

**DELAWARE VALLEY SCHOOL DISTRICT**

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Hospitality and Tourism**

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**Grade Level:  
10-12**

**Date of Board Approval: \_\_\_\_\_ 2016 \_\_\_\_\_**

# DELAWARE VALLEY SCHOOL DISTRICT

## Planned Instruction

**Title of Planned Instruction:** Hospitality and Tourism

**Subject Area:** Business Education                      **Grade(s):** 10-12

### **Course Description:**

This is a one semester course that provides students with an overview of the hospitality and tourism industries and the career opportunities within them. Students will be eligible for dual-enrollment credit with Keystone College upon completion of the course.

Students will learn basic operations, guest services, accommodation types, marketing and sales, management and ownership responsibilities, food and beverage service, event planning and tour coordination and promotion. Students will gain skills and knowledge of a professional industry that supports the local and regional economy as well as research the worldwide effect of the hospitality and tourism industry. Students will have the opportunity to meet with representatives from several local attractions as well as working with the visitor's bureau to learn about the region and possibly visit some of the attractions.

**Time/Credit for the Course:** One Semester/ 2 Marking Periods

**Curriculum Writing Committee:** JoAnne Yanko

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## Curriculum Map

### 1. Marking Period One Overview with time range in days: Units 1, 2, 3 – 45 days

**Marking Period One Goal:** To introduce the hospitality and tourism industries along with the operations roles, service skills, and management skills needed

**Understanding of:**

- Define Hospitality and Tourism
- The impact of the industry regionally, nationally, globally
- Identify the individual sectors of the industry
- Identify the roles and responsibilities of the people working in the industry
- Service skills (soft skills)
- Front office operations and procedures
- Management responsibilities and leadership skills
- Facilities management and safety/security/crisis planning
- Financial responsibilities of management

### 2. Marking Period Two Overview with time range in days: Units 4, 5, and Final Project -- 45 days

**Marking Period Two Goal:** To expand on the individual sectors of the industry and the worldwide career opportunities

**Understanding of:**

- Food & Beverage Operations
- Hotel & Guest Services
- Casino Management
- Tour Planning
- Event Planning & Promotion
- Hospitality Careers Around the World
- Disney: Careers In The Disney Corporation
- Customs and Diversity In The Industry

### Final Project: Company Analysis (1 week)

- Students will research a successful business in the hospitality and tourism industry in the local area. They will conduct on and off-site research, interviews, and creates a portfolio that explains the company's features. Students that cannot travel to the sites will be able to conduct phone/video interviews. Students will be provided with a list of eligible businesses.

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## Unit 1

### PA Core Standards for Business Computers and Information Technology

**Big Idea: Career Management:** Career management is a lifelong process that requires purposeful planning based on research, self-knowledge and informed choices

**Essential Question:** How do interest, abilities and resources guide a career choice?

**Concept:** Job Search Process

**Competency:** Evaluate internal and external influences on making career choices

- Analyze career options based on variety of criteria including earnings, education/training, and job requirements and outlook
- Compare and contrast opportunities in the national/international job markets using a variety of electronic and print resources
- Identify transferrable competencies and job specific skills related to job options

### Career Education & Work

**Big Idea:** Understanding and demonstrating workplace skills and knowledge is paramount in the career acquisition process

**Essential Questions:** How will possessing solid work habits help me when I seek my first job? Why is obtaining a set of work habits essential for success in today's workplace?

**Concept:** Essential workplace skills/knowledge that assist in career acquisition such as responsibility, dependability, integrity and team building.

**Competency:** Describe the importance of responsibility, dependability, integrity and team building in the work setting.

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## Unit 2

### PA Core Standards for Business Computers and Information Technology

**Big Idea: Communication:** Communication relies on the purposeful use of information in a format appropriate to the task and audience (also applies to Unit 3)

**Essential Questions:** What is the relationship between communication and professionalism?

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**Concept:** Workplace Communications

**Competency:** Demonstrate professional appropriate behaviors and etiquette when interacting with others in the classroom and workplace environment

**Concept:** Soft Skills

**Competency:** Model appropriate manners and etiquette in both the classroom and workplace environment

Analyze the value of interpersonal relationships in the workplace environment

**Concept:** Cultural Diversity

**Competency:** Demonstrate an understanding of and respect for customs and cultures of different individuals and countries

### Career Education & Work

**Big Idea:** Understanding and demonstrating workplace skills and knowledge is paramount in the career acquisition process

**Essential Question:** How can I demonstrate and use specific examples of solid daily work habits to assist me in getting a job?

