

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Course of Study Information Page

Course Title:	<b>Hospitality and Tourism (#0568)</b>	
Rationale:	<p>The hospitality, tourism and recreation industry is thriving in California. There is a tremendous need for trained, educated and articulate individuals to work in this field. The impact of travel in California:</p> <ul style="list-style-type: none"> <li>• Travel and tourism expenditures in 2006 amounted to an estimated \$93.8 billion, provided employment for nearly 929,000 Californians, and generated \$5.6 billion in state and local taxes.</li> <li>• California was the destination for 352.3 million domestic travelers and approximately 14 million international visitors, leisure and business, in 2006.</li> <li>• California's share of the domestic travel market in 2006 was 11.5%, making it the most visited state in America.</li> <li>• During 2006, travel spending in California directly supported nearly 929,000 jobs with earnings of 28.5 billion. Travel spending generated the greatest number of jobs in arts, entertainment, and recreations (233,700), food service (274,700), and accommodations (203,700).</li> </ul>	
Course Description:	<p>The hospitality, tourism and recreation pathway integrates various facets of the hospitality industry: lodging, travel and tourism; event planning; theme parks, attraction, and exhibitions; and recreation. Students engaged in this pathway will be introduced to broad experiences related to the specific industry segments, including industry awareness; organizational management; customer service; sales and marketing; facilities management; lodging; travel destinations; and reservations, ticketing and itineraries.</p>	
How Does This Course Align with or Meet State and District Content Standards	<p>This course meets standards and is aligned with State and National Family and Consumer Science Standards.</p>	
Length of Course:	1 year or 1 term at UMHS	
Grade Level:	10-12	
Credit:	<input checked="" type="checkbox"/> Number of units: <u>10</u> <input checked="" type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-g" requirements	<input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input checked="" type="checkbox"/> Career Technical
Prerequisites:	Interest in Area	
Department(s):	<p><b>Home Economics Careers and Technology (HECT)</b>  <b>Family and Consumer Science (FACS)</b>          Hospitality, Tourism and Recreation Industry Sector          Hospitality and Tourism Pathway</p>	
District Sites:	EDHS, ORHS, PHS, UMHS	
Board of Trustees Adoption Date:	April 14, 2009	

Textbooks / Instructional Materials	<b>Hospitality Services “Food &amp; Lodging”</b> , Goodheart-Willcox Company, Inc., Johnny Sue Reynolds, Ph. D, 2006 – 6 <sup>th</sup> Edition, ISBN: 978-1-59070-152-2
Date Adopted by the Board of Trustees:	June 23, 2009

**Course description that will be in the Course Directory:**

Interested in one of the hottest growing industries? The hospitality, tourism and recreation pathway integrates various facets of the hospitality industry: lodging, travel and tourism; event planning; theme parks, attraction, and exhibitions; and recreation. Students engaged in this pathway have broad experiences related to the specific industry segments, including industry awareness; organizational management; customer service; sales and marketing; facilities management; lodging; travel destinations; and reservations, ticketing and itineraries.

## Essential Career Skills Gained By Units

### **The Hospitality and Tourism Industry**

- Understands the current trends in the industry

### **Effective Guest Services**

- Understands the importance of guest services
- Ability to demonstrate exceptional guest services
- Knows how to resolve guest complaints
- Knows the roles of management and employees
- Ability to interact positively, responsively and in a professional manner

### **Successful Sales and Marketing Methods**

- Knows the basic marketing principles
- Understands ways of developing and maintaining long-term guest relationships

### **Essential Aspects of the Lodging Industry**

- Knows the duties of various positions
- Knows the types of food service offered at various lodging facilities

### **Geography in Relation to the Hospitality, Tourism, and Recreation Industry**

- Understand how geography, culture, politics, and the economy that affect world travel and tourism
- Understand the types of basic information that international travelers need

### **The Purpose and Organizational Structure of a Theme Parks, Attractions, and Exhibitions**

- Understands the internal hierarchy and departmental relationships of theme parks, attractions, or exhibitions
- Understand the various internal departments of theme parks, attractions, or exhibitions interrelate and support each other
- Knows the purpose, implications, and strategies of special promotions

### **Fundamentals of Planning Events for Clients**

- Ability to plan special events
- Can establish business relationships with a variety of locations, food suppliers, and other vendors.
- Can develop schedules, registration tools, event materials, and programs.
- Knows essential procedures for planning, promoting, publicizing, coordinating, and evaluating a program or event.

