check <a href="http://www.lmci.state.tx.us/realitycheck">www.lmci.state.tx.us/realitycheck</a></li> <li>• National Research Center for Career and Technical Education <a href="http://www.nccte.org">www.nccte.org</a></li> <li>• Texas Workforce Commission <a href="http://www.twc.state.tx.us">www.twc.state.tx.us</a></li> <li>• U.S. Department of Labor - Occupational Outlook Handbook <a href="http://www.bls.gov/oco">www.bls.gov/oco</a></li> </ul>

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<b>Resources: Books</b>			
HSCC	Hospitality Services, High School Curriculum Caddy, CEV		ISBN: 1569186928
HSCG/HSRB	Hospitality Services Curriculum Guide, Reference Book, Student Activity, and		<a href="http://www.depts.ttu.edu/hs/ccfcs">www.depts.ttu.edu/hs/ccfcs</a>
HSFL	Hospitality Services: Food and Lodging, Goodheart-Wilcox		ISBN: 1590701526
PFDC	Personal and Family Development Curriculum Caddy, CEV		ISBN: 1569186596
PFDTIG	Personal and Family Development Teacher's Instructional Guide, Curriculum		<a href="http://www.depts.ttu.edu/hs/ccfcs">www.depts.ttu.edu/hs/ccfcs</a>
SPFL	Skills for Personal and Family Living, Goodheart-Wilcox		ISBN: 1590701003
TT	Today's Teen, Glencoe/McGraw-Hill Division, 2004		ISBN: 78463696
<b>Resources: Websites</b>			
Achieve Texas		<a href="http://www.achievetexas.org">www.achievetexas.org</a>	
Americas Career InfoNet		<a href="http://www.acinet.org/acinet">www.acinet.org/acinet</a>	
Career Clusters		<a href="http://www.careerclusters.org">www.careerclusters.org</a>	
Club Managers Association of America		<a href="http://www.cmaa.org">www.cmaa.org</a>	
Empire State College - Grammar and Punctuation		<a href="http://www.esc.edu/ESOnline/Across_ESC/WritingResourceCenter.nsf/wholeshortlinks2/Grammar&amp;Punctuation">http://www.esc.edu/ESOnline/Across_ESC/WritingResourceCenter.nsf/wholeshortlinks2/Grammar&amp;Punctuation</a>	
Family, Career, and Community Leaders of America Community Service		<a href="http://www.fcclainc.org/content/community-service">http://www.fcclainc.org/content/community-service</a>	
Balancing Home and Work		<a href="http://www.foh.dhhs.gov/NYCU/balancing.asp">http://www.foh.dhhs.gov/NYCU/balancing.asp</a>	
Kids Health		<a href="http://www.kidshealth.org">www.kidshealth.org</a>	
Labor Market and Career Information		<a href="http://www.lmci.state.tx.us">www.lmci.state.tx.us</a>	
Labor Market and Career Information - Reality Check		<a href="http://www.lmci.state.tx.us/realitycheck">www.lmci.state.tx.us/realitycheck</a>	
National Research Center for Career and Technical Education		<a href="http://www.nccte.org">www.nccte.org</a>	
National Restaurant Association		<a href="http://www.restaurant.org">www.restaurant.org</a>	
Northeastern University - Types of Periodicals		<a href="http://www.lib.neu.edu/online_research/help/types_of_periodicals/">http://www.lib.neu.edu/online_research/help/types_of_periodicals/</a>	
Occupational Safety & Health Administration		<a href="http://www.osha.gov">www.osha.gov</a>	
Office of Travel and Tourism Industries		<a href="http://www.tinet.ita.doc.gov">www.tinet.ita.doc.gov</a>	
Texas Workforce Commission		<a href="http://www.twc.state.tx.us">www.twc.state.tx.us</a>	
U.S. Department of Labor - Occupational Outlook Handbook		<a href="http://www.bls.gov/oco">www.bls.gov/oco</a>	

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United States Food Safety and Inspection Service	<a href="http://www.fsis.usda.gov">www.fsis.usda.gov</a>		