**Concept:** Important attributes involved in working on a team, problem solving, and personal initiative

**Competency:** Acquire and demonstrate employability skills such as working on a team, problem solving and personal initiative

**Concept:** Sources of important health and safety regulations that impact the work environment

**Competency:** Recognize and cite how health, safety, and labor laws impact career acquisition in the workplace

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## Unit 3

### Business Computers and IT

**Big Idea: Management:** Management is the process of effectively using resources to plan, organize, control, and lead

**Essential Question:** Why are management functions critical to the success of an organization?

**Concept:** Management principles

**Competency:** Analyze management functions and their role in business environment (planning, staffing, organizing, controlling, and directing)

**Concept:** Management skills

**Competency:** Discuss important leadership characteristics

**Essential Question:** How do ethics and social responsibility impact the culture of an organization?

**Concept:** Law & Ethics

**Competency:** Examine ethical responsibilities in the manager/employee relationship

**Competency:** Recognize and cite how health, safety, and labor laws impact career acquisition and the workplace.

### Career Education & Work

#### Big Idea: Career Retention and Advancement

**Essential Question:** What types of decisions regarding further education are critical for career retention and advancement?

**Concept:** Why changes in the global workplace require corresponding strategies for career retention and advancement.

**Competency:** Given a hypothetical career, identify three changes that have occurred in the last decade. List two necessary strategies for career retention and advancement relating to each change.

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### Unit 4

**Big Idea: Marketing:** Marketing is the process of creating communicating, delivering, and exchanging products or services that have value for customers, clients, or society

**Essential Question:** How do marketing strategies impact individuals, businesses, and society?

**Concept:** Marketing Mix

**Competency:** Evaluate the impact of changing economic conditions on marketing products and services

**Concept:** Law & Ethics

**Competency:** Compare and contrast ethical standards in domestic and international markets

**Essential Question: How does consumer behavior influence the marketing mix?**

**Concept:** Marketing Mix

**Competency:** Develop strategies to gain and maintain market share

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### Unit 5

#### Career Education & Work

**Big Idea:** Understanding and demonstrating workplace skills and knowledge is paramount in the career acquisition process

**Essential Question:** How can I demonstrate and use specific examples of solid daily work habits to assist me in getting a job?

**Concept:** Important attributes involved in working on a team, problem solving, and personal initiative

**Competency:** Acquire and demonstrate employability skills such as working on a team, problem solving, and personal initiative

**Concept:** Sources of important health and safety regulations that impact the work environment

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## Curriculum Plan

### Unit 1: Introduction

Time Range in Days: (15 days)

**Standard(s): (See Appendix for extended definition)**

**Career Ed & Work:** 13.1.11.C, 13.1.11.F, 13.3.11.C, 13.3.11.G

**BCIT:** 15.2.12.B, 15.2.12.D, 15.2.12.O, 15.3.12.D, 15.3.12.E, 15.8.12.G, 15.8.12.J, 15.9.12.E

**ELA:** CC.1.2.11-12.A, CC.1.4.11-12.A, CC.1.4.11-12.F, CC.1.5.11-12.A, CC.1.5.11-12.F

**Core Standards Addressed: (See Appendix for extended definition)**

BCIT: Career Management

FACS: Hospitality, Tourism, Recreation

**Overview:** Students will use the textbook, presentations, notes, the Internet, and teacher prepared handouts to answer the focus questions

**Focus Question(s):**

How do interests, abilities and resources guide a career choice?

What are the career paths within the hospitality, tourism, and recreation industries?

**Goals:**

- Define Hospitality and Tourism
- Identify and analyze the impact of the industry regionally, nationally, globally
- Identify the target markets for each area

**Objectives:**

Describe and define the characteristics of the hospitality industry (DOK 1,2)

Explain what is meant by corporate philosophy (DOK 1,2)

Describe the changes in hospitality and tourism have experienced throughout modern times (DOK 2, 3)

Describe the social impact of global travel and business on hospitality and tourism (DOK 2,3)

Describe the scope of industry services available potential employees (DOK 1,2)

**Core Activities and Corresponding Instructional Methods:**

- Students will identify the numerous businesses in the Poconos region that provide services in the hospitality and tourism industry.
- Students will read chapters 1 and 2 from the textbook and complete corresponding activities.