### **Career Planning and Management**

- Understands the role of professional organizations
- Has the ability to self promote in the hiring process, fill out job applications, complete a resume, interview and can prepare a portfolio.

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**EDUCATIONAL SERVICES**

Department: HECT - FACS

Course Title: Hospitality and Tourism (#0568)

UNIT/STANDARD #: The Hospitality and Tourism Industry

LEARNING OUTCOME: Students understand the major aspects of the hospitality, tourism, and recreation industry and the industry's role in local, state, national, and global economies.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the major aspects of the hospitality, tourism, and recreation industry and the industry's role in local, state, national, and global economies.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>➤ Guest Speakers</li> <li>➤ Journal Reflection</li> <li>➤ Lecture</li> <li>➤ Group Learning</li> <li>➤ Computer Lab</li> <li>➤ Observation</li> <li>➤ Interviews</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> <li>➤ Completion of textbook reading. (Reflection questions)</li> <li>➤ Attendance during guest speaker Lectures</li> <li>➤ Travel Portfolio</li> <li>➤ Interview Summary</li> <li>➤ Map of most popular tourist attractions in the United States and around the world.</li> </ul>	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> <li>➤ Evaluate student learning</li> <li>➤ Re-teach areas of weakness</li> <li>➤ Video/Computer learning</li> <li>➤ More time on tests</li> <li>➤ Use of the learning resource center</li> <li>➤ Tutorial time</li> <li>➤ After school tutoring</li> <li>➤ Contact parents/counselors</li> <li>➤ Extended time on projects</li> </ul> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> <li>➤ Job shadow opportunity</li> <li>➤ Extended learning opportunities</li> </ul>

## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Hospitality, Tourism, and Recreation Pathway – Standard C

- C1.1 – Understand the basic career paths in the industry in relation to personal aptitudes and abilities.
- C1.2 – Analyze the economic impact on and contributions of key segments of the industry to local, state, national, and international economies.
- C1.3 – Analyze the working conditions of various careers in the hospitality, tourism and recreation industry.
- C1.4 – Understand the relationship between industry trends and local, state, national and international economic trends.
- C1.5 – Distinguish core elements of the hospitality, tourism, and recreation industry from those of various supporting industries

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UNIT/STANDARD #: Effective Guest Services

LEARNING OUTCOME: Students understand and apply the knowledge and skills essential for effective guest services in the hospitality, tourism, and recreation industry sector.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand and apply the knowledge and skills essential for effective guest services in the hospitality, tourism, and recreation industry sector.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>➤ Guest Speakers</li> <li>➤ Journal Reflection</li> <li>➤ Lecture</li> <li>➤ Group learning</li> <li>➤ Computer lab</li> <li>➤ Observation</li> <li>➤ Interviews</li> <li>➤ Hands-on-learning</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> <li>➤ Completion of textbook reading. (Reflection questions)</li> <li>➤ Attendance during guest speaker lectures</li> <li>➤ Travel Portfolio</li> <li>➤ Interview summary</li> <li>➤ Mock Hotel simulation</li> <li>➤ Inter/Intra-personal skills role play</li> </ul>	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> <li>➤ Evaluate student learning</li> <li>➤ Re-teach areas of weakness</li> <li>➤ Video/Computer learning</li> <li>➤ More time on tests</li> <li>➤ Use of the learning resource center</li> <li>➤ Tutorial time</li> <li>➤ After school tutoring</li> <li>➤ Contact parents/counselors</li> <li>➤ Extended time on project</li> </ul> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> <li>➤ Job shadow opportunity</li> <li>➤ Extended learning opportunities</li> </ul>

## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Hospitality, Tourism, and Recreation Pathway – Standard C

C3.1 – Understand the importance of guest services to the success of the industry.

C3.2 – Understand the concept of exceptional guest service.

C3.3 – Anticipate the needs, desires, and interests of guest in order to exceed their expectations.

C3.4 – Know common guest complaints and the service solutions for preventing or resolving them.

C3.5 – Understand the roles of management and employees in effectively meeting the needs of culturally and generationally diverse guests.

C3.6 – Interact with guests in a positive, responsive, and professional manner.



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UNIT/STANDARD #: Successful Sales and Marketing Methods

LEARNING OUTCOME: Students understand successful sales and marketing methods.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) Students understand successful sales and marketing methods.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>➤ Guest speakers</li> <li>➤ Journal reflection</li> <li>➤ Lecture</li> <li>➤ Group learning</li> <li>➤ Computer lab</li> <li>➤ Observation</li> <li>➤ Interviews</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> <li>➤ Completion of textbook reading. (Reflection Questions)</li> <li>➤ Attendance during guest speaker Lectures</li> <li>➤ Travel portfolio</li> <li>➤ Interview summary</li> <li>➤ Create a marketing plan for Mock Hotel</li> <li>➤ Creation of brochure, business cards, log, letterhead for mock hotel</li> <li>➤ Create phone script for talking about your mock hotel and area</li> </ul>	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> <li>➤ Evaluate student learning</li> <li>➤ Re-teach areas of weakness</li> <li>➤ Video/Computer learning</li> <li>➤ More time on tests</li> <li>➤ Use of the learning resource center</li> <li>➤ Tutorial time</li> <li>➤ After school tutoring</li> <li>➤ Contact parents/counselors</li> <li>➤ Extended time on projects</li> </ul> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> <li>➤ Job shadow opportunity</li> <li>➤ Extended learning opportunities</li> </ul>

## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Hospitality, Tourism, and Recreation Pathway – Standard C

- C4.1 – Understand basic marketing principles for maximizing revenue based on supply and demand.
- C4.2 – Analyze marketing strategies, including promotional selling and upgrading, and their effect on profits.
- C4.3 – Know the major market segments of the hospitality, tourism, and recreation industry.
- C4.4 – Analyze the way in which basic marketing principles and procedures can be applied to targeting an audience.
- C4.5 – Understand ways of developing and maintaining long-term guest relationships.

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Course Title: Hospitality and Tourism (#0568)

UNIT/STANDARD #: Essential Aspects of the Lodging Industry

LEARNING OUTCOME: Students understand the essential aspects of the lodging industry.

<b>LEARNING OUTCOME</b>	<b>INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>INTERVENTIONS</b>
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the essential aspects of the lodging industry.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>➤ Guest speakers</li> <li>➤ Journal reflection</li> <li>➤ Lecture</li> <li>➤ Group learning</li> <li>➤ Computer lab</li> <li>➤ Observation</li> <li>➤ Internships</li> <li>➤ Job shadow</li> <li>➤ Interviews</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> <li>➤ Completion of textbook reading. (Reflection Questions)</li> <li>➤ Attendance during guest speaker lectures</li> <li>➤ Travel portfolio</li> <li>➤ Interview summary</li> <li>➤ Portfolio of different types of lodging and the +/- of each one</li> <li>➤ PowerPoint on the different jobs and job responsibilities within the lodging industry</li> <li>➤ Visit/Understand/View the different types of food service(s) available at various lodgings facilities</li> <li>➤ Job shadow</li> <li>➤ Internships</li> </ul>	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> <li>➤ Evaluate student learning</li> <li>➤ Re-Teach areas of weakness</li> <li>➤ Video/Computer learning</li> <li>➤ More time on tests</li> <li>➤ Use of the learning resource center</li> <li>➤ Tutorial time</li> <li>➤ After school tutoring</li> <li>➤ Contact parents/counselors</li> <li>➤ Extended time on projects</li> </ul> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> <li>➤ Job shadow opportunity</li> <li>➤ Extended learning opportunities</li> </ul>

## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Hospitality, Tourism, and Recreation Pathway – Standard C

- C7.1 – Distinguish between the segments of the lodging industry, such as motels, resorts, all-suites, extended-stay hotels, convention hotels, boutique hotels, and bed-and-breakfast facilities.
- C7.2 – Understand the internal hierarchy and departmental interrelationship of lodging establishments.
- C7.3 – Understand the required duties of various positions, including those of front desk and other service providers, in relation to the functions of the business (e.g., checking guests in and out, greeting, assessing needs, delivering services, and closing the transaction).
- C7.4 – Know the types of food service offered at various lodging facilities.