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- Students will be encouraged to visit the Pike County Welcome Center to obtain various media guides for attractions in the Poconos area.
- Students will be able to identify the major jobs, careers, and the paths available in the hospitality and tourism industries.
- Students will be able to define the spirit of the industries and discuss corporate philosophies.
- Students will complete online activities that accompany the text to review the concepts presented.
- Students will analyze a corporate example of success in the hospitality and tourism industry.

### **Assessments:**

**Diagnostic:** Participation in class discussions and response to oral questions and surveys.

**Formative:** Completion of various homework, in-class activities, case analyses, and online activities that correspond to the concepts presented

**Summative:** Exams, projects, homework, activities

**Extensions:** Various additional case studies and local examples will be available for students read through and answer questions, as well as websites provided for additional statistics. Students will have access to regional and national publications that profile companies in the hospitality and tourism industry. They will be encouraged to read through them and learn about they may not see in the textbook or hear in lectures.

**Correctives:** Supplemental material (in addition to chapter notes) will be provided to those who need extra practice/review. Students can use the online textbook companion website

### **Materials and Resources:**

- Textbook: Introduction to Hospitality, 6<sup>th</sup> Edition, John C. Walker
- Presentations and handouts provided by the publisher
- Online Textbook companion website: [www.pearsonhighered.com/johnwalker](http://www.pearsonhighered.com/johnwalker)
- Homework assignments
- Various teacher created and provided handouts
- Various publications from local agencies and vacation bureaus (Pocono Mountain Visitor's Bureau; Pike County Chamber of Commerce, etc.)
- Tests/Quizzes
- Various speakers

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### Unit 2: Service Skills

Time Range in Days: (15 days)

**Standard(s): (See Appendix for extended definition)**

**Career Ed & Work:** 13.1.11.C, 13.1.11.F, 13.3.11.C, 13.3.11.G

**BCIT:** 15.2.12.B, 15.2.12.D, 15.2.12.O, 15.3.12.D, 15.3.12.E, 15.8.12.G, 15.8.12.J, 15.9.12.E

**ELA:** CC.1.2.11-12.A, CC.1.4.11-12.A, CC.1.4.11-12.F, CC.1.5.11-12.A, CC.1.5.11-12.F

**Core Standards Addressed: (See Appendix for extended definition)**

BCIT: Career Management

FACS: Hospitality, Tourism, Recreation

**Overview: Students will use the textbook, presentations, notes, the Internet, and teacher prepared handouts to answer the focus questions**

**Focus Question(s):**

What is the relationship between communication and professionalism?

How can I demonstrate and use specific examples of solid daily work habits to assist me in getting a job?

**Goals: Students will have an understanding of:**

Identify the roles and responsibilities of the people working in the industry

Service skills (soft skills)

**Objectives:**

Identify characteristics of good customer service (DOK 1)

Demonstrate various forms of acceptable interaction (DOK 3,4)

Analyze the ethical responsibilities in the manager/employee relationship (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

Students will be able to:

- Identify the tasks performed during the guest cycle
- Identify how a seamless guest experience is managed by employees and the property
- Identify how the emotional engagement of guests is influenced by each stage of the guest cycle
- Explain how to determine guests' wants and needs in order to meet and exceed expectations with the global traveling public.
- Identify and implement the components used in above and beyond guest service.

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- Assess how and why guest satisfaction measurements help a business to run smoothly and profitably using the Guest Service Management method

### **Assessments:**

**Diagnostic:** Participation in class discussions and response to oral questions and surveys. Participation in group activities with customer service scenarios.

**Formative:** Completion of various homework, in-class activities, case analyses, and online activities that correspond to the concepts presented

**Summative:** Exams, guest cycle project, homework, in-class activities

**Extensions:** Various additional case studies and local examples will be available for students read through and answer questions, as well as websites provided for additional statistics. Students can compare the guest cycles for local businesses such as small hotels versus large extended-stay resorts.

**Correctives:** Supplemental material (in addition to chapter notes) will be provided to those who need extra practice/review. Students can use the online textbook companion website.