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UNIT/STANDARD #: Geography in Relation to the Hospitality, Tourism, and Recreation Industry

LEARNING OUTCOME: Students understand the basics of global and domestic physical and cultural geography in relation to the hospitality, tourism, and recreation industry.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the basics of global and domestic physical and cultural geography in relation to the hospitality, tourism, and recreation industry.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>➤ Guest speakers</li> <li>➤ Journal reflection</li> <li>➤ Lecture</li> <li>➤ Group learning</li> <li>➤ Computer lab</li> <li>➤ Observation</li> <li>➤ Interviews</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> <li>➤ Completion of textbook reading. (Reflection Questions)</li> <li>➤ Attendance during guest speaker lectures</li> <li>➤ Travel portfolio</li> <li>➤ Interview summary</li> <li>➤ "Cultural Differences" handbook</li> </ul>	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> <li>➤ Evaluate student learning</li> <li>➤ Re-teach areas of weakness</li> <li>➤ Video/Computer learning</li> <li>➤ More time on tests</li> <li>➤ Use of the learning resource center</li> <li>➤ Tutorial time</li> <li>➤ After school tutoring</li> <li>➤ Contact parents/counselors</li> <li>➤ Extended time on projects</li> </ul> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> <li>➤ Job shadow opportunity</li> <li>➤ Extended learning opportunities</li> </ul>

## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Hospitality, Tourism, and Recreation Pathway – Standard C

C8.1 – Understand fundamental ways in which physical geography, culture, politics, and the economy affect world travel and tourism.

C8.2 – Understand the types of basic information that international travelers need (e.g., physical geography, time zones, International Date Line, rights and responsibilities, laws, and customs).

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Department: HECT - FACS

Course Title: Hospitality and Tourism (#0568)

UNIT/STANDARD #: The Purpose and Organizational Structure of a Theme Parks, Attractions, and Exhibitions

LEARNING OUTCOME: Students understand the fundamental purpose and basic organizational structure of a variety of theme parks, attractions, and exhibitions.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the fundamental purpose and basic organizational structure of a variety of theme parks, attractions, and exhibitions.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>➤ Guest speakers</li> <li>➤ Journal reflection</li> <li>➤ Lecture</li> <li>➤ Group learning</li> <li>➤ Computer lab</li> <li>➤ Observation</li> <li>➤ Interviews</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> <li>➤ Completion of textbook reading. (Reflection Questions)</li> <li>➤ Attendance during guest speaker Lectures</li> <li>➤ Travel portfolio</li> <li>➤ Interview summary</li> <li>➤ Create a promotion for a recreational park</li> <li>➤ Create your own theme park or exhibition</li> <li>➤ Chart out the different departments within a theme park</li> <li>➤ Visit and evaluate theme park, attraction or exhibition</li> <li>➤ Internship at theme park, attraction or exhibition</li> </ul>	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> <li>➤ Evaluate student learning</li> <li>➤ Re-teach areas of weakness</li> <li>➤ Video/Computer learning</li> <li>➤ More time on tests</li> <li>➤ Use of the learning resource center</li> <li>➤ Tutorial time</li> <li>➤ After school tutoring</li> <li>➤ Contact parents/counselors</li> <li>➤ Extended time on projects</li> </ul> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> <li>➤ Job shadow opportunity</li> <li>➤ Extended learning opportunities</li> </ul>

## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Hospitality, Tourism, and Recreation Pathway – Standard C

- C10.1 – Analyze the ways in which the purposes of various properties (e.g., entertainment, education, and community relations) affect their financial structure.
- C10.2 – Understand the internal hierarchy and departmental relationships of theme parks, attractions, or exhibitions.
- C10.3 – Understand how the various internal departments of theme parks, attractions, or exhibitions interrelate and support each other.
- C10.4 – Know the purposes, implications, and strategies of special promotions, such as season passes, multiple-day visits, retail items, and discount coupons.