### **Materials and Resources:**

- Textbook: Introduction to Hospitality, 6<sup>th</sup> Edition, John C. Walker
- Presentations and handouts provided by the publisher
- Online Textbook companion website: [www.pearsonhighered.com/johnwalker](http://www.pearsonhighered.com/johnwalker)
- Homework assignments
- Various teacher created and provided handouts
- Tests/Quizzes

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### Unit 3: Operations and Financial Roles      Time Range in Days: (15 days)

#### **Standard(s): (See Appendix for extended definition)**

**Career Ed & Work:** 13.1.11.C, 13.1.11.F, 13.3.11.C, 13.3.11.G

**BCIT:** 15.2.12.B, 15.2.12.D, 15.2.12.O, 15.3.12.D, 15.3.12.E, 15.8.12.G, 15.8.12.J, 15.9.12.E

**ELA:** CC.1.2.11-12.A, CC.1.4.11-12-A, CC.1.4.11-12.F, CC.1.5.11-12.A, CC.1.5.11-12.F

#### **Core Standards Addressed: (See Appendix for extended definition)**

BCIT: Career Management

FACS: Hospitality, Tourism, Recreation

**Overview: Students will use the textbook, presentations, notes, the Internet, and teacher prepared handouts to answer the focus questions**

#### **Focus Question(s):**

Why are management functions critical to the success of an organization?

How do ethics and social responsibility impact the culture of an organization?

#### **Goals: Students will have an understanding of**

Roles of management of facilities and basic operational procedures

Facilities management and safety/security/crisis planning

The importance of maintaining positive revenue and controlling cost centers

The importance of following laws regarding inn-keeping and employee labor

#### **Objectives:**

Interpret the skills required for effective managers (DOK 2)

Analyze the various functions of financial management within a facility (DOK 4)

Distinguish between revenue and cost centers (DOK 3)

Create effective safety procedures for various facility types and hypothesize outcomes to possible crisis scenarios (DOK 4)

#### **Core Activities and Corresponding Instructional Methods:**

- Outline the duties and responsibilities of key managers and department heads
- Construct an organizational chart of a hotel and identify areas of control
- Describe property management systems and discuss yield management
- Describe the basic goals and tasks of managers, and trace the development of management theories
- Define Six Sigma and its role in the hospitality industry

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- Discuss quality management and summarize four basic strategies of effective leaders.
- Distinguish between the various revenue centers and cost centers of a hotel.
- Describe hotel control systems, give examples of financial controls used, summarize the need (and give examples of) quality control in hotels.
- Identify the role of technology in controlling both revenue and cost centers within a hotel.
- Outline the duties and responsibilities of key managers and department heads.
- Construct an organizational chart of a hotel and identify areas of control.
- Explain the importance of a well-maintained property for both the interior and exterior spaces.
- Discuss the four key planning areas of an emergency preparedness plan along with the role of maintaining backup systems.
- Explain the risk management process and the use of the 14 elements of a health and safety program in a workplace.
- Identify the security functions of providing reasonable care under the inn-keepers laws requiring hotels to provide travelers with a safe haven at night.

### **Assessments:**

**Diagnostic:** Participation in class discussions and response to oral questions and surveys.

**Formative:** Completion of various homework, in-class activities, case analyses, and online activities that correspond to the concepts presented

**Summative:** Exams, emergency preparedness plan project, homework, activities

**Extensions:** Various additional case studies and local examples will be available for students read through and answer questions, as well as websites provided for additional statistics. Students will practice crisis prevention and intervention regarding the safety of various facility types. Students will read about high-profile leaders in the hospitality and tourism industry and analyze the characteristics of that leader.

**Correctives:** Supplemental material (in addition to chapter notes) will be provided to those who need extra practice/review. Students can use the online textbook companion website.

### **Materials and Resources:**

- Textbook: Introduction to Hospitality, 6<sup>th</sup> Edition, John C. Walker
- Presentations and handouts provided by the publisher
- Online Textbook companion website: [www.pearsonhighered.com/johnwalker](http://www.pearsonhighered.com/johnwalker)
- Homework assignments

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- Various teacher created and provided handouts
- Tests/Quizzes

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### Unit 4: Individual Sectors

Time Range in Days: (20 days)

**Standard(s): (See Appendix for extended definition)**

**Career Ed & Work:** 13.1.11.C, 13.1.11.F, 13.3.11.C, 13.3.11.G

**BCIT:** 15.2.12.B, 15.2.12.D, 15.2.12.O, 15.3.12.D, 15.3.12.E, 15.8.12.G, 15.8.12.J, 15.9.12.E

**ELA:** CC.1.2.11-12.A, CC.1.4.11-12-A, CC.1.4.11-12.F, CC.1.5.11-12.A, CC.1.5.11-12.F

**Core Standards Addressed: (See Appendix for extended definition)**

BCIT: Career Management

FACS: Hospitality, Tourism, Recreation

**Overview: Students will use the textbook, presentations, notes, the Internet, and teacher prepared handouts to answer the focus questions**

**Focus Question(s):**

How do marketing strategies impact individuals, businesses, and society?