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Course Title: Hospitality and Tourism (#0568)

UNIT/STANDARD #: Fundamentals of Planning Events for Clients

LEARNING OUTCOME: Students understand and apply the fundamentals of planning events for a diverse clientele.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand and apply the fundamentals of planning events for a diverse clientele.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>➤ Guest speakers</li> <li>➤ Journal reflection</li> <li>➤ Lecture</li> <li>➤ Group learning</li> <li>➤ Computer lab</li> <li>➤ Observation</li> <li>➤ Interviews</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> <li>➤ Completion of textbook reading. (Reflection Questions)</li> <li>➤ Attendance during guest speaker Lectures</li> <li>➤ Travel Portfolio</li> <li>➤ Interview summary</li> <li>➤ Plan a special event that includes a theme, budget, agenda, security, space planning, and an itinerary</li> <li>➤ Chart the procedures for promoting, publicizing, and coordinating an event</li> </ul>	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> <li>➤ Evaluate student learning</li> <li>➤ Re-teach areas of weakness</li> <li>➤ Video/Computer learning</li> <li>➤ More time on tests</li> <li>➤ Use of the learning resource center</li> <li>➤ Tutorial time</li> <li>➤ After school tutoring</li> <li>➤ Contact parents/counselors</li> <li>➤ Extended time on projects</li> </ul> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> <li>➤ Job shadow opportunity</li> <li>➤ Extended learning opportunities</li> </ul>

## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Hospitality, Tourism, and Recreation Pathway – Standard C

C11.1 – Understand the purposes and target audiences of various venues.

C11.2 – Plan special events (e.g., meetings, trade shows, fairs, conferences) based on specific themes, budgets, agendas, space and security needs, and itineraries.

C11.3 – Know how to establish business relationships with a variety of locations, food suppliers, and other vendors.

C11.4 – Develop schedules, registration tools, event materials, and programs.

C11.5 – Know procedures for setting up facilities, equipment, and supplies for a meeting.

C11.6 – Know the essential procedures for planning, promoting, publicizing, coordinating, and evaluating a program or event.

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Course Title: Hospitality and Tourism (#0568)

UNIT/STANDARD #: Career Planning and Management

LEARNING OUTCOME: Students understand how to make effective decisions, use career information, and manage personal career plans.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand how to make effective decisions, use career information, and manage personal career plans.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>➤ Guest speakers</li> <li>➤ Journal reflection</li> <li>➤ Lecture</li> <li>➤ Group learning</li> <li>➤ Computer lab</li> <li>➤ Observation</li> <li>➤ Interviews</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> <li>➤ Completion of textbook reading. (Reflection Questions)</li> <li>➤ Attendance during guest speaker lectures</li> <li>➤ Travel Portfolio</li> <li>➤ Interview summary</li> <li>➤ Create outdoor recreation activities for small children</li> <li>➤ Know parks and recreation procedures for renting outdoor space. (Policies and Procedures)</li> <li>➤ Devise a plan for taking care of our outdoor recreation areas</li> </ul>	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> <li>➤ Evaluate student learning</li> <li>➤ Re-teach areas of weakness</li> <li>➤ Video/Computer learning</li> <li>➤ More time on tests</li> <li>➤ Use of the learning resource center</li> <li>➤ Tutorial time</li> <li>➤ After school tutoring</li> <li>➤ Contact parents/counselors</li> <li>➤ Extended time on projects</li> </ul> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> <li>➤ Job shadow opportunity</li> <li>➤ Extended learning opportunities</li> </ul>

### Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

- 3.1 – Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
- 3.2 – Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 – Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 – Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 – Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 – Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.