**Goals:** Students will have an understanding of

The roles and functions of various sectors of hospitality including hotels, food and beverage operations, casino management, tour planning, and event planning

**Objectives:**

Differentiate among the various sectors of hospitality (DOK 3)

Identify the specific services offered in the different sectors (DOK 1)

Identify the target markets for each sector (DOK 1)

**Core Activities and Corresponding Instructional Methods:**

- Describe the difference between chain and independent restaurants
- List the various classifications of restaurants
- Identify characteristics and trends in health care, business, schools/universities and leisure recreation food services
- Describe the various components of modern casino resorts
- Explain how casinos have been integrated into larger hospitality operations
- Understand the basic principles of casino operations
- Identify the purpose of resorts, cruise lines, recreational tourism, and theme parks within the tourism industry
- Identify the various types of resorts and the target guest markets (ex., family resorts, all-inclusive, adventure, and business retreats)

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- Explain the purpose of using internal resources for sources of guest experiences and the purpose of building strong partnerships with outside businesses, agencies, and other sources for guest activities. (ex., using check-out surveys)
- Explain the different types of meetings, conventions, and expositions
- Categorize the various types of special events
- Identify the main professional organizations and associations within the special events industry.

### **Assessments:**

**Diagnostic:** Participation in class discussions and response to oral questions and surveys.

**Formative:** Completion of various homework, in-class activities, case analyses, and online activities that correspond to the concepts presented.

**Summative:** Exams, event planning project, homework, activities.

**Extensions:** Various additional case studies and local examples will be available for students read through and answer questions, as well as websites provided for additional statistics. Students will have an itinerary from the FBLA State Leadership Conference and can examine the planning and executing of simultaneous events.

**Correctives:** Supplemental material (in addition to chapter notes) will be provided to those who need extra practice/review. Students can use the online textbook companion website

### **Materials and Resources:**

- Textbook: Introduction to Hospitality, 6<sup>th</sup> Edition, John C. Walker
- Presentations and handouts provided by the publisher
- Online Textbook companion website: [www.pearsonhighered.com/johnwalker](http://www.pearsonhighered.com/johnwalker)
- Homework assignments
- Various teacher created and provided handouts
- Tests/Quizzes



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**Unit 5: Careers in Hospitality & Final Project**      **Time Range in Days: (25 days)**

**Standard(s): (See Appendix for extended definition)**

**Career Ed & Work:** 13.1.11.C, 13.1.11.F, 13.3.11.C, 13.3.11.G

**BCIT:** 15.2.12.B, 15.2.12.D, 15.2.12.O, 15.3.12.D, 15.3.12.E, 15.8.12.G, 15.8.12.J, 15.9.12.E

**ELA:** CC.1.2.11-12.A, CC.1.4.11-12-A, CC.1.4.11-12.F, CC.1.5.11-12.A, CC.1.5.11-12.F

**Core Standards Addressed: (See Appendix for extended definition)**

BCIT: Career Management

FACS: Hospitality, Tourism, Recreation

**Overview: Students will use the textbook, presentations, notes, the Internet, and teacher prepared handouts to answer the focus questions**

**Focus Question(s):**

How can I demonstrate and use specific examples of solid daily work habits to assist me in getting a job?

**Goals:**

Students will explore various types of career opportunities within hospitality and tourism  
Students will explore the method of ascension on the corporate ladder of the hospitality and tourism industries

Students will be able to identify the opportunities for internships in the hospitality and tourism industries

**Objectives**

Investigate the various types of careers within the hospitality and tourism industries (DOK 3)

Construct a plan for moving up within an organization's corporate/management structure (DOK 3)

Research various internship opportunities within the hospitality and tourism industries (DOK 2)

**Core Activities and Corresponding Instructor Methods**

- Students will study various successful people within the hospitality and tourism industries and analyze their path to the top
- Students will choose either a management, operational, or performance career and analyze the skills of people within those roles

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- Describe career ladders, summarize the purpose and content of a resume, and explain how to participate in an effective job interview
- Students will explore the Disney College Program and how it is a stepping stone for working with the Walt Disney Company
- Students will identify the importance of building on-the-job experience
- Students will complete a company analysis involving the history and development of the biggest corporations in the hospitality and tourism industries
  - This analysis will serve as the final project for the course
  - Students will be given the directions at the beginning of the marking period

### **Assessments:**

**Diagnostic:** Participation in class discussions and response to oral questions and surveys.

**Formative:** Completion of various homework, in-class activities, case analyses, and online activities that correspond to the concepts presented

**Summative:** Exams, projects, homework, activities, Final Project

**Extensions:** Various additional case studies and local examples will be available for students read through and answer questions, as well as websites provided for additional statistics. Students will be able to listen to a first-hand experience with the Disney College Program from Danielle Angle.

**Correctives:** Supplemental material (in addition to chapter notes) will be provided to those who need extra practice/review. Students can use the online textbook companion website.

### **Materials and Resources:**

- Textbook: Introduction to Hospitality, 6<sup>th</sup> Edition, John C. Walker
- Presentations and handouts provided by the publisher
- Online Textbook companion website: [www.pearsonhighered.com/johnwalker](http://www.pearsonhighered.com/johnwalker)
- Homework assignments
- Various teacher created and provided handouts
- Tests/Quizzes

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**Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook: Introduction to Hospitality, 6<sup>th</sup> Edition

Textbook ISBN #: 978-0-13-281465-2

Textbook Publisher & Year of Publication: Pearson Learning 2015

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## Appendix

### PA Career Education & Work

**13.1.11.C:** Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

**13.1.11.F:** Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:

- Associate degree
- Baccalaureate degree
- Certificate/licensure
- Entrepreneurship
- Immediate part/full time employment
- Industry training
- Military training
- Professional degree
- Registered apprenticeship
- Tech Prep
- Vocational rehabilitation centers

**13.3.11.C:** Evaluate conflict resolution skills as they relate to the workplace:

- Constructive criticism
- Group dynamics
- Managing/leadership
- Mediation
- Negotiation
- Problem solving

**13.3.11.G:** Evaluate the impact of lifelong learning on career retention and advancement.

### PA Business Computers and Information Technologies

**15.2.12.B:** Analyze a specific occupation within a career cluster.

**15.2.12.D:** Analyze job tasks and responsibilities when working in a virtual versus a traditional work environment.

**15.2.12.O:** Formulate and demonstrate strategies for working with diverse populations.

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**15.3.12.D:** Evaluate business materials (including web based resources) for value related to purpose, quality, and appropriateness.

**15.3.12.E:** Evaluate chosen print and electronic resources for advanced research.  
Reference English Language Arts CC.1.4.11-12.U

**15.8.12.G:** Analyze leadership skills necessary for leading at various management levels.

**15.8.12.J:** Analyze the use and purpose of various technology tools used by management.

**15.9.12.E:** Research and analyze consumer behavior patterns and the effect of those patterns on business and the economy.

### **PA Common Core English, Language Arts**

**CC.1.2.11-12.A:** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

**CC.1.4.11-12-A:** Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

**CC.1.4.11-12.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**CC.1.5.11-12.A:** Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

### **National Family and Consumer Science Standards**

#### **Hospitality, Tourism, and Recreation**

**10.1:** Analyze career paths within the hospitality, tourism, and recreation industries

**10.2:** Demonstrate procedures applied to safety, security, and environmental issues

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**10.3:** Apply concepts of quality service to assure customer satisfaction

**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.

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**Checklist to Complete and Submit with Curriculum:**

- \_\_\_\_\_ **A hard copy of the curriculum using The template entitled “Planned Instruction,” available on the district website**
- \_\_\_\_\_ **Hard copies of all supplemental resources not available electronically**
- \_\_\_\_\_ **The primary textbook form(s)**
- \_\_\_\_\_ **The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document**
- \_\_\_\_\_ **A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.**

**Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.**

**First Reader/Reviewer Printed Name** \_\_\_\_\_

**First Reader/Reviewer Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Second Reader/Reviewer Printed Name** \_\_\_\_\_

**Second Reader/Reviewer Signature** \_\_\_\_\_

**Date** \_\_\_\_\_